Sustainable Innovation: Turning Fads into Forevers

Friday May 3rd 2019

@ Lehman College
Carmen Hall

CUNY.IS/BRONXEDTECH
SHOWCASE
AGENDA

8:45 am - 9:30 am
Registration/Light Breakfast & Greeting (Carman Hall – Multimedia Center Hallway)

9:30 am - 10:00 am
Concurrent Session I (Carman Hall)

10:00 am - 10:30 am
Concurrent Session II (Carman Hall)

10:30 am - 10:40 am
Break

10:40 am - 11:10 am
Concurrent Session III (Carman Hall)

11:10 am - 11:40 am
Concurrent Session IV (Carman Hall)

11:40 am - 11:50 am
Break

11:50 am - 12:20 pm
Concurrent Session V (Carman Hall)

12:20 pm - 12:30 pm
Walk to Lunch

12:30 pm - 1:15 pm
Lunch (East Dining Room)

1:15 pm - 1:30 pm
Welcome Remarks - College Presidents (East Dining Room)

1:30 pm - 2:15 pm
Keynote Address (East Dining Room)

2:15 pm - 3:00 pm
Enlightenment Speaker (East Dining Room)

3:00 pm - 4:00 pm
Networking Social / Raffle (East Dining Room- Outside Patio)
Keynote Address: Our Responsibility for Innovation’s Sustainability

Building off this year’s showcase theme of “Sustainable Innovation: Turning Fads into Forevers,” Shakespeare will explore the possibility for “sustainable innovation” in today’s higher education context. The intersecting trends in population, funding, economics, labor, and politics are shaping higher education dramatically. Shakespeare will draw from her nearly two decades of higher education experience to challenge the audience to reflect on the following: How can we sustain innovation in today’s climate?

Biography

Christine Shakespeare, Ph.D., is vice president of Program Strategy at 2U, Inc., a global leader in education technology. 2U builds, delivers, and supports digital graduate programs, certificates, and short courses at scale for working professionals.

Prior to 2U, Shakespeare was assistant vice president of Continuing and Professional Education at Pace University. Over the course of her 10-year tenure, Shakespeare delivered impactful results working cross-functionally, including the creation of a profitable $12M lifelong learning division devoted to online undergraduate and graduate degrees, noncredit programs/short courses, and the English Language Institute. While at Pace, Shakespeare also held the position of interim associate provost for Student Success, where she led student retention efforts and managed the International Students and Scholars Office responsible for travel/field courses, study abroad, and agreements with international institutions.

Before Pace, Shakespeare was the dean of Academic Affairs at Sunbridge College, associate director of Community Relations at New York University, and an education consultant at the Ford Foundation.

Shakespeare holds a Ph.D. in Higher Education Policy from NYU’s Steinhardt School of Education, a B.A. with Honors and Phi Beta Kappa from Hofstra University’s New College, and an M.Ed. in Counseling from the University of San Diego. She has deep family roots in Venezuela and hails from Hempstead, New York.
James Wiley
Principal Analyst for Technology at Eduventures

Enlightenment Session: Future-Proofing the University

Given the pressures to improve enrollment and retention, meet the demands of teaching and learning, and keep up with ever-changing technology, institutions might find it hard to plan for the future. In this presentation, we will explore some ways institutions might look beyond the immediate pressures and construct their technology portfolios to best suit their future goals.

Biography

James Wiley has 16 years of education technology experience. Prior to joining the research team, James was Executive Vice President of Enterprise Services at the Center for Educational Leadership and Technology (CELT). James lead efforts to develop a network infrastructure redesign project for a Texas school district rollout of instructional tablets and to develop a statewide information security management system for over 400 school districts for the Massachusetts Department of Education.

Before CELT, James successfully designed and managed over 15 large-scale education technology engagements, including the New York State Education Portal, the Rhode Island Department of Education Statewide Longitudinal Data System, and the Hawaii Enterprise Application Integration Solution projects. James has a wealth of experience in education technology and helping all stakeholders understand the steps required to successfully implement and manage enterprise systems. At Eduventures, James focuses on helping stakeholders understand the success criteria for technology and on ensuring alignment between their technology applications and organizational goals.

James lives in Providence, Rhode Island and holds an MA and a BA in Classics from Cambridge University, a Certificat d’Enseignant in Sociology from L’Ecole des Hautes Etudes en Sciences Sociales in Paris, and a BA in Philosophy, Greek and Latin from Lehman College, The City University of New York.
### Improving Communication In Radiologic Technology Using E-Portfolios

Annette Ortiz

### Four Years into Forever: The Evolution of the Hostos Online Learning Assessment (HOLA) Task Force

Kristopher Burrell
Kate Wolfe
Jacqueline DiSanto
Norberto Valdez-Portela Hernandez

### Using a Blog Assignment to Help Science Students Become Better Communicators

Julie Trachman

### Let's Kahoot! Using Game-Based Learning In Psychology Courses

Kate Wolfe

### Promoting Student Engagement & Active Learning with Digital Devices

Vyacheslav Dushenkov
Zvi Ostin

### Considerations of Reading in Online Courses

Kate Mazza

### Pre-service Teachers and apps in the Teaching and Learning Process

Kaemanje Thomas

### Using Mid-course Student Surveys for Feedback to Improve Instructional Effectiveness

Susan Ko
Naliza Sadik

### Online Exemplary Course Contest Winners

1st Place: Prof. Sherry Deckman
2nd Place: Prof. Kenneth Weisshaar
3rd Place: Prof. Stacey Cooper

### Digitally Staging Shakespeare in the Literature Classroom

Victoria Munoz
## Enhancing Student Engagement in a Language Course
Silvia Carlorosi
Bryan Betancur

Juan Soto-Franco

## Open Digital Tools for Teaching and Learning
Laurie Hurson
Krystyna Michael

## An Experiment in Online Chemistry: An Asynchronous Non-majors General Chemistry Course
Melissa Deri

## Blackboard Ally for Websites
Lisa Andion

## Hostos Math Web App
James Kennis
Iber Porna

## From OpenLab to OpenLabs: CUNY Collaborations for Open Learning
Charlie Edwards
Jill Belli
Jenna Spevack
Tom Harbison
Jody Rosen

### Integrating data Visualization Tools into the Curriculum in Order to Engage Students in Telling Stories Using Data
Reginald Dorcely
Damaris Lois Lang
Jefferson Barnes
Jassiel Del Milagros Mena

### Improving the Science Forward OER: Increasing Accessibility and Adding Materials to Promote Active Learning and Scientific Literacy
Kelly L. O’Donnell
Lisa A. Brundage

### Promoting Student Engagement and Active Learning Through the Use of 3D Technology in Gateway Biology Courses
Raffaella Diotti
Seher Atamturktur
Mark Lennerton
Goldie Sherr

### Lehman 360: Student Relationship Management Hub
Ron Bergmann
Edi Ruiz
Deira Pereyra
Elkin Urrea

### An Ecosystem of OERs to Support Student Learning and Build Community in Gateway Mathematics Courses
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### Did We Flip Out? Assessing The Impact of Flipped Activities and Instructional Podcasts at BCC
Monique A. Guishard
Moronke Oshin-Martin
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### Students as Creators: Open Pedagogy and Renewable Assignments in Teacher Education
Jennifer Van Allen
Stacy Katz

### Bridging and Re-imagining: Creating Opportunities Across Oceans and Grade Levels Through Online Learning
Ema Lindsey McSpadden

### Meet Yula, The Only Media Repository that You Will Need
Kline Boudreaux
Zayn Mashat

## Walk to Lunch

## Lunch (East Dining Room)

#### Welcome Remarks – College Presidents (East Dining Room)

#### Keynote Address (East Dining Room)
Christine G. Shakespeare, Ph.D, Vice President of Program Strategy at 2U, Inc.

#### Enlightenment Session (East Dining Room)
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#### Networking Social and Raffle Drawing (East Dining Room – Outside Patio)
SPECIAL THANKS TO OUR SPONSORS

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YuJa

Breakfast Sponsor

Networking and Reception Sponsor

Blackboard
8:45 am - 9:30 am
Registration/Light Breakfast & Greeting {CA Multimedia Center Hallway}

9:30 am - 10:00 am - Concurrent Session I

{CA-B75} Improving Communication In Radiologic Technology Using E-Portfolios
Annette Ortiz, Assistant Professor, Nursing and Allied Health Sciences, Bronx Community College
This session will discuss how the Radiologic Technology Program at Bronx Community College improved student communication with patients by designing an e-portfolio to provide students with interactive experiences before clinical placement. This session will also describe how e-portfolios improved professional development in students' interactions with patients.

{CA-B81} Four Years into Forever: The Evolution of the Hostos Online Learning Assessment (HOLA) Task Force
Kristopher Burrell, Assistant Professor; Kate Wolfe, Assistant Professor; Norberto Valdez-Portela Hernandez, Lecturer, Behavioral and Social Sciences; Jacqueline DiSanto, Associate Professor, Education; All from Hostos Community College
The Educational Technology Department at Hostos Community College consistently searches for ways to improve online learning, and assess its programming initiatives. In the fall of 2015, a group of faculty and EdTech staff assembled to create the Hostos Online Learning Assessment (HOLA) Task Force. Initially without any funds or timetable for meeting, HOLA is now a sanctioned committee with a dedicated coordinator. HOLA is part of a broader EdTech leadership group to improve online learning, adoption, and assessment, college-wide. Five factors have allowed HOLA to evolve from a “fad” into a “forever” over the past four years.

{CA-B84} Enhancing Student Engagement in a Language Course
Silvia Carlorosi, Assistant Professor; Bryan Betancur, Assistant Professor, Modern Languages, Bronx Community College
In order to facilitate active learning, we tried an experiment in two beginning level classes of Italian and Spanish, using the Flipped Learning Approach and testing students with short pre-lecture quizzes. Students were tasked with reviewing new material before class and completed a short quiz to test their understanding of new material prior to the start of class. Student disposition and performance data were collected on a regular basis. Results highlighted that technology provides effective tools for enhancing students’ interest in and outside the classroom, as well as valuable learning opportunities for both students and professors.

{CA-B85} Reading Comprehension: Action Research Involving the New York Times, the Free Dictionary app and Smartphones
Juan Soto-Franco, Adjunct Lecturer, English, Hostos Community College
This presentation explores the use of the digital version of The New York Times (TNYT), The Free Dictionary (TFD) app and smartphones to check students’ reading engagement, comprehension, and vocabulary acquisition. Through this action research, conducted in spring 2018 in a developmental class at Hostos CC, a reading comprehension quiz and interviews were used to learn about the aspects mentioned above as well as the impact of the TFD app in their learning. Results disclose a noteworthy outcome that leads to more research in this content area. Hopefully, more innovative ways of learning derive from this initiative.

10:00 am - 10:30 am - Concurrent Session II

{CA-B86} Open Digital Tools for Teaching and Learning
Laurie Hurson, Open Educational Technologist, Teaching and Learning Center; Krystyna Michael, Open Educational Technologist, GC Digital Initiatives, All from The Graduate Center, CUNY
In this presentation, we will introduce two open digital platforms that can facilitate teaching and learning with Open Educational Resources (OER) and no-cost course materials. The CUNY Commons provides instructors with a digital space to host open course materials and teach courses. We will showcase several models of teaching on the Commons that integrated OER and open teaching methods. We will also provide an introduction to Manifold, an intuitive, collaborative, open-source platform for scholarly publishing. Instructors can use Manifold to publish aesthetic, dynamic course editions of public domain texts and OER. We will showcase a range of Manifold texts and discuss how dynamic features could enliven OER course materials.

{CA-B75} Using a Blog Assignment to Help Science Students Become Better Communicators
Julie Trachman, Associate Professor, Natural Sciences, Hostos Community College
Several permutations of a blog assignment have been used in a writing intensive microbiology course, mainly taken by Allied Health Sciences students. The blog assignment, based on real-life scenarios, is performed near the course end and is scaffolded to help students process the course information so as to give it more
coherence and context. These assignments are designed with the aim of making the students better health practitioners when they finish their studies and make it also possible for students to become effective at reaching out to their communities on health issues even while they are Hostos students.

**{CA-B81} Let’s Kahoot! Using Game-Based Learning in Psychology Courses**
Kate Wolfe, Assistant Professor, Behavioral and Social Sciences, Hostos Community College
After seeing Kahoot!, a game-based learning platform, previewed at the Hostos Innovation Celebration, this psychology professor decided to pilot it in two courses this semester as a means of assessment, quizzes, and exam reviews. The two courses are PSY 101 General Psychology and PSY 110 Lifespan Development. The use of Kahoot! allows students to engage in competitive learning. Kahoot! shows the top three performers on each assignment as well as allocating points. Reports generated by Kahoot! allow me to see how many students get each question correct, overall course average, and individual performance. Examples of reports will be shown.

**{CA-B83} An Experiment in Online Chemistry: An Asynchronous Non-majors General Chemistry Course**
Melissa Deri, Assistant Professor, Chemistry, Lehman College
Essentials of General Chemistry is a non-majors introductory chemistry course which provided a prime opportunity to develop and pilot an online chemistry course with the flexibility to better serve our students. The General Chemistry courses at Lehman are all taught using a hybrid flipped classroom method developed by Profs. Mills and McGregor that include a custom video backbone for content delivery. The newly developed online course transforms resources from the flipped classroom into an asynchronous online course. This presentation will describe the course design and provide a preliminary analysis of student performance compared to the in-person courses.

**{CA-B84} Blackboard Ally for Websites Make all Public Facing Website Digital Content More Accessible**
Dr. Lisa Andion, Solutions Engineer, Blackboard Inc
Your website draws visitors from all over the internet. How do you ensure you are maximizing the digital experience for everyone? With first impressions being as important as ever, the quality and usability of your design plays a key part in making sure a visitor stays on your site. Creating more accessible content can help improve that experience.

Ally for Websites provides the following:
- Automatically check content for accessibility issues against our accessibility checklist based on key areas of the WCAG 2.0 A.A. standard
- Provides alternative accessible formats for everyone, regardless of their accessibility needs
- Gentle feedback around the accessibility of the online content to provide useful guidance and recommendations essential to creating an inclusive environment.
- Insight through institutional reporting to help understand how your institution is doing and where potential problem areas exist.

At this session, Blackboard will demonstrate the latest available capabilities of the ALLY for Websites.

**{CA-B85} Hostos Math Web App**
James Kennis, Assistant Professor, Mathematics; Iber Poma, Coordinator of Student Services, EdTech, All from Hostos Community College
The Hostos Math Web App is an in-house, online math application that allows students to practice their math skills using a browser and any device able to connect to the Internet; e.g., smart phones. The application has been gamified so that students are challenged to “beat” their previous high score. All results are accessible to the instructor for intervention and/or assessment. This presentation will show the application in detail and model its use. Data will be shown that highlights the students’ reaction to this app as well as quantitative data comparing classes that used the application versus control groups.

**{CA-B86} From OpenLab to OpenLabs: CUNY Collaborations for Open Learning**
Charlie Edwards, OpenLab Co-Director & commons In A Box Associate Project director; Jill Belli, OpenLab Co-Director & Associate Professor of English; Jenna Svevack, OpenLab Co-Director & Professor of Communication Design; Jody Rosen, OpenLab Co-Director & Associate Professor of English, All from New York City College of Technology; Tom Harbison, Instructional Designer, E-Learning Center, Borough of Manhattan Community College
Fall 2018 saw the release of Commons In A Box OpenLab, free open-source software that enables anyone to launch a commons for open learning. Created by the Graduate Center’s Commons In A Box project in partnership with City Tech’s OpenLab, it is already being piloted at BMCC. Our session will demonstrate its key features and how they can be used to foster student engagement and active learning, then engage participants in discussing the benefits and challenges of openness in education. We hope to inspire other cross-campus collaborations that work to share and sustain innovations in open learning.

**10:30 am - 10:40 am Break**

**10:40 am - 11:10 am - Concurrent Session III**

**{CA-B75} Promoting Student Engagement & Active Learning with Digital Devices**
Vyacheslav Dushenkov, Assistant Professor; Zvi Ostrin, Associate Professor, Natural Sciences, All from Hostos Community College
The accessibility of digital devices, ever-growing web-based content, and teaching apps call for developing innovative pedagogical methods for integrating digital materials into the teaching process. Mobile devices in the classroom and laboratory promote individualized active learning, increase student enthusiasm and engagement, augment the retention of material, enhance information access, permit 3-D visualization and virtual dissection of anatomical structures, and facilitate virtual microscopy. Although we have effectively used iPads in the A&P lab environment, it is clear that the use of digital devices in science courses needs continued assessment.
Using Data Curriculum in Order to Engage Students in Telling Stories Biology Courses

The challenge is to use the technology to develop worthwhile and sustainable activities that can be adopted by other instructors. In biology courses, the versatility allows instructors in different disciplines to generate tailor-made resources that can be incorporated into their lessons to help enhance students' learning. The issue is to use the technology to develop worthwhile and sustainable activities that can then be adopted by other instructors. In biology courses, the usage of models and simulations has been shown to increase understanding of core concepts. In this panel the presenters will go through the journey of designing and printing these 3D models for gateway biology courses and the current results they have attained.

Integrating data Visualization Tools into the Curriculum in Order to Engage Students in Telling Stories Using Data

The purpose of this presentation is to show how student researchers at Hostos Community College can use data visualization to tell stories. To carry out this project, students learn how to import original research data from Dr. Damaris-Lois Lang's research Data into Microsoft Power Business Intelligence (PBI) Service portal. Also, they use the BI tools to create visualizations of their research results. Finally, they apply the data visualizations to tell a narrative about their findings. As a result, students and their audience were actively engaged in presentations where they were offered and exposed to a field of mathematics that is in high demand.

Improving the Science Forward OER: Increasing Accessibility and Adding Materials to Promote Active Learning and Scientific Literacy

The Science Forward OER is interdisciplinary and focuses on scientific skills common across all fields of science. The OER (cur.y.is/scienceforward) features 17 custom-made videos paired with lesson ideas and suggested readings. It is meant to encourage an active, flipped classroom and can be customized to specific student audiences. The CUNY OER Initiatives have allowed us to add materials and accessibility improvements to the OER including new videos and audio descriptions for all videos. We will demonstrate these materials and facilitate a discussion about how to use the OER in a variety of classrooms and student responses to the curriculum.

Promoting Student Engagement and Active Learning Through the Use of 3D Technology in Gateway Biology Courses

3D printers are becoming a powerful tool for educators, as their versatility allows instructors in different disciplines to generate tailor-made resources that can be incorporated into their lessons to help enhance students' learning. The challenge is to use the technology to develop worthwhile and sustainable activities that can then be adopted by other instructors. In biology courses, the usage of models and simulations has been shown to increase understanding of core concepts. In this panel the presenters will go through the journey of designing and printing these 3D models for gateway biology courses and the current results they have attained.

Lehman 360: Student Relationship Management Hub

Lehman 360 is an innovative platform that delivers relevant data from multiple systems in a user-friendly, holistic portal. We will demo the latest updates, including transfer course evaluation, faculty dashboard, early alerts, verification of enrollment, student evaluations of teaching and learning, and digital ID cards, among others. Please join us for a lively and engaging conversation about the ways high-tech and high-touch approaches can facilitate student engagement and support strategic goals.

Pre-service Teachers and apps in the Teaching and Learning Process

Research contends many pre-service teachers have inadequate knowledge of how to integrate technology in their classroom instruction. Ertmer et al. (2012) contend, using instructional technology requires not just basic knowledge, but also fosters authentic learning. The study investigated pre-service teachers’ integration of technologically designed apps, PowToon’s, etc. in their field experience to create a thematic unit for presentation. Results indicated that pre-service teachers developed intrinsic confidence and acquired technological efficacy values. Findings indicated that pre-service teachers’ exposure and usage of technology-integrated activities to plan lesson plans using Common Core apps and other technological mediums increased their confidence and ability in using technology.

Using Mid-Course Student Surveys for Feedback to Improve Instructional Effectiveness

Soliciting feedback from students at different points in an ongoing course is an often-overlooked opportunity. Mid-course surveys let students know that you care about their progress and that they are an integral part of the teaching and learning process—a particularly vital type of communication in a fully online class. In this presentation, we will discuss the results of conducting a mid-course survey in an online history course, and then revisiting the same questions near the end of the course. We will provide some tips supported by research, and discuss options for various tools to conduct the surveys.
Did We Flip Out? Assessing The Impact of Flipped Activities and Instructional Podcasts at BCC
Monique A. Guishard PhD, Associate Professor, Social Sciences; Moronke OshinMartin, Assistant Professor, Communication Arts & Sciences; Yasmin Edwards, Assistant Professor, Biological Sciences; Maida Landau, Art & Music, All from Bronx Community College

In this interactive session, we will showcase a variety of ways we (Maida, Yasmin, Monique & Moronke) have reenergized student-centered learning by incorporating flipped activities and instructional podcasts into our classes. We created content aimed at: reducing student anxiety, clarifying assignment instructions, circumventing feelings of alienation/loneliness in online courses, and reinforcing critical skills and theoretical concepts. In addition to exhibiting our work, we will briefly reflect on the impact teaching with technology has had on our praxis in Art, Biology, and Psychology.

An Ecosystem of OERs to Support Student Learning and Build Community in Gateway Mathematics Courses
Jonas Reitz, Professor, Mathematics; Andrew Parker, Assistant Professor, Mathematics; Charlie Edwards, Co-Director, OpenLab; Ariane Masuda, Associate Professor, Mathematics; Jenna Spevack, Professor, Communication Design, All from New York City College of Technology

The New York City College of Technology and Borough of Manhattan Community College are collaborating to develop free, high-quality OERs supporting student learning in gateway mathematics courses. Leveraging the open source WeBWorK platform, teams are developing high-quality problems and problems sets aligned with the curriculum. At City Tech, additional development has bridged WeBWorK and the OpenLab, our open digital platform for teaching, learning and collaboration, creating a community space where students can ask for help and view answers to related questions. The OER ecosystem is rounded out by curated collections of online resources and faculty-developed classroom activities and STEM applications.

Preparing to Use and Embed 3D Technology in the Classroom to Enhance Student Engagement and Active Learning
Raffaella Diotti, Assistant Professor; Seher Atamturktur, Professor, Biological Sciences; Mark Lennerton, Director of the Center for Teaching, Learning & Technology, All from Bronx Community College

Technology, properly used, can support student centered active learning in the classroom. This presentation explores the challenges of creating professional development tools/workshops to support novices in learning about different 3D technologies, developing the skills to utilize and embed 3D printing in different subject areas, and creating SMART assignments supporting the learning outcomes for the class. The presentation aims to inspire the participants to think about how to engage with 3D printing, a technology that allows users to create their own material or benefit from models created by other users, and how it could be used to enrich their teaching.

Blackboard Ally for Learn: Make all Digital Course Content More Accessible
Dr. Lisa Andion, Solutions Engineer, Blackboard Inc

Over 500 schools have now implemented the Blackboard Ally for Learn to improve the accessibility of their LMS content. The alternative formats along with the instructor guidance helps to deliver an inclusive experience for each learner. Ally for Learn provides the following:

- Alternative accessible formats for everyone, students and visitors - regardless of their accessibility needs - can benefit from increased variety and availability of your digital content.
- Feedback around the accessibility of the online content to provide useful guidance and recommendations essential to creating an inclusive environment.
- Insight through institutional and course level reporting to help understand how your institution is doing and where potential problem areas exist.

At this session, Blackboard will demonstrate the latest available capabilities of the ALLY for Learn.

Online Exemplary Course Contest Winners
Teaching online is not an easy task – it requires a lot of hard work and continuous improvements to your course. This award recognizes outstanding work in online course design, and intends to showcase exemplary use of best practices in course design, interaction and collaboration, assessment and learner support.

- Prof. Sherry Deckman
- Prof. Kenneth Weisshaar
- Prof. Stacey Cooper

Digitally Staging Shakespeare in the Literature Classroom
Victoria Munoz, Assistant Professor, English, Hostos Community College

William Shakespeare’s Macbeth is a core text of the Columbia Core Curriculum, but it presents challenges as a teachable text. One teaching aid is the Globe 360 “Staging It” app, which allows students to stage a digital production of a scene from Macbeth on the iPad. This presentation will guide spectators through basic use of the app and present strategies for practical application, based on preliminary findings from an in-class demo of this technology. A major benefit of “Staging It” is that this app allows students to combine immersive historical study with close reading techniques.

Clicker-based Peer Instruction in a Flipped, Large-enrollment Science Gateway Course
Donna McGregor, Assistant Professor, Chemistry; Pamela Mills, Acting Dean, NSS; Shejla Pollozi, Graduate Student, Chemistry; Ibrahim Haddad, Undergraduate Students, Chemistry, All from Lehman College

Peer instruction (PI) is a teaching technique in which class time is designed to deepen understanding via conceptual and quantitative questions. This allows the instructor to design active...
learning activities to tackle common misconceptions, but means the instructor loses lecture time in the classroom. One way to overcome this is the use of a video backbone to deliver lecture material. In this talk we introduce our fully flipped general chemistry video backbone and will focus on the development of our clicker taxonomy and how we use it to prepare clicker questions that facilitate a learning arc in the classroom.

**CA-B84** Students as Creators: Open Pedagogy and Renewable Assignments in Teacher Education
Jennifer Van Allen, Assistant Professor Counseling, Leadership, Literacy, and Special Education; Stacy Katz, Assistant Professor, Open Resources Librarian - STEM Liaison, Library, All from Lehman College

Open pedagogy, or OER-enabled pedagogy, reconceives the notion of who creates knowledge and provides a pathway to empower students as creators. Leveraging OER in the classroom results in numerous benefits for students, including free access to knowledge, a participatory culture, and opportunities for innovation and creativity (Hegarty, 2015). Shifting student work from “disposable assignments” to “renewable assignments” affords space for students to learn and create for reasons extending beyond a grade (Wiley, 2013). In this session, participants will learn about open pedagogy and explore how the authors collaborated to design a renewable course assignment in a teacher education course.

**CA-B85** Bridging and Re-imagining: Creating Opportunities Across Oceans and Grade Levels Through Online Learning
Emalinda McSpadden, Assistant Professor, Social Sciences, Bronx Community College

This presentation will describe an OER course model being used to teach a first-of-its-kind Introduction to Psychology online course section as part of cultivating a new kind of academic partnership between Bronx Community College and the Senegalese American Bilingual School in Dakar Senegal, West Africa. Working jointly with various stakeholders across oceans and continents, data from the students in this section is being collected to better understand student experience and refine the model so that more such courses can be launched. Findings from ongoing work with this student cohort will not only serve to galvanize the partnership between institutions, but also begin to set a standard for emerging academic bridge models for internationally based students.

**CA-B86** Meet YuJa, The Only Media Repository that You Will Need
Kline Boudreau, Zayn Mashat, YUJA

YuJa is a leader in enterprise video solutions and delivers video experiences that include lecture capture, live streaming, media management, video conferencing, and immersive social & mobile engagement tools. These tools harness the power of video to educate, engage, inspire and collaborate. During this session they will highlight how their platform is used to create a more engaging, dynamic and collaborative learning experience for your students. Finally, they will also highlight some best practices around media management, capture, live streaming, analytics, proctoring and engagement workflows that you can utilize right away.
ABOUT THE SHOWCASE

The Bronx CUNY EdTech Showcase, held annually towards the end of the spring semester, 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 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 towards the close of the spring semester, offering faculty an opportunity to share and demonstrate their innovative uses of technology to reach new levels of student engagement and improved performance. The showcase aims to continue the tradition of bringing notable guest speakers to delight our audience of faculty, staff, students and administrators. The Bronx EdTech Showcase is open to all members of the CUNY community to present and attend.

The three Bronx CUNY campuses are very proud of the Bronx Ed Tech Showcase. The Bronx Ed Tech Showcase is a unique event that brings together colleagues from the three Bronx CUNY colleges and beyond to illustrate their commitment to exemplary teaching and learning in the online, hybrid, and face-to-face environments. The first edition of the Bronx EdTech Showcase in 2013 was hosted by The Office of Online Education at Lehman College, and has been hosted at each of the three campuses since. The audience is comprised of representatives from colleges within our CUNY community and beyond. In its sixth year, the Bronx EdTech Showcase will be hosted at Hostos Community College.

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, Associate Director, Center for Teaching, Learning, and Technology, Bronx Community College
- Carlos Guevara, Director, Office of Educational Technology, and Center for Teaching and Learning, 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
- Olena O. Zhadko, Director of Online Education, Lehman College
- Stephen Castellano, Blackboard and Instructional Technology Specialist, Division of Information Technology, Lehman College
- Naliza Sadik, Educational Technologist, Instructional Designer, Lehman College

Special Thanks to Our College Leaders:

Dr. Jose Luis Cruz, President, Lehman College
Dr. Thomas A. Isekenegbe, President, Bronx Community College
Dr. David Gomez, President, Hostos Community College

Our committee would like to acknowledge Dr. George Otte, University Director of Academic Technology for his inspiration and leadership.
The members of the Bronx EdTech Showcase team are pleased to share the creation of the first edition of the Exemplary Online Course Award!

Teaching online is not an easy task – it requires a lot of hard work and continuous improvements to your course. This award recognizes outstanding work in online course design, and intends to showcase exemplary use of best practices in course design, interaction and collaboration, assessment and learner support.

Criteria:

The award utilizes the Blackboard Exemplary Course Program (ECP) as the model that recognizes course creators whose courses demonstrate best practices in four major areas:

- Course Design
- Interaction & Collaboration
- Assessment
- Learner Support

How does it work:

- Self-Review – evaluate your own course using the Blackboard ECP Rubric
- Applicants provide a 250-word narrative describing the reasons for why their course should be considered exemplary based on the ECP Rubric
- Courses are then evaluated by a peer group of online educators using the ECP Rubric to determine the winners. Winners will be asked to record a 2-5 minute course walk-through video.

Eligibility:

- Individual faculty, instructional and course designers or team submissions
- At this time, we accept nominations only from the Bronx CUNY campuses

Winners of the first edition:

1st Place: Prof. Sherry Deckman, Education Department, Lehman College
2nd Place: Prof. Kenneth Weisshaar, Philosophy Department, Lehman College
3rd Place: Prof. Stacey Cooper, Behavioral & Social Sciences Department, Hostos Community College
Honorable Mention: Prof. Victoria Munoz, English Department, Hostos Community College
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Keynote and Special Presenters:
Christine Shakespeare
Vice President of Program Strategy at 2U, Inc.

Enlightenment Session:
James Wiley
Principal Analyst for Technology at Eduventures

Our Faculty and Staff Showcase Presenters

Hostos Community College EdTech and Center of Teaching and Learning Staff & EdTech Interns

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