Welcome

On behalf of the entire WSU Online team, welcome to the 2010 Teaching and Learning Symposium! We’re excited to be a part of this focus on teaching at Weber State and to learn more about how faculty across campus are using innovative technologies and methods to reach and engage our students. We have had the privilege of working with a wonderful cohort of faculty this year in our Master Online Teaching Certification program. As they demonstrate and discuss some of the ideas from that program during the symposium we encourage you to also consider the challenge of effectively reaching students through technology. As we’ve come to realize, change is constant and technology only accelerates that phenomenon. We’re thrilled to be able to support the faculty who embrace this idea of change and see it as an opportunity.

Gail Niklason (aka Gracie, in Second Life)
Associate Dean, Continuing Education

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Adam Johnston
Coordinator, Teaching & Learning Forum

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# The Teaching and Learning Symposium
30 March 2010
Weber State University

## 1:00 – 1:50

**Welcome and Introduction**
Gail Niklason, Associate Dean of Continuing Education

**Reforming the Academy:**
*A Vision for Professional Learning and Faculty Development at Weber State*
Adam Johnston, Teaching & Learning Forum

## 2:00 – 4:00

**Reception**
Food, Drink, and Conversation
(in conjunction with Roundtable Discussions, as scheduled below)

## 2:00 – 2:20

**Kathy Newton, Carole Lapine, Volkan Sahin, London Draper, and Kathy Culliton**
*The Challenges of Meeting Course Outcomes Across Instructional Delivery Methods*

**Jacie Summers Johnson**
*College Student Compliance with Reading Assignments: Has Technology Affected Learning Culture?*

Roundtable Discussions:
- **Jo Ellen Jonsson**
  *Hybrid Classes - The Best of Both Worlds!*
- **Megan Davis**
  *Increasing Student Engagement When the Textbook is Online*

## 2:30 – 2:50

**Shannon Butler, Gary Dohrer, and the Faculty Writing Initiative**
*New Endeavors and Lessons Learned from the Faculty Writing Initiative*

**Lauren Fowler**
*The Effects of Video Display Units on Reader Fatigue and Performance*

Roundtable Discussions:
- **Jeff Davis**
  *Wimba Archives as a Tool for Teaching Accounting Internal Control*
- **Jordan Hamson-Utley**
  *Implementing iPod Technology into the Master's in Athletic Training Program*
3:00 – 3:20

**Tim Herzog**
*Process Oriented Guided Inquiry Learning (POGIL): Building Critical Thinking, Communication and Group Skills in the Chemistry Classroom*

**Ron Proctor**
*This is not Your Father's Planetarium - Taking the Medium Beyond Astronomy*

**Roundtable Discussions:**
- **Vicki Napper**
  *Smart Technologies: Interactivity as a State of Mind*
- **Alicia Giralt**
  *Service Learning and Technology in a Language and Culture Course*
- **Mike Chabries**
  *Effective Use of Group Discussion Technology for Online Courses*

3:30 – 3:50

**Luis Guadano**
*Producing short films in class as a tool to understand the narrative process.*

**Dan Bedford**
*Attitudes to Global Warming Among WSU Students*

**Roundtable Discussions:**
- **Amy Adams**
  *SRS as a Creative Medium for Visual Arts Majors*
- **Janeice Luper & Kamri Evans-Goff**
  *A Comparison/Contrast of WebCT Vista & Moodle for PCs and Macs*
- **Laura MacLeod**
  *Camtasia vs. Captivate - Which is Better?*
## Presenters & Abstracts

### Amy Adams
**Student Use of Screen Recorder Software in the Classroom**
Typically, Screen Recording Software (SRS) is used as an instructor’s presentation tool. What happens when placed in the hands of students? I teach an introductory Visual Arts course, Orientation to Visual Studies that emphasizes the understanding of visual codes and cultural semiotics. I modified an existing assignment designed by Professor Mark Biddle that is based on image sequencing to accommodate SRS technology (see below). I will present the student results from this assignment and address the issues of utilizing a teaching aid such as SRS, as a creative and expressive medium for the Visual Arts major. Student perspective on the assignment will be included.

### Dan Bedford
**Attitudes to Global Warming Among WSU Students**
Existing national-level surveys of public opinion on global warming show a strong correlation between opinion and political outlook. One might expect that increasing levels of education might cause peoples' views to converge towards the position broadly accepted by the scientific community, but instead, opinion surveys indicate that increasing levels of education actually strengthen entrenched positions derived from political outlook. This finding is troubling for science educators. In an effort to find out how these national-level findings might play out at Weber State University, this presentation includes preliminary results of a survey of the opinions of a broad range of WSU students. What is the typical WSU student opinion about global warming? This presentation aims to answer that question.

### Shannon Butler
**Faculty Writing Initiative Members**
**New Endeavors and Lessons Learned in the Faculty Writing Initiative**
This session will introduce participants to the FWI, a grassroots faculty development initiative formed to promote the use of writing to enhance student thinking and engagement in course material. This initiative involves faculty from a variety of disciplines who meet regularly (6-8 times per semester for three years) to discuss, explore, and question how we use writing in our courses and professional lives. In addition, we serve as peer responders to each other’s research articles and presentations. Questions about the effectiveness of faculty feedback, grading practices, students as peer responders, audience considerations, and multiple strategies suggested in Engaging Ideas by John Bean dominate our conversations. This year several members have embarked on class-room research to find some answers. Come learn about what we’ve been studying and consider joining FWI.

### Mike Chabries
**Effective Use of Group Discussion Technology for Online Classes**
Student opportunity to critical thinking exercises in an online course presents numerous challenges for the virtual classroom. Challenges include issues as: student interaction with other students; introduction of meaningful subjects that have multiple and controversial perspectives; assign topics requiring students to take a potentially controversial position from their own criminal justice related coursework; provide the technology to allow students to interact and respond to each other’s work.

Presentation will demonstrate various online strategies used for this exercise and the adaption of group discussions to new online technology. This strategy clearly enhances the learning experience for the student by exposing them to controversial critical thinking heretofore not explored. In addition, students often respond to other students writing style, strengths and weakness, which encourage them to submit well written position papers.
Reforming the Academy:
A Vision for Professional Learning and Faculty Development at Weber State
We’ve come into our university professions by earning credentials and gaining discipline specific expertise. At the same time, we’ve each come to Weber State because of a commitment to undergraduate education. Is this combination of expertise and commitment enough to adequately
prepare our students for employment and citizenship? I propose that we need to reconsider fundamental principals about how we support one another in the teaching profession. In this presentation I suggest some models that could question how we currently support teaching, especially in light of other alternatives. This will be applied specifically to our community at Weber State and to how the Teaching & Learning Forum supports our campus commitment to teaching.

Janeice Luper
Kamri Evans-Goff

A Comparison/Contrast of WebCT Vista & Moodle for PCs and Macs

With the expiration of Weber State University’s WebCT Vista contract coming up for renewal, WSU’s online community is piloting Moodle as a possible replacement. Moodle is a course management system whose software is used universally by universities, schools, companies, and independent teachers. It is open source and completely free to use. Using actual WSU online courses, this presentation compares and contrasts the advantages and disadvantages of WebCT Vista and Moodle. Because WSU instructors and classes vary in needs, the presentation will feature a comparison/contrast of an existing English 2010 course, using a PC. An existing Art class will be demonstrated in WebCT Vista and Moodle, using a Mac.

Luis Guadano

Producing Short Films in Class as a Tool to Understand the Narrative Process

The planning and development of short films is an effective alternative way for students to learn that any type of text follows a specific structure and that texts are formed by a variety of interacting components. Students have the impression that filming only requires someone shooting, and somebody else in front of the camera. Through the development of a short film as a final assignment students have, in addition to producing a short film, a hands on experience of the different elements required to narrate a story in a way that can help them better understand how a written text works. In my presentation I will include some examples from a class I taught last summer in which they had to find a story and adapt it to make a short film to show how this process works.

Timothy Herzog


The POGIL project is a National Science Foundation initiative focused on teaching both classroom knowledge and key process skills. After attending a workshop at a regional meeting, I dove in headfirst and started using this approach in all my classes. In a POGIL classroom, students do most of their work in small groups on guided inquiry materials. These materials provide students with the data and information that they need to formulate their own understanding of the concepts as they answer leading questions, analyze data, and share their conclusions with each other. The instructor’s role in this approach is that of a facilitator who asks questions, clarifies concepts, redirects questions, and sometimes manages conflicts. This presentation will focus on the challenges and rewards of using this approach as well as impressions after two years of trials and errors. It will also include the strategies implemented to manage large classrooms including enlisting student aides and using a classroom response system (clickers) to monitor progress.

Jacie Johnson

College Student Compliance with Reading Assignments: Has Technology Affected Learning Culture?

This was a two-part study to exam a possible correlation between college student reading compliance and technology. The first study was experimental. Students were given a reading assignment followed by a survey. The survey revealed that rank in class nor declaration of a major were determining factors in reading compliance. Interest in reading and interest in the class were positive indicators for reading compliance. Those students using the most technology during the week were the least likely to do their
reading assignment. Ethics concerns were revealed, as the number of students who claimed to have read was about half the number who actually read. The second part of the study was descriptive. Veteran professors teaching 20 years or more were interviewed to assess their perceptions of student change affected by technology and reading through the years. The study revealed that the interviewed professors believed that reading compliance has declined, as well as other student characteristics, like patience.

Jo Ellen Jonsson

*Hybrid Classes – The Best of Both Worlds!*

Out of necessity, all of my classes this semester were set up using the hybrid model (half face to face and half online). The concern was that the students would not learn as much or perform as well on assignments and exams. The outcome so far has been a pleasant revelation! Exam scores are up (or even) with previous semesters’ scores, and student satisfaction is higher. In this session the concept of hybrid classes will be fully explained with examples from classes currently being taught with this model. Data will be presented on the perception of hybrid classes from a WSU student’s perspective. Information will be derived from student surveys and face to face interviews. Several professors’ viewpoints on this new type of teaching will also be addressed.

Janeice Luper

Kamri Evans-Goff

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Laura MacLeod

*Camtasia vs. Captivate - Which is Better?*

Two Screen Capturing software programs, Adobe Captivate and Tech Smith Camtasia Studio, will be compared during this presentation. The pros and cons of the two programs will be discussed. Programs will be compared based on differences in recording, editing, interactive capabilities, output formats, etc.

Vicki Napper

*Smart Technologies: Interactivity as a State of Mind*

The idea of hyper linking has finally arrived in hardware technologies through what have become known as "smart technologies." One of these new hardware gadgets is the Symposium or the Smart Podium with an interactive student pad that is available from Smart Technologies. The idea of creating learner interest in classroom activities is not a new one. Research indicates the more involved in the learning process the student is, the higher the retention of what is learned and later applied. The Symposium system allows a teacher to integrate activities for students to participate in such as showing what is known through manipulation of objects. The Symposium system also utilizes the Notebook software developed for use with the Smart Technology systems. The Notebook software extends the teachers capability to capture what is on the screen for future use or review by students, screen parts of a projected image to control what the students are seeing, allows handwriting on the touch sensitive screen and converts the writing into text, recognition of hand-drawn shapes that are also converted into images with smooth edges. The combination of the Smart Technologies hardware and software allow creation of interactive in a classroom setting. This presentation will give examples of how to build interactivity into a presentation with these systems.
### Kathy Newton

**London Draper**

**Carole Lapine**

**Volkan Sahin**

**Kathy Culliton**

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#### The Challenges of Meeting Course Outcomes Across Instructional Delivery Methods

Courses are designed with targets of student learning, outcomes or competencies. When a course has been designed; integrated into a curriculum or program of study; approved; and assigned a number, every student taking that course is expected to achieve the same competencies. This discussion will pursue the following questions:

1. Is it realistic to have the same course outcomes for an online, hybrid, or face to face course?
2. Is the expectation of uniform and constant student/learner outcomes and competencies for courses, independent of delivery method, stifling creativity?
3. How can we enhance community, collaboration, caring, and self-efficacy in the online environment to better achieve course outcomes?

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#### Ron Proctor

**This is not Your Father’s Planetarium - Taking the Medium Beyond Astronomy**

The planetarium is not just for astronomy anymore. Since going digital in 2005, the Ott Planetarium has played host to a number of innovative projects. These range in scope from the expected, including a number of original astronomy programs; to the unexpected, including architectural visualization and a number of interactive games. The capabilities of the planetarium will be presented, along with a rundown of current and future projects that would benefit from collaboration.

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#### Jordan Utley

**Implementing iPod Technology into the Master’s in Athletic Training Program**

Today’s college student, especially the WSU student, is a multi-tasker, balancing time between their education, their family, and their job (to support themselves or their family). Today’s student is also older, posing nontraditional learning demands on the university; presently, only 17% of students attending college fit an 18-22 year-old schema (Wright, Stewart, Wright, & Barker, 2002). The student today has many choices when it comes to style of education (online degrees, hybrid courses/degrees, and traditional face-to-face classrooms). The mobile classroom (increasing the flexibility of the learning environment) can meet not only the needs of the multi-tasking student (e.g., viewing coursework while at the park with children, watching evaluation videos on the train to work/school, searching for related learning tools online while on a break at work), but improve their education by increasing the number of learning opportunities/exposures they are able to seek. Specific to Athletic Training Education Programs (an allied health profession), researchers have found fitting the use of technology to facilitate both synchronous and asynchronous instruction, to increase the flexibility of learning, to document clinical experiences, and to provide continuing education opportunities to post-graduates; they also found that ATEP students like it and consider it a time-efficient method of learning (Fincher & Wright, 1996; Pitney & Parker, 2002; Wiksten, Spanjer & LaMaster, 2002; Wright, et al., 2002). All course content provided as ancillary materials of adopted textbooks will be uploaded to iTunesU and WSU Online and will be seamlessly transferred to the student’s iPod by syncing the device; since WSU is a WiFi campus, the student will be able to get up-to-date materials posted by any ATEP program professor immediately following the post to iTunesU (using an RSS feed) or to WSU Online (using Blackboard Learn). A research component is to follow and will be discussed.