2017 CIT Faculty Technology Showcase Program
The University of Alabama
February 24, 2017
Gordon Palmer Hall, Room A232

9:00am – 9:50am

Storing and Returning Large Numbers of Hand-graded Tests

Marco Bonizzoni and Diana Leung

Marco Bonizzoni and Diana Leung have been working on a method to electronically return graded organic chemistry tests to students in my large-enrollment classes. This method also allows them to keep a detailed, paperless permanent record of mid-semester exams. They will touch upon: why they return graded exams; the current process; their method (batch-scanning barcoded tests; retrieving single tests; delivering electronic copies); and progress so far.

Analog to Digital: The Design and Development of the Nyingi App

André R. Denham and Hans Knutson

This presentation will discuss the design and development challenges encountered while taking an educational game from analog to digital form. The game in its current form will be demonstrated itself along with discussions of a design and development workflow to help ease future efforts along these lines.

Using Journalism-specific, Interactive Timeline Software as a Substitute for Traditional Papers

Stan Diel

Journalism and Creative Media (JCM) doctoral student Stan Diel will demonstrate TimelineJS software, which allows students to create interactive timelines using text, still images, audio files, video and documents. The software was created by Northwestern University's Knight Lab for use by journalists, but may have classroom applications in any field in which students work with information in narrative form. Stan will demonstrate how an undergraduate history student might use the software to create the interactive, multimedia equivalent of a paper on the Cuban missile crisis.

Applying User-generated Content Verification Websites and Apps in the Classroom across Disciplines.

Meredith Cummings

Journalism and Creative Media (JCM) instructor, Meredith Cummings, will demonstrate several Google labs tools, as well as user-generated content verification sites and apps that investigative journalists use that could be applied across curricula in various classrooms. These websites and apps have endless applications. (Google public data explorer, Rev Eye and Google trends are a few examples.)

Knowledge in the Digital Classroom: Creating and Editing Wikipedia Pages

Darrin Griffin

Darrin Griffin will give a presentation on using Wikipedia to generate student lead projects and knowledge. He will also discuss developing pages on content relevant to the classroom.

10:00am – 10:50am

Web-Based Diabetes Self-Management Education Modules

Jakeias McGee

Diabetes is a chronic condition, which requires lifelong management and patient knowledge to be healthy. However, rural and low-income patients are least likely to receive the information they need. The purpose of this project is to increase patient knowledge of diabetes by creating web-based learning modules. Patients' health and knowledge retention rate from the web-based learning modules can then be compared to the health and retention rate for in person classes to determine the effectiveness of the modules.

Flipping a Classroom: Instructional Strategy

Scott A. Sloss and Andrew A. Palmer

A flipped classroom is reversing the traditional lecture model of a classroom by enhancing the student learning and achievement through focusing on student understanding rather than lecture. By having students receive the lecture or reading out of the classroom, it will allow for more time to be devoted to active learning through projects, discussions, and collaborative learning exercises. This model allows students to begin interacting with course content before they ever step into the classroom and begins the experiential process of internalizing lessons.

Simulating Classroom Peer Reviews with Blackboard and Turnitin Optimized for Online Courses

Hunter Galloway

This presentation will discuss the benefits and challenges of using the Turnitin peer review feature to recreate a necessary step for editing short documents such as Resumes and Cover Letters. In this example, Turnitin is used through BlackBoard Learn to simulate a classroom exercise in the online section of the course. Although Turnitin isn't optimized for this use, it satisfied the need for distance students to receive peer feedback through a rubric.

Using Persistent Identifiers to Increase the Discoverability of Scholarly Work, Data, and People

Vincent F. Scalfani

Unique and persistent identifiers such as digital object identifiers (DOIs) are commonly used and assigned to journal articles to aid in the unambiguous identification and discovery of the article. But what about unique identifiers beyond the traditional journal article? There is, perhaps, an even greater need to assign persistent unique identifiers to non-traditional

scholarly work, data, and individual researchers. This presentation will showcase how researchers can assign and use persistent identifiers to uniquely identify themselves (i.e. ORCID identifier) and assign unique identifiers to their unpublished scholarly work and data. Further, this presentation will highlight how I am currently using unique chemical identifiers to advance the discoverability of chemical information at The University of Alabama.

Transparent Engagement: Implementing LibCal for better internal and external communication at UA Libraries

Andrew Parker, Anne Grady, Sara Maurice Whitver

UA Libraries has recently implemented LibCal, a new web application for calendars and room booking. LibCal streamlines library staff workflows by combining public and private event and appointment calendars with the room booking system, which allows for better internal and external communication about the events and activities that the libraries are involved in. The system has allowed the libraries to provide online booking for group study rooms and presentation practice rooms, as well as better communication about the location of course-embedded library instruction and library workshops. This poster presentation will talk about UA Libraries' implementation of LibCal, how we have been able to use it to increase our communication and allow us to market our services and how the past altmetrics generated by the application will allow us to make decisions about space use and policy in the future.

11:00am – 11:50am

Students' Perceptions of Audience on Social Media Platforms

Amber Buck and Allison Mollenkamp

These researchers will report on ongoing research investigating undergraduate students' perceptions of audience on social media platforms and how they manage audience across multiple social media platforms. They especially consider how students manage conflict with multiple audiences online regarding hot button issues, such as the 2016 presidential election.

Benefits of a Professional Academic Website

Karen Burns

Ever Google'd yourself? Is your name connected with Facebook, Twitter, LinkedIn, Academia.edu or other websites? It should appear next to your own website! Creating a professional academic website allows you to take control of your digital identity and effectively present yourself to the online world. Come learn why you need an academic website, what goes on a site, and how to begin building your own site quickly and easily.

Beyond Bibliographies: RefWorks for Class Assignments and Research Projects

Melissa Green

The RefWorks online reference management tool makes it easy to collect, use, share, and cite your research and is available at no cost to University of Alabama students, faculty, and staff.

While RefWorks is popular for its ability to quickly generate and format in-text citations and bibliographies, it can also be used to support teaching and learning activities that promote information literacy and research skills. This session will highlight RefWorks features such as shared folders, comments, annotations, and custom output styles and how instructors can incorporate them into class assignments and research projects.

GroupMe and a PLC: Using Social Media to Extend Learning

Latrise P. Johnson

Latrise Johnson will show how she used GroupMe--a social media posting site--in order to get students to locate concepts and issues that we discuss in class beyond the classroom. The presentation will illustrate how professors/teachers might use a social media site in order to engage students in making connections outside of the classroom and beyond text/in-class learning.

Clickers: Increasing Interaction in the Classroom

Ashleigh Woods

Ashleigh Woods has used clickers in several nursing classes. Students welcome the clickers and enjoy using them in the classroom. They interact more in the classroom when using clickers, due to anonymity of the technology. Also in implementing clicker technology into my classroom, she is able to delve into high level thinking questions (similar to NCLEX style questions) and to incorporate test-taking strategies into the lecture. She not only reviews why the correct answer is correct but also address why wrong answers are wrong. This review has led to deep discussion about the presented content. Clickers has improved student engagement and satisfaction in her classroom.

12:00pm – 12:50pm

Technology Innovations: Pathways to Learning Experiences

Melvin Lewis, Ken Wright, Randy Deere

The presentation will center on the link between pedagogy, technology and content knowledge. The presenters have authored the book "Comprehensive Manual of Taping, Wrapping and Protective Devices" and created accessible consumption pathways for learning experiences. Thus, e-learning modules in the form of e-books and mobile apps were developed. The poster session will highlight the practical implication areas (pedagogy, technology and content knowledge) that are linked to best practices. A demonstration of an e-book and the accessibility features of the eTextink platform will be performed. Moreover, a demo of how these teaching and learning strategies are incorporated into a traditional and online class will follow.

Edgy Teaching! Framing the Web with Collaborative Annotation

Nathan Loewen

Nathan Loewen will be presenting the outcomes of his quest to find online tools whereby students layer their discussions onto web pages rather than having to leave those pages to have a conversation elsewhere. He will share how he uses Hypothes.is and VideoANT to prepare students for class and complete their assignments.

New Opportunities for Engagement and Interactivity in Online Learning

Kristin Noppenberger

Online courses often use text module overviews and PowerPoints/Papers for lectures. As a result, the activation of prior learning that takes place when professors ask students questions that show what they already know on the topic or their understanding of the topic is missing. The New Opportunities for Engagement and Interactivity in Online Learning presentation shows how the College of Continuing Studies Instructional Design team has integrated Interactive Module Overviews and Interactive Lectures that asynchronously poll students and/or ask students to answer questions, sharing the results with the class and with the professor. This new approach is more visually appealing than plain text or PowerPoint presentations, and provides a shared experience to establish a sense of community. Also, it is more conducive to embedding web content, like quizzes, videos, audio, Google Documents, Google Sheets, etc. Beyond improving engagement, interactivity, and aesthetics, this new method also could be used by professors to make their courses more responsive.

Expanding Language Learning Beyond the Classroom through Mobile Technology and Social Media

Paul Renigar

This talk presents two case studies: one conducted during the spring semester of an intermediate Italian language course and the other conducted during the fall semester of an upper level Spanish course. In both cases, the students were trained to use social networking sites, mobile assisted language learning, and other affordances of Web 2.0 to introduce the practice of critical discourse analysis in the foreign language.

Zoom

Jan Slack and Sean Glass

Representatives from the UA System IITS office will discuss how to secure an account and do a quick demo of Zoom's capabilities for faculty and staff.