

2019 Faculty Technology Showcase Program

The University of Alabama

Friday, February 22, 2019

Gordon Palmer Hall

9:00-9:50 am

Digital Poster Presentations, A232:

Dr. Mary Kay Meyer, Katherine Klose, and Miranda Webster

Pleasant View Resort Video Case Study: Enhancing Student Engagement

This presentation describes the evolution of a video case study produced for RHM-570: Leadership and Management in Hospitality Industry. The case study is broken into modules coinciding with text. Assignments in the course are based on the case study.

Diana Leung

Mobile Lecture Capture and Presentation Tools for Large Classrooms

This presentation explores techniques to overcome the challenge of presenting handwriting-heavy material in very large classrooms where whiteboards can be impractical. The suite of tools is based on an iPad, the Apple Pencil, and apps for handwriting projection and lecture capture.

Lauri P. Self

In Situ: Reverse Geocaching and the Pursuit of Material Knowledge

In large lecture classes it is difficult to teach students to identify materials from static images. The Reverse Geocaching assignment helps students to develop knowledge of materials in situ, from the rich array of materials on campus. Students receive a list of materials, like verdigris copper or terrazzo, then use their cellphones to take photographs of the materials on campus, note the location, and document the information. By using familiar technology and methods, learning the material takes centerstage while the technology learning curve takes a backseat. This campus materials assignment can be built into a database, and for phase two, an app.

Albert D. Pionke

Mill Marginalia Online: a Case Study in Collaborative Digital Humanities Development

This presentation will discuss the design, implementation, and ongoing revision to Mill Marginalia Online, a searchable database of all handwritten marks and annotations from nineteenth-century philosopher and political theorist John Stuart Mill's personal library.

Conversations and Demonstrations, A204:

Jessica Kidd, Natalie Loper, and Brooke Champagne

Piloting an ePortfolio Program in First-Year Writing

The First-Year Writing Program piloted an e-Portfolio project in fall 2018. Program administrators will showcase some of their students' best work and discuss the platforms they used, including Taskstream, Wix, Weebly, and Wordpress, as well as the planning and execution of this pilot.

Lacee Nisbett

Digital Compositions

Podcasting is a creative way for students to practice writing instruction outcomes while simultaneously considering digital literacy and learning project management skills. For the First-Year Writing Program, the focus is primarily on the rhetorical choices each student makes in revising a researched argument paper into a new multimodal communication genre. Students are asked to bring in new artifacts within digital culture to support their claims. In addition, students are asked to consider their own ethos and how popular media can influence public opinion.

10:00-10:50

Digital Poster Presentations, A232:

Jennifer Caputo & Andrew Richardson

Mapping the Arts: Connecting Distance Students to Place

A 2018 Innovation Scholar in Residence, Caputo worked with members of the CCS Innovation Team and CCS Media Team to create specific digital course content for distance arts and humanities courses. The primary goal of the project is to better connect distance students to Alabama and each other by engaging with the arts in their communities and in the area surrounding the University of Alabama. This presentation will focus on the mapping software developed for use in original video material, course presentations, and student assignments.

Jon Ezell & Sara Whitver

Accessibility, Assessment, Workflow, and LMS workarounds for Articulate 360 Authoring Tools

Authoring tools such as Storyline 360, Articulate Rise, or Adobe Captivate can empower educators and instructional designers, but often fall short in terms of accessibility features, options for meaningful and assessable interactions, LMS integration and external reporting, and collaborative workflow. This presentation will provide examples of several simple and no-cost workarounds developed or used by faculty at the University Libraries for addressing these problems. A discussion involving tool-specific strengths and weaknesses, along with an attempt to define best practices will also be included.

Chynna Boyd, Connor Adams, Samantha Bagwell, and Nicholas Bucher

University Libraries Virtual Reality Competition

The Project Coordinator Chynna Boyd will explain the initiative behind the Virtual Reality Competition. Connor Adams, Samantha Bagwell, and Nicholas Bucher were the leaders for their teams that entered the competition. They will discuss and demonstrate how they took the technology and resources they were given to create an experience. They will also explain how each of their team members contributed to the project.

Clay Voorhees

Leveraging Social Media Data to Teach Decision Making

As our undergraduates move toward graduation they are often armed with terminology and concepts, but could benefit from more iterations where they leverage consumer information to make strategic decisions. This presentation will discuss how instructors can easily leverage social media data to develop custom case studies for students to complete within a variety of courses,

including getting started tips for those who are less familiar with accessing and analyzing social data.

Conversations and Demonstrations, A204:

Craig Graves and Dr. Kim Blitch

Using SWIVL tracking cameras in the classroom

See how the Department of Human Development and Family Studies in CHES uses Swivl robot cameras to support students pursuing the new certificate in early childhood education. These affordable and portable cameras feature automated camera tracking and wireless audio recording, along with a wide variety of additional features that enhance teaching, reflective practice, and the evaluation of teaching effectiveness. This technology can also be used to easily facilitate research and other common campus activities.

James J. Cochran

WWTBAM: A Self-Contained PowerPoint Classroom Game

“Who Wants To Be A Millionaire- The Classroom Edition (WWTBAM–TCE) is an engaging classroom game (based on the popular television show) that is freely available through the third issue of volume 1 of *INFORMS Transactions on Education* at <http://www3.informs.org/site/ITE/> (pp. 112-116, 2001). Players will have opportunities to answer questions on operations research, use lifelines (bring your phones!), accumulate points, earn valuable prizes, and achieve fame throughout the academic community. Everyone will have fun, learn something about operations research, and experience a unique active learning exercise that can be used in classrooms across all disciplines!

11:00-11:50

Digital Poster Presentations, A232:

Jil Chambless and Andrew Richardson

Video Resource Library for Introductory Mathematics Courses

In partnership with the College of Continuing Studies' Innovation Team, the full-time instructors in the Math Department have begun creating instructional videos to supplement textbook publishers' provided resources. With equipment provided by an Innovation grant, instructors are able to create videos as needed to help explain answers to questions from students, particularly in our online courses. With the help of the Innovation Team, all of our instructor-created videos being compiled into a searchable library for use in Introductory Math courses.

Kimberley Williams

Fostering Student Engagement with Interactive Gaming

This presentation will demonstrate the use of Kahoot!™ a game-based learning platform. Kahoot! promotes student interaction and engagement within the classroom by using learning games that reinforce course concepts.

Alex Boucher and Laura Gentry

DPLA: A 21st Century Collaborative Archive

The Digital Public Library of America (DPLA) is a free digital library that provides a platform of discovery from many cultural institutions across the United States. Photographs, books, maps, news footage, oral histories, art, manuscripts, and government documents represent the types of materials found at DPLA. It also offers primary source sets and exhibitions. This presentation will show The University of Alabama Libraries' contributions to DPLA as well as offer suggestions as to how DPLA can be incorporated into research and the classroom.

Gregory Bott

Hackers in a Sandbox: Safe Applied Cybersecurity and Screensharing

This presentation describes empowering students to safely attack and defend computers in teaching Applied Cybersecurity, a fairly technical course with no pre-requirements. When students need help with labs, deploying a screensharing application can help an instructor give quick fixes. The screensharing environment allows students to ask small questions easily, without needing to set up appointments or carry their laptop across campus.

Conversations and Demonstrations, A204:

Nathan Loewen, Heather Pleasants, Sarah Sahn, James Hardin, Teresa Cribelli

Critical Digital Pedagogies for Inclusive Classrooms

Members of a workgroup from the monthly Crossroads Inclusive Campus Breakfasts (open to all!) will host conversations about how our campus might align its digital structures with UA's 3rd Strategic Goal to provide "an accepting, inclusive community that attracts and supports a diverse faculty, staff and student body."

Rick Dowling

10 Ways to Make The University of Alabama More Accessible: a Video Collaboration

In Fall 2018, Honors College freshmen from UH-155 created a video called "10 Ways to Make The University of Alabama More Accessible." After receiving guidance from Dr. Rachel Thompson and Melissa Green, the class was presented with the challenge of creating a video based on a script provided by the Technology Accessibility team. The class's groups created a total of five versions of the video, and a favorite version was chosen by UA's Technology Accessibility Team. The selected video will appear on the Technology Accessibility website, www.accessibility.ua.edu.