

THE CENTER FOR LEARNING AND TEACHING

FACULTY RESOURCE CATALOG

This catalog highlights the many resources the CLT has to offer to assist faculty in their professional growth.



2015–2016



CENTER FOR LEARNING AND TEACHING

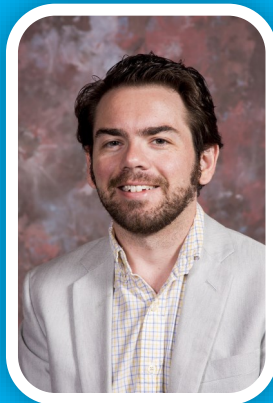
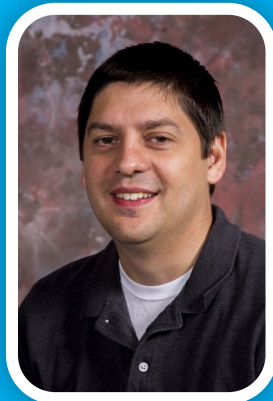
Faculty Resource Catalog 2015-2016

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WHAT IS THE OCCC STANDARD FOR TEACHING & LEARNING?

- Credits that transfer to other institutions.
- Using all of our tools and experiences, prepare our students for the next step in their academic careers or jobs.
- Clearly defined expectations for academic rigor and integrity.
- Comparable course rigor and content to other institutions of higher education.
- Adhere to and promote competency-based learning policy and philosophy.
- Create real world scenarios and applications for course content.
- We must have a common set of objectives across the disciplines (General Education Objectives).
- We expect faculty to:
 - ❖ Lead by example regarding work ethic, professional behavior, and conduct.
 - ❖ Stay up to date with technology and teaching methods.
 - ❖ Be able to change/adapt as needed.
 - ❖ Interact with faculty, staff, and students.
- We expect students to:
 - ❖ Be responsible for their own learning.
 - ❖ Engage with students and faculty.
 - ❖ Actively participate and attend class regularly.
- We expect administration to:
 - ❖ Build schedules and offer classes to meet the needs of our students.
 - ❖ Maintain favorable student-faculty class ratios.
 - ❖ Live up to the competency-based education statement.
 - ❖ Support accessibility, flexibility, availability, and affordability of class offerings.



FACULTY

CONSULTANTS

The CLT consultants are available to visit with you about all things teaching and learning. There's nothing that is too big or too small. The team enjoys discussing the possibilities as well as assisting in finding a particular resolution to an issue.

The CLT team offers individual and group consultations to support all faculty in a broad range of topics related to teaching, learning, and technology.



CENTER FOR LEARNING AND TEACHING FACULTY RESOURCES

The CLT has created this catalog to provide you with complete session descriptions. The specific dates and times of the sessions can be found in the CLT Session Flyer or on our website, www.occc.edu/c4lt, by clicking on the Workshops and Events link on the page.

The CLT Team recognizes the busy lives of OCCC full-time and adjunct faculty. We understand that professional and personal schedules can often conflict with attending a face-to-face training session. We continue to offer these sessions to allow for faculty interaction and more in-depth training times; yet, we want to be as flexible as possible when supporting faculty in their efforts to help students be successful.

The CLT Team works diligently to always be available to answer faculty members' questions 8:00 a.m.–5:00 p.m., Monday–Friday. Yet, we know so much of a faculty member's work is done outside of these hours. In an effort to provide support to you at a time that meets your needs, the CLT Team has increased our number of resources available to you in a variety of formats, all of which are listed throughout this guide. Please use the symbols at the bottom of each page where those resources are listed to indicate to you the manner in which that resource is available. For session times, please refer to the CLT Training Schedule.



Oklahoma City Community College has been very fortunate to have participated in many webinars or to have purchased webinars for faculty checkout. These webinars have been recorded by the web provider to allow OCCC to offer these resources presented by experts in the field at a time that is most convenient to the faculty member. The resources shown with this symbol can be reserved for your viewing by contacting the CLT at 682.7838 or clt@occc.edu.



The CLT is working to expand its web presence. As our presence expands, additional resources will become available to you. If you see this symbol, the resource you have identified is located on the CLT webpage, www.occc.edu/c4lt.



The CLT Team works to prepare and schedule face-to-face training sessions at times that appear to be convenient for most faculty to attend. This icon illustrates which sessions are presented face-to-face.



Some of the CLT's resources are available in OCCC's Learning Management System, Moodle. Faculty members are automatically granted access to some of these resources. Other faculty resources require an easy self-enrollment process. The session descriptions will provide you with additional information specific to that resource.

The CLT resources that require the self-enrollment process can only be accessed after logging into Moodle. A URL and Enrollment Key is provided in the course's description. Once logged in, type the URL into the address bar and when prompted, enter the Enrollment Key. The course will be available to you and will also be in your course listings under **My courses**.

To assist you with knowing the particular strand of teaching and learning to which a resource applies, we have attempted to categorize resources in such a way as to help faculty members to quickly find a resource that can best fit their needs at a particular time.

Learning Spaces

The Center for Learning and Teaching (CLT) is home to multiple spaces conducive to conversation and learning.

CLT Faculty Resource Center — The Faculty Resource Center is a center for all things teaching and learning. This Center contains state-of-the-art technology to allow faculty to create interactive learning experiences for our online students as well as supplement our on-campus courses. Faculty can create simulations, captioned videos, and narrated PowerPoints in this location. The technology includes webcams, scanners, printers, and a variety of software. Each computer is located in a recording bay to assist with the creation of quality video and audio elements. The resource center also contains reading areas to peruse the periodicals, publications, and books available to assist in our efforts to stay current and relevant with our teaching strategies.

CLT Classroom — Large classroom with computers which can be reserved for instruction or training.

CLT Conference Room — This conference room is equipped with multimedia equipment as well as furniture that can be easily rearranged to meet your specific needs.

CLT Multimedia Seminar Room — This large conference room allows for equitable and efficient sharing of information and ideas with its four, large panel display system.

Common Areas throughout the CLT — The Center provides comfortable seating for relaxing and reading or visiting with your colleagues.

The CLT Classroom, CLT Multimedia Seminar Room, and CLT Conference Room may be reserved through ASTRA when scheduling your event. Other areas within the CLT can be reserved by contacting Veronica Saucedo-Russell at 682.7838 or veronica.sauceda-russell@occc.edu.

I never teach my pupils,
I only attempt to provide
the conditions in
which they can learn.

Albert Einstein

Teaching and Learning



Teaching and Learning



7 Learner-Centered Principles to Improve Your Teaching

Presenter: Dr. Michele DiPietro

Time: 96 minutes

This session focuses on and discusses the seven principles of learning and how they can be used to improve teaching, along with the importance to surveying students' prior knowledge and motivation. Participants will implement strategies that force students to plan and reflect. After this session, participants will know how to write syllabi with a tone that creates positive and productive learning climate, create educational activities that tap into student goals, and generate pedagogical strategies.



A Good Start: Helping First-Year Students Acclimate to College

Presenter: Mary C. Clement, Ed.D.

Time: 60 minutes

In this session, participants will learn how to discover students' academic backgrounds and use that information to target their teaching and communicate their expectations in a manner to encourage positive changes in students. Participants will also learn to draft effective grading policies, build policy reminders and explanations into the curriculum to maintain standards throughout the semester, and develop tools to help students succeed.



Accommodating Students with Disabilities in Online Courses

Presenter: David Wood

Time: 60 minutes

Participants will learn how to start making online courses more accessible for all students. Topics to be included are course design, assistive technologies, contact methods, social networking, transcripts, closed captioning, and accessibility committees.



Active Learning That Works: What Students Think

Presenter: Kenneth Alford, Ph.D.

Time: 60 minutes

In this session, participants will learn why they should develop student-centered learning activities, how to prepare students for an active learning exercise, and where to find new activities and teaching ideas. In addition, this session will present easy-to-use learning tools adaptable to most disciplines and why it is important to solicit ongoing feedback from students.



Adjunct Training Course

The adjunct training course has 12 modules that include information on adult learning theory, writing assessments, dealing with incivility, active learning, student characteristics, FERPA, communicating with students, and many more topics. All instructors will be automatically enrolled in this course. It can be found under **My courses** in Moodle.





Adult Learning: Theories and Teaching Applications

Presenter: Phyllis Hartfiel

Time: 60 minutes

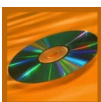


Please see self-enrollment instructions on page 6

<http://occc.mrooms3.net/course/view.php?id=38632>

Enrollment key: adult

This session and course will focus on discussing a variety of teaching strategies to promote OCCC student learning based on adult learning theories and principles. Topics will include definitions and principles of adult learning theory and practical teaching strategies on using adult learning principles in a classroom or an online learning environment.



Applying the Concepts of Academic Grit to Improve Student Success (Session 1)

Presenter: Dr. Paul Gore

Time: 90 minutes each

Do you work directly with students and want to incorporate the conversation about “Grit” in your sessions? This session is ideal for your team of first-year seminar instructors, academic advisors, student academic support professionals, and other personnel working directly with students. Directors of these departments and others involved with overseeing frontline staff may also benefit from understanding the techniques and measurements used in the selection and deployment of tools to measure non-cognitive variables.

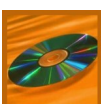
Using Academic Grit to Build a Retention Framework (Session 2)

Are you looking to step back and use your “grit” data to influence retention programming? This session is structured for professionals further along in their measurements of non-cognitive variables, and who are looking to use this data to strategically plan for retention.



Assessments that Align with Learning Objectives

This web resource introduces a variety of assessment strategies that align with different learning objectives based on Bloom’s Taxonomy.

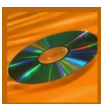


Best Practices for Designing Successful Blended Courses

Presenter: Veronica Diaz

Time: 90 minutes

The purpose of this session is to show how to design a blended course from scratch or re-design a traditional class. Participants will learn an overview of re-design for the blended environment, a basic model for course re-design, mapping courses into the blended mode, and organizing content into instructional modules. Also, learn tips for aligning courses with quality assurance rubrics.



Beyond Coverage: Backward Design for Disciplinary Thinking

Presenter: Joel Sipress, Ph.D. and David Voelker, Ph.D.

Time: 60 minutes

This session focuses on how to utilize backward design process to develop or revise a course and to identify ways of thinking and constructing knowledge appropriate for a disciplinary general education course. Also included is how to refocus course design on disciplinary thinking rather than on coverage.



Teaching and Learning



Creating a Supportive Online Environment

Please see self-enrollment instructions on page 6

<http://occc.mrooms3.net/course/view.php?id=31081>

Enrollment Key: support

This is a self-enrollment course that focuses on the elements of creating a supportive online environment for students. The environment is an important part of learning. The instructor can eliminate distractions easily in the on-campus classroom, however, in the online environment, learning is often asynchronous. How can we support students' learning when we often don't interact with them directly? This course will look at options for providing those supports from a distance.



Creating Effective Essential Questions

Presenter: Phyllis Hartfiel

Time: 60 minutes

Please see self-enrollment instructions on page 6

<http://occc.mrooms3.net/course/view.php?id=38631>

Enrollment key: essential

This training session and course will explore the characteristics and pros and cons of essential questions, as well as techniques and rules for creating effective essential questions. Examples of good essential questions will be provided.



Creating Effective Lectures by Applying Gagne's Nine Steps of Instruction

Presenter: Phyllis Hartfiel

Time: 60 minutes

This training session and web resource will explore practical teaching strategies and techniques to incorporate in effective lectures and learning activities to interact with students by applying Gagne's Nine Steps of Instruction.



Creating Effective Mini-Lectures to Engage Your Students

Presenter: Phyllis Hartfiel

Time: 60 minutes

Please see self-enrollment instructions on page 6

<http://occc.mrooms3.net/course/view.php?id=38630>

Enrollment key: mini

This training session and course will discuss practical strategies on how to actively engage students by providing mini-lectures. Topics will include how people learn, the ideal length for mini-lectures, the structure of a unit of instruction, basic guidelines for creating mini-lectures, the instructional design process, and best practice.





Creating Experiential Learning Using Social Media

Presenter: Alisa Cooper and Lisa C. Young

Time: 30 minutes

Social media tools, such as Twitter, Facebook, and YouTube, are changing the way students and faculty communicate, share ideas, and build networks. The interest in social media is increasing, and the educational community is looking to harness the potential of these resources to improve teaching and learning while also being mindful of privacy concerns. Join us as we showcase some effective uses of social media in student learning. We'll discuss ways to use social media to create experiential learning activities, improve student interactivity and engagement, and develop community and professional networks.



Effective Teaching Strategies for Scaffolding Students Learning

Presenter: Phyllis Hartfiel

Time: 60 minutes

This training session will discuss how to provide learning supports through scaffolding strategies for students who lack the necessary knowledge and skills. Topics will include the definitions and importance of providing scaffolding and tips on how as well as when to apply scaffolding in your course.

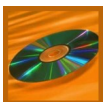


Extra Credit: An Undeserved Gift or Second Chance to Learn

Presenter: Maryellen Weimer, Ph.D.

Time: 30 minutes

This session will discuss the pros and cons of offering extra credit and will give new ways to think about extra credit policies. Participants will learn how to use extra credit to enhance learning and review reasons why some faculty offer extra credit and others do not. Participants will reevaluate assumptions about the purposes and values of extra credit and learn strategies to improve the efficacy of current extra credit practices.

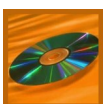


Finding the Right Technology to Support Learning Outcomes

Presenter: Ike Shibley, Ph.D.

Time: 90 minutes

This presentation offers strategies for technology to increase flexibility and access, to improve student performance, and to manage costs. Participants will be able to distinguish learning activities (those accomplished in class from those accomplished online), accessing technologies that will facilitate pedagogical goals, and recognize learner-centered course design features. Participants will also be able to understand and articulate ways technology can contribute to learner-centered instruction and compare online and face-to-face communication.



Five Free Tools for Connecting and Engaging Online Learners

Presenter: Shannon Eastep

Time: 60 minutes

Learn about Web 2.0 applications and tools that will help increase student engagement, improve outcomes, and make the online classroom experience a satisfying one for instructor and students. This sessions includes an overview of VoiceThread, StudyStack, Jing, Audiobook, and Dipity.



Teaching and Learning

Flipping the Classroom Series

A Basic Definition: Lectures are moved outside of face-to-face class time (through use of education technology) while “homework” is moved inside of class time. The “homework” should be any kind of learning activity that is not strictly based on lecture.

This 2–part series discusses the instructional design and technical considerations of flipping the classroom.



Flipping the Classroom Part 1: Using Basic Technology to Create Lecture Content

Presenter: Matthew Schroyer

Time: 60 minutes



Please see self-enrollment instructions on page 6

<http://occc.mrooms3.net/course/view.php?id=31082>

Enrollment Key: flip

This course will explore various ways basic technology can be used to get engaging lecture content online and free up classroom time for different meaningful learning experiences. Topics covered will include creating online lectures using a webcam, screen capture software, narrated slideshows, and best practices for each.



Flipping the Classroom Part 2: Planning the Flipped Class

Presenter: Phyllis Hartfiel

Time: 60 minutes



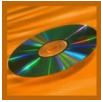
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<http://occc.mrooms3.net/course/view.php?id=31082>

Enrollment Key: flip

This course will explore a variety of effective, theory-based andragogical strategies that can be used to actively engage your students in a flipped classroom environment. Topics covered will include a set of simple and practical tips mapped to the three phases of a class unit—before class, during class, and after class.





Four Strategies to Engage the Multicultural Classroom

Presenter: Matthew Ouellet, Ph.D. and Christine A. Stanley, Ph.D.

Time: 90 minutes

Learn how teaching inclusively is important throughout a person's career and that doing so effectively requires building diversity into the courses from the start. Participants will learn how to design multicultural courses, encourage class discussion and how to define specific multicultural content, skills, and concepts as learning goals for their courses. Also in this session, participants will learn to use classroom strategies to support diversity and techniques to keep growing as a multicultural educator through student feedback, discussion with colleagues, professional development, and their own experience.

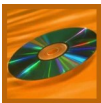


Gamification: Applying Game Principles to Your Teaching

Presenter: Kevin Yee, Ph.D.

Time: 60 minutes

Game principles can be used in an analog class to create an educational experience. This session addresses practical ways one can apply gaming theory to enhance the learning experience to students. From this session, participants will be able to identify the five principles of gamification, develop strategies to translate concepts into action, and adjust curricular designs to take full advantage of gamification elements.

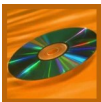


Grading Strategies to Promote Student & Faculty Success

Presenter: Virginia Johnson Anderson, Ed.D.

Time: 60 minutes

This session focuses on recognizing and addressing common student and faculty misconceptions about grading and will examine seven useful grading strategies. This session will list three ways to help students' structure to complete important assignments and implement at least four ways to save time in the grading process.

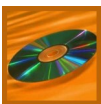


Handling Annoying, Disruptive, and Dangerous Students

Presenter: Brian Van Brunt, Ed.D. and Laura Bennett, M.Ed.

Time: 75 minutes

In this session, participants will learn how to identify, distinguish, and categorize negative student behaviors and develop unique intervention and management strategies for different kinds of behavioral problems. Learn how to initiate conversations that lead to positive changes, identify when to report a potentially dangerous behavior, and how to handle emergencies and other high-stress situations. This session will present how to employ change theory techniques, recognize personal triggers, defuse crisis situations, identify campus resources, and how to appropriately document and report incidents.



How Do I Convert a F2F Course to a Hybrid Course?

Presenter: Jill Schiefelbein

Time: 20 minutes

In this session participants will learn the step-by-step approach to maximizing the educational benefits of blended learning by using what they are already doing and using technology to enhance student engagement and learning. After this session, individuals will be able to analyze their course and select the elements they want to preserve in their blended class.



Teaching and Learning

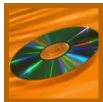


How Do I Stay Calm When Students Push My Buttons?

Presenter: Dr. Brian Van Brunt

Time: 20 minutes

The focus of this session is for participants to develop reasonable responses to students with unreasonable behavior. Participants will understand techniques to keep the classroom management options open, as well as, tips for engaging in positive conversation, even with negative students.



How the Brain Learns: Implications for Teaching and Learning

Presenter: Leslie Myers, M.Ed. and Melissa Terlecki, Ph.D.

Time: 60 minutes

This session will explore how learning “works” and how to apply that knowledge in the classroom. Participants will also learn techniques that can support their efforts and how to engage other faculty in the process.



How to Guarantee You Get the Students You Always Wanted in Class

Presenter: Phyllis Hartfiel

Time: 60 minutes

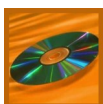


Please see self-enrollment instructions on page 6

<http://occc.mrooms3.net/course/view.php?id=38684>

Enrollment key: guarantee

This training session will discuss a number of teaching techniques for creating a supportive learning environment that will promote student learning as well as ensure you get the students you wanted in class. As a result, topics will include an analysis of the characteristics of OCCC students and their needs, the existing performance gaps, and effective teaching techniques for creating a supportive learning environment.



How to Implement Brain-Based Learning Strategies in Your Courses

Presenter: Lisa Bloom, DC, FLACN, and Kristina L. Petrocco-Napuli, DC MS

Time: 60 minutes

The purpose of this session is to learn how to apply educational best practices associated with a learner-centered environment. Participants will learn to use course management and teaching strategies that will enhance the learner-centered classroom. Also, learn how to optimize teaching strategies through knowledge of the key area for the brain involved in learning.



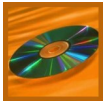
How to Make Turnitin Work for You

Presenter: Christina Norman

Time: 60 minutes

This session will discuss Turnitin and how it can be utilized in the classroom. Participants will be introduced to available features within Turnitin, including Originality Reports and GradeMark.





Improving Accessibility Through 7 Principles of Universal Design

Presenter: Dan Allen and Jenny Dugger

Time: 90

Course management systems can provide the opportunity for students with physical and sensory (deaf and blind) disabilities to enroll and excel in online programs. Research suggests as many as 1 in 5 students have some form of disability, either a physical disability or a learning disability, and would benefit from online courses designed using Universal Design for Learning (UDL) principles. This webcast highlights the seven principles of Universal Design and provides proactive strategies for utilizing it to address and overcome barriers to learning. Our expert instructors will also share examples of current and emerging practices being utilized at Drexel University, one of the nation's premier providers of online education, and other institutions.

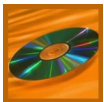


Increasing Intellectual Rigor in the Classroom (4-DVD Set)

*Presenters: Ike Shibley, Ph.D, Debi Moon, J.D. and Rob Jenkins, M.A.,
Linda Suskie, Maryellen Weimer, Ph.D.*

Time: This is a 4-DVD Set and each DVD is 20-minutes

Is Team Teaching Right for Me?
How Can I Help Students Develop Critical Thinking Skills?
How Can I Promote Deep Lasting Student Learning?
How Do I Give Feedback that Improves Student Writing?

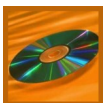


Learner-Centered Technology: Aligning Tools with Learning Goals

Presenter: Ike Shibley, Ph.D.

Time: 90 minutes

This session will provide faculty with a roadmap for matching technological tools to course learning outcomes. After this session, faculty will learn how to match learning goals with technological products, design course assignments, and learn how technology can improve learner-centered instruction in F2F, web-enhanced, blended, and online learning. Participants will learn how to explain the major tenets of learner-centered education and relate it to technology.



Managing Expectations and Handling Difficult Students Online

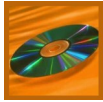
Presenter: Dr. Susan Ko

Time: 60 minutes

The online environment may look different, but the players are the same, including the difficult ones. Whatever the issue or level of disruption, you need to deal with it, because difficult students can undermine an online classroom as effectively as they can a traditional one. Learn how you can successfully meet the challenges of difficult students, and create an online experience that's rewarding for students and faculty alike.



Teaching and Learning

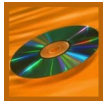


Managing Student Discipline Issues Legally and Effectively

Presenter: Rob Jenkins, M.A. and Deborah Gonzalez, Esq.

Time: 90 minutes

The purpose of this session is how to anticipate the most common classroom management problems and what a syllabus needs to encourage constructive behavior. Also, this session, will show participants how to maintain order, deal effectively with difficult behavior, and learn faculty and student rights regarding classroom conduct and security.



Measuring Learning: The Ultimate Teaching Evaluation

Presenter: Linda B. Nilson

Time: 75 minutes

Learn the measures of student learning that can be tailored to a subject matter and course level. Presented in the session are integrative essay or journal entries, targeted essay questions, survey of students' perceived learning, and surveying students' confidence about knowledge of course material.

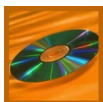


Mobile Learning: Safety and Privacy Considerations

Dan Allen and Jenny Dugger

Time: 90 minutes

Course management systems can provide the opportunity for students with physical and sensory (deaf and blind) disabilities to enroll and excel in online programs. Research suggests as many as 1 in 5 students have some form of disability, either a physical disability or a learning disability, and would benefit from online courses designed using Universal Design for Learning (UDL) principles. This webcast highlights the seven principles of Universal Design and provides proactive strategies for utilizing it to address and overcome barriers to learning. Our expert instructors will also share examples of current and emerging practices being utilized at Drexel University, one of the nation's premier providers of online education, and other institutions.



Motivating Students: Four Steps to Dynamic Classes

Presenter: Alice Cassidy, Ph.D.

Time: 60 minutes

Get students interested and involved. In this session, participants will discover a powerful tool to jump-start enthusiasm from day one, activities and assignments that connect to student interests, along with innovative applications of traditional classroom tools and uses of mixed media. Included in this session are goal-setting exercises that maintain students' commitment to keep them on track, and opportunities to draw on popular literature and culture while maintaining academic rigor.





Practical Teaching Strategies for Authentic and Active Learning

Presenter: Phyllis Hartfiel

Time: 60 minutes



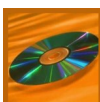
Please see self-enrollment instructions on page 6

<http://occc.mrooms3.net/course/view.php?id=38633>

Enrollment key: transfer



This training session, Moodle course, and web resource will discuss a number of strategies designed to increase transfer of learning. Topics will include definitions, sources, characteristics and strategies to integrate authentic and active learning in instructional planning and delivery.

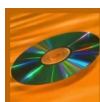


Prepared Students: The Secret's in the Assignment Strategy

Presenter: J. Robert Gillette, Ph.D. and Lynn Gillette, Ph.D.

Time: 60 minutes

This seminar covers course design strategies, including assignment planning and grading tactics, which will motivate students to prepare for class. You won't need to nag them to finish their readings or chide them for failing to complete assignments. You'll still have some students on some days who aren't ready for what you have planned, but that will be the exception. This seminar shows you how to tweak your approach so you can maintain control of class time and focus on high-level learning activities instead of bringing unprepared students up to speed.

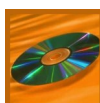


Seven Ways to Increase Student Attention and Learning

Presenter: Kendall Zoller, Ed.D.

Time: 90 minutes

In this session, learn strategies for accelerating learning and communication methods to guide student attention without direct management. Participants will learn techniques to increase student participation and skills for reaching all students (from quiet to the resistant) and ways to create and build on positive classroom dynamics.

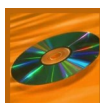


Teaching Integrity: Effective Responses to Cheating

Presenter: Tricia Bertram Gallant, Ph.D.

Time: 90 minutes

This session will demonstrate how a positive approach can prevent negative consequences. Participants will learn techniques that include strategies to encourage academic integrity and reduce cheating, along with new responses to cheating designed to create opportunities for student learning.



Ten Ways to Improve Blended Course Design

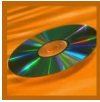
Presenter: Ike Shibley, Ph.D.

Time: 90 minutes

Blended course design combines online learning and F2F instruction. This session will showcase why blended course design is an effective option for today's educational institution. Blended course design solves physical space issues, enables students to work more, is an effective education model, and is an expected choice for a new generation of students.



Teaching and Learning



The Flipped Approach to Online Teaching and Learning

Presenter: Barbi Honeycutt, Ph.D. and Sarah Glova

Time: 60 minutes

Flipped classrooms look different in blended and online learning environments, particularly those that are asynchronous. Learn how to flip your online courses by analyzing models for the flipped class and exploring how to expand and adapt these definitions to include online learning environments.



Tips on Student Engagement

Presenter: Phyllis Hartfiel

Time: 60 minutes



This session and resource provides a number of Active Learning and Authentic teaching tips for engaging with your students in class.



Tools and Techniques for Improving Course Accessibility

Presenter: Keith Bain

Time: 75 minutes

In this session, participants will be able to recognize the accessibility challenges facing at-risk learners, understand basic techniques for digitizing lectures and presentations, and identify strengths and weaknesses of traditional and automated captioning.



Using Clickers to Engage Students and Maximize Learning

Presenter: Ike Shibley, Ph.D.

Time: 90 minutes

Participants will learn how clickers can increase student involvement. This session showcases how to use clickers to deepen student engagement and to use them in different ways to gather information and prompt peer discussion. Learn how to use clicker data to improve assessment and craft effective multiple choice clicker questions.



Using Moodle Workshop for Student Peer Assessment

Presenter: Morgan Felty

Time: 90 minutes



Please see self-enrollment instructions on page 6

<http://occc.mrooms3.net/course/view.php?id=38525>

Enrollment Key: assessment

This session will include instruction on how to setup the Workshop activity for students to receive both instructor and student feedback and allow students to assess other student's work and review their own. (It is recommended faculty have experience with the Assignment activity and the Gradebook prior to participating in this session.)





Using Multiple-Choice Questions to Assess Critical Thinking Skills

Presenter: Phyllis Hartfiel

Time: 60 minutes



Please see self-enrollment instructions on page 6

<http://occc.mrooms3.net/course/view.php?id=31086>

Enrollment key: mct4cts

This training session and course will explore how to construct valid and reliable multiple-choice questions that evaluate critical thinking skills, such as problem-solving skills, rather than factual memorization.

Technology is just a tool.
In terms of getting the
students working together
and motivating them, the
teacher is the most
important.

Bill Gates

Technology



Technology

WWW

Browser Tab Management

While all major web browsers now support tabbed browsing, its benefits are often overlooked. Learn how to use browser tabs to improve your web browsing experience. This is part of the Two-Minute Tech Tips series.

WWW

Cloud Storage

Cloud storage services like Dropbox and Google Drive make it easy to store your files in the cloud and make them accessible to multiple devices. Learn about how these services work and how you can get started using one yourself. This is part of the Two-Minute Tech Tips series.

F2F

Creating Better Presentations through Finding and Editing Images

Presenter: Matthew Schroyer

Time: 60 minutes

Participants will learn guidelines and best practices for finding and using image content in courses, as well as basic image editing techniques.

F2F

Creating Course Content with Screencasting Tools

Presenter: Matthew Schroyer

Time: 60 minutes

Participants will learn how to create screencast videos, as well as guidelines and best practices for using screencast videos in courses.

F2F

Creating Interactive Quizzes with Adobe Captivate

Presenter: Matthew Schroyer

Time: 60 minutes

In this session, participants will learn how Adobe Captivate can be used to create interactive quizzes to provide more authentic assessments.

F2F

Creating Quality Video and Audio for Instruction

Presenter: Matthew Schroyer

Time: 60 minutes

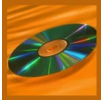
In this session, participants will learn how to record and edit basic video and audio recordings. Helpful tips and best practices for using video and audio recordings in courses will also be covered.

WWW

Encrypting Your Files

Learn about the importance of encryption and discover how to quickly and easily encrypt your files. This is part of the Two-Minute Tech Tips series.





Finding the Right Technology to Support Learning Outcomes

Presenter: Ike Shibley, Ph.D.

Time: 90 minutes

This presentation offers strategies for technology to increase flexibility and access, to improve student performance, and to manage costs. Participants will be able to distinguish learning activities (those accomplished in class from those accomplished online), accessing technologies that will facilitate pedagogical goals, and recognize learner-centered course design features. Participants will also be able to understand and articulate ways technology can contribute to learner-centered instruction and compare online and face-to-face communication.



Learner-Centered Technology: Aligning Tools with Learning Goals

Presenter: Ike Shibley, Ph.D.

Time: 90 minutes

This session will provide faculty with a roadmap for matching technological tools to course learning outcomes. After this session, faculty will learn how to match learning goals with technological products, design course assignments, and learn how technology can improve learner-centered instruction in F2F, web-enhanced, blended, and online learning. Participants will learn how to explain the major tenets of learner-centered education and relate it to technology.

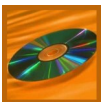


Make It-Take It Workshop: Interactive Course Content

Presenter: Matthew Schroyer

Time: 60 minutes

If you're already using Power Point to deliver course content, it's a snap to take your presentations to the next level and turn them into exciting digital interactions with Adobe Captivate. Adobe Captivate is a great tool that you can use to create interactive quizzes, illustrations, and scenarios, either from existing Power Points or completely from scratch. In this session, you will learn the basics of Adobe Captivate, and walk away with something you can use right away in your course.



Using Clickers to Engage Students and Maximize Learning

Presenter: Ike Shibley, Ph.D.

Time: 90 minutes

Participants will learn how clickers can increase student involvement. This session showcases how to use clickers to deepen student engagement and to use them in different ways to gather information and prompt peer discussion. Learn how to use clicker data to improve assessment and craft effective multiple choice clicker questions.



Technology

Flipping the Classroom Series

A Basic Definition: Lectures are moved outside of face-to-face class time (through use of education technology) while “homework” is moved inside of class time. The “homework” should be any kind of learning activity that is not strictly based on lecture.

This 2–part series discusses the instructional design and technical considerations of flipping the classroom.



Flipping the Classroom Part 1: Using Basic Technology to Create Lecture Content

Presenter: Matthew Schroyer

Time: 60 minutes



Please see self-enrollment instructions on page 6

<http://occc.mrooms3.net/course/view.php?id=31082>

Enrollment Key: flip

This course will explore various ways basic technology can be used to get engaging lecture content online and free up classroom time for different meaningful learning experiences. Topics covered will include creating online lectures using a webcam, screen capture software, narrated slideshows, and best practices for each.



Flipping the Classroom Part 2: Planning the Flipped Class

Presenter: Phyllis Hartfiel

Time: 60 minutes



Please see self-enrollment instructions on page 6

<http://occc.mrooms3.net/course/view.php?id=31082>

Enrollment Key: flip

This course will explore a variety of effective, theory-based andragogical strategies that can be used to actively engage your students in a flipped classroom environment. Topics covered will include a set of simple and practical tips mapped to the three phases of a class unit—before class, during class, and after class.



By learning you will teach,
by teaching you will learn.

Latin Proverb

Faculty Consultations Available

What: A faculty consultation is a time you choose to meet with a CLT consultant to ask questions, get technical assistance or work on course design.

When: At a time that fits *YOUR* schedule

Where: CLT or Your office

Topic: Any topic on which you would like to discuss related to teaching and learning or Moodle.



Moodle



Moodle

WWW

Adding a User Override to a Quiz

These step-by-step instructions detail how to add accommodations, extensions, and extra attempts to quizzes and exams.

WWW

Adding Files to Moodle

This web resource provides instructions on the process of adding content either by uploading files or by dragging and dropping files to a course.

F2F

Attendance in Moodle

Presenter: Robert Norman

Time: 50 minutes

This session will include instruction on setting up the attendance activity in Moodle to either count attendance toward each student's final grade in the course or keep attendance for record-keeping purposes.

F2F

Automate Your Moodle Course with Personalized Learning Designer

Presenter: Morgan Felty

Time: 60 minutes



Please see self-enrollment instructions on page 6

<http://occc.mrooms3.net/course/view.php?id=25656>

Enrollment Key: pldesigner

This session will demonstrate how to use Personalized Learning Designer to automate certain actions in your Moodle course, such as redirecting students to the course syllabus if they have not yet viewed it, displaying personalized alerts or message to students upon viewing content, sending personalized emails to students who score below a certain percentage on a quiz, unlocking course content when specific conditions are met, and much more. This session will also prepare you to begin creating your own Personalized Learning Designer Rules to fit your needs and the needs of your students. It is recommended attendees be familiar with the Restrict Access and Activity Completion settings for resources and activities in Moodle.

WWW

Backing up a Moodle Course

Losing your information and course resources is always frustrating, but seems especially frustrating when they are lost electronically and you don't know if you will be able to recover them! This web resources provides step-by-step instructions on how to back up your course and save it to your computer so you always have a "Plan B" just in case. Suggested timelines for back up processes are also discussed.



WWW

Converting Documents to PDF and RTF Format

This web resource provides instructions on converting PowerPoint and Word documents to PDFs and converting Word documents to Rich Text Format. PDFs, which are not easily edited, are useful for maintaining the fidelity of documents such as syllabuses. Rich Text Format is a common document type that maintains formatting fidelity on a variety of platforms.

WWW

Copying Course Content

The import feature in Moodle allows instructors to copy content from one course to another. This resource provides instructions on the process.

WWW

Deleting a Quiz Attempt

This web resource provides instructions on how to delete a quiz attempt to allow another attempt after a student has taken a quiz.

F2F

Entering a Never Attended Report in Moodle

Presenter: CLT Consultants

Time: 30 minutes

WWW

This session and web resource explains the process for submitting Never Attended reports in Moodle.

F2F

Entering Final Course Grades in Moodle

Presenter: CLT Consultants

Time: 30 minutes

WWW

This session and web resource explains the process for submitting and printing the Final Grades reports in Moodle.

WWW

Exporting and Printing the Moodle Gradebook

This web resource provides instructions on how to export your Moodle Gradebook into a Microsoft Excel spreadsheet and print it. Once the Gradebook is saved and opened in Excel, you can make modifications and resave before printing.

F2F

How to Make Turnitin Work for You

Presenter: Christina Norman

Time: 60 minutes

This session will discuss Turnitin and how it can be utilized in the classroom. Participants will be introduced to available features within Turnitin, including Originality Reports and GradeMark.

WWW

Locating a Docked ILP block

Having trouble locating the ILP Block to submit Final Grades or Never Attended report? Look here for assistance!



WEBINAR



CLT WEB PAGE



FACE-TO-FACE



MOODLE

PAGE 31

Moodle



Moodle Forum Types

Presenter: Morgan Felty

Time: 60 minutes



Please see self-enrollment instructions on page 6

<http://occc.mrooms3.net/course/view.php?id=38582>

Enrollment key: forums

While the “Standard Forum for General Use” is great for typical discussion forums, the Advanced Forum activity is capable of utilizing some other interesting and useful forum types as well. This session will discuss the setup and usage scenarios the Single Simple Discussion, Each Person Posts One Discussion, Q and A Forum, and Standard Forum Displayed in a Blog-like Format forum types.



Moodle Gradebook

Presenters: Morgan Felty and Robert Norman

Time: 60 minutes

This session will include instruction on setting up the Gradebook in Moodle. This session will include adding categories, grade items, and settings.



Moodle Improvements

Presenters: Morgan Felty and Robert Norman

Time: 30 minutes



This session/web resource will demonstrate and explain the updates, improvements, and new features added with the latest Moodlerooms update.



Moodle Instructor Training Course

Every instructor is automatically enrolled in this Moodle resource. In this video intensive training course, instructors will be able to view a course in Moodle and receive instruction on creating and grading activities and assignments in Moodle. This course also provides instructors basic information about how to facilitate a course in this environment and about many features of Moodle.



Moodle Orientation

Every OCCC student and instructor is enrolled in this course. This course focuses on helping students be successful in their use of Moodle as well as tips for studying and time management. This course can be found at online.occc.edu under **My courses**.



Moodle Overview

Presenter: Robert Norman

Time: 50 minutes

This session covers the Moodle basics—navigating within Moodle, the basics of adding resources and assignments, course editing, and using Quickmail to contact students.



 WWW

Printing an Attendance Report

Instructions will be provided on how to print an attendance report using the Export feature in the attendance activity.

 F2F

Quiz Question Types in Moodle

Presenter: Morgan Felty

Time: 60 minutes

Please see self-enrollment instructions on page 6



<http://occc.mrooms3.net/course/view.php?id=38484>

Enrollment Key: question

This session and course explores the setup and grading of the different types of quiz questions available in Moodle, including the very flexible Cloze (embedded) question type and the number driven Calculated and Numerical types.

 WWW

Removing a Grade Override in the Gradebook

This web resource details the steps used to remove a grade override in the Gradebook.

 WWW

Using Logs to Verify Student Course Access

Need to see if a student logged in on a certain date, or otherwise verify student activity? This resource shows you how to find the info you need!

 F2F

Using Moodle Workshop for Student Peer Assessment

Presenter: Morgan Felty

Time: 90 minutes

Please see self-enrollment instructions on page 6



<http://occc.mrooms3.net/course/view.php?id=38525>

Enrollment Key: assessment

This session includes instruction on how to set up the Workshop activity for students to receive both instructor and student feedback and allow students to assess other students' work and review their own. (It is recommended faculty have experience with the Assignment activity and the Gradebook prior to participating in this session.)



WEBINAR



CLT WEB PAGE



F2F

FACE-TO-FACE



MOODLE

PAGE 33

Education is the kindling of
a flame, not the filling of a
vessel.

Socrates



**Center for
Learning and Teaching**

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