

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.



**SPRING
2014**



CENTER FOR LEARNING AND TEACHING

S P R I N G 2 0 1 4 **F A C U L T Y R E S O U R C E C A T A L O G**

Table of Contents

What is the OCCC Standard for Teaching & Learning?	4
Faculty Consultants	5
Faculty Resources	6
Learning Spaces	7
Teaching and Learning	9
Technology	21
Moodle.....	27
Leadership	33

WHAT IS THE OCCC STANDARD FOR TEACHING & LEARNING?

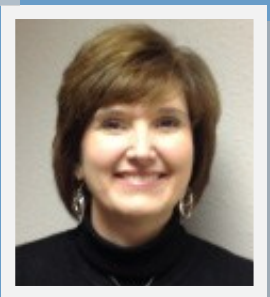
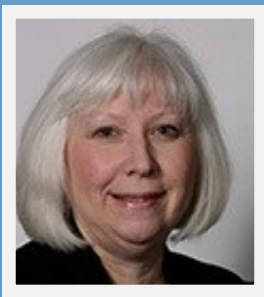
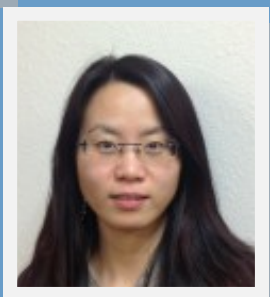
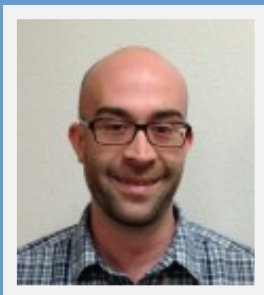
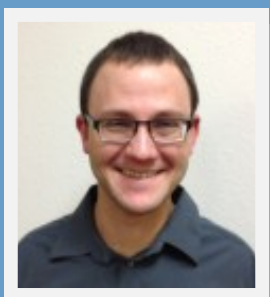
- Credits that transfer to other institutions.
- Using all of our tools and experiences, prepare our students for the next step in their academic careers or jobs.
- Clearly defined expectations for academic rigor and integrity
- Comparable course rigor and content to other institutions of higher education
- 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.

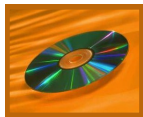
The CLT team offers individual and group consultations to support all faculty in a broad range of topics related to teaching, learning, and technology.



CENTER FOR LEARNING AND TEACHING FACULTY RESOURCES

The CLT 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 7:30 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. Throughout this guide, you will see a plethora of resources available to you in a variety of formats. 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.

Some CLT resources in this catalog are available in Moodle as self-enrollment courses. They 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 be able 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 Resource Room — Books, journals, videos, and other resources for teaching are located here and are available for your check out as well as comfortable seating for relaxing and reading or visiting with your colleagues.

Instructional Technology Center — Computers, scanners, printers, and a variety of software are available for all faculty and staff to use. The Center can also be used for technology demonstrations as well as checkout of technology for the classroom.

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.

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

The CLT Classroom, Resource, and Conference rooms 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.

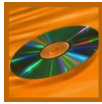
The function of education
is to teach one to think
intensively and to think
critically. Intelligence plus
character - that is the goal
of true education.

Martin Luther King, Jr.

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.

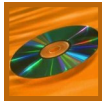


A Good Start: Helping First-Year Students Acclimate to College

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.

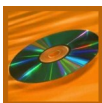


Accommodating Students with Disabilities in Online Courses

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.



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.

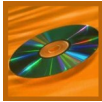




Best Practices for Designing Successful Blended Courses

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.



Constructing Effective Multiple Choice Tests to Assess Critical Thinking Skills

Presenter: Ying Liu
Time: 60 minutes

Please see self-enrollment instructions on page 8
<http://occc.mrooms3.net/course/view.php?id=31086>
Enrollment key: mct4cts

This training session will explore how to construct valid and reliable multiple choice tests that evaluate critical thinking skills, such as problem-solving skills, rather than factual memorization. Topics will include rules for constructing multiple choice tests, Bloom's taxonomy, and techniques for constructing multiple choice tests that measure critical thinking skills.



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

This web resource provides different teaching techniques on daily lecture preparation and development by applying Robert Gagne's Nine Steps of Instruction model.



Creating a Supportive Online Environment

Please see self-enrollment instructions on page 8
<http://occc.mrooms3.net/course/view.php?id=31081>
Enrollment Key: support

This course 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.



Teaching and Learning



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

This web resource provides different teaching techniques on daily lecture preparation and development by applying Robert Gagne's nine steps of instruction model.



Creating Effective Mini-Lectures to Engage Your Students

Presenter: Ying Liu and Glenné Whisenbunt

Time: 60 minutes

This training session 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.



Effective Teaching Strategies for Scaffolding Students Learning

Presenter: Ying Liu and Glenné Whisenbunt

Time: 60 minutes

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

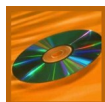


Extra Credit: An Undeserved Gift or Second Chance to Learn

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.

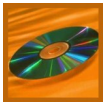


Finding the Right Technology to Support Learning Outcomes

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, AudioBoo, and Dipity.

Flipping the Classroom

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.



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

Presenter: Jason Cimock

Time: 60 minutes

Please see self-enrollment instructions on page 8

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

Enrollment Key: flip



This session 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: Ying Liu

Time: 60 minutes

Please see self-enrollment instructions on page 8

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

Enrollment Key: flip



This session will explore a variety of effective, theory-based pedagogical 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

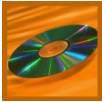
Presenter: Matthew Ouellet, Ph.D. and Christine A. Stanley, Ph.D.

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.



Teaching and Learning

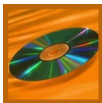


Gamification: Applying Game Principles to Your Teaching

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.

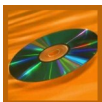


Handling Annoying, Disruptive, and Dangerous Students

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.

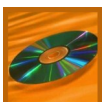


How Do I Convert a F2F Course to a Hybrid Course?

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.



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: Ying Liu and Glenné Whisenbunt

Time: 60 minutes

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.

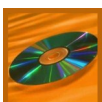


How to Provide a Student-Centered Learning Environment

Presenter: Ying Liu and Glenné Whisenbunt

Time: 60 minutes

This training session will discuss a variety of student-centered teaching strategies that aim to actively motivate and engage your students. Topics will include adult learning theory, student-centered learning environment, and steps to create a student-centered learning environment in your course.



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.



Teaching and Learning

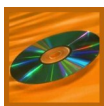


Letting Students Use Technology to Demonstrate Content Mastery and Creativity

Presenter: Jason Cimock

Time: 60 minutes

In this session, attendees will learn about a host of free tools that can be used to enable creative student work. Encourage more interesting and thought-provoking presentations by using alternatives to PowerPoint. Let students explore topics and demonstrate understanding by creating images or videos. Learn about tools that let students re-mix content in interesting ways to create something new.



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.

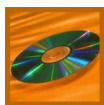


Measuring Learning: The Ultimate Teaching Evaluation

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.



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 Active Learning Teaching Strategies

This web resource introduces the concept of active learning as well as seven related teaching strategies to effectively engage your students in the learning process.





Promoting Transfer of Learning by Providing Authentic Activities

Presenter: Ying Liu

Time: 60 minutes

This training session will discuss a number of teaching techniques for designing authentic activities to increase transfer of learning. Topics will include definitions and characteristics of transfer of learning, factors that affect transfer of learning, and practical techniques for developing high-quality authentic activities that promote transfer of learning.



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.



Student Response Systems and Student Feedback

Presenter: Jason Cimock

Time: 60 minutes

This session will explore different ways technology can be leveraged to incorporate student feedback into a course. From established tools like Polleverywhere and Clicker systems, to newer apps like Socrative and InfuseLearning, collecting student feedback in real time has never been easier. Learn not only how to use these tools, but different strategies for administering feedback collection and utilizing results.



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.



Teaching with iPads

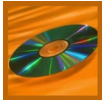
Presenter: Jason Cimock and Morgan Felty

Time: 60 minutes

This hands-on training will explore different apps and methods in which the iPad can be used to teach a class session. Learn different strategies for incorporating the iPad in environments in which all students and instructors have iPads to use and those in which only the instructor has access to the device. See how the iPad promotes freedom of movement throughout the classroom while still allowing all the functionality of a traditional PC workstation. Attendees may bring their own iPads if they choose or may use one of the CLT iPads made available during the session.



Teaching and Learning



Ten Ways to Improve Blended Course Design

Presenter: *Ike Sibley, 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.



Tips on Student Engagement

This web resource provides a number of teaching tips for actively interacting 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.



Top 10 Things Students Like Most in Their Classes

Presenter: *Ying Liu and Morgan Felty*

Time: 60 minutes

Please see self-enrollment instructions on page 8

<http://occc.mrooms3.net/course/view.php?id=31084>

Enrollment key: top10



This training session will discuss the top 10 things that students like most in their classes. Implementing some of these strategies in your course may greatly increase students' motivation, and promote higher engagement. Top strategies presented will be based on the OCCC student engagement survey administered in Spring 2013.



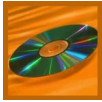
Using Adobe Captivate to Flip the Classroom

Presenter: *Jason Cimock*

Time: 60 minutes

This session will explore how Adobe Captivate can be used to create engaging, interactive online lecture content. Go beyond the basic lecture and learn about using Captivate to create full-featured online learning experiences where students can do more than passively watch a video. Embed highly customizable, interactive quiz questions into your lecture content and provide instant feedback to students. Use other interactive features to control the pace at which students will learn.





Using Clickers to Engage Students and Maximize Learning

Presenter: Ike Shibley, Ph.D.

Time: 90 minutes

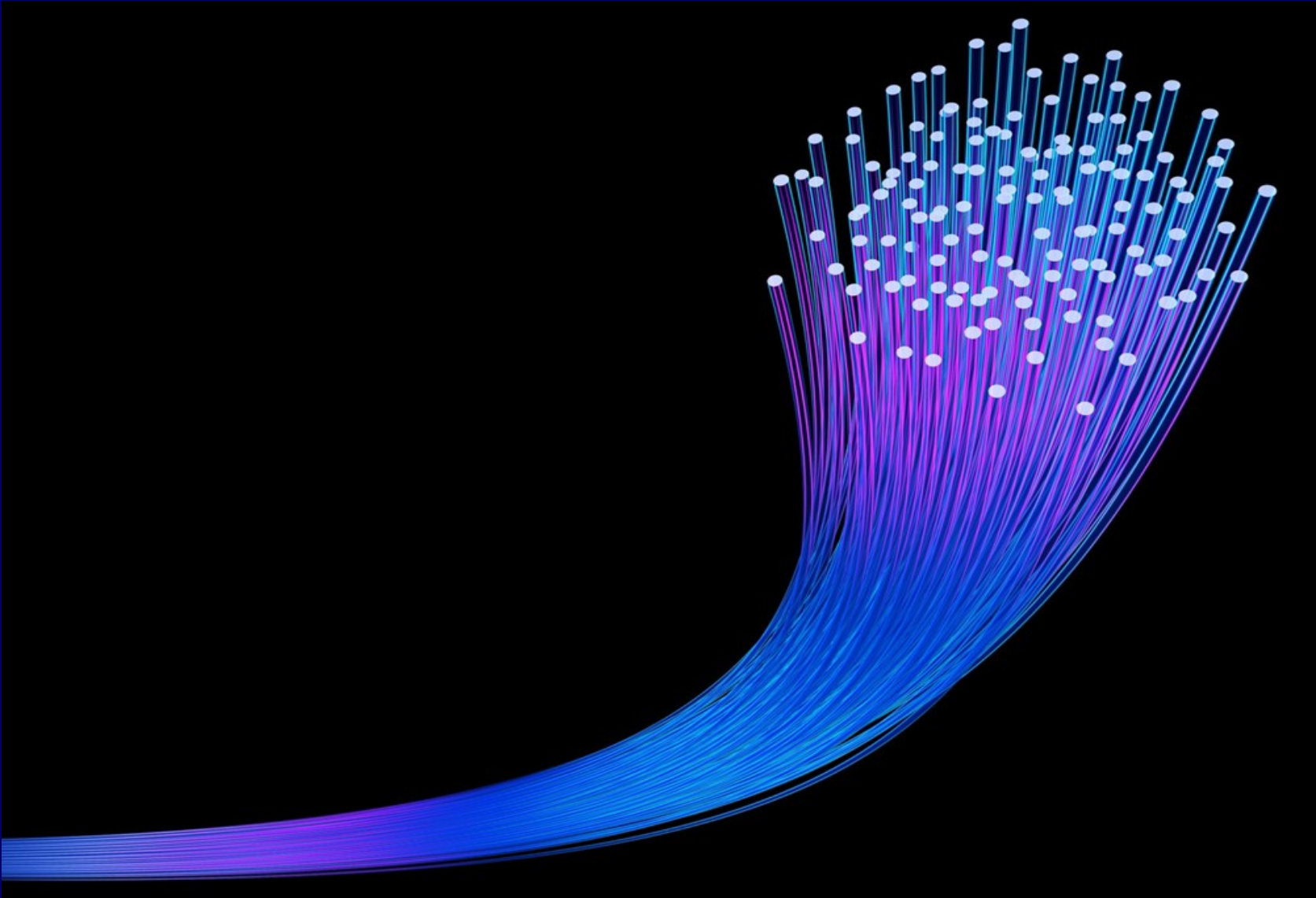
Participants will learn how clickers can increase student involvement. This session showcases how to use clickers to deepen student engagement and to use them in different ways to gather information and prompt peer discussion. Learn how to use clicker data to improve assessment and craft effective multiple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



Technology 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

F2F

An Introduction to MOOCs

Presenter: Jason Cimock

Time: 60 minutes

MOOCs (Massive Open Online Course) are one of the most notable trends in the current landscape of education. This session will serve as a basic introduction to MOOCs, and will take a critical look at various aspects of the MOOC phenomenon. Topics include the history of MOOCs, different types, popular providers, subject areas commonly offered, demographics of MOOC enrollees, completion rates, their impact on higher education, and their role in future.

F2F

An Introduction to Open Educational Resources

Presenter: Jason Cimock

Time: 60 minutes

Advances in technology have enabled educators to create and share educational resources with each other. This session will serve as an introduction to open educational resources and will provide a basic definition of what they are, where they can be found, how they can be incorporated into your class, and how you can share your own.

F2F

Bring Your Own Device—iOS and Android Apps

Presenter: Jason Cimock and Morgan Felty

Time: 60 minutes

This session showcases mobile technology including iPad, iPhone, and Android devices and apps which are useful in education, the classroom, and in general. Attendees are encouraged to bring their own devices (though this is not a requirement) and share any useful tips or apps they have discovered.

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.

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.

Flipping the Classroom

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.



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

Presenter: Jason Cimock

Time: 60 minutes

Please see self-enrollment instructions on page 8

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

Enrollment Key: flip



This session 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, or narrated slideshows, as well as best practices for each.



Flipping the Classroom Part 2: Planning the Flipped Class

Presenter: Ying Liu

Time: 60 minutes

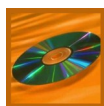
Please see self-enrollment instructions on page 8

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

Enrollment Key: flip



This session will explore a variety of effective, theory-based pedagogical 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.



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.



Technology

F2F

Letting Students Use Technology to Demonstrate Content Mastery and Creativity

Presenter: Jason Cimock

Time: 60 minutes

In this session, attendees will learn about a host of free tools that can be used to enable creative student work. Encourage more interesting and thought-provoking presentations by using alternatives to PowerPoint. Let students explore topics and demonstrate understanding by creating images or videos. Learn about tools that let students re-mix content in interesting ways to create something new.

WWW

Private Browsing

All contemporary web browsers now include a feature called private browsing. Find out what it is, how it works, and when you should use it. This is part of the Two-Minute Tech Tips series.

F2F

Student Response Systems and Student Feedback

Presenter: Jason Cimock

Time: 60 minutes

This session will explore different ways technology can be leveraged to incorporate student feedback into a course. From established tools like Polleverywhere and Clicker systems, to newer apps like Socrative and InfuseLearning, collecting student feedback in real time has never been easier. Learn not only how to use these tools, but different strategies for administering feedback collection and utilizing results.

F2F

Teaching with iPads

Presenter: Jason Cimock and Morgan Felty

Time: 60 minutes

This hands-on training will explore different apps and methods in which the iPad can be used to teach a class session. Learn different strategies for incorporating the iPad in environments in which all students and instructors have iPads to use and those in which only the instructor has access to the device. See how the iPad promotes freedom of movement throughout the classroom while still allowing all the functionality of a traditional PC workstation. Attendees may bring their own iPads if they choose or may use one of the CLT iPads made available during the session.



Using Adobe Captivate to Flip the Classroom

Presenter: Jason Cimock
Time: 60 minutes

This session will explore how Adobe Captivate can be used to create engaging, interactive online lecture content. Go beyond the basic lecture and learn about using Captivate to create full-featured online learning experiences where students can do more than passively watch a video. Embed highly customizable, interactive quiz questions into your lecture content and provide instant feedback to students. Use other interactive features to control the pace at which students will learn.



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 Technology and Social Media to Stay on Top of Education Trends

Presenter: Jason Cimock
Time: 60 minutes

This session will focus on different ways technology and social media can be leveraged to help busy educators keep up with the ever-evolving education landscape. Learn how services like Twitter, Google+, Pinterest, and RSS readers can help you become part of the conversation, inform, and inspire.



If GM had kept up with
technology like the
computer industry has,
we would all be driving
\$25 cars that got 1,000 MPG.

Bill Gates

Moodle



Moodle

WWW

Accessing and Printing a Class Roster

This web resource provides instructions on how to access and print a class roster.

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 the file(s) or by dragging and dropping file(s) to a course.

F2F

Attendance in Moodle

Presenter: Glenda Prince

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.



Automate Your Course with the Personalized Learning Designer

Please see self-enrollment instructions on page 8

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

Enrollment Key: pldesigner

This course demonstrates how to use the Moodlerooms Personalized Learning Designer to automate certain actions in your course, such as redirecting students to the course syllabus if they have not yet viewed it, displaying personalized alerts or messages to students upon viewing content, sending personalized emails to students who score below a certain percentage on a quiz, and much more. This course will also prepare you to create your own Personalized Learning Designer rules to fit your needs and the needs of your students.

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

Deleting a Quiz Attempt

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





Exporting and Printing the Moodle Grade Book

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



Final Grades Reporting

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



Grading Activities & Assignments in Moodle

Presenter: Glenda Prince

Time: 50 minutes

This session will include instruction on how to grade discussion forums, assignments, and quizzes or exams.



Importing Activities or Resources

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



Instructor Training Course

Every instructor is automatically enrolled in this Moodle resource. This course provides instruction on using the many features of Moodle.



Locating a Docked ILP block

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



Moodle Navigation Tips and Tricks

This resource will provide some time saving tips to make getting around in your course easier. Tips are also included for easier use of the Grade Book!



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.



Moodle



Moodle Overview

Presenter: Morgan Felty
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.



Navigation in Moodle

Please see self-enrollment instructions on page 8
<http://occc.mrooms3.net/course/view.php?id=31085>
Enrollment Key: navigation

The purpose of this course is to provide a general overview of navigation features in Moodle. This course will familiarize you with how to navigate through a course in Moodle, access navigation features, and learn their functions. Several of the main features included in the course will be the navigation and settings blocks, resource blocks, and adding resources and activities.



Never Attended Reports

Presenter: CLT Consultants
Time: 30 minutes



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



On-Campus Grade Book

Presenter: Morgan Felty or Glenda Prince
Time: 60 minutes

This session will include instruction on setting up the Grade Book in Moodle for on campus courses. This session will include adding categories, graded items, and settings.



Online Grade Book

Presenter: Morgan Felty
Time: 60 minutes

This face-to-face session covers the basics of using the Moodle Grade Book in online courses.



Printing an Attendance Report

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





Removing a Grade Override in the Grade Book

This web resource will detail the steps used to remove a grade override in the Grade Book.



Using Logs and Reports to Monitor Student Activity and Optimize Your Course

Please see self-enrollment instructions on page 8

<http://occc.mrooms3.net/course/view.php?id=31052>

Enrollment key: reports

This course details how the logs and reports, which Moodle automatically generates, can be used to gather data about students' actions within your course and provides insight on how this information can be used to optimize course content delivery.



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 will show you how to find the info you need!



Using Moodle Workshop for Student Peer Assessment

Presenter: Glenda Prince

Time: 50 minutes

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 Grade Book prior to participating in this session.)



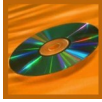
Hold yourself responsible
for a higher standard than
anybody expects of you.
Never excuse yourself.

Henry Ward Beecher

Leadership



Leadership



Effective Faculty Hiring Strategies: A Behavior-based Approach

Presenter: Dr. Mary C. Clement

Time: 60 minutes

This session focuses on the strategies of behavior-based interviewing (BBI). Interviewers ask candidates the kind of questions that reveal previous skills, knowledge and experiences which provide the kind of in-depth analysis essential for a quality hire. This session will help faculty understand how to use BBI from evaluating applicants' paperwork to the final selection process, to what type of questions will provide insight for sorting candidates, and how to objectively evaluate candidates' answers.



Seven Steps for Dealing with Problem Faculty

Presenter: Kent Crookston, Ph.D.

Time: 90 minutes

This session focuses on how to view problem colleagues as people and not reject them and why listening is the key to remediation. This session provides how to gain the trust of key colleagues and even the problem person, avoid litigation headaches, confronting deviant performance with confidence, and what to do if the bully is a student.





**Center for
Learning and Teaching**

OKLAHOMA CITY COMMUNITY COLLEGE

SEM 2G3

405.682.7838

clt@occc.edu