



Fall 2019 Conference Program

NOV 8, 2019
Grand Valley State University
Russel H. Kirkhof Center
1 Campus Drive, Allendale, Michigan 49401

Registration and Breakfast

Pere Marquette, Room 2204
8:15 – 8:50am

Welcome

Pere Marquette, Room 2204
9:00 – 9:10am

Keynote

Pere Marquette, Room 2204
9:15 – 10:30am

Dr. Robert Talbert
Grand Valley State University

Active Learning: Three reasons to embrace it, three reasons to avoid it, and three questions to consider

Abstract: Active learning has an amazing amount of support from current educational research and practice. But in order to be an informed user of active learning and not just an uncritical fan of the practice, we need to have a clear sense of WHY we should be using active learning. That is the focus of this talk. We will examine three sound reasons (which can be shared with students, administrators, etc.) for why we should use active learning; three bad reasons for using it; and three critical questions we should keep in mind as we learn at this conference and use active learning with our students. By the end of the talk, you'll be able to take a critical eye to your own use of active learning and know that you're using it for the right reasons.

Break-Out Sessions

Time	Room 2201	Room 2263	Room 2266	Room 2270
10:45 - 11:45 pm	Tidy Up Your Online Courses	Pear Deck! There Is Life After "Death by PowerPoint"	The Active Teaching Classroom	Building Community: Using Immediacy & Active Learning to Foster
11:45 - 12:40 pm	Lunch (Pere Marquette, Room 2204)			
12:45 - 1:45 pm	Is there anybody out there? Eliminating Online Isolation	Collaborative Presentations that Work	"FLIP" the Script on Formative Assessment with Flippity.net	A Hybrid Approach to Language Learning
2:00 - 3:00 pm	Leveraging Synchronous and Asynchronous Technology for Connection and Collaboration in Online Courses	The Application of Learning Activities	Open Pedagogy and Learning by Doing	Keynote Follow-up
3:00 - 3:15 pm	Wrap-up and Raffle (Pere Marquette, Room 2204)			

Session Descriptions

Breakout Sessions: 10:45-11:45am

Tidy Up Your Online Courses (Room 2201)

Meegan Willi, Grand Rapids Community College

Learn the art of tidying up the clutter in your course(s). This session will incorporate elements of instructional design and best practices for teaching online to help you determine what should stay and what should go. In alignment with the conference theme, this session will specifically address how you can create an environment for active learning in an online course.

Hopefully, participants will be able to apply some of the tips to hybrid and web-enhanced face-to-face courses.

Pear Deck! There Is Life After “Death by PowerPoint” (Room 2263)

Lissa Brunan, Grand Valley State University

Breathe life back into your classroom presentations by using Pear Deck to project directly to student devices and allow interaction with the presentation whether you're using Google Slides or PowerPoint Online. See results in real time, overlay answers, even store session results for later analysis. Present in whole group or assign student-pace and allow the students to complete as homework or during a center. This session will both engage you at the student level and allow you to begin to create your first deck as a teacher. It's time to expand formative assessment and 100% student engagement into the little-known world of Pear Deck.

The Active Teaching Classroom (Room 2266)

Dr. Michael Balsamo, Macomb Community College

During a recent renovation project, Macomb Community College designed and built an Active Teaching classroom based on faculty and staff input. Equipped with the latest instructional technology, this classroom allows faculty to practice new active teaching strategies focused on increasing student engagement. The College's Center for Teaching and Learning staff also provide hands-on workshops designed to help faculty explore ways to implement active teaching strategies in their own classrooms.

Building Community: Using Immediacy & Active Learning to Foster Classroom Engagement (Room 2270)

Candice Munoz, Mott Community College

Move around, relax, use gestures, create small talk, smile. While these seem like simple things, they are all things that can create connections with students. Keeping students engaged in class can sometimes be challenging and frustrating. Join this session to learn a little more about immediacy behaviors, active learning, and strategies to create a sense of community in your online or face to face classroom.

Lunch: 11:45-12:40pm

Pere Marquette, Room 2204

Second Breakout Sessions: 12:45-1:45pm

Is there anybody out there? Eliminating Online Isolation (Room 2201)

Joseph Mold, Executive Director of Online Learning, Bay College

Throughout my 18 years in online education, the most common complaint is, "Where is my teacher?" This session will identify best practices in online learning like a good introduction, active participation in the discussion board, using rubrics in the LMS, web 2.0 tools and timely feedback to eliminate online isolation.

Collaborative Presentations that Work (Room 2263)

Sherry Johnson, Grand Valley State University

Everyone knows that one thing students dread are group assignments. Complaints range from "She never listened to anyone's ideas but her own!" to "We never saw him until it was time to present -- and he wouldn't allow anyone else to talk!!" Instructors, with shrugged shoulders, often respond with "You needed to let me know in advance," or "It was a good opportunity for you to advocate for yourself." A collaborative wiki presentation helps to alleviate student concerns and helps faculty to more judiciously evaluate student contributions. Furthermore, learning outcomes are bolstered. Come see how this collaborative wiki presentation assignment gets everyone actively engaged.

"FLIP" the Script on Formative Assessment with Flippity.net (Room 2266)

Lissa Brunan, Grand Valley State University

We've all taken tedious time to create assessment review activities to engage our students. Whether it be crossword puzzles, flashcards, bingo games, or even painfully piecing together a Jeopardy game in PowerPoint. Preparing for the assessment is critical. What if Flippity.net could allow you, OR YOUR STUDENTS, to create their own review games in a very easy and fun way where they just have to plug in the correct questions/answers. Leave the hard part of "making it work" to Flippity and Google Sheets! They could then edit and update any of their work and share their work with you, their peers, or even their parents via the web to help review for the upcoming assessment! Make assessment prep more fun and engaging by FLIPPING THE SCRIPT with Flippity.net!

A Hybrid Approach to Language Learning (Room 2270)

Jeremy Robinson, Grand Valley State University

There has been a great deal of distrust of online/hybrid course delivery among those who teach language, usually tied to the importance placed on active face-to-face application of learned skills by students in the classroom. This session looks at ways one language instructor has moved from a conventional approach to language teaching to a flipped model, and finally to a class with fully online instruction supporting active in-class application.

Third Breakout Sessions: 2:00 - 3:00pm

Leveraging Synchronous and Asynchronous Technology for Connection and Collaboration in Online Courses (Room 2201)

Jennifer Fillion, Mott Community College

The online learning environment immediately imposes a distance not only between learner and faculty but between the community of learners. This can leave the learner feeling isolated and without a sense of support. This is particularly true for community college students who, by the very nature, are often at-a-distance to their institution and may not be engaged full-time in their education. To increase the sense of relatedness to the learning community, online courses need to encourage and create activities which promote student to student and student to faculty connections. One way this can be achieved is through faculty leveraging of technologies which can offer opportunities for group learning and project collaboration. This presentation will outline asynchronous (Zoom, WhatsApp) and synchronous (Voicethread, Hypothes.is) technologies that can be used for online group learning and project collaboration and which show promise for increasing student connection within the online learning community. Key considerations faculty should make in implementing them within online courses will also be discussed.

The Application of Learning Activities (Room 2263)

Donna Galvan, MA, MS, CBE, St Clair Community College

How to use short learning activities to engages students in an applied approach to the topic. By using surveys, questionnaires and interactive activities students learn the concept being taught via experience. Using short learning activities to accompany lecture, discussion, and media presentation of the material the "lesson" is delivered with Universal Design for Learning.

Open Pedagogy and Learning by Doing (Room 2266)

Bill Knapp, Grand Rapids Community College

This session will explore current open pedagogical theory, principles, and practice. Going beyond the cost savings of open educational resources (OER) we will consider ways of engaging learners in the creation of participatory accessible, reusable, re-mixable, open content. This session will include an active-learning experience for participants using open pedagogical principles.

Keynote Follow-up (Room 2270)

Dr. Robert Talbert, Grand Valley State University

Wrap-up and Raffle

Pere Marquette, Room 2204

3:00 – 3:15pm