

The 6th Ohio University EdTech Conference Schedule (Tentative)
Saturday, April 27, 2019

8:30am-4:00pm	Registration and light refreshments provided				2nd floor, McCracken Hall
9:00am-9:50am	Welcome & Keynote: Dr. Deborah Healey , 2019-2020 President of TESOL International Association, University of Oregon				Room 105, 1st floor, McCracken Hall
Prospects and Perils of Gamification					
While the use of games in education at a variety of levels is fairly common, gamification – the use of game elements in nongame settings – is a more recent concept. Originally very popular in business, then training, it has become a hot topic in education as well. This workshop will start with a brief overview of gamification in education, including some insights from current research. (Much of the research basis of gamification is from psychology.) Some gamification models will be presented. Participants will then consider ways to use – and ways not to use -gamification in their own courses.					
	Room 209 Presentations	Room 210 Presentations	Room 232 Workshops	Room 226 Tech Showcase	
10:00 am - 10:45 am	<p data-bbox="212 740 695 829">Exploring Instructional Design Challenges to Enhance Practitioner Performance Cara North (Ohio State University)</p> <p data-bbox="212 836 695 1498">A great way for instructional designers to invest in their own professional development is through participating in instructional design challenges (McDonald, Rich, and Gubler, 2018). There are a variety of instructional design challenges that exist including software specific challenges like Articulate Storyline’s eLearning Heroes challenges as well as various demo fests at professional development conferences. This presentation explores the experiences of instructional design practitioners who participated in a six-week instructional design challenge. The challenge’s rules were simple: build something, share, and provide feedback. By exploring informal design challenges, practitioners can be in charge of their own informal learning in an effort to keep up with the rapid pace of changing technologies and training population.</p>	<p data-bbox="737 740 1173 829">Active Learning Techniques and Strategies for Instructors Samuel Njai (Ohio University)</p> <p data-bbox="737 867 1178 1471">Institutions of learning are now not only designing new, but also redesigning old traditional lecture-based classrooms into active learning classrooms (ALC), based on constructivist theory which holds that people learn by constructing their own understanding and knowledge of the world through experience and reflecting upon that experience. The main objective of active learning is to give learners the opportunity of creating their own knowledge in the learning process, mutually and interactively with each other and this gives them the autonomy and independence in their learning. The study provides a synopsis of techniques, strategies used and also common challenges experienced in active learning classroom.</p>	<p data-bbox="1236 740 1568 829">Communication in Interactive Spaces Hope Moore (Ohio University)</p> <p data-bbox="1201 867 1587 1308">As augmented reality (AR) and virtual reality (VR) technology becomes more accessible and affordable, it has started to appear in physical spaces used for education. However, this means interacting with spaces in new ways. This workshop discusses observations and research in how to communicate how to use and recognize these spaces along with a brainstorming session with some demonstrations of interactive spaces.</p>	<p data-bbox="1631 769 2003 862">One Button Studio (on a budget) Sarah McCorkle (Ohio University)</p> <p data-bbox="1617 899 2003 1308">One Button Studios are expensive and can cost up to \$7,000 for equipment alone. What if we scaled back on the expectations of what a One Button Studio is while still meeting the needs of faculty who are in need of a simple way to record an attractive, professional, well-lit video? This project explores the challenges and resources required to produce a DIY One Button Studio on a budget (or no budget?).</p>	

11:00 am - 11:45 am	<p>Student Participatory Culture for Social Justice</p> <p>Sarah McCorkle (Ohio University)</p> <p>This study explores the experiences of two university faculty and the opportunities they provided their students to engage in participatory culture. A sociology faculty guided her students in the creation of artifacts documenting issues of racial inequality on their campus. These students created artifacts presenting university data on race and ethnicity, recorded videos depicting the personal narratives of students of color, and remixed media from university archives into an interactive map which displayed evidence of racism on campus. After sharing her classroom experience with colleagues in the law school, a second faculty was inspired to conduct a similar project. Law students developed artifacts to educate the public on the difficulties of immigration and the policy barriers which hamper lawful attempts to immigrate to the United States. Each class curated their artifacts on websites, prompting others to explore the materials and encourage their reuse in both formal and informal educational settings.</p>	<p>Learning by virtually doing: Creating simple simulations for education</p> <p>Dr. Karen Bruce Wallace (Ohio State University)</p> <p>John Dewey famously argued for learning-by-doing -- that is, students' schooling should reflect their real lives, and approach topics in relevant, practical ways. Simulation offers an ideal means to learn by doing, as it gives students an opportunity to practice different actions and approaches in a safe environment. While educators have embraced simulations in the in-person environment, they have often shied away from using them online, viewing them as expensive or difficult to develop, or requiring specialized skills and technology. Following Clark Aldrich's model of "short sims," this hands-on workshop taught by an instructional designer and educational researcher seeks to make virtual simulations accessible to everyone, regardless of their expertise. Attendees will learn how to make simple sims in PowerPoint and Twine, and will leave with resources that they can use for planning and developing such sims in the future.</p>	<p>Bringing Scratch into the Real World with the Micro:bit</p> <p>Dr. Mark Lucas (Ohio University)</p> <p>The workshop will examine ways in which the micro:bit microcontroller can be used to interact with the Scratch programming environment. With the micro:bit extension newly available in Scratch 3, students have new ways to interact with programs in Scratch. We will discuss the micro:bit and provide a hands-on tutorial using Scratch 3 and the micro:bit.</p>	<p>Feedback Exchange: Make your Class Interactive with Nearpod, Peardeck, Mentimeter, and Poll Everywhere</p> <p>Yue Dong (Ohio University)</p> <p>Many presentation tools allow educators to collect feedback from the audience and provide feedback based on the results, that help educators make their teaching more interactive. Nearpod is a user-friendly, interactive app/website used for communicative language teaching and learning. Like Nearpod, Pear Deck is an interactive slide presentation program, which can be added in traditional Google Slides. Mentimeter and Poll Everywhere are also interactive presentation tools that can be used to collect and visualize real-time feedback from the students. These four tools make lectures more attractive, engaging, and interactive, while students can get involved by using their own personal mobile devices without installations or downloads.</p>
11:45 am - 1:00 pm	Lunch Time (On Your Own)			

<p>1:00 pm - 1:45 pm</p>	<p>The Rhetoric of Instruction Dr. David Moore (Ohio University)</p> <p>Instructional Design is a complex analytic/synthetic activity that is particularly appropriate for technology mediated environments. It is often assumed that a systematic instructional design process will lead to a quality educational experience. It is the thesis of this session that well-designed instruction is necessary but not sufficient to bring about this outcome. What is needed is a rhetoric for communicating designs that maximize engagement. This session will present a series of communication techniques that can fill this role.</p>	<p>The Adventure of the Disengaged Learner Cara North (Ohio State University)</p> <p>In this session, you will explore three constructs of learner engagement: behavioral, cognitive, and emotional. As you explore each of these constructs, you will be challenged to apply them to your current setting (face to face, blended, asynchronous eLearning, etc.) using a scale of engagement for each of the three constructs. Additionally, participants will be introduced to SCORE (success, curiosity, originality, and relationships) as a rating system to evaluate learning experiences. Participants will use these constructs and SCORE to solve a case study based on scenarios found in learning technology. You will leave this session being able to apply constructs of learner engagement to your learning environment by using various techniques and technologies.</p>		<p>Lightboard demo Sarah McCorkle (Ohio University)</p> <p>The Lightboard is a low-technology solution for recording lectures where the focus is on writing, drawing and annotating. Lightboards are popular among those recording videos in STEM disciplines.</p>
<p>2:00 pm - 2:45 pm</p>	<p>3d Printing 101: A DIY Project for Undergraduate Students at Oberlin College Abe Reshad (Oberlin College and Conservatory) Chris Mohler (Oberlin College and Conservatory)</p> <p>The focus of this presentation will be an intensive Winter term course at Oberlin College and Conservatory centered around students of various majors take a deep dive into making. In this course, students built 3d printers, modified them for safety and performance, and used them to embark on their own quests. We will cover the overall design of this course, the online and campus resources that guided key aspects building and molding the 3d printers 3d printing, and thoughts on planning for future iterations.</p>	<p>World Wide Web: Overview of its Origin and the Development Ye Huo (Ohio University)</p> <p>To understand the history of the World Wide Web, it's important to understand the differences between the World Wide Web and The Internet. The term is often mistakenly used as a synonym for the Internet itself, but the Web is a service that operates over the Internet. This presentation will be focusing on introducing an overview of the history, the current state, and possible future directions for the World Wide Web, and on understanding and conceptualize the evolution of Web from scratch (from web 1.0 to web 4.0) to the upcoming trends in the field of Web Technology.</p>	<p>Predictive Analytics and Teaching Online Deepa Ashar Bhagat (Ohio University)</p> <p>Today, predictive analytics is used as part of every sector, every industry. It would be interesting to learn what its applications could be in the field of education, particularly with traditional classrooms making way for online learning spaces. This is an attempt at examining the existing literature on the use of predictive analytics in online classrooms and identify the research gaps, if any.</p>	

3:00 pm -3:45 pm	<p>Instructional Technology in Indonesia: A Historical Review</p> <p>Wishnoebroto (Ohio University)</p> <p>As an archipelago country, Indonesia has problems in the issue of educational distributions and access. Technology is believed to be one of the solutions to the problem. And since its independence in 1945, the country has been developing its instructional technology (IT) infrastructure. Influenced by politics, economy and other social conditions, Indonesia now has IT system, which is different compared to its neighboring country such as Malaysia, Singapore, Korea, Japan, and Australia. This presentation tries to explore those differences from the history of IT in Indonesia and its surrounding area that shaped what we see as the Indonesian educational technology.</p>	<p>Introduction Google Classroom 101</p> <p>Tracy Robinson (Ohio University)</p> <p>Learning Management systems will be a greater part of teaching and learning, not less. This workshop will lead participants in an introduction to Google Classroom, how to locate google classroom, upload documents and assignments, announcements, self grading quizzes and engagement approaches.</p>	<p>Robot Music Maps</p> <p>Shannon Williams (The Plains Elementary/Ohio University) Jennifer Tuttle Parsons (Ohio Valley Museum of Discovery/Ohio University)</p> <p>Participants will engage in using robots to demonstrate the music form of a piece of music. Form is an essential element in music composition. Using robots to demonstrate the music form will allow listeners to demonstrate their understanding of the changes in timbre, tempo, melody, and harmony. This will be done through coding and programming of the robot to demonstrate moves that represent the musical events as they occur.</p>	
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Keynote Speaker’s Bio:

Dr. Deborah Healey is the 2019-2020 President of the Board of Directors of TESOL International Association. She has taught online teacher training courses for the American English Institute at the University of Oregon, primarily focusing on technology in education. She has been an instructor and advisor in the University of Oregon’s Master’s in Language Teaching. She has also taught both ESL and EFL at community colleges and language institutes. She is a contributor to two TESOL Technology Standards publications, as well as the *TESOL Encyclopedia of English Language Teaching*, the *Routledge Handbook of Language Learning and Technology*, *Online Language Teacher Education*, *CALL Environments* and *A Handbook for Language Program Administrators*. She has written and presented extensively in the US and internationally, most recently in Uruguay, Tunisia, England, Indonesia, Georgia, Croatia, Serbia, the West Bank, Colombia, Chile, Argentina, and Thailand. Her recent areas of research include gamification, massive open online courses, and online teaching approaches. Her doctorate is in Computers in Education.

Meet our presenters (in the alphabetic order):

Abe Reshad serves as the Director of the Cooper International Learning Center (a.k.a. The Language Lab) at Oberlin College and Conservatory. With 18 years' experience teaching ESOL in Higher Ed both abroad and at Ohio University and 6 years' experience training teachers in relation to instructional technology, Abe Reshad is passionate about using technology to provide new and meaningful learning experiences for students. Previous projects of his include but are not limited to place-based learning and the use of simulation in the language learning context. Currently, Abe Reshad is interested in the use of 3d printing in combination with object based and project-based learning approaches in language learning classes and beyond.

Cara North is a Learning Experience Designer for The Ohio State University's College of Education and Human Ecology. She is also doctoral student in Educational Studies with an emphasis in Learning Technologies at The Ohio State University. Cara holds a MA in Workforce Development from The Ohio State University and a BA in Journalism from the University of Kentucky. She has worked in learning and development for 11 years as a trainer, curriculum developer, learning management systems administrator, and instructional designer. Her learning and development experience include working for Amazon.com and various non-profit and higher education organizations. North is committed to lifelong learning and scholarship through her leadership in many organizations. She serves as President of the Central Ohio Association for Talent and Development (ATD) and is also the Community Manager for the Training Learning and Development Community. North is also the Communications Officer for the Research and Theory Division of the Association for Education Communications and Technology (AECT). North's research interests include professional development for instructional designers, communities of practice, learner engagement, and learning analytics. She gives back by serving as a mentor to emerging talent in learning and development.

Chris Mohler is a Systems Administrator at Oberlin College. I work directly with students and faculty to support scientific research, and educational technology. I have 20 years' experience working in the IT field, and I'm A+ certified. My focus is computer hardware, and Network Communications. I've been the technical advisor for multiple NSF MRI grants to acquire HPC clusters, and Confocal Microscopes. I'm passionate about storage technologies like ZFS, and CEPH and how they relate to virtualization. I also enjoy 3d printing as a hobby and am hoping to develop a stable maker culture for the Oberlin Community.

David Richard Moore received a Ph.D. in Instructional Systems Design from Virginia Polytechnic Institute and State University (Virginia Tech) in 1995. David's research focuses on Instructional Design. David is Professor of Instructional Technology and serves as the Secretary of the Board of Trustees at Ohio University.

Deepa Ashar Bhagat is a first year PhD Instructional Technology student at Patton College of Education, Ohio University.

Hope Moore is an interactive media artist living in Athens, Ohio, working toward a master's degree at Ohio University with a focus in immersive media design and digital game development. Most recently, I've been interested in looking at how the added dimension of depth in immersive technologies changes the way people interact with digital and physical media.

Jennifer Tuttle Parsons is an Instructional Technology PhD student at Ohio University and the Executive Director of the Ohio Valley Museum of Discovery: a hands-on, STEAM-driven, play-based discovery museum in Athens, OH. She has a bachelor's and master's degree in music education and has taught at the middle, high school, and collegiate level. She advocates for integrating the arts into STEM learning as well as technology into informal learning spaces.

Karen Bruce Wallace is a learning designer and academic. She works as a Learning and Performance Specialist for the Nationwide Academy at Nationwide Insurance. She holds a Ph.D in English and a Master of Learning Technologies from the Ohio State University. She is a member of the Learning & Experience Design Research Group at the Ohio State University. She is passionate about creating learning experiences that are effective and engaging for all individuals. She is interested in inclusion, accessibility, and justice in learning design, and in the theory and application of Universal Design for Learning. She also focuses on methods to maximize engagement and motivation, especially the use of games, stories, and scenarios in learning.

Mark Lucas, in addition to teaching physics at Ohio University, participates and organizes a wide range of STEAM outreach in the community and is a board member of the Ohio Valley Museum of Discovery. He is constantly looking for fun ways to engage students in STEAM-based activities. participates and organizes a wide range of STEAM outreach in the community and is a board member of the Ohio Valley Museum of Discovery. He is constantly looking for fun ways to engage students in STEAM-based activities.

Samuel Njai is an Educational Technologist currently working at the Curriculum and Technology Center, Ohio University and also pursuing his PhD in Instructional Technology at the same university. He holds two Masters Degree in Arts and Geography, and has a Bachelors and an Associate Degree in Telecommunications Engineering and Information Technology.

Sarah McCorkle is an instructional designer working towards a Ph.D. in Instructional Technology at Ohio University's Patton College of Education. My areas of focus are: Faculty Development, Distance Learning, Active Learning and Flipped Classrooms, Lightboard Lectures, and the use of Plagiarism Detection Software as a tool for teaching (not policing student work).

Shannon Williams has taught elementary music in SE Ohio for 16 years. She has a BM and a MM in saxophone performance, as well as a MM Ed and Ohio Licensure in K-12 Music. She is currently a PhD candidate in Instructional Technology at Ohio University. Her research work focuses on professional development for inservice teachers using social media and other technologies.

Tracy Robinson is a phd student at Ohio University in the College of Education in Instructional Design and Technology. He inspires, motivates and encourages others to learn and share.

Wishnoe is a doctoral student in Instructional technology at Ohio University. He's conducting research on the development of Instructional and Educational Technology in Southeast Asia.

Ye Huo is an international student from China. Now she is studying at Ohio University as a Ph.D. student in Instructional Technology. Having experienced traditional education in China for nearly 18 years, Ye realizes that a cross-cultural experience and further knowledge will be my significant leap in pursuing a career in the future. Education needs not only the teacher's expertise and students' participation but also the power of technology to make teaching and to learn more effectively. To learn about the development of the Web and its future trends is one of the most exciting fields and possible to provide future directions for the World Wide Web.

Yue Dong is a doctoral candidate in Instructional Technology at Ohio University.

[Maps](#) (McCracken Hall, Ohio University, Athens)

[Parking](#)

