2016 OKTOBERBEST
A Symposium on Teaching

Friday, September 30, 2016
Ernest F. Hollings Special Collections Library

Sponsors
Center for Teaching Excellence
Office of Information Technology
University Libraries
University Technology Services

Twitter Hashtag
#2016Oktoberbest
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<tr>
<th>Time</th>
<th>Program Room Room #132</th>
<th>Barrow Room #135</th>
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<th>Room 130</th>
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<tr>
<td>8:30 - 9:00 a.m.</td>
<td>Continental Breakfast Program Room #132</td>
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<td>9:00 - 9:45 a.m.</td>
<td>Opening Session: Program Room #132 Easy Technologies for Better Student Preparation, Reading and Writing José Bowen Keynote Speaker President, Goucher College</td>
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<td>10:00 - 10:20 a.m.</td>
<td>Illuminating Dark Data: Spotlighting Collections to Enhance Research Christian Cicimurri McKissick Museum</td>
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<td>10:00 - 10:20 a.m.</td>
<td>Introduction to Social Justice and Critical Service Learning Jabari Bodrick Office of Service-Learning and Community Engagement</td>
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<td>10:00 - 10:20 a.m.</td>
<td>Sophisticated Messages Made Simple: Incorporating Infographics into Students’ Communications Tool Kits Ormonde Cragun Darla Moore School of Business</td>
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<td>10:30 - 10:50 a.m.</td>
<td>Strategies for an Inclusive Classroom: an Interactive Theatre Demonstration Peter Duffy Department of Theatre and Dance Rhonda Jeffries College of Education</td>
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<td>10:30 - 10:50 a.m.</td>
<td>Developing an Online Course for Quality Matters Certification Aisha Haynes Center for Teaching Excellence Weier Bao Department of Biological Sciences</td>
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<td>10:30 - 10:50 a.m.</td>
<td>Is it Time (Again) to Revamp the e-Portfolios? Getting the Most Out of e-Portfolios Data Elise Lewis School of Library and Information Science Sarah Keeling</td>
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<td>10:30 - 10:50 a.m.</td>
<td>Storytelling: Making Course Policies and Assignments Relevant to Our Students April Winningham Arnold School of Public Health</td>
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<td>11:00 - 11:20 a.m.</td>
<td>Undergraduate Diversity Education: Strategies for Facilitating Student Growth Andrew Schramm Kinjal Pandya Alexandria Golden Bret Kloos Department of Psychology</td>
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<td>11:00 - 11:20 a.m.</td>
<td>Benefits of Using Voice Thread in Distributed Learning Marianne Bickle College of Hospitality, Retail and Sport Management Ryan D. Rucker Midlands Technical College</td>
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<td>11:00 - 11:20 a.m.</td>
<td>Exploring Sustainability in Economics through an Integrative Learning Transportation Project Chandini Sankaran Darla Moore School of Business</td>
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<td>11:30 a.m. - 12:45 p.m.</td>
<td>Lunch and Keynote Address: Program Room #132 Teaching Naked: How Moving Technology Out Of Your College Classroom Will Improve Student Learning José Bowen President, Goucher College</td>
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## Schedule

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| 1:00 - 1:20 p.m. | Using Team-Based Learning to Flip a Self-Care Course  
**Patricia Fabel**  
College of Pharmacy | Developing Rapport with Students: Improving and Increasing Learning Potential in the Classroom  
**Candace Cooper**  
Department of English Language and Literature | Toss the Textbook and Embrace Open Educational Resources  
**Lana Burgess**  
School of Visual Art and Design |
| 1:30 - 1:50 p.m. | Strategies for an Inclusive Classroom: an Interactive Theatre Demonstration  
**Peter Duffy**  
Department of Theatre and Dance  
**Rhonda Jeffries**  
College of Education | Alternatives to Written Feedback: How Can Technology Help?  
**Nina Moreno**  
**Lara Ducate**  
Department of Languages, Literatures and Cultures | Online Tools for Teaching and Learning  
**Heather Moorefield-Lang**  
School of Library and Information Science |
| 2:00 - 2:20 p.m. | New Tools to Teach Media History May Be Useful to Teach Something Else  
**Mark Cooper**  
Department of English Language and Literature | Cultivating a Culturally Competent Classroom  
**Bethany Tisdale**  
Darla Moore School of Business  
**Casey Carroll**  
Center for Teaching Excellence | Formative Assessments from Beginning to End  
**Ray Thompson**  
Arnold School of Public Health |
| 2:30 - 2:50 p.m. | Creating Authentic Multimedia Learning Experiences for Online and Blended Classes  
**Cristy DeGregory**  
**Vera Polyakova-Norwood**  
College of Nursing | Univ 101 a Fresh Look: Adding a Touch of Virtual Reality into a Freshman Seminar Course  
**Renee Shaffer**  
University Technology Services | A Taste of France: Integrative Learning in the Foreign Language Classroom  
**Amanda Dalola**  
**Lara Lomicka Anderson**  
Department of Languages, Literatures and Cultures |
| 3:00 - 3:20 p.m. | Everyone Has a Funny Bone: Using Humor to Engage Students  
**Shanna Hastie**  
College of Social Work | Teaching Data Visualization in the Composition Classroom  
**Rachel Mann, Travis Mullen, Adam Padgett and Sarah Thompson**  
Department of English Language and Literature | Flipped Pedagogy: Building a Teaching Team  
**Kirk Foster**  
College of Social Work |
| 3:30 - 4:30 p.m. | Oktoberbest Reception  
Program Room #132  
Featuring Oktoberfest Fare and Door Prizes! |

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*Note: For a full list of presenters, please refer to the official program.*
José Antonio Bowen is President of Goucher College. Bowen began his teaching career at Stanford University in 1982 as the Director of Jazz Ensembles. In 1994, he became the Founding Director of the Centre for the History and Analysis of Recorded Music (C.H.A.R.M.) at the University of Southampton, England. He returned to America in 1999 as the first holder of the endowed Caestecker Chair of Music at Georgetown University where he created and directed the Program (now Department) in Performing Arts. He was Dean of Fine Arts at Miami University, before moving to SMU in Dallas in 2006 to become Dean of the Meadows School of the Arts and Algur H. Meadows Chair for 8 years (ending with a No. 1 ranking for the School of Music in USA Today in 2014).

He has written over 100 scholarly articles, edited the Cambridge Companion to Conducting (2003), received a National Endowment for the Humanities (NEH) Fellowship, and contributed to Discover Jazz (Pearson, 2011). He is an editor of the 6-CD set, Jazz: The Smithsonian Anthology (2011).

Bowen has also been a pioneer in active learning and the use of technology in the classroom, including podcasts and online games, and has been featured in The Wall Street Journal, Newsweek, USA Today, US News and World Report, and on NPR for his book Teaching Naked: How Moving Technology out of your College Classroom will Improve Student Learning (Jossey-Bass, 2012, and winner of the Ness Award for Best Book on Higher Education (2013) from the American Association of Colleges and Universities. He is currently working on Transforming the University: Learning for Change, a comprehensive approach to integrating campus life with massively better classrooms and using the latest research on learning and adolescent development to focus college on opening minds in the post-technology era. He has been honored by students and colleagues for his teaching at SMU, Miami and Georgetown and he received a Stanford Centennial Award for Undergraduate Teaching in 1990. He currently serves on the Digital Working Group of the Association of American Colleges & Universities (AAC&U’s) General Education Maps and Markers (GEMs) program. For teaching ideas, see his blog at teachingnaked.com or follow him on Twitter @josebowen, or watch his Teaching Naked TED talk.

In over 35 years as a jazz performer, he has appeared in Europe, Africa, Asia, the Middle East and the Americas with Stan Getz, Dizzy Gillespie, Bobby McFerrin, Dave Brubeck, Liberace, and many others. He has written a symphony(nominated for the Pulitzer Prize in Music), a film score, and music for Hubert Laws, Jerry Garcia and many others. He has served on the Editorial Boards for Jazz Research Journal, the Journal of the Society for American Music (Cambridge University Press), the Journal of Music History Pedagogy, and Per Musi: Revista Acadêmica de Música. He is also a Founding Board Member of the National Recording Preservation Board for the Library of Congress and a Fellow of the Royal Society of Arts (FRSA) in England.

Bowen holds four degrees from Stanford University: a Bachelor of Science in chemistry, a Master of Arts in music composition, a Master of Arts in humanities and a joint Ph.D. in musicology and humanities. Stanford honored him as a Distinguished Alumni Scholar in 2010.
Opening Session, 9:00 - 9:45 a.m.

Easy Technologies for Better Student Preparation, Reading, and Writing

Death to PowerPoint! Now what? Technology creates new ways for students to receive first contact with material, but it also offers technological solutions for improving reading and writing. We will practice creating active learning assignments that use free internet content, laptops, tablets or phones in or out of the classroom. Start with podcasts and online exams. Lower the stakes and raise standards with micro tests. Give students more opportunities to write. Study source documents: now that the human genome, congressional record or the Beethoven manuscripts are available online, what might students do in class to learn for themselves? In this workshop faculty will:

- Search for discipline-specific online content
- Examine the benefits of podcasts and videos for first exposure
- Analyze the ease and benefits of online exams before every class
- Experiment with new multiple-choice formats using Bloom levels and apply them in your LMS
- Identify ways to improve reading and writing with new technology

Keynote Address, 11:30 a.m. - 12:45 p.m.

Teaching Naked: How Moving Technology Out Of Your College Classroom Will Improve Student Learning

Technology is changing higher education, but the greatest value of a physical university will remain its face-to-face (naked) interaction between faculty and students. Technology has fundamentally changed our relationship to knowledge and this increases the value of critical thinking, but we need to redesign our courses to deliver this value. The most important benefits to using technology occur outside of the classroom. New technology can increase student preparation and engagement between classes and create more time for the in-class dialogue that makes the campus experience worth the extra money it will always cost to deliver. Students already use online content, but need better ways to interact with material before every class. By using online quizzes and games, rethinking our assignments and course design, we can create more class time for the activities and interactions that most spark the critical thinking and change of mental models we seek.