

Interactions

A Newsletter of Instructional Design at Long Island University



Liz Ciabocchi, Julia Miller, Ken Neveroski, and Amy Gaimaro at Summer 2011 TTI

LIU Welcomes Dr. Julia Miller

In July, Dr. Julia Miller joined LIU's team of instructional designers.

Dr. Miller has extensive experience as a teacher, trainer, writer and instructional designer, with a particular expertise in online teaching and learning. She has held a number of leadership positions in eLearning organizations including, V.P. of Professional Services at eHigherEducation and Director of Faculty Development at NYUonline.

For the past ten years, Dr. Miller has been designing and delivering online instruction in the corporate training sector.

"It feels like coming home." Dr. Miller said, when asked how it feels to return to an academic environment. "I am thrilled to be back in an environment where service and learning is the central mission."

Introducing Interactions

Dear Colleagues:

Welcome to the first edition of "Interactions," a newsletter produced by the LIU instructional design team to provide information and updates to the university community on teaching and learning with technology.

Our instructional designers, Amy Gaimaro (C.W. Post Campus), Julia Miller (Hudson Graduate Centers), and Norm Sutaria (Brooklyn Campus) are campus-based personnel whose role in the Office of Academic Affairs is to support and assist faculty in the development of teaching and learning materials and activities grounded in sound educational theory and best practices. These three talented individuals work closely with faculty individually and in groups across academic disciplines in a number of ways, not the least of which is to help them transition face-to-face courses into a blended or online format, or to create new blended and online activities, courses and programs. Our instructional designers also work very closely with colleagues in Information Technology and Academic Multimedia Support Services to provide a coherent and well-supported approach to

faculty development and instructional technology integration.

We recognize that it can be a challenge to keep up with the myriad projects and initiatives underway at the university, especially in the rapidly changing area of technology. It is our hope that "Interactions" will not only provide a snapshot of the services that our instructional designers offer, but also showcase the truly impressive work of our tireless faculty and staff members that are using technology to enhance the teaching and learning experiences of LIU students. Enjoy the newsletter, and please let us know if you have a great technology or project to share with the LIU community...we would be delighted to help you tell your story!

Sincerely,

Liz Ciabocchi
Associate Vice President for
Instructional Technology
& Faculty Development

Modes of instruction:

"traditional" features 0%
online delivery

"web-mediated" features
1-29% online delivery

"blended" features 30-
79% online delivery

"online" features >80%
online delivery

*These definitions are adapted from
the Sloan Consortium
<http://www.sloanconsortium.org/>*

Summer 2011 Teaching with Technology Institute



Norm Sutaria, Dr. Helaine Marshall, and Dr. Patrick Kennelly at Summer TTI



Amy Gaimaro at Summer 2011 TTI

This summer, faculty from across LIU, as well as practitioners, experts, and enthusiasts in the field of educational technology joined forces for the annual Teaching with Technology Institute (TTI). Hosted by the Office of Academic Affairs, TTI was held from July 12 – 14 on both the C.W. Post and Brooklyn Campuses.

The event kicked off at C.W. Post with opening remarks from Dr. Jeffrey Kane, Dr. Lori Knapp, and Dr. Paul Forestell. Faculty attended a variety of workshops on topics such as: blended learning, SMART Boards, social media, e-portfolios, mobile computing, video streaming, and video conferencing. At C.W. Post, some sessions were integrated with a teacher education conference, DSL 21. This collaboration enabled teachers from the K-12 community to network with faculty from LIU.

Featured presenters at TTI included Ray Shroeder from the University of

Illinois, Alexandra Pickett from the SUNY Learning Network, and Jon Landis from Apple. On the Brooklyn Campus, Alexandra Pickett presented a hands-on workshop on Teaching and Learning in the Cloud and Jon Landis presented an engaging workshop on mobile pedagogies. Both campuses included iPad showcases highlighting the use of apps for teaching and learning.

We want to thank all members of the LIU community who supported our Summer 2011 TTI to make it a huge success. The feedback received was positive, and we appreciate all who participated in our TTI survey. We will incorporate your feedback and offer even more sessions in blended and online learning next year. We will also schedule more hands-on training and iPad presentations. We look forward to seeing you next summer!

Contact Pat.Harvey@liu.edu to get on the TTI mailing list.

Want to Know More about Blended & Online Teaching?

Register for a Sloan-C Workshop

As an institutional member of Sloan-C, LIU was able to purchase the Sloan-C College Pass, which enables us to offer you the opportunity to register for Sloan-C online learning workshops on a first-come, first-served basis. The College Pass coupon covers the full cost of the workshop (with the exception of the Sloan-C Certificate Foundational Course). Online workshops are two to three weeks in length, with convenient synchronous and asynchronous delivery. You may visit the Sloan-C website at

<http://sloanconsortium.org/2011workshops>

for more information on upcoming workshops and schedules. If you are interested in a particular workshop, please contact your campus instructional designer for registration information.

Attend the Online Teaching Forum at C.W. Post

C.W. Post is hosting its first Online Teaching Forum on Thursday, Nov. 17, 2011, from 4:00 p.m. – 5:30 p.m. located at Library Rooms 362 and 363 (Palmer conference area). A discussion panel made up of C.W. Post faculty, who are teaching in a blended or online format, will be providing the audience with

their insights into teaching in this environment.

Bea Baaden will moderate the session, with faculty participants Jody Howard, Donna Abbondandolo, James Vacca, Minna Kapp, Tricia Hinchman, and George Andreadis as panel members. This is a unique opportunity to interact with your peers and ask questions about blended and online teaching. This event is for faculty who are teaching blended, online, or in a face-to-face format. For more information, or to RSVP, please contact Amy Gaimaro (amy.gaimaro@liu.edu).

Sign-up for the Online Faculty Development Course

Amy Gaimaro and Norm Sutaria will be piloting a new online faculty development course, Mapping an Effective Blended or Online Course. This course will be open for enrollment during January and August of 2012. This course is an introduction to teaching online and will be delivered in Blackboard. This is an asynchronous course, with an optional synchronous video-conference session. After the pilot is completed and feedback is received, more details will be sent out to faculty about registration.

Can We Talk?

Call or email the instructional designer closest to you if you have a specific instructional issue, or if you just want to talk and collaborate:

Brooklyn Campus

Norm Sutaria
Pratt 321
norm.sutaria@liu.edu
(718)780-4022

C.W. Post Campus

Amy Gaimaro
Library 379
amy.gaimaro@liu.edu
(516)299-3541

Hudson Graduate Centers

Julia Miller
Rockland and Westchester
julia.miller@liu.edu
(347)249-1074

"With online and blended instruction...the implicit needs to be made explicit."

LIU's Faculty iPad Initiative

Beginning in Fall 2010, incoming freshmen and transfer students received iPads upon their enrollment at LIU. This student development and retention effort continues in the Fall 2011 semester.

Realizing the importance and transformative pedagogical power of mobile devices to enhance and deepen student learning, the Office of Academic Affairs, along with robust support from the Information Technology Department, initiated the Faculty iPad Initiative during the 2010-2011 academic year. Faculty interested in receiving an iPad to experiment with and use in their teaching were required to fill out a proposal. In addition, a combination laptop/desktop and iPad option was presented as part of the Faculty Computer Replacement Program.

Simultaneously, iPad User Groups (iPUGs) were established at the C.W. Post and Brooklyn Campuses to help faculty members connect with each other and share emerging best practices. Useful productivity and academic apps that cut across disciplines were, and continue to be, shared among participants. These groups explore and exchange ideas regarding the integration of iPads in teaching and learning.

There will be a significant focus this year on helping faculty use iPads in courses



that have large numbers of first and second-year students. English Composition, Orientation Seminar and Oral Communication (public speaking) at the Brooklyn Campus are examples of these courses. Using the iPad for reading and writing across the curriculum is another area of focus as the tools, techniques and best practices that are learned can be applied to a wide variety of disciplines.

The LIU iPad User Groups have a facebook page. Please visit us at www.facebook.com/liuipad. This is an open forum where you can share apps, tips, and knowledge of the iPad with students, faculty and staff in the LIU community.

Want to get involved? Contact Norm Sutaria (norm.sutaria@liu.edu) or Amy Gaimaro (amy.gaimaro@liu.edu).

ADDIE: An Instructional Design Development Model

When you are planning a lesson, creating an exam, or revising an assignment based upon student feedback, you are engaged in instructional design. Instructional design can loosely be defined as a system or process of organizing learning resources to ensure that learners achieve desired learning outcomes. It is quite simply organizing your course in a way that is pedagogically sound.

With blended and online instruction, there is a need for greater intentionality in the instructional design process. The implicit needs to be made explicit. Blended and online classes require rigorous planning.

One common development model for instructional design is called "ADDIE," which stands for "analysis, design, development, implementation, and evaluation. This gives a structure to the course creation process that is

especially helpful when thinking about your blended or online courses:

ANALYSIS: Consider the target audience. Identify the learning objectives and desired learning outcomes.

DESIGN: Determine which educational approaches (lecture, case study, group project, discussion, peer review) and media (video, pod-cast, wiki, etc.) will be used to achieve desired learning outcomes.

DEVELOPMENT: Build your course in Blackboard or other learning management system. Construct your assessments and activities.

IMPLEMENTATION: Deliver your course in the synchronous (real-time) or asynchronous (self-paced) delivery mode you have chosen.

EVALUATION: Revise your course content and teaching methods based on assessment results and student feedback. Perform summative and formative evaluation.

http://fp.okstate.edu/honl/OSU%20Online/addie_model.htm



Participants at Summer 2011 TTI



Alexandra Pickett and Dr. Liz Ciabocchi at Summer 2011 TTI

Rubric for Exemplary Online Instruction

California State University: Chico has developed a rubric for online instruction that provides both a framework for design and a means of evaluating existing online instruction. LIU has adopted this rubric as a standard for its own online instruction.

In future issues, we will focus in on each category of this rubric and provide in-depth coverage of what you can do to make your online courses exemplary.

For the full rubric, go to:
<http://www.csuchico.edu/tlp/resources/rubric/rubric.pdf>

For a checklist of instructional design tips, go to:
<http://www.csuchico.edu/tlp/resources/rubric/instructionalDesignTips.pdf>

The six categories of evaluation and sample guidelines are below:

Learner and Support Resources
Course provides appropriate supporting resources, including information about being a successful online learner and an estimated amount of time needed for completing course requirements.

Online Organization and Design
Course is easy to navigate, aesthetically pleasing, and consistent in its design. It is universally accessible.

Instructional Design and Delivery
Interaction and communication are promoted; goals are aligned with learning objectives; and learning objectives and activities are well integrated.

Assessment and Evaluation of Student Learning
Assessment activities are aligned with learning objectives; multiple assessment strategies are used; regular feedback is given; and peer feedback and self-assessment is incorporated.

Innovative Teaching with Technology
Appropriate tools to facilitate communication and new teaching methods are used; students are engaged throughout the course; and multi-media elements are used.

Faculty Use of Student Feedback
Feedback is sought at regular intervals; instructor solicits feedback on course delivery as well as course content and instruction; instructor is willing to modify course and course elements, based on student feedback.

These guidelines are adapted from "Instructional Design Tips for Online Instruction" by Joan Van Duzer of Humboldt State University.

E-Portfolio and Assessment Software Update

The university-wide E-Portfolio & Assessment Software Taskforce has sponsored vendor presentations this fall by Digication (<http://digication.com/>), Chalk and Wire (<http://chalkandwire.com/>), and Livetext (<https://college.livetext.com/>). The taskforce will be making a recommendation following analysis of a forthcoming survey of vendor presentation participants, and further review of some other current LIU software products including Campus Labs, Blackboard, and Microsoft.



Dr. Michael Byrne assisting two workshop participants at Summer 2011 TTI

Online Instructional Design Tip of the Day: Be Consistent

Map out an organizational design for your course materials ahead of time and stick to it; you may organize materials from week to week (Week 1, 2, 3, etc.), or you may organize by type of resource (Lecture Recordings, Readings, Group Work, etc.).

Make sure the layout of your course is visually and functionally consistent.

Provide clear directions for each task or assignment.

Label all your course resources clearly.

Provide friendly and supportive language in your written materials.

Keep sentences and paragraphs brief.

Upcoming Event at Post

Online Teaching Forum
Thursday, Nov. 17, 2011,
4:00 – 5:30 p.m. Library 362
(Palmer School Conference Room), C.W. Post Campus.
Please RSVP to
amy.gaimaro@liu.edu

Resources for Faculty

There are a number of wonderful Instructional Design and Instructional Technology resources for faculty at both campuses:

Information Technology

The Faculty Media/Technology Resource Centers

The Faculty Media/Technology Resource Centers are one stop shops for faculty where they can receive technical assistance, especially when it comes to using Blackboard, creating posters for conferences, scanning pictures/documents and using other types of media.

Faculty Technology Resource Center (FTRC)
C.W. Post Campus
Library Room 222
ftrc@cwpost.liu.edu
(516)299-3636
<http://ftrc.cwpost.liu.edu/>

Faculty Media Resource Center (FMRC)
Brooklyn Campus
Pratt 321
fmrc@liu.edu
(718)488-3326
<https://fmrc.liu.edu/>

Center for Student Information (CSI)

“Where do I go for help with Blackboard?” is a question faculty members frequently field from students. Fortunately the Information Technology Department has formed a Center for Student Information at each of the major residential campuses. Students can also go there for help with their iPads.

Web site: <http://csi.liu.edu>

Center for Student Information
C.W. Post
Hillwood Commons Lobby
(516) 299-3967

Center for Student Information
Brooklyn Campus
Library Learning Center Room 301
(718) 488-3313



Academic Affairs

Academic Multimedia Support Services and Audio Visual Services

AMSS and AVS help to set up faculty with classroom technology (projectors, SMART Boards, etc.)

Academic Multimedia Support Services - C.W. Post Campus
Ken Neveroski
ken.neveroski@liu.edu
(516)299-3211

Audio Visual Services - Brooklyn Campus
Robert Barr
robert.barr@liu.edu
(718) 488-1348

Instructional Designers

The instructional designer on your campus can help you redesign your syllabus for different modes of course delivery, hold more effective online discussions, encourage collaborative learning, design engaging class activities, create assessments which effectively measure learning outcomes, utilize online tools such as wikis, blogs, and e-portfolios, and much more...

Brooklyn Campus
Norm Sutaria (norm.sutaria@liu.edu)

C.W. Post Campus
Amy Gaimaro (amy.gaimaro@liu.edu)

Hudson Graduate Centers
Julia Miller (Julia.miller@liu.edu)