Presentation Descriptions

SESSION 1: 10:55 AM TO 11:25 AM

Improving Student Writing Outcomes Through Personalized Feedback .......................... Room 302
Mr. Jorge Quintanilla, TurnItIn
One of the great promises of technology in education is the ability to deliver more personalized feedback to improve student learning outcomes. In this session, Jorge Quintanilla will share how over a million instructors are using Turnitin to provide more targeted feedback on student writing. Jorge will explain how Turnitin can help instructors deliver rich feedback to students while also saving time in marking papers.

Exploring the Apple iPad in Teaching & Learning .......................................................... Room 312
Ms. Mariann Hawken, Bowie State University
The iPad changes the way teachers and students access the web, share media, and learn on the go. This session will cover how to add content to the iPad, how to make the most of iTunes U, and how to find educational Apps available, including apps for creating content and media on the iPad. Participants are encouraged to bring their own iPads for this highly interactive session.

Tegrity and Grade Outcomes ....................................................................................... Room 313
Dr. Carmelle Rogers and Dr. Tatiana Roth, Department of Natural Sciences
Does Tegrity really have an effect on grade outcomes? This study examined user perceptions and usage of Tegrity as a part of the learning experience in several science courses offered in the Department of Natural Sciences. In addition, faculty members answered questions over their experience with Tegrity. Results show that students that viewed Tegrity regularly did have better grade outcomes than those that were not regular viewers. Faculty members brought up several considerations when implementing Tegrity for their courses.

Are You Satisfied or Do You Want More? Using Customer Satisfaction and Technology Acceptance Theory ............................................. Room 314
Dr. Tracey L. Murray, Prof. Lucille Belgrave, Prof., Vaple Robinson, School of Nursing
Nursing faculty members continue to use multiple mediums such as discussion board, Blackboard Learn, interactive tools, digital presentations, and electronic conferencing. Although such technologies are utilized, there is limited information regarding the perceived effectiveness as it relates to student outcomes, perceived satisfaction and outcomes regarding students progression through the curriculum. The presentation will specifically address students’ responses to the BMR Satisfaction Scale, a multi-item instrument which specifically focuses on satisfaction with technology.

C² = Collaboration, Consistency, and Commitment: Keys to Preparing for the Quality Matters Course Review ................................................................. Room 324
Dr. Joan Tilghman, School of Nursing
Collaboration, consistency, and commitment were the driving force and impetus for faculty teaching in the Helene Fuld School of Nursing graduate and undergraduate programs to identify suitable courses for online development and implementation. The collaborative activity used the Quality Matters (QM) Rubric for course development. The expertise of faculty members and QM experts contributed to a work environment that was conducive for the work to be done. This session will share the philosophy for the collaborative model, the outcomes from this project, and any lessons learned while preparing for the QM Review.
Empowering and Engaging Students Through Blogging ......................................................... Room 302
Dr. Judith Willner, Department of Visual and Performing Arts
Students of the digital generation are familiar with the concept of blogging. When placed in the appropriate pedagogical context, blogging can facilitate deep learning and higher order thinking in students. Using the Blackboard blogs tool, students in Critical Listening courses blog about specific topics on a consistent basis. In this session, the presenter will discuss the process for establishing blogs in the course, techniques for encouraging students to blog, outcomes from having students blog, and best practices for having blogs within a course.

Using the iPod Touch to Facilitate Mobile Learning for Pre-Service Students ..........Room 312
Prof. Crystal Day Black, School of Nursing & Prof. Geri Bohanan, School of Education
Students in education and nursing programs, respectively, used the Apple iPod Touch as a vehicle to increase academic engagement, improve the passing rate on pre-professional exams, and heighten success in clinical experiences. This presentation will discuss the deployment roadmap, outcomes, and lessons learned from the respective projects.

Say Goodbye to Lectures – Create Active Learning Environments with Ease! ..........Room 313
Mr. Sean Cook, Turning Technologies
Research has demonstrated that students learn best when they engage with course material and actively participate in their learning. Clickers are an easy and fun way to stimulate active learning. In this session, learn how you can seamlessly integrate clickers into your courses using existing materials. PowerPoint, Word Files, and PDFs can be used with clickers. Sean can show you how to create an active learning environment with minimal effort.

Analytics to Help with Recruitment, Retention, and Graduation .........................Room 314
Mr. Corey C. Briscoe, School of Business
The assessment of data trends is a critical component of higher education. From classroom size to board governance, enrollment, admissions, and graduation, statistics are utilized to make critical decisions. The ability to apply analytics in daily operations increases the functionality, accuracy, and scope of persons or entities charged with driving various components of matriculation. In particular, analytics provides data that can facilitate strategic planning in the areas of recruitment, retention, and graduation. This presentation will discuss and demonstrate how the School of Business plans to use Eagle Analytics to improve recruitment, increase enrollment, improve retention, and finally improve graduation rate.

Going Beyond the Distance: Reflections from a Synchronous Teaching and Learning Environment .......................................................... Room 324
Prof. Jermaine A. Ellerbe, Department of Curriculum and Instruction
“See you next week...same time, same place” is a saying often expressed. But what about in an online learning community? A teacher practitioner and twelve teacher candidates piloted a synchronous teaching and learning environment for 16 weeks in fall 2011. Using Blackboard and WebEx to facilitate three course modules, the students and instructor were able to deeper explore areas of curriculum, planning, and management for elementary educators. Through surveys and interviews, students expressed their reactions about participating in this revolutionary mode of instruction on campus. The purpose of this session will be to share student and teacher reflections about teaching and learning in a synchronous online format on campus.
Tegrity New Features ................................................................. Room 302
Mr. Curtis Waters
Tegrity is a powerful lecture capture system with greater functionality than just recording classroom lectures. This session will demonstrate some of those functions, such as: live webcasting; student recording feature; mobile viewing app; and student note taking capabilities for iPad and computer. In addition, this session will give information about the updates coming in Tegrity’s summer release.

Turning Technologies ............................................................. Room 303
Mr. Sean Cook
Join Sean Cook, Account Executive with Turning Technologies, to learn common best practices and effective usages of Turning Technologies’ clickers during an open lunch discussion. This is your chance to increase product knowledge and network with peers to see how others are using response technology. During this session Sean will address frequently asked clicker questions, and participants are encourage to ask questions of their own.

Blackboard Developmental Education .................................... Room 312
Mr. Andy Laake
Unlike any other program on the market, Blackboard Developmental Education (Blackboard DevEd) is a comprehensive program of blended instruction and online remedial courses designed to improve student achievement levels cost-effectively. This unique program covers all bases: award-winning curriculum, highly qualified instructors, specialty labs, 24/7 technical support, and an on-campus mentor - all supported by Blackboard technology. This session will provide a demonstration of Blackboard DevEd courses.

Blackboard Learn Analytics .................................................. Room 313
Mr. Mark Max
With Blackboard Learn Analytics, faculty, deans, chairpersons, can: analyze student activity and performance patterns over time; identify at-risk student behavior based on usage and performance; measure student learning outcomes against course grades and learning standards and objectives; and establish and track KPIs through institutional dashboards to measure strategic goals. Mark Max will demonstrate Blackboard Learn Analytics and provide tips for best practices.

Smarthinking ................................................................. Room 314
Ms. Lea Bien-Aime
Smarthinking — research based, research proven on-demand, online tutoring educators choose to improve student success and retention. Smarthinking connects students to expert educators online, 24/7. Live, on-demand academic support is available in mathematics, writing, reading, science, business, Spanish, nursing & allied health, computers & technology, and via the Online Writing Lab. This session will provide a demonstration of Smarthinking and answer participant questions about the product.

Blackboard Digital Content .................................................. Room 313
Ms. Katie Drossos
During this session, we will present a high level view of our digital content strategy as well as do a deep dive into how you can use publisher Building Blocks, such as the McGraw-Hill Building Block, to take advantage of the combined solution that offers students and instructors a single point of access for courses, content and learning tools. With several new publisher-Blackboard integrations expected to launch this summer, including Pearson, Wiley and Cengage Learning solutions, we want to make sure you have the chance to see these new solutions “hot off the presses”.


EagleLINKS Mobile .................................................. Room 302
Mr. Chris Kennedy, Information Technology Division
To provide EagleLINKS access through your mobile device, the Office of Information Technology is in the process of implementing Grey Heller Mobile solution. The mobile solution will allow faculty, staff, and students the ability to enter time, access grades, class schedules, course catalog, and class rosters via a mobile device. This session will demonstrate how the faculty and student center can be accessed via a mobile device.

Using Blackboard Data Tools to Determine Psychometrically Sound Assessment Questions ................................................. Room 312
Prof. Charlotte M. Wood, School of Nursing
The most fundamental aspect of an assessment consists of the individual test questions. Blackboard Learn allows nursing educators to utilize the statistical results of test questions to determine the number of responses that are answered both correctly and incorrectly. The results also provide faculty members with an average of all responses and allow the ability to determine whether a question should be eliminated or amended. The data from the item analysis can then be used to modify future test questions and improve student content deficiencies.

Exploring Classroom Uses and Student Perceptions of Clickers ................................................................. Room 313
Dr. Katherine Cameron, Applied Psychology and Rehabilitation Counseling
Clicker student response systems are gaining popularity in undergraduate classrooms. Clickers are a way to make learning more interactive and fun for students. They can be used in numerous ways: taking attendance, surveying student opinions, ‘live’ tests of student understanding of course concepts in-the-moment, clicker-reviews prior to exams, and for research. Increasingly, publishers are including ‘clicker-content’ with the textbooks, and customized clicker-content is easy to create with the accompanying software. This session will review the ways clickers were used in undergraduate psychology courses and will provide qualitative evidence from student surveys.

Reconciling Face-to-Face and Online Courses: Steps Toward an Accurate Comparison for Developmental Mathematics at Coppin. .................................................. Room 314
Mr. Ken Taylor, Blackboard
Are you curious about future features of Blackboard or the direction of the company? Would you like to share your feedback about Blackboard? This session will allow participants to learn about new innovations, enhancements, and improvements with Blackboard. In addition, participants will learn about the overall vision of Blackboard. Lastly, participants will be able to ask questions and provide feedback about Blackboard.

Sloan-C Certification Program: The Experience of School of Business Faculty .......... Room 324
Moderator: Dr. Emmanuel Anoruo
Panelists: Drs. Lidan Ha, Felix Abeson, Ronald Williams, Kenneth Stanton, Liangjun You, Shingirayi Mushonga, John Newman, Rita McMillan, Yangsoon Song
Sloan-C offers wide ranging knowledge for those interested in deepening both pedagogical and practitioner aspects of their online teaching practice. The online teaching certification program covers such topics as quality online courses and teaching, how to design online syllabus and schedule, the development of online learning communities, the use of emerging technologies in online classes, developing learning activities with assessment to align with course learning objectives, accessibility issues and policies, and faculty workload management. School of Business faculty members participated in this certification program to enhance and update their online teaching skills. The panelists will share their experiences with Sloan-C Certificate
How Could I Miss That? Change Blindness in a Real-World Person Swap
Ms. Oma Amadi, Chemistry Student

Change blindness is our inability to detect changes in our visual environment. Here we replicated prior real world person-swap experiments in which Caucasian participants experienced a change in Caucasian, male conversation partners (75%). Here we explored whether participant race and gender of conversation partner influenced change detection rates. We hypothesized that change blindness would occur at similar rates in African-American participants experiencing changes of African-American conversation partners. Seventy Coppin State University students (34 male, 36 female) participated. Participants were directed to an experimental counter where they briefly engaged in conversation with Person#1 as they completed the informed consent form. Then, while Person#1 ducked down behind the counter to “retrieve more forms,” Person#2 appeared from behind the counter, handed the participant more forms and directed them to a debriefing area. Overall, 73% (48/66) of students failed to notice the change in conversation partner. More male (81%) than female (66%) participants failed to notice the change, yet this difference failed to reach significance. Higher levels of change blindness were shown for Male (82%) than Female (61%) Swaps, also non-significant. However, we found a significant interaction between participant Sex and Male vs. Female Swap conditions, in which the highest rates of change blindness were for male participants experiencing Male Swaps (94%) compared to Female Swaps (64%) \[x^2(1) = 4.4, p = .04\], but not in females. Thus we found change detection in a minority population, and conclude that experimental context influenced change detection. We also discuss potential motivational differences in male participants.

Cellphone Use, Abuse, and Attitudes Among College Students
Ms. Kristina Chapple, Psychology Student

Psychologists debate whether cell phone (CP) overuse is a new form of behavioral addiction. The PEW Internet & American Life Project reports 64% of African-Americans are wireless internet users, and more likely to own a CP than whites (87% Blacks & Hispanics; 80% Whites). Here we measured levels of CP use, dependence, and attitudes among college students. We used two proposed measures of CP dependence; the Cellular Technologies Addiction Scale (CTAS) and Cell-Phone Over-Use Scale (COS). We hypothesized that students would report moderate levels of CP dependence, and that there would exist age differences in CP dependence. Our sample of 51 participants was 92% African-American & African, with 44 females (M age 21, SD=7). We used a median split procedure to create High/Low CP Dependence groups. We found a main effect of age on CP dependence, with younger subjects displaying higher levels of dependence. We validated the CTAS scale (unpublished) as a measure of CP dependence, as it was found to be significantly positively correlated with the published COS. Self-reported hours spent texting were also positively correlated with CTAS Addiction and Dependence subscales. Thus we conclude that both the CTAS and COS are valid measures of CP dependence. Further, that texting behaviors among college students differentiate CP dependence levels. In conclusion, although Coppin students were not found to be highly addicted to their cell phones, younger students did display significantly higher CP dependence levels than older students.

Ms. Kristina Chapple (Psychology, Ronald E. McNair Scholar) and Ms. Oma Amadi (Chemistry, Honors Scholar) presented these posters at the 19th Annual Undergraduate and Graduate Research Symposium at Morgan State University on April 19, 2012. These were student-faculty collaborative research projects in the Dept. of Applied Psychology & Rehabilitation Counseling within the School of Professional Studies. Dr. Katherine Cameron is the faculty mentor for these students.