<table>
<thead>
<tr>
<th>Time</th>
<th>Room 312</th>
<th>Room 313</th>
<th>Room 314</th>
<th>Room 324</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am to 8:45 am</td>
<td>Registration, Continental Breakfast, Exhibit Walk, and Poster Presentations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:45 am to 9:15 am</td>
<td>Conference Welcome and Opening Remarks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:15 am to 10:15 am</td>
<td><strong>Keynote Speech – Mr. Richard N. Katz</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:15 am to 10:30 am</td>
<td>Exhibit Walk and Poster Presentations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30 am to 11:10 am</td>
<td><strong>Room 312</strong></td>
<td><strong>Room 313</strong></td>
<td><strong>Room 314</strong></td>
<td><strong>Room 324</strong></td>
</tr>
<tr>
<td></td>
<td>Using Digital Distribution to Revive the Media Arts at Coppin, or How I Stopped Worrying and Learned to Love the Blog</td>
<td>Tomorrow’s Students: Are We Ready for the New 21st Century Learner? Insights, Attributes, and Characteristics of the Digital Native and Beyond</td>
<td>Historical Questions and Virtual Answers: Emerging Technologies, the Quest for Historical Knowledge, and the Development of Excellence in Online Teaching and Learning</td>
<td>Using Microsoft OneNote as a Tool for E-Portfolios and Capstone Projects</td>
</tr>
<tr>
<td>11:20 am to 12 noon</td>
<td><strong>Room 312</strong></td>
<td><strong>Room 313</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Attitudes and the Culture of Online Courses</td>
<td>TEAM: Technology, Education, Assessment, &amp; Monitoring: Building a Better Online Program to Meet Accreditation Standards</td>
<td>Using Google for Academic Advisement &amp; Student Collaboration</td>
<td>Clicking In and Out</td>
</tr>
<tr>
<td>12:00 pm to 12:55 pm</td>
<td>Lunch and Exhibit Walk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:20 pm to 12:40 pm</td>
<td>Lunch-and-Learn Sessions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Room 312: Coppin’s Mobile App</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Room 313: What’s New in TurningPoint (Clickers) Software</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Room 314: Blackboard Analytics for Learn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00 pm to 1:40 pm</td>
<td><strong>Room 312</strong></td>
<td><strong>Room 313</strong></td>
<td><strong>Room 314</strong></td>
<td><strong>Room 324</strong></td>
</tr>
<tr>
<td></td>
<td>Picture Perfect: Producing Attractive Online Lecture Videos</td>
<td>Course Design and Development Insights from an Award-Winning Online Psychology Course</td>
<td>Tegrity Does More Than You Think</td>
<td>Educational Networking: Using Social Networking to Increase Motivation and Engagement</td>
</tr>
<tr>
<td>1:50 pm to 2:30 pm</td>
<td>Movement Analysis in a Virtual World: The Use of Tegrity in Online Dance Courses</td>
<td>Exploring Spatial Aspects of Crime Through the Use of New Technology</td>
<td>Flip this Classroom</td>
<td>Kicking and Scre@ming: Achieving Social Media Buy-In from Decision Makers who Need It Most</td>
</tr>
<tr>
<td>2:45 pm to 3:30 pm</td>
<td>Awards Ceremony, Door Prizes, and Conference Closing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Using Digital Distribution to Revive the Media Arts at Coppin, or How I Stopped Worrying and Learned to Love the Blog

Dr. Seth Forrest, Assistant Professor of English

In today’s media landscape, writers and artists from any imaginable professional background have the opportunity to distribute their work to an audience of billions with a few keystrokes, giving them an unprecedented chance to build a following. But, to quote Voltaire (and Spiderman’s Uncle Ben), “with great power comes great responsibility.” To be done well, digital distribution ought to follow some basic guidelines. In this presentation, Dr. Forrest will describe his recent attempts to engage students in exploring the concepts of content development and direct digital distribution as they pertain to writing, and highlight examples of students who have indeed done well.

Tomorrow’s Students: Are We Ready for the New 21st Century Learner?
Insights, Attributes, and Characteristics of the Digital Native and Beyond

Mr. Ron Beazer, Functional Analyst, Baltimore City Public School System

The national Speak Up initiative annually collects and reports on the authentic, unfiltered viewpoints of K–12 students about education technology and 21st-century learning environments. In this session, learn about the expectations of today’s K–12 students (higher education’s students of tomorrow) for technology use and their new aspirations for learning as uncovered in the most recent survey data.

Historical Questions and Virtual Answers: Emerging Technologies, the Quest for Historical Knowledge, and the Development of Excellence in Online Teaching and Learning

Dr. Katherine Bankole-Medina, Professor of History and Department Chairperson

This presentation will address how the broad range of emerging technologies can be used as a high energy tool for the continuous analysis and improvement of discipline-specific curricula, such as undergraduate historical studies. The presentation will explore selected methods of incorporating podcasting and WEB 2.0 multimedia in history courses in order to yield Student Learning Outcome (SLO) results that support academic achievement, and are useful in understanding the complexities of utilizing digital historical content, analysis and interpretation. The presenter will also report on key learning points derived from the year-long Sloan-C Certificate Program experience; and share a perspective on the professional processes, challenges and successes of transforming the curriculum while at the same time, directly participating in curriculum delivery—which in many cases includes a layered method of formally assessing this terra incognita.

Using Microsoft OneNote as a Tool for E-Portfolios and Capstone Projects

Dr. Elaine Sykes, Chair, Academic Engagement, University College
Dr. Thomas James, Director of Educational Technology, School of Education

Microsoft’s OneNote is an easy-to-use program that can be used to for portfolio development. With the integration of OneNote in classes, students are engulfed with valued-added technology experience that aids them in the transition to advance courses of study, fosters student-teacher communication, and increases students’ technological skills. This session will demonstrate two use cases of OneNote: as a capstone project for first-year students enrolled in a general education class, and as an e-portfolio for students enrolled in the teacher preparation program.
Student Attitudes and the Culture of Online Courses ......................................Room 312
Dr. Ralph Stevens, Department of Humanities
As online education continues to grow and information technology continues to change what we do in online courses, the culture of higher education grows in response. Student expectations of online courses are a major part of this culture, and what students expect has a profound influence on how they learn and how we teach. This presentation reviews an informal research project about student attitudes toward online courses, and raises questions about how the online culture might be developing and how this affects teaching and learning.

TEAM: Technology, Education, Assessment, & Monitoring: Building a Better Online Program to Meet Accreditation Standards ......................................Room 313
Ms. Mariann Hawken, Instructional Technologist, Bowie State University
At Bowie State University, a TEAM of faculty and staff work together to ensure that the university meets accreditation requirements and federal and state reporting requirements. This session focuses on how planning, research, reporting, assessment, and academic computing collaborate with faculty to enhance a developing distance education program. Examples to be highlighted include implementing the BSU Online Policy and the Strategic Plan for Online Education, identifying distance education courses in a consistent manner for reporting purposes, preparing and supporting faculty and students for an online environment, assessing online learning at the course and institutional level, and aligning with the MSCHE Hallmarks.

Using Google for Academic Advisement & Student Collaboration ..................Room 314
Dr. Katherine Cameron, Department of Applied Psychology and Rehabilitation Counseling
There are critical times during the semester when faculty advisees need holds removed at the same time. Dr. Cameron successfully posted her availability for office hour visits on a Google Form, had students complete the online form to select their preferred time slots (a 1st and 2nd choice), and then followed-up by making Microsoft Outlook appointments with each student. Thus, using Google Forms together with Outlook, Dr. Cameron was able to streamline her appointment schedule and avoid the to-and-fro emails to set up appointments. In this session, Dr. Cameron review her experiment with using Google Forms to arrange student advisement appointments. Secondly, the presenter will share current efforts for creating Google Circles and using Google Forms to edit manuscripts in preparation with student research collaborators. Although these are early efforts, there are advantages over Blackboard, particularly for working with recent Coppin graduates.

Clicking In and Out ..........................................................Room 324
Mr. Christopher Thomas, Assistant Director, Center for Counseling and Student Development
Clicking In and Out will examine the Center for Counseling and Student Development’s use of clickers to increase student engagement and subsequently expand student learning in a nonacademic environment. Participants will explore de-stigmatization as it relates to barriers students experience asking for help inside and outside the classroom. Furthermore, the presentation will highlight clickers as a student development tool that facilitates intrapersonal learning.

Picture Perfect: Producing Attractive Online Lecture Videos .......................Room 312
Dr. Surjeet Baidwan, Assistant Professor, Entertainment Management
Why do some webcam videos look like they came off a Hollywood set while others are so distracting with their poor production value? In this presentation, you’ll learn the fundamentals of lighting, wardrobe, set design and sound to make sure your audience is focused on your message and not turned off by a bad looking presentation.
Course Design and Development Insights from an Award-Winning Online Course
Room 313
Dr. Katrina S. Kardiasmenos, Assistant Professor of Psychology, Bowie State University
The Blackboard Exemplary Course Award recognizes faculty and course designers around the world who develop exciting and innovative courses that represent the very best in technology and learning. Courses are evaluated in four major areas (Course Design, Interaction & Collaboration, Assessment and Learner Support). During this session, Dr. Kardiasmenos, winner of both a 2013 Catalyst Award for Exemplary Course and a Director’s Choice Award for Courses with Distinction, will present her award-winning online class and discuss best practices for course design.

Tegrity Does More Than What You Think! Room 314
Dr. Dionne N. Curbeam, Director of Instructional Technology & Training
Tegrity is a powerful lecture capture system with functionality that goes beyond 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.

Educational Networking: Using Social Networking to Increase Motivation and Engagement Room 324
Moderator: Tiffany Thompson, Instructional Technologist, Instructional Technology & Training Department
Panelists: Dr. Ralph Stevens (Department of Humanities); Dr. Jeronda Burley (Department of Social Work); Professor Crystal Black (College of Health Professions); and Ms. Blair Ricks (Nursing Student)
In Spring 2013, Coppin piloted The CourseNetworking (theCN), a social media platform that is focused entirely on improved learning by connecting educators and students through a global social network. In this panel discussion, four participants – three faculty and one student – will share their experiences incorporating theCN in their respective courses. Each panelist will discuss advantages and disadvantages for implementing such technology in face-to-face and online courses as well as implications for teaching and learning.

Movement Analysis in a Virtual World: The Use of Tegrity in Online Dance Courses Room 312
Ms. Alice Howes, Assistant Professor of Dance
The presentation will present the findings of the research project “Movement Analysis in a Virtual World”, which investigated the viability of using Tegrity to create original movement materials for online dance instruction. Rather than capturing lecture alone, Tegrity was used to record and present dancers performing material specifically designed for the course. The project also tested whether students could successfully capture themselves performing movement that they could turn in to the instructor as online assignments. The presentation will describe the successes and pitfalls of teaching actual movement, rather than dance theory alone, to students online.

Exploring Spatial Aspects of Crime Through the Use of New Technology Room 313
Dr. Jacqueline M. Rhoden-Trader, Department of Criminal Justice and Law Enforcement
Criminologist have long studied the “what” of crime but haven’t fully delved into the “why” which is critical to understanding and preventing criminal acts. The use of spatial analysis to glean insights to crime causation is a growing trend in law enforcement and affords 21st Century learners opportunities to move from theory to practice while in the classroom thus enhancing their knowledge base and passion for the subject matter. This presentation illuminates Coppin Criminology students’ use of cutting edge technology in understanding the ‘why’ of crime and provides attendees with the applicability of spatial analysis in criminological theory classes through an interactive demonstration of the use of geographic information systems (GIS).
**Flip this Classroom**

*Dr. Harriett F. Kargbo, Assistant Professor, School of Education*

Are your class lectures passive and boring? Then learn how to employ a relatively new best practice called the “flipped classroom” with the aid of Tegrity classes by videoing and posting lectures, which can be viewed several times at students’ leisure. Successful approaches ensure more in-depth class time to reflect and engage in meaningful discussions, connect with the arts, respond to students’ questions, listen to visiting scholars, collaborate in small and large groups, and do group presentations. In addition, continue with teaching and learning during inclement weather.

**Kicking and Scre@ming: Achieving Social Media Buy-In from Decision Makers who Need It Most**

*Andrew Bain, Director of Web & Multimedia Development*

“It’s too time-consuming, frivolous, does not belong in higher education, unwieldy.” – These familiar objections to pedagogical adoption of social media are often made by educators and educational managers alike. While larger institutions may be able to bypass these hindrances through in-house and/or large scale marketing operations, smaller campuses or those with distributed publishing and promotional authority may lag behind Social Media Adoption due to common generation-based objections of the decision-makers. This presentation discusses effective means to achieve buy-in (especially in cases where content producers on the front line see a far different landscape from policy-making upper management) and provides workable solutions to kick-start an effective Social Media strategy for any department of any size.