The University of Alabama System Office:
Dr. Charles R. Nash, Vice Chancellor for Academic and Student Affairs

Amanda Bergeron, Program Manager, Professional Development and Conference Services, College of Continuing Studies

Rick Dowling, Coordinator of Faculty Development, Faculty Resource Center, Center for Instructional Technology

Josh Michael, Program Manager, Instructional Technology & Academic Services, Academic Outreach, College of Continuing Studies

Marilyn Staffo, Ph.D., Director, Faculty Resource Center, Center for Instructional Technology

Sea Talantis, Program Coordinator, Professional Development & Conference Services, College of Continuing Studies,

Rachel Shuttlesworth Thompson, Ph.D., Director, Emerging Technology and Accessibility, Center for Instructional Technology

Ronan O’Beirne, Ed.D., Instructional Technology Director, Center for Teaching & Learning

Tracee M. Synco, Ph.D., Executive Director for Retention Initiatives and Academic Engagement, Office of the Vice Provost for Student and Faculty Success

Chad Hyatt, Director, Academic Technology & eLearning, Enhanced Teaching & Learning Center

Terrie Pierce, CE Program Manager, Professional & Continuing Studies

Sherri Restauri, Ph.D., Director of State Authorization and Distance Learning for Academic Affairs & COE
## Conference at a Glance

### Monday, May 12, 2014

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
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<td>Sellers Auditorium</td>
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<td>Welcome, <a href="#">Dr. Judy Bonner</a>, President, The University of Alabama</td>
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<td>Keynote Session &lt;br/&gt;<strong>Supporting Innovation: Opportunities for Collaboration</strong>&lt;br/&gt;Joy Taylor, George Mason University&lt;br/&gt;Heather McCullough, University of North Carolina at Charlotte</td>
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<tr>
<td>10:45-11:00 am</td>
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<tr>
<td></td>
<td>Social, Community, Service: &lt;br/&gt;The World As a Classroom &lt;br/&gt;Rast Room B</td>
<td>Rast Room B</td>
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<tr>
<td></td>
<td>Teaching in the Digital Age &lt;br/&gt;Birmingham Room</td>
<td>Birmingham Room</td>
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<td></td>
<td>Hands-On Track &lt;br/&gt;Wilson Room</td>
<td>Wilson Room</td>
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<td></td>
<td>Special Session &lt;br/&gt;Sellers Auditorium</td>
<td>Sellers Auditorium</td>
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<tr>
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<td>Using McGraw-Hill's Connect, LearnSmart and Poll Everywhere in a Large Management Class</td>
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<td>The Flipped Classroom – Collaborate Style</td>
<td>Wilson Room</td>
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<td></td>
<td>Roundtable Discussion on Supporting Innovation: Opportunities for Collaboration</td>
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<td>3 Levels of Quality Assurance: Demonstrated Steps to Improve Any DL Program</td>
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<td>2:35-2:50 pm</td>
<td>Break</td>
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<tr>
<td><strong>Concurrent Sessions</strong></td>
<td>2:50-3:40 pm  &lt;br/&gt;Using Podcasts to Flip the EN102 Library Instruction Classroom</td>
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<td>1:15-2:00 pm</td>
<td>Poster Sessions</td>
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<tr>
<td>2:00 pm</td>
<td>Raffle and Adjourn</td>
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### Conference Agenda

**The University of Alabama System Scholars Institute**  
Tuscaloosa, Alabama  
Bryant Conference Center  
May 12-13, 2014

#### Monday, May 12, 2014

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Supporting Innovation: Opportunities for Collaboration  
**Joy Taylor**, Director, Learning Support Services, DoIT – Learning Support Services, George Mason University  
**Heather McCullough**, Head of Digital Scholarship, Digital Initiatives, The University of North Carolina at Charlotte |
| 10:45 – 11:00 am | Break                                                                                       |

#### 11:00 – 11:50 am  Concurrent Sessions:

| Track                                  | Title                                                                                     | Speakers                                                                                       | Room     |
|----------------------------------------|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Research and Technology: Exploration and Discovery  | Meeting the Technology Needs of Instructors in Today's Classrooms                      | **Marilyn Staffo**, Director, Faculty Resource Center, UA  
**Ivon Foster-McGowan**, Assistant to the Provost for Special Projects & Academic Technology, UA  
**Ruth Pionke**, Senior Information Officer, College of Arts and Sciences, UA | Rast A   |
| Social, Community, Service: The World as a Classroom | Interprofessional Skills Training Through Simulation                                     | **Mary Ann Kelley**, Assistant Professor, Capstone College of Nursing, UA  
**Leigh Tubbs**, Instructor, Capstone College of Nursing, UA | Rast B   |
| Teaching in the Digital Age            | Using McGraw-Hill’s Connect, LearnSmart and PollEverwhere in a Large Management Class     | **Eric Williams**, Professor and Undergraduate and Master’s Program Coordinator, Management Department, Culverhouse College of Commerce and Business Administration, UA | Birmingham|
| Hands-on                               | The Flipped Classroom-Collaborate Style                                                   | **Connie Weber**, Customer Success Advocate, Blackboard.com | Wilson   |
| Keynote Discussion                     | Roundtable Discussion on Supporting Innovation: Opportunities for Collaboration          | **Joy Taylor**, Director of Learning Support Services, George Mason University  
**Heather McCullough**, Head of Digital Scholarship, The University of North Carolina at Charlotte | Sellers  |

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### Monday, May 12, 2014

**1:45 – 2:35 pm  Concurrent Sessions:**

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<td>Transforming Today’s Learning Environment through BYOD and Mobile Video Applications</td>
<td>Roseanne M. Cohen, Regional Account Executive, Solutionz Conferencing</td>
<td>Rast A</td>
</tr>
<tr>
<td>Social, Community, Service: The World as a Classroom</td>
<td>Technology and Transitions</td>
<td>T.J. Brecciaroli, Assistant Dean of Students, Student Engagement and Transition, UAH</td>
<td>Rast B</td>
</tr>
</tbody>
</table>
| Teaching in the Digital Age                | Teaching and Utilizing Social Media at Culverhouse College of Commerce | Susan Fant, Instructor, Digital and Social Media Marketing, Culverhouse College of Commerce and Business Administration, UAH  
Gary Ward, Director of Graduate Career Services, Manderson Graduate School of Business, UA  
Kyle Fondren, Web Content Coordinator, Culverhouse College of Commerce and Business Administration, UA  
Ashley Joiner-George, Instructor, Business Communications, Culverhouse College of Commerce and Business Administration, UA | Birmingham |
| Hands-on                                   | 3 Levels of Quality Assurance: Demonstrated Steps to Improve Any DL Program | Bobbi Jo Carter, Distance Learning Coordinator, Calhoun Community College  
Sherry Stancil, Speech Instructor, Calhoun Community College | Wilson |

2:35 – 2:50 pm Break

**2:50 – 3:40 pm  Concurrent Sessions:**

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<tr>
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| Research and Technology: Exploration and Discovery | Using Podcasts to Flip the EN102 Library Instruction Classroom | Sara Maurice Whitver, First-Year Experience Librarian, UA  
Natalie Loper, Assistant Director of First-Year Writing, English Department, UA  
Andy Johnson, Instructor, English Department, UA  
H. Austin Whitver, Instructor, English Department, UA | Rast A |
| Social, Community, Service: The World as a Classroom | A Pilot Project: A Free, Open, Online Course “Introduction to Chemical Engineering” | Krishnan Chittur, Professor, Chemical Engineering, UA  
Sherri Restauri, Distance Learning Manager, UAH  
Debra Chittur, Associate Dean of Social Sciences, Independence University | Rast B |
| Teaching in the Digital Age                | Using Telehealth to Improve Communications between Students in Different Healthcare Discipline at Culverhouse College of Commerce | Angela Collins-Yoder, Clinical Professor, Capstone College of Nursing, UA  
Leslie Hamilton, Assistant Professor, University of Tennessee Health Science Center  
Regina Bentley, Assistant Dean for Undergraduate Students, Capstone College of Nursing, UA  
Karen Silliman, Director of Technology and Distance Education, Capstone College of Nursing, UA | Birmingham |
| Hands-on                                   | Videoconferencing in the Cloud                                         | Jan Slack, Program/Operations Coordinator, Intercampus Interactive Telepresence System (IITS), UA System | Wilson |
### Sponsor Presentation

<table>
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<th>Sponsor Presentation</th>
<th>Working Smarter Not Harder: How Technology Can Help Meet Your Accreditation Requirements</th>
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<td><strong>Charles Maher</strong>, Senior Educational Consultant, LiveText</td>
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3:40 – 3:55 pm Break

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# Monday, May 12, 2014

3:55 – 4:50 pm Concurrent Sessions:

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<td><strong>Anil Challa</strong>, Genetics Instructor, UAB</td>
<td>Rast A</td>
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<tr>
<td>Social, Community, Service: The World as a Classroom</td>
<td>Teaching Travel Courses Using Digital Media Technology</td>
<td><strong>Rachel Raimist</strong>, Assistant Professor of Media Production and Co-Director of Creative Campus, UA</td>
<td>Rast B</td>
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<tr>
<td>Teaching in the Digital Age</td>
<td>Engaging Students with Interactive Online Tools</td>
<td><strong>John Hansen</strong>, Associate Professor, Collat School of Business, UAB</td>
<td>Birmingham</td>
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<td><strong>Arlene Savage</strong>, Professor, Collat School of Business, UAB</td>
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<td><strong>Steve Yoder</strong>, Assistant Professor, Collat School of Business, UAB</td>
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<td><strong>Keri Larson</strong>, Assistant Professor, Collat School of Business, UAB</td>
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<td>Hands-on</td>
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<td><strong>Heather Baker</strong>, Alternative Media Specialist, Office of Disability Services, UA</td>
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<td><strong>Rachel Thompson</strong>, Director of Emerging Technology and Accessibility, Center for Instructional Technology, UA</td>
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5:00 – 7:00 pm Reception and Raffle (Sellers Auditorium)
### Conference Agenda

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**Technology in Times of Disaster**  
Mayor Walt Maddox, City of Tuscaloosa  
John McGowan, Vice Provost and Chief Information Officer, The University of Alabama  
Chad Tindol, Director of Risk Management, Deputy General Counsel, The University of Alabama System  
Moderator: Charles Nash, Vice Chancellor for Academic and Student Affairs, The University of Alabama System |
| 10:05-10:20 am  | Break                                                                |
| 10:20 – 11:10 am| **Concurrent Sessions:**                                               |
| Track                                      | Title                                                                 | Speakers                                                                                     | Room   |
| Research and Technology: Exploration and Discovery | Exploring and Discovering How Mobile Platforms Enhance Teaching and Learning | George Daniels, Associate Professor and Assistant Dean, College of Communication and Information Sciences, UA  
Ben Sigmon, Student and iParticipate App Developer, UA | Rast A |
| Social, Community, Service: The World as a Classroom | Education for Everyone: Universal Design in Higher Education | Katherine Klose, Senior Instructional Designer, College of Continuing Studies, UA  
Kagendo Mutua, Associate Professor, College of Education, UA  
Boyd Drewelow, Senior Instructional Designer, College of Continuing Studies, UA  
Heather Baker, Alternative Media Specialist, Office of Disability Services, UA  
Laurie Bonnici, School of Library and Information Sciences, UA | Rast B |
| Teaching in the Digital Age | Women in STEM: UAH’s Leadership Role in Advancing the Participation of Women and Girls in STEM Education, Research, and Careers | M. Dee Childs, Associate Provost and CIO, Office of Information Technology, UAH  
Adam Martin, UAH, “A-Future” Program Organizer  
Christine Curtis, Provost and Executive Vice President for Academic Affairs, UAH  
Rhonda Gaede, Associate Professor, Engineering, UAH | Birmingham |
| 11:10 – 11:25 am | Break                                                                |
### Conference Agenda

**Tuesday, May 13, 2014**

#### 11:25 – 12:15 pm  Concurrent Sessions:

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| Research and Technology: Exploration and Discovery | Using Mobile Technologies To Access Evidence-Based Resources: A Rural Health Clinic Experience | **Heather Carter-Templeton**, Assistant Professor, Capstone College of Nursing, UA  
**Lin Wu**, Associate Professor & Health Sciences Librarian, University of Tennessee Health Science Center | Rast A |
| Social, Community, Service: The World as a Classroom | Academic Continuity in the College of Arts and Sciences: Planning for Chaos | **Rebecca Johnson**, Director of Instructional Technology, College of Arts and Sciences UA  
**Paul LeBlanc**, Professor and Associate Chair for Academics, Department of Biological Sciences, UA  
**John Miller**, Assistant Director, New College, UA  
**Charles “Skip” Snead**, Director and Professor of Horn, School of Music, UA  
**William Teague**, Department Chair and Professor of Theatre, UA | Rast B |
| Teaching in the Digital Age                    | Teaching Creativity in the Digital Age                                | **Holland Hopson**, Instructor, New College, UA  
**Jamey Grimes**, Instructor, Art and Art History, UA | Birmingham |
| Hands-on                                        | Modern Teaching Using Social Media                                    | **Cecil Betros**, Department of Communication Studies, UAB | Wilson |

**12:15 – 1:15 pm**  Lunch and Raffle (Sellers Auditorium)

**1:15 – 2:00 pm**  Poster Sessions

**2:00 pm**  Adjourn
Supporting Innovation: Opportunities for Collaboration

**Joy Taylor**, Director, Learning Support Services, DoIT — Learning Support Services, George Mason University
**Heather McCullough**, Head of Digital Scholarship, Digital Initiatives, The University of North Carolina at Charlotte

Despite challenging fiscal times and the steady decline in state funding for colleges and universities, institutions find a constant need for innovation in teaching and learning. Supporting this innovation can be both exciting and challenging for university libraries and instructional technology organizations at large public institutions. In this conversation, Heather McCullough, PhD (UNC Charlotte) and Joy Taylor (George Mason University) will share challenges and opportunities and offer ideas for making a little collaboration go a long way.

May 12 Keynote Presenters:

**Heather McCullough** is the Head of Digital Scholarship at the J. Murrey Atkins Library at the University of North Carolina at Charlotte. Heather earned a Ph.D. in French Literature from Indiana University and an M.S. in Information Science from the University of North Carolina at Chapel Hill. She has taught French and English at the university level in the US and France and worked in the field of instructional technology and pedagogical support for over 10 years. She is past Co-Editor in Chief for the International Association of Language Learning Technology Journal and a former reviewer for the Educause Review Online. She completed the Leading Change Institute in 2013.

**Joy Taylor** currently serves as the Director of Learning Support Services in the Division of Instructional Technology at George Mason University in Fairfax, Virginia. In her role, she provides oversight for the University’s learning management system, training & certification, instructional design and online learning resources teams. Prior to her role at Mason, Joy was the Associate Director of Client Support Services for Faculty Technology Resources at the University at Albany (State University of New York). Joy’s professional interests include organizational management, leadership development, faculty development and teaching with technology.
Technology in Times of Disaster

Mayor Walt Maddox, City of Tuscaloosa
John McGowan, Vice Provost and Chief Information Officer, The University of Alabama
Chad Tindol, Director of Risk Management, Deputy General Counsel, The University of Alabama System
Moderator: Charles Nash, Vice Chancellor for Academic and Student Affairs, The University of Alabama System

In recent years, each University of Alabama System institution has been affected by disaster, ranging from severe weather to violent events on campus. These events disturb the safety and function of our campuses and communities in many ways. Part of our responsibility is to learn from the past and prepare for future events, evaluating where we are at risk and where we need to develop strategies. From planning for continuity of operations to recognizing the many factors involved in risk assessment and emergency management, this panel will address the diverse ways technology comes into play in times of disaster.

May 13 Keynote Panel Members:

Mayor Walter Maddox is serving his third term as Tuscaloosa’s 36th Mayor. Mayor Maddox has led initiatives to increase economic development, improve customer service with the implementation of Tuscaloosa 311 and provide quality pre-k education for academically at-risk four-year old children. Mayor Maddox has been nationally recognized for his crisis management following the April 27, 2011 tornado, which destroyed 12 percent of the city and severely damaged or destroyed 5,300 homes and businesses. Mayor Maddox is currently serving as a fellow with the Program on Crisis Leadership at Harvard University’s Kennedy School of Government. Mayor Maddox is a Tuscaloosa native and graduated from Central High School. He earned his bachelor’s degree in Political Science and master’s degree in Public Administration from UAB.

John McGowan joined UA as vice provost and chief information officer (CIO) in 2008 and has more than 20 years’ experience in information technology, including serving as CIO for both the University of Texas at San Antonio and Florida International University and as chief technology officer for the University of Southern Mississippi. McGowan was selected as one of the world’s Top 10 Leaders in IT by Cisco Corp. in 2003. He served on Cisco’s Enterprise Technical Advisory Board from 2003-2005 and has also been a member of PeopleSoft Corp.’s Technical Advisory Board. He was a member of the project advisory committee of the Biological Sciences Curriculum Study Human Genome Project. Prior to moving into information technology, McGowan spent 11 years as a research biochemist in the fields of cancer research and molecular biology. He earned his doctorate in pharmaceutical chemistry at the University of the Pacific.

Chad Tindol serves as the Director of Risk Management for The University of Alabama System and is responsible for the coordination of risk management functions over the University of Alabama System. Duties include identifying and assessing risks, and assisting campuses and departments to develop comprehensive plans, policies, and procedures to mitigate, monitor, and report such risks. Chad previously served as an Associate Dean of Academic Services at the University of Alabama School of Law, and as counsel representing the Board of Trustees in a wide range of matters including litigation, student issues, athletics, and employment matters. He previously practiced law in his native Coffee County, Alabama, and clerked for the Hon. W. Harold Albritton. Chad is a summa cum laude graduate of The University of Alabama and received his J.D. in 1997 from Yale Law School.

Panel Moderator:
Charles Ray Nash is Vice Chancellor for Academic and Student Affairs and the chief liaison officer to academic, student, institutional research, and planning officials at UA, UAB, and UAH. He advises the Chancellor on academic and student policy matters and provides primary leadership in program planning, development, and review. He is also the System’s liaison to the Alabama Departments of Education, Postsecondary, and the Alabama Commission on Higher Education. Prior to joining The University of Alabama System, Charles was Associate Executive Director for the Commission on Colleges at the Southern Association of Colleges and Schools (SACS), Dean of the School of Education of Armstrong Atlantic State University, and Assistant Vice Chancellor for Academic Development of the University System of Georgia. Charles earned his doctorate in Educational Administration from Mississippi State University.
**Session**  
**Meeting the Technology Needs of Instructors in Today's Classrooms**

**Presenters**  
Marilyn Staffo, Director, Faculty Resource Center, UA  
Ivon Foster-McGowan, Assistant to the Provost for Special Projects & Academic Technology, UA  
Ruth Pionke, Senior Information Officer, College of Arts and Sciences, UA

**Abstract**  
The Technology & Learning Committee, the University of Alabama academic technology governance committee, conducted a faculty survey in February 2014 to gather information about classroom instructional technologies. This survey, with nearly 400 participants, gathered information about the types of technologies used, the technologies faculty would like to see in classrooms, issues faculty face, and how faculty learn to use new classroom technology and would like to receive information about classroom technology. The most widely used classroom technologies included the podium, projector, Wi-fi capability, laptop connections, and whiteboards. More than 85% of the instructors used the learning management system and presentation software in the classroom. Large numbers of faculty requested that classroom technology be reliable and that there would be a standardized set of technologies and setup for how to use technologies from one classroom to another. Quite a few of the faculty requested a more robust wireless network so that they their students could use their mobile devices for classroom activities. Faculty indicated a variety of ways that they like to learn to use new classroom technologies. They favored email or a website as ways to gain information about classroom technologies. Nearly one-third of the respondents volunteered to provide feedback and input on classroom technologies.

**Session**  
**Interprofessional Skills Training Through Simulation**

**Presenters**  
Mary Ann Kelley, Assistance Professor, Capstone College of Nursing, UA  
Leigh Tubbs, Instructor, Capstone College of Nursing, UA

**Abstract**  
Objectives: 1. To determine the benefits and challenges of using interprofessional clinical simulation in training medical and nursing students. 2. To enhance clinical skills development of the learners and to facilitate realistic communication between the learners. 3. To identify barriers and pitfalls in communication in order to improve both the training and the accuracy of clinical interventions. The attendees at the Institute will be given the unfolding scenario with stages of implementation of the simulation. Discussion of the collaboration of physicians, nurses, faculty, medical students, and nursing students to complete the exercise using a high fidelity mannequin, including telehealth will be accomplished. Specific concepts learned by students from medical and nursing perspectives will be given. Detailed discussion of the mechanics of running a scenario with debriefing will be given. Several interesting and unexpected outcomes occurred, and these outcomes will be covered with the audience, as well as, the expected outcomes of greater communication, better patient outcomes, increased learning of high level concepts by students, pharmacological and diagnostics included, and perceptions by students and faculty. Telehealth is a growing mechanism in rural America, and this technology was used during the simulation, as well.

**Session**  
**Using McGraw-Hill’s Connect, LearnSmart and PollEverywhere in a Large Management Class**

**Presenters**  
Eric Williams, Professor and Undergraduate and Master's Program Coordinator, Management Department, Culverhouse College of Commerce and Business Administration, UA

**Abstract**  
Principles of Management (MGT 300) is a lecture-based survey course presented in large sections of up to 267 students. With this class size, the use of technology is essential to the management and teaching of the class. Fortunately, McGraw Hill packages a technological solution with their text that greatly assists in this endeavor. Connect serves as McGraw-Hill's technological platform. It is highly integrated with Blackboard Learn, which allows easy access to web-based instructional content as well as McGraw-Hill's proprietary offerings. The presentation will demonstrate this level of integration by showing how Connect and Blackboard work together. LearnSmart is one piece of proprietary software offered by McGraw-Hill through Connect. It features an adaptive questioning (flashcard) system allowing students to test their knowledge of the content in preparation for class. The question system integrates an e-book to which students are directed if they have trouble with a particular concept. Instructors may use LearnSmart as a graded exercise (one chance at answering each question) or as mastery exercise (multiple opportunities to answer each question). There is also a flashcard drilling system that assists students in preparation for exams. The presentation will show each of these features and discuss how they are used by students. PollEverywhere is a cell-phone based class polling system that integrates polling into PowerPoint slides. A wide variety of questions case be asked and responses can be from a given list (multiple choice question) or open-ended. Polls are created on PollEverywhere.com website and then exported to PowerPoint and used in class for real time responses to questions. The presentation will show how this is used in a typical class along with videos to create an engaging teaching atmosphere. Together, these three elements make teaching a 267-seat class considerably easier than it might otherwise be.

**Session**  
**The Flipped Classroom-Collaborate Style**

**Presenters**  
Connie Weber, Customer Success Advocate, Blackboard.com

**Abstract**  
In this interactive workshop, participants will: - Describe their definition of a 'flipped classroom' / - Share ways they have “flipped” their classroom (if applicable) / - Describe pedagogical uses of Blackboard Collaborate in online and hybrid classes / - Provide examples of how they can use Blackboard Collaborate to ‘flip a classroom’ / - Expand the possibilities of ways to use Blackboard Collaborate in teaching “I hope participants will have an opportunity to share best practices with one another while learning some new ways to use Collaborate.”
Technology and Transitions
T.J. Brecciaroli, Assistant Dean of Students, Student Engagement and Transition, UAH
Regina Hyatt, Dean of Students, UAH

Technology and Transitions focuses on how technology can be used to support student success through a variety of transition times, including a first-year seminar course, new student orientation, first-year experience, second-year experience, transfer student support, as well as specific needs related to non-traditional students and veterans. This presentation will focus on the technology used at UAH (as well as other select universities) including clickers/flipped classroom for first-year experience; use of online modules; and social media uses for orientation and programs/activities. In addition, we know that engagement is a critical factor in student success and technology can provide a mechanism for that engagement. We know students come to campus with a variety of learning styles as well so technology helps to even the playing field, so to speak. Technology tools such as clickers for example, also support the student’s need for timely feedback about their performance. Arthur Levine and Diane Dean in their 2012 book, “Generation on a Tight Rope”, quote a student who said “It’s only technology if it was invented after you were born”. This statement sets the stage for a generation of college students referred to as “digital natives”. We knew this transition was coming! According to Skiba and Barton (2006), the present generation of students has a preference for digital literacy, experiential learning, interactivity, and immediacy. We also know students who actively participate in the learning process learn more than those that do not actively participate. “Involvement matters”, as Tinto (1997) points out.

Technology provides an opportunity for that engagement. “In a review of literature, in 12 of 14 studies, students reported more interest in simulation and game activities than in more conventional classroom activities” (Randel, Morris, Wetzel, and Whitehill, 1992, pg. 262) with significant percentages of respondents (68-87%) finding games more interesting than conventional classroom instruction. “Online social networking has caused us to reframe the way we think about peer groups. Are the “friends” we have through online social networking sites an informal peer group? Madge, Meek, Wellens, and Hooley (2009) note, “our research suggests that online and offline worlds are clearly coexisting, but used in different ways for developing and sustaining different types of relationships” (p. 145). Online social networking is being used to help students maintain relationships with friends and family at home and to build new relationships with people at their institutions. Some of these new relationships are also in-person relationships, but some are only connections found online.
3 Levels of Quality Assurance: Demonstrated Steps to Improve Any DL Program

**Session**

**Presenters**
Bobbi Jo Carter, Distance Learning Coordinator, Calhoun Community College
Sherry Stancil, Instructor, Digital and Social Media Marketing, Culverhouse College of Commerce and Business Administration, UA

**Abstract**

The demand for online courses at Calhoun Community College is tremendous and growing. In order to support continued growth in this area, the college has implemented a 3 pronged initiative to ensure that faculty and students are adequately prepared for success with quality online courses. Attendees at this session will learn about the development, implementation, management, and success of the 3 elements of this initiative.

- **Course Type Survey**
- **Learning Styles Assessment**
- **Communications Quiz**
- **Discussion Board Task**
- **Course Content Quiz**
- **Assignment Task**

Details of this initiative will be shared by Dr. Bobbi Jo Carter, DL Coordinator at Calhoun, and her colleague Dr. Sherry Stancil, Distance Learning Instructor and member of Calhoun’s DL Committee.
Using Podcasts to Flip the EN102 Library Instruction Classroom

**Presenters**
- Sara Maurice Whitver, First-Year Experience Librarian, UA
- Natalie Loper, Assistant Director of First-Year Writing, English Department, UA
- Andy Johnson, Instructor, English Department, UA
- H. Austin Whitver, Instructor, English Department, UA

**Abstract**
A panel of Librarians and First-Year Writing instructors discuss the use of the podcast series “Keys to the Capstone”, which was developed by the library for use in the First-Year Writing program classes to enhance higher order critical thinking and promote information literacy. The podcasts, recorded by UA Libraries and individual First-Year Writing instructors and hosted in iTunes U, allow First-Year Writing instructors to incorporate information literacy learning opportunities into their classrooms for the weeks prior to their class visits to the library. Assigning the podcasts to students in preparation for their library visits enables the librarian to create a “flipped classroom”. Librarians have found that this model promotes student engagement and facilitates an opportunity to execute a more in-depth lesson plan for library visits. Furthermore, making the podcasts available gives students a resource to reference and review after their visit in order to refresh their knowledge. The podcasts were piloted in Fall 2012, and were fully implemented in the majority of EN102 classes during Spring 2014. This project has affected the majority of freshmen at the Tuscaloosa campus for the past 3 semesters, and is an interesting example of collaborative teaching and the flipped classroom model. The information literacy skills learned in EN102 and during their library visits affect their ability to complete writing assignments in every class they take after their freshmen year.

A Pilot Project: A Free, Open, Online Course “Introduction to Chemical Engineering”

**Presenters**
- Krishnan Chittur, Professor, Chemical Engineering, UAH
- Sherri Restaouri, Distance Learning Manager, UAH
- Debra Chittur, Associate Dean, Social Sciences, Independence University

**Abstract**
Although the University of Alabama in Huntsville currently maintains a 51/49 male/female student body overall, women are still underrepresented in science, technology, engineering, and math degree programs. The distribution is especially egregious in graduate degree programs. Even more concerning, women who achieve advanced degrees in science, technology, engineering, and math, do not always advance to careers in their chosen field, and may find it difficult to achieve tenure when entering a tenure-track position. However, many efforts are underway at the University of Alabama in Huntsville to create ladder and mentoring systems for girls, starting in middle school and continuing through university attendance and beyond. During this panel discussion, leaders in the area of STEM education and career advancement will highlight specific initiatives and activities aimed at fostering success of girls and women to enter and sustain careers in traditionally male-dominated fields.

Using Telehealth to Improve Communications between Students in Different Healthcare Disciplines

**Presenters**
- Angela Collins-Yoder, Clinical Professor, Capstone College of Nursing, UA
- Leslie Hamilton, Assistant Professor, University of Tennessee Health Science Center
- Regina Bentley, Assistant Dean for Undergraduate Students, Capstone College of Nursing, UA
- Karen Silliman, Directory of Technology and Distance Education, Capstone College of Nursing, UA

**Abstract**
Teaching collaboration through use of Telehealth Technology: Over the last two years, faculty at this University have been challenged to find new and diverse methods of improving communication and teamwork across disciplines through interprofessional education (IPE). Dr. Collins and her pharmacy colleague from the University of Tennessee, Dr. Leslie Hamilton, value the abilities of the two disciplines working together to solve patient issues and quality initiatives in acute care. A simulated experience with a high-fidelity patient simulator (HPS) was provided to senior nursing and pharmacy students. The pharmacy students attended via telemedicine. Their assignment was to weaning an elderly patient from a ventilator. Prior to the simulation, the pharmacy students were provided the history and medication record and the nursing students were provided the history. The nursing students determined the physical assessment findings and reviewed the electronic health record for medication and arterial blood gases. This data was reported to the pharmacy students via telehealth carts. The team created a plan to wean the patient from the ventilator. The sessions were recorded for debriefing. There was a faculty viewing and answering questions for the simulated patient at all times. There were 46 groups of 2-3 students and each group had 50 minutes to assess and collaborate. To evaluate the outcomes, students completed an online survey that assessed their learning related to the simulation experience, the course objectives, and interprofessional competencies. As a result of their collaboration, this innovation has positively impacted our nursing program in several ways.

- It provided the opportunity for other faculty to see simulation and telehealth as teaching tools that can be used to assist nursing as well as other health profession students to attain interprofessional competencies.
- This simulation/telehealth scenario development provides a beta test of how different disciplines can work in collaboration to solve problems in patient care.
- The interprofessional faculty had prior clinical connections. This allowed students to see the role modeling of two healthcare professionals. Mutual respect is best demonstrated rather than taught.

There were a total of seven nursing faculty, two pharmacy faculty, and nine support staff involved in the implementation of this methodology. Students who participated in these collaborations included 89 nursing students and 42 pharmacist students. We have seen a greater respect for the faculty and desire by other junior faculty to learn from her and participate in future interprofessional activities.
Monday, May 12, 2014        3:55-4:45 pm        Concurrent Sessions

Session: Videoconferencing in the Cloud
Presenters: Jan Slack, Program/Operations Coordinator, Intercampus Interactive Telepresence System (IITS), UA System
Abstract: Bringing people together and collaborating over video are as easy as making a phone call with RealPresence CloudAXIS Suite confidently, and with the same enterprise-grade, secure meeting experience that all Polycom solutions provide. With RealPresence CloudAXIS Suite you can extend video conferencing and collaboration to students, colleagues, partners, and consultants — virtually anyone with a browser, web camera and microphone. Host impromptu and scheduled video conferences with anyone with browser, web camera, and microphone. Point and click convenience lets you easily setup video conferences via email, IM, or calendar invites. Import social contacts from Google Talk and Facebook presence-aware applications into a global directory and have them join a secure Polycom powered video collaboration experience. Share enterprise-grade high resolution content with and from all participants. This session will allow participants hands-on training of IITS’ new Polycom RealPresence Cloud AXISSuite. Polycom’s RealPresence Cloud AXISSuite is a software solution enabling videoconferencing easily and securely, independent of application, system, or device. In this session participants will download the free RealPresence CloudAXIS application. Invite participants to a video conference using their Outlook Address Book. Accept invitations and join video conferencing meetings. Participants will also learn how to:

- Accept a meeting invitation.
- Download the application.
- Connect to a call.
- Mute and unmute the microphone.
- Rejoin a meeting if call is lost.
- Properly place a mobile device during a call.

Session: Working Smarter Not Harder: How Technology Can Help Meet Your Accreditation Requirements
Presenters: Charles Maher, Senior Educational Consultant, LiveText
Abstract: Join Senior Educational Consultant, Charles Maher, as he presents best-practice approaches to implementing an assessment planning, management and e-Portfolio solution across your campus. With 14 years of experience as the original e-Portfolio and assessment management provider, LiveText will show you how to more easily plan, assess, report and continuously improve the academic units on your campus and successfully meet accreditation requirements. In this session, we’ll explore in particular 1) the potential approaches and pitfalls to avoid when considering a technology solution as well as 2) the potential use cases of implementing LiveText campus wide.

Session: Global Learning by Video-Conferencing: Frontiers in Life Sciences Research
Presenters: Anil Challa, Genetics Instructor, UAB
Abstract: A videoconference-based course on the frontiers of life sciences research was presented three times (Spring 2009, Autumn 2010, and Spring 2013). This presentation gives a glimpse of how the course evolved over three years and how technology was effectively used to enable real-time academic interactions between students at multiple institutions on two different continents. The course offering during the second term of the Spring 2013 semester involved students from Ohio State University (Columbus and Wooster, USA) engaging in scientific exchange with peers from three sites in India: Anna University (Chennai, India), Abasaheb Garware College (Pune, India), and Acharya Narendra Dev College, New Delhi. During all three offerings of this course, the overarching themes were (a) to discuss how technology drives the pace and scale of scientific discovery, and (b) explore the ethical issues in the practice of biological research, and the broader impacts that technology drives in education. The videoconference meeting platform provided a cost-effective way to engage a diverse student population. In 2013, the course was presented to 32 students from Arizona State University (Tempe, USA), University of Illinois (Chicago, USA), and IIT Bombay (Mumbai, India). Each of the three sites in India had an additional 35-40 students participate in the course. Technologies such as Google Hangout, Skype, and Blackboard Learn were used to facilitate students’ participation in the course. The course was met with great enthusiasm from the students and faculty. The course was well-received and the students from each site reported that they benefitted from participating in the course. The course was also well-received by faculty members at each of the sites. The course had a positive impact on the students’ academic performance. The course provided a unique opportunity for students to learn about emerging biological research and a reciprocal cultural exchange to prepare for a future where they as scientists could embrace their global mobility and work anywhere in the world in order to achieve their academic goals.

Session: Teaching Travel Courses Using Digital Media Technology
Presenters: Rachel Raimist, Assistant Professor of Media Production and Co-Director of Creative Campus, UA
Abstract: Travel courses offer students the opportunity to study in the field and work hands-on in professional learning environments. Travel courses are beneficial to students as resume building and networking opportunities, but often, these courses have graded assignments that rely on reflective writing as measured course assignments. Writing can measure qualitative benefits, but can be limited as a graded instrument, particularly when the “classroom” environments can be complex and learning more nuanced. Teaching in the digital age offers media instruments and learning technology that can help instructors understand the layers and complexity of student learning. Through case studies of teaching the study/travel course, “TCF In Los Angeles”, a blended online and 10-day travel course during an interim term; “TCF In Los Angeles: Summer Internship Program”, a two-month long live/work/study program; and “TCF At Sundance”, a course that brings students to one of the nation’s premiere film festivals as part of a long weekend travel course, this presentation will share the ways digital media-making and social media tools, blended with educational technologies, can be utilized to maximize student learning in measurable outcomes. This session will offer ideas for curricular design and assignments aimed at expanding student learning beyond the space of the university classroom. Shared assignments will demonstrate the use of educational technology like Blackboard Learn, blended with the use of smart phones, tablets, and social media apps, including Google Hangout, Instagram, insta-mapping, Facebook, Twitter, and Tumblr, to maximize student experience wherein student learning outcomes are achieved and the media produced also functions to archive and share the benefits of the course and the learning experience.
Tuesday, May 13, 2014  10:20-11:10 am  Concurrent Sessions

Session  
**Engaging Students with Interactive Online Tools**

**Presenters**  
John Hansen, Associate Professor, Collat School of Business, UAB  
Arlene Savage, Professor, Collat School of Business, UAB  
Steve Yoder, Assistant Professor, Collat School of Business, UAB  
Keri Larson, Assistant Professor, Collat School of Business, UAB

**Abstract**  
Meaningful student interactivity is often difficult to replicate in an online course, and many students report that they dislike traditional online discussion boards. In addition, faculty may be looking for a way for online students to role-play or debate each other, which traditional discussion boards cannot provide. Incorporating interactivity in an online course is an important factor in keeping students engaged in the course. In this session, four faculty members will share their experiences in increasing student engagement and interactivity in online courses using various tools. One faculty member uses VoiceThread for online student partner debates and other class discussions. Another faculty member uses Blackboard group tools and VoiceThread for her students to collaborate to create and then present group case studies and facilitate a conversation on the presentation. One faculty member uses Adobe Connect for student role plays for initiating and conducting sales calls. A fourth faculty member incorporates Twitter, wikis, Pinterest, Google Sites, and WordPress into her course to foster student engagement and collaboration. During this presentation, faculty members will share how they facilitate group/team interaction, how the tool is used in their course, how the tool itself works, and the reaction from students on the experience of using the tool. They will discuss why they chose that tool, how they used the tools, and any problems that they have encountered in this process.

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Session  
**Creating Accessible Documents**

**Presenters**  
Heather Baker, Alternative Media Specialist, Office of Disability Services, UA  
Rachel Thompson, Director of Emerging Technology and Accessibility, Center for Instructional Technology, UA

**Abstract**  
Many types of disabilities can interfere with a student's ability to read and understand course material. Different types of color blindness can prevent a student from understanding color-coded charts and graphs, visual impairments can prevent a student from reading text or viewing images, hearing impairments can prevent students from understanding a video or podcast, a student with ADD or ADHD may miss the content if the format is too busy, and students with learning disabilities or whose first language is not English may experience a breakdown in communication if the content is conveyed in a confusing manner. Universal design is the concept of structuring courses and learning materials in a way that easily conveys information to all people, regardless of disability. In this workshop, you will learn basic concepts and methods that will help you to create documents that are accessible to all of your students. We will mostly work with Word documents, basic concepts that carry over into PowerPoint, and the creation of accessible PDF files. You will learn about headings, table creation and usage, column formatting, color usage, color contrast, alternative text, hyperlink display text, numbered and bulleted lists, table of contents, and how to convert a document to an accessible PDF.

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Session  
**Exploring and Discovering How Mobile Platforms Enhance Teaching and Learning**

**Presenters**  
George Daniels, Associate Professor and Assistant Dean, College of Communication and Information Sciences, UA  
Ben Sigmon, Student and iParticipate App Developer, UA

**Abstract**  
Rather than just a presentation, the goal of this session is to truly engage every participant, especially those using a smartphone or other mobile device in some formal discussion about the WHYs and the HOWS. As a relatively new smartphone owner and one who rarely using a cell phone for anything, I found it challenging to incorporate even a iPad app in my classroom teaching. The first 10-15 minutes, I’ll tell my story as a digital immigrant and then evolve into a series of questions that I had to ask myself about the relevance of mobile to my teaching in the mass media and communications field. I’ll demo the iParticipate app, which works on iPad as a way to accurately record classroom attendance and class participation. The data download can be uploaded to one’s Blackboard course environment. Using a seating chart, I was able to get the app working. It did facilitate easily gathering data on class participation, but did not necessarily exceed the use of just a “paper and pencil listing” of what spoke up in class. I’ll present some data on levels of participation as recorded by the app and comparisons to traditional graded assignments. But, then I’ll share why my own mobile habits— use of iPad (or lack thereof) beyond the classroom was a major factor in the limited use of this technology. In phase two of this roundtable, we’ll open it up for discussion around a series of Discussion Prompts:

- How do you use mobile technology in the process of teaching?  
- What impact do you think the learners’ use of mobile technology should have on how they learn basic concepts?  
- Does incorporating the mobile devices in classroom activities neutralize perceived distractions from students?

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Session  
**Education for Everyone: Universal Design in Higher Education**

**Presenters**  
Katherine Klose, Senior Instructional Designer, College of Continuing Studies, UA  
Kagendo Mutua, Associate Professor, College of Education, UA  
Boyd Drewelow, Senior Instructional Designer, College of Continuing Studies, UA  
Heather Baker, Alternative Media Specialist, Office of Disability Services, UA  
Laurie Bonacci, Associate Professor, School of Library and Information Sciences, UA

**Abstract**  
This panel includes faculty members, disability services support staff, and online course designers, and focuses on the importance of understanding universal design principles in higher education. This panel addresses the theory of universal design as well as the practical realities of its implementation, offering ideas to help us create course content that is accessible to as many people as possible, regardless of their (dis)abilities. With every piece of instructional material we create, we make choices that affect our students and colleagues. By making these decisions with universal design principles in mind, we can help remove barriers to accessing information and focus on creating a more inclusive environment. Panelists will discuss their theoretical and practical knowledge of UD, as well as its inclusion in their work.
### Session Abstracts

#### Session: Women in STEM: UAH’s Leadership Role in Advancing the Participation of Women and Girls in STEM Education, Research, and Careers

**Presenters:**
- M. Dee Childs, Associate Provost and CIO, Office of Information Technology, UAH
- Adam Martin, UAH, “A-Future” Program Organizer
- Christine Curtis, Provost and Executive Vice President for Academic Affairs, UAH
- Rhonda Gaede, Associate Professor, Engineering, UAH

**Abstract:**
Although the University of Alabama in Huntsville currently maintains a 51/49 male/female student body overall, women are still underrepresented in science, technology, engineering, and math degree programs. The distribution is especially egregious in graduate degree programs. Even more concerning, women who achieve advanced degrees in science, technology, engineering, and math, do not always advance to careers in their chosen field, and may find it difficult to achieve tenure when entering a tenure-track position. However, many efforts are under way at the University of Alabama in Huntsville to create ladder and mentoring systems for girls, starting in middle school and continuing through university attendance and beyond. During this panel discussion, leaders in the area of STEM education and career advancement will highlight specific initiatives and activities aimed at fostering success of girls and women to enter and sustain careers in traditionally male-dominated fields.

#### Session: Exploring the Deep: Utilizing the Deep Web for Scholarly Research

**Presenters:**
- Brett Spencer, Gorgas Information Services Librarian, University Libraries, UA

**Abstract:**
This workshop reinforces the “Research and Technology: Exploration and Discovery” theme because it equips scholars to explore the Deep Web. The Deep Web is the hidden part of the free Internet that offers statistics, images, primary sources, scholarly papers, declassified government materials, and other rich databases and digital collections. The Deep Web is significant for all scholars because it is hundreds of times larger than the surface web, and offers high quality, academic resources for every scholarly field. Many Deep Web resources are created by universities, archives, libraries, learned societies, professional associations, think tanks, and governments specifically for the use of scholars. However, the Deep Web is beyond the searching power of Google and other conventional search engines, and the researcher must use specialized search techniques to mine the Deep Web effectively. This workshop will help scholars learn these techniques through demonstration and hands-on practice. The workshop outline is as follows:

- Demonstration of Deep Web search techniques as applied to various fields.
- Guided individualized search time to allow scholars to practice techniques and compile Deep Web resources for their research areas.

#### Session: Using Mobile Technologies To Access Evidence-Based Resources: A Rural Health Clinic Experience

**Presenters:**
- Heather Carter-Templeton, Assistant Professor, Capstone College of Nursing, UA
- Lin Wu, Associate Professor & Health Sciences Librarian, University of Tennessee Health Science Center
- Adam Martin, Assistant Professor, Capstone College of Nursing, UA
- M. Dee Childs, Associate Provost and CIO, Office of Information Technology, UAH

**Abstract:**
Nurses proficient using mobile devices outfitted with evidence-based resources can gain access rapidly, and as a result may bestow more suitable and efficient care to their clients. Limited literature exists that describe systematic rollouts of mobile devices providing evidence-based resources and teaching nurses how to use mobile devices and applications. This study describes the feasibility and usability of a mobile device and selected electronic evidence-based information programs (EEIBP) used to support clinical decision making in a rural health clinic. This study uses a qualitative descriptive design focused on the nurses’ descriptions of their experience with the selected mobile device and EEIBP. Nurses providing direct patient care at the Capstone Clinic were recruited. Data collection was divided into three phases. Baseline, formative, and summative interviews were conducted with each participant (n=7). In addition, participants received a 1-hour training program delivered by the PI and a health science librarian after the baseline interview. Audio-tape recorded interviews were conducted using a standardized open-ended interview format. Transcribed interviews were coded then organized into themes and categories. Preliminary analysis indicates the most frequent themes include: (a) perceptions that nurses demonstrated limited use of EEIBP via mobile devices, (b) differences in interpretations of information literacy and evidence-based practice, and (c) past experience with mobile devices influences how enthusiastically EEIBP is embraced. Access to evidence-based information at the point-of-care is often necessary for nurses in today’s information-rich clinical settings. Implications of the use of EEIBP in nursing practice will be discussed. Further, the process of developing the teaching plan for educating the nurses how to use mobile devices, process of application selection, and lessons learned will be shared.

**Disclaimer:** Funding for this project was provided by The University of Alabama Research Grants Committee (2012) with additional support provided by the UA Office of Information Technology.
### Academic Continuity in the College of Arts and Sciences: Planning for Chaos

**Presenters**
- Rebecca Johnson, Director of Instructional Technology, College of Arts and Sciences, UA
- Paul LeBlanc, Professor and Associate Chair for Academics, Department of Biological Sciences, UA
- John Miller, Assistant Director, New College, UA
- Charles "Skip" Snead, Director and Professor of Horn, School of Music, UA
- William Teague, Department Chair and Professor of Theatre, UA

**Abstract**
Academic continuity refers to the ability to carry out the daily work of teaching and administrating from a remote location. The College of Arts and Sciences is undertaking a series of academic continuity exercises that are designed to introduce digital tools to faculty and staff and help us discover and address vulnerabilities in workflow, in information dissemination, and in our electronic tools. Each academic department in the College of Arts and Sciences has been given five tasks related to conducting operations off-site:

- Shut down the main office for one-half day and conduct operations remotely
- Conduct an electronic meeting via Blackboard Collaborate with the entire department or a subset of faculty and staff
- Open a Blackboard shell for each class
- Upload a syllabus to each Blackboard shell
- In lieu of one face-to-face class session, faculty should have a significant electronic exchange of information with their students.

In addition to these five tasks, each department will also create a department-specific list of academic continuity considerations and incorporate those into their exercise. In this panel discussion, representatives from four academic departments -- the School of Music, New College, Biological Sciences, and Theatre and Dance -- will discuss their academic continuity exercises, the tasks they set for their departments, and what they discovered.

### Teaching Creativity in the Digital Age

**Presenters**
- Holland Hopson, Instructor, New College, UA
- Jamey Grimes, Instructor, Art and Art History, UA

**Abstract**
How do digital tools in the classroom change the ways we create, the ways we think about creativity and teach creativity? Holland Hopson and Jamey Grimes have been incorporating various digital tools into their coursework over the last few years. Hopson has been teaching an offshoot of the New College creativity seminar called Creativity and Computing. Hopson's class covers a range of topics from creative coding to hands-on experiments with microcontrollers to 3-D printing. Jamey Grimes has been incorporating 3-D modeling and 3-D printing tools in his 3-D design classes and sculpture classes offered through Art and Art History. Hopson and Grimes find that an interdisciplinary approach is well-suited to the creative use of digital tools. Working with diverse students in a group environment allows them to develop problem-solving skills, encourages good communication, and helps them find their own strengths. The enthusiastic response from students has led to an initiative to establish a Maker Space at the University of Alabama that is open to the university community. The UA Makerspace, supported by the College of Engineering, started in a temporary location with two 3-D printers, two 3-D scanners, a collection of Arduino microcontrollers, and an assortment of electronic parts. It will soon move to a permanent space and will be adding more equipment including a laser cutter, a 3-D milling machine. The space is being run by students who volunteer their time in exchange for access. The students also arrange lectures and workshops so they can share their skills and expertise with their peers.

### Modern Teaching Using Social Media

**Presenters**
- Cecil Betros, Department of Communication Studies, UAB

**Abstract**
This workshop will look at the multiple dimensions of social media tools and the various ways we integrate these tools into our teaching and research.

**General Goal:** To gain insight on ways to digitally connect with students and peers through the use of social media. Be able to demonstrate the use of social media in course design by developing a course shell in social media.

**Workshop Content:**
- Introductions
- Course to be developed today
- Basics of Facebook
- Pedagogical aspects of Facebook
- Posting Information for your class
- Question/poll features
- Setting a group
- Setting Up Group Feedback
- Using Facebook with Practicum and Internships
- Creating an Event
- Facebook Metrics
- Twitter and its use in courses
Alabama Connecting Classrooms, Educators, and Students Statewide

Peggy Meherg, Manager, Teacher Development and Curriculum Management, ACCESS, College of Continuing Studies, UA

Abstract

Alabama Connecting Classrooms, Educators, and Students Statewide may sound like a generically stated goal of a local education or networking professional. In reality, it is the aptly descriptive title of an Alabama State Department of Education initiative, better known as ACCESS, currently serving students in grades 8-12 across the state. The ACCESS poster will highlight the results of the collaborative efforts taking place within this initiative that unites students and educators through technology, and, in the process, provides equity, flexibility, and opportunity heretofore unknown within our state’s K-12 learning community. Observers will see examples of how online opportunities for middle/high school students are evolving and be able to discuss future implications this may have for teaching learners of all ages in the digital age.

Building a Community of Inquiry in Online and Blended Learning

Michelle Hale, Graduate Teaching Assistant, Educational Leadership, Policy and Technology Studies, UA

Abstract

The purpose of this presentation is to discuss the components and significance of building a Community of Inquiry in online and blended instruction. The significance of “community” in higher-order thinking has been well accepted. Akyol and Garrison (2011), among others, offer that a Community of Inquiry is a necessity in order for critical thinking and deep learning to be achieved. The attributes of a Community of Inquiry include questioning, reasoning, connecting, deliberating, challenging, and developing problem-solving techniques (Lipman, 1991). Further, Ramsden (1988) contends that it is essential for students to have the opportunity to negotiate meaning, identify misconceptions, and challenge accepted beliefs in such a Community of Inquiry in order to have deep and meaningful educational experiences. There are many indications that a positive connection between computer mediated learning and higher-order learning objectives exists (Garrison et al., 2000). Advantageously, the advent of Internet technologies enables educators to design constructive, interactive learning environments to encourage the necessary Community of Inquiry. The significance of this study is that the growth in demand for online and blended courses requires that educators determine how to use technology to provide the best educational experience possible. This study will attempt to identify the elements that are fundamental conditions for a successful experience in online and blended instruction.

Captioning Lectures With Tegrity and Docsoft

Kevin Halbrook, Assistant Coordinator of Faculty Development, Faculty Resource Center, UA
Rick Dowling, Coordinator of Faculty Development, Faculty Resource Center, UA

Abstract

Most faculty and instructional technology professionals agree that educational technology needs to be accessible to students with disabilities, but many are unsure of how to meet accessibility requirements. One major challenge to providing accessible content is finding an efficient way of captioning educational videos. In the past, captioning video content was a very time consuming process that required an individual to listen to audio provided by an instructor, transcribe the audio to a text file, time stamp the file, and then combine the video and transcription. With advances in speech to text technology, this process is becoming more streamlined and much less time consuming. The University of Alabama recently acquired a DocSoft: AV automatic transcription appliance. This appliance automatically generates time stamped transcriptions of multimedia files that are provided by users. UA’s Faculty Resource Center has been working to streamline the process of captioning video lectures that are stored in the University’s Tegrity system. Transcripts generated by DocSoft can be up to 85% accurate thereby drastically reducing the time and effort required to caption multimedia content. This poster session is intended to promote the use of the DocSoft captioning system and to give conference attendees a general idea of how they might make their own multimedia content more accessible.

Creating eTextbooks on the Inkling Platform

Nathan Loewen, Visiting Scholar, Center for Instructional Technology, UA

Abstract

The poster is based on the experience of a pedagogical expert who participated in the creation of an introductory-level eTextbook on World Religions. Chapter One of this textbook was provided by the Chair of the University of Alabama’s Religious Studies Department, Russell McCutcheon (https://www.inkling.com/read/introduction-world-religions-partridge-dowley-2nd/chapter-1-what-is-religion/world-religion-complete-split). The poster session has two aspects: one is to present the features of an Inkling eTextbook, and the other is to present how an eTextbook project functions. The features of the platform will be demonstrated through a display that discusses the similarities and differences between conventional and eTextbooks. This will include the content from one blog entry on the similarities (http://seminariumblog.org/general/semtech/nathan-loewen-etextbooks-1a2014/) and one on the difference that eTextbooks make (http://seminariumblog.org/general/semtech/nathan-loewen-etextbooks-1b2014/). This aspect of the poster will be useful for those who are not familiar with eTextbooks. The nature of an eTextbook production project will be presented through a display and verbal explanation. The design features of the Inkling platform will be explored and the general nature of a production project will be outlined. The possibilities for customization will be of interested to individual professors or departments who wish to create their own resources.
Abstract

Video multimedia provides an environment for students to engage new information, organize it within their experience, and exercise higher order cognitive processes. As more online video becomes accessible for teaching, one might think that the selection and use of video multimedia makes the instructor’s task easier. This is not the case. Instead, experiments with classroom video snips demonstrate that video selection requires significant instructor attention to Clark and Mayer’s principles of multimedia learning and specific video characteristics in order to achieve alignment with Bloom’s Revised Taxonomy and content-specific learning objectives. The video selection process, based on Clark and Mayer’s principles, will be demonstrated. An example template (video tutorial) for guiding student viewing, small group discussion, and written response, will be provided. Video tutorial written responses may be used for assessment and instructor guidance, as they reflect the broad range of cognitive skills expressed by students. Practical tools for creating and deploying video snips from YouTube will be demonstrated, along with samples of student responses on video tutorials that illustrate significant differences in perception and the expression of understanding. Video multimedia thus enlarge the diversity of pedagogical resources available for enhancing student engagement and the practice of higher order cognitive tasks, from simple seeing and remembering, to analysis and evaluation. Video tutorials should accompany the use of video to better exploit this dynamic medium for teaching and learning.

Poster Title: First Destination (Graduate Employment) Reporting System
Presenters: Brent Springer, University of Alabama Technology Specialist, The Career Center; Web Developer, Web Development & Online Processes
Vincent J Palmer, University of Alabama Division of Student Affairs, Web Developer, Web Development and Processes
Abstract: With nationally growing attention toward graduate employment data many Universities find themselves depending on technology to help address the workload and logistics involved. Today Web Development and Online Processes will discuss the web-based solution created for The University of Alabama’s Career Center.

Poster Title: Hope for Success: Using a Hybrid Course Model to Support Student Learning and Retention
Presenters: Corrie Harris, Instructor and Doctoral Candidate, Department of Educational Studies in Psychology, Research Methodology, and Counseling, UA
Abstract: The proposed session will be used to explore possibilities for creating flexible course formats as a means of supporting students and the ways they learn best. According to Chickering and Gamson (1987), encouraging contact between students and faculty in small groups is the most important of the Seven Principles of Good Practice in Undergraduate Education. But, how often do we really get these opportunities, except in small, seminar-type upper-level courses? In 2012, the presenter piloted a hybrid model in UA’s BEP 110 Learning Strategies and Skills course in order to maximize opportunities for quality student-faculty interaction. The instructor/designer moved one-third of the course content online, making room in the course schedule for regular, rotating small group meetings. Each student became part of a group of no more than 6 students, which met 4 times (approximately every four weeks) during the semester. The group meetings were semi-structured, allowing time for students to bring up questions and items for discussion pertaining to recent course content as well as structured practice and application of relevant skills and concepts. In the small group setting, students were much more likely to voice their need for clarification of topics and raise questions about how to successfully apply the material. During the proposed institute session, the presenter will share reactions from students about the impact of the small group meetings, as well as findings from her dissertation study which is currently underway as a larger scale investigation of the course model’s effectiveness. The presenter will conclude with general recommendations and suggestions for situating course content to allow for these kinds of rich interactions and hands-on practice with students as they move along the road to mastery.

Poster Title: Keeping Up with Technology: Development of an Innovative Technology Teaching and Learning Laboratory
Presenters: Maegan Slaten, Graduate Teaching Assistant, Educational Leadership, Policy and Technology Studies, UA
Margaret Rice, Associate Professor and Program Chair, Educational Leadership, Policy and Technology Studies, UA
Liza Wilson, Professor and Senior Associate Dean, Curriculum and Instruction, College of Education, UA
Tracie Sellers, Technology Support Services Manager, College of Education, UA
Abstract: During the Spring 2013 semester, the University of Alabama College of Education Technology Advisory Committee conducted a college-wide survey to gather information on the technology needs of the college. One topic that appeared numerous times in the results was the need for a laboratory or office within the College that not only provides technical assistance for various technological tools that are currently available, but also pedagogical uses for such tools in order to promote the effective use of technology in teaching and learning. Many faculty members also felt ill prepared to model effective technology practices in their classrooms. Therefore, they felt they were not appropriately preparing their students to learn and use tools in their own classrooms. In September 2013, the College of Education opened the Innovative Technology, Teaching, and Learning Lab (ITTLL) to meet these needs for faculty, staff, students, and local teachers. This digital poster presentation will inform attendees about efforts to design and develop the ITTLL in the University of Alabama College of Education to provide faculty, students and staff with the necessary technology tools to increase productivity, support internships working in the local schools, etc. The presentation will demonstrate the process for developing the lab, discuss current procedures and tools housed in the lab, offer details on workshops and services provided, and provide information on discussions with other entities to avoid duplication. Presenters will demonstrate some of the tools currently available in the ITTLL and discuss future tools to be integrated into the ITTLL. This session will be useful for attendees who are attempting to provide faculty, staff and students with up to date and relevant technologies in hopes of promoting effective and pedagogically sound technology use in teaching and learning.
Instituting and Assessing the Effectiveness of Focused e-Learning Modules

Sherri Restauri, Director of State Authorization and Distance Learning for Academic Affairs & COE, College of Engineering, UAH

The primary purpose of the STEM Entrepreneurship Academy (SEA) is to expose students to the concepts of Integrated Science, Technology, Engineering, Mathematics, and Entrepreneurship. The goal is to help students discover options in the STEM and Entrepreneurship fields while planning for their futures. Combining STEM and Entrepreneurship will create an excitement and interest in these fields and underscore how what students learn in the classroom and with SEA has real world implications for themselves, their communities, and beyond. SEA directly connects the students with UA Faulty and Staff through the UA SEA Blog site. Utilizing the EDU blog site, students and faculty have the unique ability to consistently communicate with students regarding their concept ideas and STEM initiatives that would be valuable to their high school and community. Focus is on these objectives:

- Increased student exposure to the fields and careers of science, technology, engineering, mathematics, and entrepreneurship
- Master scientific process and apply relevant skills
- Discern if an idea is right for marketing
- Improve teamwork and communication skills
- Enhance college and career readiness
- Network with University students and professionals in business, science, technology, engineering and mathematical fields
- Facilitate STEM education outreach in high schools by cultivating sustained partnerships
- SEA seeks to strengthen the relationship between STEM and Entrepreneurship to enhance our students and local communities.
**Poster Title**
The Alabama Digital Humanities Center: Uniting Researchers and Practitioners Through Technology

**Presenters**
- Emma Annette Wilson, Post-Doctoral Fellow in Digital Humanities, UA
- Tom Wilson, Associate Dean for Branch Libraries and Digital Student Services, UA
- Jason Battles, Associate Dean for Library Technology Planning and Policy, UA
- Muzel Chen, IT Technical Specialist II, Alabama Digital Humanities Center, UA

**Abstract**
This panel explores the innovative ways in which we at the Alabama Digital Humanities Center (University of Alabama) are developing best practices for using technology to unite faculty and practitioners in collaborative research. At the Alabama Digital Humanities Center we have developed a hub bringing together faculty, graduate students, and practitioners from different disciplines to generate new digital research, united by a shared method: technology. Our panel aims to showcase how University Libraries have created a facility uniting faculty and practitioners in research via their shared engagement with technology, and to inspire attendees who could use these ideas in research and best practices across the University of Alabama. The panel will discuss our methods for initiating, planning, and delivering research in Digital Humanities. We will examine challenges posed by collaborative work, and how technology has provided a fruitful common ground enabling faculty and practitioners to make maximum use of their expertise to achieve results greater than those feasible through individual endeavor. Our practices are transferable to other collaborative and technology-driven research and teaching, making them useful for attendees from a broad range of disciplinary and professional concerns. We will explore the broad spectrum of technology used at the Alabama Digital Humanities Center, from digital visualization software to text mining and digital editing capabilities, and show examples of current projects. These range from a digital edition of an eighteenth-century manuscript to an online exhibit of letters from a pivotal moment in Alabama’s history, the Scottsboro Boys Trials, and a digital photographic archive created with our Center for Community-Based Partnerships. These projects represent the new way in which University Libraries are harnessing technology to unite faculty and practitioners to create and disseminate new research. In presenting this work, we seek to provide ideas for technology-based collaborative research, and to share best practices that we have forged for achieving those outcomes.

**Poster Title**
The HathiTrust and Teaching in the Digital Age

**Presenters**
- Michael Pearce, Team Leader, Gorgas Information Services, University Libraries, UA

**Abstract**
Launched in 2008, HathiTrust has a growing membership currently composed of more than 60 partners. Over the last four years, the partners have contributed more than 10 million volumes to the digital library, digitized from their library collections through a number of means including Google and Internet Archive digitization and in-house initiatives. More than 3 million of the contributed volumes are in the public domain and freely available on the Web. HathiTrust serves a dual role: First, as a trusted repository, it guarantees the long-term preservation of the materials it holds. Second, as a service for partners, HathiTrust offers persistent access to the digital collections. This includes viewing, downloading, and searching access to public domain volumes, and searching access to volumes still in copyright. Specialized features are also available which facilitate access by persons with print disabilities, and they allow users to gather subsets of the digital library into collections that can be searched and browsed. The University of Alabama membership in HathiTrust has many potential benefits for students and faculty alike. Users have instant access to materials that they might otherwise not know exists. Users can also build searchable collections that can be shared with internal and external constituencies. This poster will highlight and demonstrate the tools and functionality available through the HathiTrust interface, including HathiTrust’s accessibility options for individuals with print disabilities.

**Poster Title**
The World as a Classroom: Designing Solutions for Natural Disasters

**Presenters**
- Michelle Lee, Instructor, Department of Clothing, Textiles, and Interior Design, UA
- Kristin Maki, Assistant Professor, Department of Clothing, Textiles, and Interior Design, UA

**Abstract**
In the fall of 2012, the Interior Design program, housed in the College of Human Environmental Sciences, participated in an international design competition focused on providing region-specific temporary housing units. The students’ designs had to solve issues within the built environment, while addressing the psychological and emotional stresses of natural disasters. Assigned to seniors in the Advanced Residential Design courses, the competition was approached as a cross-class team project. The task was to design temporary, portable housing units that could be easily delivered anywhere in the world to shelter populations of the newly homeless after a natural disaster. These designs had to address shipping and installation of the unit on site as well as be self-contained with water, bedding, and meal preparation facilities. During the project, students met with psychology faculty to learn the psychological and emotional stress humans encounter during natural disasters. Students then researched how design can help alleviate anxiety by creating a stable living environment. Technology proved a valuable asset in teaching and learning during the course of the assignment. Students were teamed across sections with each team responsible for researching specific design technologies that were required to create successful self-contained units. These technologies ranged from solar panels and palette flooring systems, to passive thermal design. Utilizing both Blackboard Learn and Dropbox.com, students were able to communicate and share files when meeting was not possible. Students created digital presentations to summarize their research findings and uploaded these to a Blackboard discussion page where all students could then access the information. Employing resources from the Samford Media Center, students converted their virtual designs into video-ready formats creating a 2-minute public service announcement presentation.
Poster Title: UAB English Serves Birmingham Patients: Teaching Empathy and Storytelling Around the City

Presenters: Cassandra Ellis, Assistant Professor, Department of English, UAB  
Nichole Lariscy, Assistant Professor, Department of English, UAB

Abstract: Can college English students serve the public sector with needed services while enhancing their learning outcomes? How can our courses train students to be more empathetic, more ethical citizens of the community, as well as better writers? In Nichole Lariscy’s sequence of English 101 and 102 courses, freshman rhetoric and composition skills are employed to gather and create stories from one Birmingham community whose stories are untold. Along with community participants, students gather life-stories and create stories that reflect the concerns and personalities of the communities. These stories are then transformed into plays and produced as full play productions that sing the songs of the communities to the rest of the city. This public writing teaches basic skills while adding a tremendous exigence to the educational experience. In recent years students have served dementia patients at an adult day center and AIDS/HIV patients at UAB’s 1917 Clinic. UAB Freshmen gain much more than the typical writing course when they apply their new skills to helping undervoiced peoples share their stories. Cassandra Ellis has implemented service-learning composition courses in which students volunteer at UAB Highlands Hospital’s Acute Care for the Elderly (ACE) Unit through the SPOONS program, providing assistance and socialization during mealtimes. She has also developed a CORE required Introduction to Literature course, Literature and Empathy, which teaches students how reading literature can simulate and inspire the empathetic communication techniques they practice with “buddies” who are suffering from dementia. Dr. Ellis was trained in these techniques by the Memory Bridge Foundation for Alzheimer’s and Cultural Memory. This panel will present and discuss our pedagogical projects, as well as discuss and explore further possibilities for service learning in and beyond the college English classroom.

Poster Title: Workshops Reimagined: Teaching Digital Tools to Different Populations

Presenters: Mark Robison, Librarian, Gorgas Information Services, Research and Instructional Services, UA  
Karlie Johnson, Librarian, Gorgas Information Services, Research and Instructional Services, UA

Abstract: In its mission of outreach to the university population, the Gorgas Information Services Department at The University of Alabama Libraries has offered extracurricular workshops on various digital tools for many years. For the 2013-14 academic year, the department reimagined its workshops to better meet the needs of students and faculty. Workshops previously had addressed a wide, unpredictable range of audiences and levels of expertise, and the “series” had lacked coherence. To resolve this problem, the librarians created two separate workshop series: one for undergraduates, and another for graduate students and faculty. By separating the workshops, the librarians were able to target their presentations more narrowly to patrons’ needs and abilities. This poster will present the successes of this redesign, including efforts to expand the promotion of these workshops. The poster will also highlight the various digital tools and concepts taught by the two workshop series, including cloud computing resources, Deep Web searching, Mango language-learning software, mobile app versions of library resources, the Scout discovery tool, RefWorks, and managing one’s “online presence”. The poster will also address the department’s efforts to archive these workshops and make them available to distance students. The presenters will use iPads to demonstrate these resources at the request of attendees.
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