Cooperative Learning: Don’t throw the baby out with the bathwater ... Tools for online and hybrid courses

Instructors: Kathleen Gradel, Fredonia State
Alden J. Edson, Western Michigan University

Rating: Introductory
Room: Myers Fine Arts, Room 228
Platform: MAC

Description
Engaging learners in making meaning of course content is a challenge for us in online and hybrid courses. F2F cooperative learning strategies have a research-based history of bolstering pedagogy, including (a) increasing student responding, adding necessary “output” opportunities leading to achievement; (b) putting expectations on all learners to participate, vs. “piggybacking” on others’ work; and (c) practicing interconnections ingredient to problem-solving, mediation, and other workplace-relevant skills.

Cooperative learning strategies are more effective when instructors (a) know the options, (b) plan the logistics, (c) embed expectations for both interdependence and independence; and (d) incorporate relevant self-, other-, and instructor-based assessments of the process and the outcomes. Too often, instructors resort to loosely structured “discussion” and “group work” in both online and F2F coursework. Without attention to interdependence and independence criteria in online work – paired with the emphasis on “discussion” as an online interactivity mechanism – students may not practice sound cooperative interactions relevant to accountability and learning.

Early research on technology natives indicates that our students are “connected,” but often do not use productive “connectivity” to stretch their own learning or maintain functional personal learning networks. Today’s learners are more versed in social interface and publication, as well as more adept at using a range of technology tools, but many courses do not ask them to leverage these skills and tools. Further, we too often “expect” skills to be part of the repertoire, without scaffolding students’ functional use of cooperative skills through the online activities that we design for them.

This hands-on session focuses on the use of cooperative learning strategies in hybrid and online courses, using open-source platforms and tools that are free, readily available, and not tied to dedicated course management systems. We will examine several online assignments that are based in sound cooperative learning structures. We will play with the tools in the context of assignments that have been used by the seminar facilitators in their own courses. We will also decode the instructor preparation for several assignments, to make it clear just what it takes on the pre-implementation side of things. In addition, we will review strategies for incorporating students’ self-assessment and peer-assessment, as well as how such activities factor into the course gradebook. Our goals are to:
- Translate cooperative learning planning into online course expectations.
- Get experience with tools ingredient to cooperative learning-based assignments.
- Leave with a toolbox of cooperative learning supports.

Digital Forensics Using Linux
Instructor: Delbert Hart, SUNY Plattsburgh
Rating: Advanced
Room: Hawkins 053B
Platform: PC

Description
Digital forensics are an interesting part of computer security. In digital forensics we look for information that will provide insight into what has happened (or is happening) on a computer.

In this workshop we will start with a discussion of what digital forensics are and how they fit into an organization’s information security plan.

We will then start with a high-level view of potential sources of information and data collection. Then we will look at specific of open-source tools that are available on Linux-based boot discs. We will go over the general operation of the tools, and then use the tools in exercises during the workshop.

Getting Started in Second Life
Instructors: Judith Littlejohn, Genesee Community College
John Kane, SUNY Oswego
Rating: Introductory
Room: Yokum 100A
Platform: PC

Description
Hands-on Workshop designed for those that are either just starting out or have limited experience in Second Life. This workshop will provide hands-on experience in:

a) understanding the difference between the Second Life website and the Second Life Grid,
b) account creation
c) avatar customization
d) local and gridwide navigation
e) how to find locations, tools, and events that are relevant to your discipline
f) how to communicate with students and colleagues in Second Life
Workshop participants will gain an understanding of the Second Life viewer functionality and menus, including File, Edit, View, World, Tools and Help. Appearance editing, environment settings, home location settings, and an overview of prim editing will be included.

Potential participants are encouraged to give thought to the name they will give their avatar prior to account creation.

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1:00 – 4:00 pm

**Simple Lego NXT Robotics Programming**

Instructor: Chris Ford, Clinton Community College  
Rating: Introductory  
Room: Feinberg Library 108  
Platform: PC

**Description**

This is a very hands-on workshop. In this workshop you will get to program Lego NXT Robots to do a variety of tasks. Each robot is equipped with three motors, a sound sensor, an ultrasonic sensor, a light sensor and a touch sensor. Programming the robots is fun and much easier than you might think. The software allows you to drag out functional icons and set properties on these icons. During the workshop we will try to complete three different labs. Each lab will focus on a specific part of the robot.

Lab 1: Movement command – We will start out with a program that moves the robot in square pattern.

Lab 2: Avoidance program – Using the ultrasonic sensor we will program the robot to avoid objects in its path.

Lab 3: Light sensor program – Using the light sensor we will program the robot stay on a white cardboard area which is outlined with blue tape.

Lab 4: If time permits we will program the robots to go through a small maze.

Since we have ten robots the workshop will be limited to 20 people.
Using Web 2.0 Tools to Optimize Learning

Instructor: Russell Kahn, SUNY Institute of Technology at Utica/Rome
Rating: Intermediate
Room: Myers Fine Arts 228
Platform: MAC

Description
In the 1950s Benjamin Bloom developed a taxonomy that described the optimal learning environment based on moving learning from lower to higher level thinking skills: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating.

The elements of Bloom’s taxonomy cover many of the activities and objectives covered in traditional classrooms but they do not address the new objectives presented by online learning spaces and the emergence of Web 2.0 technologies such as group discussions, collaborative projects, exploration of new environments such as Second Life and Web based synchronous settings.

In this workshop, faculty would learn about these tools and then use them to develop separate course components for their classes. While they would only be creating one component for each higher order thinking skill, they could later decide to incorporate these skills in many of the components of their course.

The separate components would:

1. Develop retrieval skills: remembering refers to recognizing and retrieval of information. We will discuss how faculty can develop a component having students use social networks such as Second Life. After a general discussion faculty will explore Second Life, using it to find experts and source information on particular topics. Other tools we will review include, Twitter, Facebook, texting, Ning, Slideshare, and discussion groups, Delicious and Stumbled Upon. Faculty will choose from among these tools based on the needs of their particular class.

2. Encourage understanding: the ability to summarize, infer and paraphrase. Faculty will creating five-minute videos (Jings, which is free software) that they will use in a course module to explain concepts to their students. Faculty will see how they can have their students use this same free tool to create a five-minute video where each student describes an idea that illustrates key issues. We will also discuss how they also might use discussion groups to share their reactions to the topic. They could also have students create a Scrapbook in Firefox that captures and annotates relevant web sites.

3. Develop analytic skills: Analyzing and Evaluating involves higher-level thinking skills of comparing, organizing, deconstructing, experimenting and critiquing. Faculty will consider a team editing exercise using tools such as Word commenting features and Google Docs. We will review exercises students can use to analyze each others work.

4. Encourage creativity: considered the highest level thinking skill, involves planning, designing, and producing. Faculty will look at having students use free (Jing) software for presenting their ideas. Faculty will also look at using the same free videocasting software for reviewing and critiquing student work.
Building in Second Life

Instructors: John Kane, SUNY Oswego
            Judith Littlejohn, Genesee Community College
Rating: Intermediate
Room: Yokum 100A
Platform: PC

Description
In this hands-on session, participants will learn how to use the building tools in second life. The session
will start with an examination of how to create primitive objects (prims) using the Second Life client.
Participants will then learn how to reshape, resize, and apply images (textures) to the surfaces of these
basic building blocks.

After learning how to alter prim shapes and sizes, participants will learn how to combine prims to create
more complex objects. The focus will be on creating basic 'classroom space' prim furniture. Individuals
will learn how to link the prims, texture, copy, edit linked parts, set permissions, and modify prims and
objects. Attendees must already have an avatar in Second Life and be adept at navigation and
communication skills.

This demo will familiarize participants with the Second Life Create and Edit menus. Participants will build
a functional multi-prim piece of furniture, link the prims together, and texture the object. Participants
will also copy the object, set permissions, edit/modify the object into another item and incorporate
different prim types into the newly created piece.

Developing Collaborative Online International Courses

Instructors: Jon Rubin, SUNY College at Purchase
            Anthony Lemieux, SUNY College at Purchase
            Keith Landa, SUNY College at Purchase
Rating: Introductory
Room: Feinberg Library 129
Platform: PC

Description
In this COIL workshop we will explore the dynamics of establishing and running globally networked
courses, in which SUNY classrooms are linked to those, abroad, with students collaborating cross-
culturally in online project work.

We invite faculty and staff to this workshop and hope that faculty members, an instructional designer
and possibly a member of the international programs staff from your campus will participate together.
We seek participants who have an active interest in developing online international courses, have begun
to conceptualize such a course and who may already have an international partner with whom they
want to work. However, within the workshop we will discuss partnering and course development, so
those who are not so far along are also welcome.
There will be three workshop leaders: Jon Rubin, Director of the COIL Center, who has for seven years taught Cross-Cultural Video Production with partners in Turkey, Lithuania, Germany and Mexico; Tony Lemieux, Assistant Professor of Psychology at Purchase College, who with the support of an NEH Digital Humanities grant co-taught: The Psychology of Terrorism with a colleague at Dublin City University; and Keith Landa, Director of the TLTC at Purchase College, who has been instrumental in supporting globally networked learning for COIL.

Jon Rubin will overview globally networked learning at SUNY and elsewhere. Then Tony and Jon will describe their experiences developing and teaching COIL courses and Keith will discuss the design, administrative and technology issues that such courses raise. We will also overview ways that these courses can encourage study abroad and support faculty development in the area of internationalization.

After a short break, we will re-convene and move into a hands-on format. In this part of the workshop each participant will present a course collaboration scenario that they are interested in developing. We will discuss these mini-proposals, considering the administrative, pedagogical and technological dynamics of each, engaging the group in a dialogue to enhance the proposals. Our desired outcome is that at the end of the workshop each participant will be enabled to return to their home campus to convert their ideas into reality - or at least will feel empowered to make a strong case to their Dean, Director or Provost that such courses are an exciting new direction to pursue and that they, individually or as a small team, feel competent to move this agenda forward on their campus.

6:00 – 9:00 pm

**Integrating GIS into an Undergraduate Curriculum: Technology, content, and pedagogy entwined**

Instructor: Eileeen Allen, SUNY Plattsburgh
Danielle Garneau, SUNY Plattsburgh
David Franzi, SUNY Plattsburgh

Rating: Introductory
Room: Hawkins 023
Platform: PC

**Description**

GIS (Geographic Information Systems) has become an essential tool in many college curricula. Technology rich, GIS itself can be a discipline but is often used in classroom settings where students have little to no GIS background. This workshop is designed to share a broad range of GIS teaching experiences. Eileen Allen will discuss the wealth of available data and help resources that can support classroom instruction. She will guide participants through one of the Introduction to GIS exercises that teaches basic GIS editing skills and helps students develop a sense of place. Dr. Danielle Garneau uses GIS in Population and Community Ecology classes, the Wildlife Ecology and Management course, and all of her independent study projects. She will discuss how her students combine GPS and GIS, how they symbolize a variety of attributes to help them understand ecology, and then will assist participants with an ecology/GIS exercise. In his Geomorphology course, Dr. David Franzi uses GIS for visualization and to support numerous concepts. He has also supervised independent studies in watershed hydrology and
water quality, regional deglaciation, and historical geological map compilation. He will conduct an exercise to show how GIS can enhance the understanding of geomorphologic processes. Several students will assist us in this workshop and there will be opportunities to ask presenters and students questions.

Course ePortfolios: Tools for building student reflection and personal meaning-making

Instructors:  Kathleen Gradel, Fredonia State
             Alden J. Edson, Western Michigan University

Rating: Intermediate
Room: Myers Fine Arts 228
Platform: MAC

Description
Thinking about e-portfolios…where we are with structure, outcome expectations, and tools…can be compared to where we were just a few short years ago with course management systems like Blackboard and Angel. Developers are concurrently busy developing and marketing ePortfolio platforms for both higher ed and for P-12 schools. However, unlike course management systems, today’s learning and teaching environment offers almost endless open-source and off-the-shelf alternatives. Further, today, publishing alternatives are powerful and readily available. And today’s learners are more versed in social interface and publication, as well as more adept at using a range of technology tools.

This hands-on session focuses on the use of ePortfolios by students to compile and reflect on their cumulative course learning. Sometimes called “project” portfolios, such online compilations facilitate students (a) cumulatively collecting artifacts of their learning to operationalize their own “meaning-making” of the course content; and (b) reflecting on both what they have learned and where they want to go in their subsequent learning. While students are showcasing their work, many are using online and other technology tools and skills that they need to either build or refine...thus, ePortfolios collateral give non-technology course instructors a way to help “stretch” their students’ 21st century information literacy skills (some of which we “expect” students to have built in their P-12 school experience). And these ePortfolios can – in the future – become the basis of or part of a larger cumulative representation of their learning, to meet higher ed exit criteria or to use for future employment-seeking.

The seminar will emphasize the building and publication of e-portfolios using open-source platforms and tools that are free, readily available, and not tied to dedicated course management systems. This workshop will highlight students’ construction of ePortfolios in undergraduate and graduate education courses, to compile evidence of – and reflect on – their learning.

The workshop will enable participants to: (a) Get hands-on experience with ePortfolio tools; (b) compare ePortfolio assignment exemplars with expectations in their own courses; (c) leave with an online ePortfolio toolbox.
Technology and Pedagogy - How Do They Match?

Instructor: Sara Rofofsky Marcus, Queens Community College / CUNY
Rating: Intermediate
Room: Yokum 100A
Platform: PC

Description
Web 2.0 is an umbrella term used for many Internet-based softwares that will be explored in this session. Many have applications to collaboration; these can often come under the term ‘social software.’ This workshop will focus on Web 2.0 technologies that come under the name social software. Technologies to be covered in this session include the basics, such as e-mail and listservs, and the complex such as multi-user virtual environments (MUVEs).

These technologies can be grouped in various ways, which will be explored in more detail further along. One way to group the technologies is by their synchronocity – are the participants required to communicate at the same time (synchronous) or can they participate at a time best suited to each individual (asynchronous)? Asynchronous technologies include bulletin boards, e-mail, listservs, blogs, wikis, social bookmarking, podcasts, videocasts, and file / image sharing. Synchronous technologies include chat / instant messenger (IM), web conferencing, voice over IP (VOIP), and multi-user virtual environments (MUVEs).

Besides looking at the technologies themselves, we will also explore the original and other pedagogical uses that have arisen for each of the technologies. Before determining the technology to use, the original purpose intended by the creator of the technology should be examined. However, alternate uses that might better suit the needs of the intended users should be examined as well. Issues to consider include time, space, place, privacy, participant size, communication mode, intellectual freedom / censorship, language, technical requirements, and disability.

In determining time, one considers if all participants can / want to / will be available at a predetermined time. Is there a need for synchronocity or asynchronocity? Will the participants work better if they are under a time limit to share their ideas, or will they work better with time to think and compose their contributions to the knowledge base?

In summary, collaboration can be great, but only if all participants can contribute in their own way that is best suited to them, and if all participants have equal access to all of the technologies. Newest, or fanciest, or most expensive, is not always best, as will be discovered in this session.