Session Descriptions for Faculty Development Days, January, 2009

Session A – 9-10:25 a.m.
Reaching beyond Your Physical Classroom: Real-time Interactions with Wimba
Presenters: John LeMasney, Tim McGee
This hands-on session will introduce faculty to Wimba, a web-based tool that lets remote students see, hear, and participate in what occurs in your face-to-face classroom, lets you see and hear your remote students, and lets you archive the class sessions. Suitable for blended and fully online courses or office hours from remote locations, Wimba adds speaking, listening, and viewing to the online experience. Participants will create a Wimba classroom in a Blackboard space you control, load content into that space, communicate with distant participants, and capture and export an archive of your session. This workshop assumes basic control of the Blackboard Course Management System.

Session B – 10:35 a.m.-noon
Audio and Video on Demand for You and Your Students with ShareStream
Presenters: Kathy Holden, Shaun Holland, Jon Jones, Tim McGee
Do you and your students want access to instructional audio and video in class or at home? Are you concerned about copyright issues relating to media you use in your courses? This session will introduce faculty to ShareStream, a digital media platform that delivers audio and video content through streaming, downloads, and podcasts. The platform also features CourseProducer, an easy-to-use tool for capturing presentations and lectures synchronized with desktop activity. Designed to provide students with easy access to rich media, Sharestream supports faculty rights to display copyrighted material while helping guarantee compliance with the TEACH Act because it limits access to authenticated users and inhibits downstream copying of protected content. Participants will be introduced to the procedures for having instructional content loaded into ShareStream and made available through Blackboard and will also have an opportunity to experiment with the CourseProducer tool.

Session C – 1-2:25 p.m.
TaskStream: A Powerful Set of Tools to Help Students and Faculty Create and Manage ePortfolios
Presenter: Suzanne Carbonaro
This session is designed for School of Education faculty and anyone else who may be interested in using ePortfolios and robust assessment tools in their courses. Having selected TaskStream as the ePortfolio tool that their students will use, the School of Education has begun building the key assessments that will be tied to specific assignments. Combining an easy-to-use ePortfolio architecture with a powerful database management system, TaskStream helps faculty manage the flow of information to and from students regarding their individual performances while also allowing in-depth analyses of student performance over time and across groups. The support provided in a single course is multiplied as students and faculty make connections between and among courses across an entire academic career. Attendees will be introduced to key features such as forms and rubrics and be shown how to navigate within the Learning Achievement Tools of TaskStream.
Session D – 2:35-4 p.m.
*Introduction to Moodle: A Different Kind of Course Management System*
**Presenter: Suzanne Carbonaro**
Moodle is a free and open-source Course Management System (CMS) that can do several things Blackboard doesn’t do, e.g., support blogs and wikis. Designed to help students work together to deepen their understanding of course content, Moodle is famous for being especially flexible. In Moodle, faculty decide what level of control over the learning experience they wish to assign to their students. Because of its modular design and its world-wide community of developers, a wide variety of Moodle plugins are freely available. Consequently, if you can think of something you’d like in your CMS, you can bet that “there’s a Moodle app for that.” Participants will have the opportunity to create a Moodle site for one of their courses.

Session E – 6-7:30 p.m.
*Overview of Wimba and Sharestream*
**Presenter: Tim McGee**
This session will introduce participants to two technologies that help faculty support instruction with audio and video content. Wimba is a web-based tool that lets remote students see, hear, and participate in what occurs in your face-to-face classroom, lets you see and hear your remote students, and lets you archive the proceedings. Suitable for blended and fully online courses or office hours from remote locations, Wimba adds speaking, listening, viewing, and interacting to the online experience.
ShareStream is a digital media platform that delivers audio and video content through streaming, downloads, and podcasts. The platform also features CourseProducer, an easy-to-use tool for capturing presentations and lectures synchronized with desktop activity.

Session F – 9-10:25 a.m.
*Scholarly Activities--Publishing Your Research, Measuring Its Impact, and Receiving Alerts about New Journals in Your Discipline*
**Presenter: Diane Campbell**
This hands-on session will give you tools to do citation analysis and keep up with the important journals of your discipline. Learn how to automatically track the latest table of contents for the journals that speak to your research. If the journal is one of the 42,000 available through the Rider University Libraries, you may be instantly linked to the journal’s full-text articles. Find out how to receive an “alert” telling you when new journals in your discipline are created, how to confirm the peer-reviewed status of any journal, and how to receive an alert when your journal article has been cited by another scholar.

Session G – 10:35-noon
*Bibliographic Database Tools to Handle Revised APA and MLA Citation Rules*
**Presenters: Diane Campbell, Robert Lackie**
Both the MLA and the APA have recently revised their rules for citing sources. Students and faculty at Rider have free access to tools that automate some aspects of producing properly formatted bibliographies while also allowing users to store, manage, and share bibliographic information via web-based applications. Presenters will explain the pedagogical and information management benefits of NoodleBib, including specific suggestions for integrating it into course assignments. They will also highlight challenges created by the recent revisions to APA and MLA citation practices and offer suggestions for resolving difficulties currently known to arise. Attendees will also receive a handout describing Zotero, a powerful free bibliographic database program for scholars.
Session H – 1-2:25 p.m.
**Personal Response Systems (Clickers) Today and Tomorrow**
**Presenters: Peter Hester, Jonathan Karp, Gary Pajer, Sharon Yang**
Personal Response Systems, commonly known as “clickers,” allow faculty to poll the class and receive, display, and archive the responses. Widely regarded as a great asset in large lecture classes, they also can help students stay engaged and let instructors check for student understanding of material in real time. The presenters, representing both veteran users and a pair of newcomers to clickers, will talk about the benefits they see to this technology. Participants will have an opportunity to use two different systems currently in use at Rider, as well as see an experiment with the next generation of PRS that uses text-messaging from cell phones instead of a dedicated clicker.

Session I – 2:35-4 p.m.
**Understanding Your Fair Use Rights: A Discipline-Based Workshops**
**Presenters: Jim Castagnera, Tim McGee**
In 2009, the University Academic Policy Committee updated Rider's Copyright Policy. The revision begins with the following statement of general principle: “Rider University respects and values copyright law and Rider University students, faculty, and staff should understand and fully exercise their fair use right to copyrighted material.” Understanding our fair use rights has become easier thanks to the publication of several “Statements of Best Practices” produced by scholars specifically to assist various communities of educators and artists. This workshop will engage the participants in discipline-specific scenarios designed to help them fully understand their and their students’ rights to the fair use of copyrighted material.

Session J – 6-7:30 p.m.
**Evening Repeat of Session I**
**Presenter: Tim McGee**

Session K – 9-10:25 a.m.
**Why Service Learning? Connecting Your Curriculum to Real World Experiences**
**Annie Pasqua**
For over a decade the Rider community has supported student engagement in community service, particularly, though not exclusively, through the Office of Campus Life. During this time the university has partnered with the Bonner Foundation to developed strategies for academic integration with service through service learning, community based research, and academic civic engagement. In this workshop, we will share what Rider and other peer institutions are doing with the hope of ongoing collaboration and sharing of best practice. Anyone who attends will have the opportunity to receive a free copy of *Civic Engagement at the Center*, published by the AAC&U.

Session L – 10:35-noon
**Equipping Our Students to Save the Planet: Integrating Sustainability into Our Curricula**
**Presenters: Laura Hyatt, Anne Osborne**
Sustainability is the idea that all environmental, human, and economic resources should be used to meet the needs of the present without reducing the ability of future generations to meet their own needs. This planning concept applies to all college graduates, regardless of discipline. How can we integrate this idea into our unique curriculum, in both general and disciplinary education? In this session, we will introduce a program to help faculty frame their existing courses around sustainability
and collaboratively design a program to help students understand and implement sustainability in their personal and work lives.

Session M – 1-2:25 p.m.
*Integrating a Global Perspective into Your Courses*

**Presenter: Frank Rusciano**

University commitments to globalizing curricula often run into three problematic notions: (1) adding a global perspective to one’s courses is only relevant for certain disciplines; (2) adding a global perspective requires little in the way of rethinking the fundamental assumptions of the discipline; (3) and simply referencing or comparing one’s own nation to foreign countries constitutes adding a global perspective.

This workshop is designed to suggest certain ways that all disciplines, including the hard sciences and mathematics, can benefit from a global perspective. The following questions will be addressed: (1) how is it that certain symbolic systems come to be adopted globally? (2) how do our disciplines’ basic concepts change when applied to a global context? and (3) how do supposedly fundamental categories such as race, age, gender, etc. differ across cultures so that we must negotiate their meaning in a global context?

Participants will be formed into breakout groups where faculties from diverse disciplines begin to discuss these issues in terms of their own fields. At the conclusion, faculty will report the results and suggest ways to introduce their ideas into their courses.