COMPUTER LAB

Too Many Grades, How Can They Be Organized?

Ann Sullivan, Professor of Chemistry
J. Sargeant Reynolds — Richmond
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Abstract:
The grade center in Blackboard is a great tool to keep your students in the know about how they are doing, but it takes time to set up the grades, calculate grades and then input grades. I have a few tips on how to help you organize your grades.

Session Goal:
The session will show faculty how to input grades, create calculated grades, and how to manage the grade center through the use of categories and grading periods to help organize the grade center. If these are set up, the faculty use criteria built into Blackboard to filter the grades to show fewer grade columns and to help organize the calculated grade effectively.

Objectives that Support this Goal:
Show the options of grade submissions.
Show organizing tools with the grade center.

Note: The attendee should have some knowledge of the grade center.

Audience Level: Intermediate

COMPUTER LAB

Using ArcGIS Online to Enhance Distance Learning Across the Curriculum

Kevin Stilwell, Assistant Professor of Biology
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Abstract:
ArcGIS Online is a free cloud-based web GIS that can be utilized in any discipline to encourage a higher level of student engagement and interaction in distance education courses. Students can collaborate in the real-time collection of data, statistically and spatially analyze the data and create presentations and interactive maps.

Please note this is a partial listing. The complete agenda, with session times, will be posted soon.
Session Goal:
The purpose of this session is to introduce attendees to the free ArcGIS Online resources that can be utilized in any course. Applications of GIS (Geographical Information System) technology can be found in any discipline. ArcGIS Online encourages student interaction and engagement in an online course by providing a way to collect real-time data regardless of location and efficiently organize, analyze and map the data. Applications in healthcare, statistics, emergency management and the sciences will be discussed.

Objectives that Support this Goal:
Attendees will be able to:
Establish a free ArcGIS Online account.
Create story map and ArcGIS online presentations.
Collect field data in real-time with "Collector for ArcGIS."
Analyze data spatially and statistically.

Audience Level: All

COMPUTER LAB

Engaging English Language Learners (ELLs) and Building Student Confidence in Oral and Written Communication: Effective Uses of Web 2.0 Tools

Krisztina Domjan, ESL Faculty
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Abstract:
Technology adds value if used well. This hands-on session will give a foundation for creating stimulating, challenging and engaging activities relevant to English language learners. Participants will have the opportunity to practice how to enhance learning through the application of Web 2.0 tools to strengthen oral and written communication skills.

Session Goal:
My goal is to demonstrate pragmatic hands-on language teaching practices that involve the use of educational Web 2.0 tools (besides Blackboard tools) which will engage ESL students and faculty equally, neither of whom needs to be particularly tech savvy in order to quickly develop expertise. I will also facilitate the acquisition of project-based teaching practices to assist students to gradually develop new and constantly improve their existing skills (language, tech and critical thinking skills) and to enable them to become independent researchers. Utilizing these new tools heavily relies on collaboration and the contribution of learners as well as their individual input.

Please note this is a partial listing. The complete agenda, with session times, will be posted soon.
Objectives that Support this Goal:
Partner with colleagues to take advantage of Web-given tools and effectively incorporate them to help ELLs reach their full potential.
Show ESL faculty in a computer lab how to challenge learners to meet student learning objectives.
Help enhance lessons to bring together language skills and critical thinking skills.

Audience Level: All

COMPUTER LAB

Group Assignments in Online Courses: How Google Drive Can Facilitate Collaboration

Kelly Cutchin, Assistant Professor
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Abstract:
This session will detail my experience in teaching collaborative group projects and essays in 200-level online English courses using Google Drive (specifically, Docs and Slides). Attendees will leave with assignments, rubrics, and sample student work to aid in implementing their own collaborative assignments in online courses.

Session Goal:
This session will show instructors that collaborative assignments and essays can be taught successfully in online courses. Enrollment caps for these courses are typically much higher than traditional courses, yet students find themselves feeling isolated from one another and the instructor. Collaborative assignments foster student interaction and engagement with the course material while allowing the instructor to become more of a facilitator of learning. Collaborative assignments also allow students to demonstrate their understanding of course material, which is crucial in an online course. With adequate tools (like Google Drive), the instructor can monitor student progress, provide feedback, and maintain her presence.

Objectives that Support this Goal:
To demonstrate the affordances of GoogleDrive in online learning environments, especially as we move toward the provision of strictly OER courses.
To offer experiential knowledge and credible resources to instructors who want to engage students just as they would in a traditional classroom environment.

Audience Level: Beginner

Please note this is a partial listing. The complete agenda, with session times, will be posted soon.
COMPUTER LAB

Rubrics: Informed Students and Efficient Instructors Lead to Successful Outcomes!

Dorothy Connelly, Associate Professor, IST; Distance Learning Coordinator
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Abstract:
Grading rubrics provide clear expectations of student work and standards for grading. They clearly define the relationship between the learning objective, activity, and assessment. They also provide valuable feedback so students know their strengths and weaknesses, as well as strategies for improvement.

Session Goal:
This hands-on session will cover the importance of grading rubrics, especially for distance learning students. The facilitator will demonstrate different types of rubrics, how to create them, and provide examples of personal, valuable feedback.

Using Blackboard, participants will create rubrics by breaking down an assignment into pieces with specific details of expectations, points associated with each piece and then associate the rubric to the graded assignment.

Participants will login as a student to complete the assignment using the rubric they created, and will then login as an instructor to grade the assignment and provide feedback.

Objectives that Support this Goal:
Explain the importance of grading rubrics.
Define the relationship between a learning objective, activity, and assessment.
Explain the importance of providing valuable feedback, especially for distance learning students.
Create grading rubrics in Blackboard.
Create personalized, valuable feedback on assessments.

Audience Level: All

Please note this is a partial listing. The complete agenda, with session times, will be posted soon.
COMPUTER LAB

Streamline Online Course Preparation through Automation

Ian Taylor, Associate Instructor of Economics
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Abstract:
Learn how to reduce the time you spend preparing online courses at the beginning of every semester. In this hands-on session, the presenter will share the tools and processes used to minimize preparation time and also take advantage of the built-in automation options within Blackboard.

Session Goal:
Teach colleagues to minimize their preparation time for online courses through hands-on tutorials:
- create a reusable to-do list for class preparation
- auto-populate new courses within Blackboard
- create a digital (and thus easily shared) course calendar
- automate scheduled announcements
- automate scheduled assignments
- automate grading
- unify discussion board and student email communication

Objectives that Support this Goal:
Describe best practices in teaching methods, time management, organization
Use the tools in Blackboard
Improve course design (instructional design) and instructional techniques
Employ Universal Design
Effectively use Blackboard tools – blog, discussion boards, chat rooms etc.

Audience Level: All

Please note this is a partial listing. The complete agenda, with session times, will be posted soon.
COMPUTER LAB

Making Films on Demand Video Play Nice

Tara Cassidy, Coordinator of Library Services
VCCS System Office
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Abstract:
This hands-on workshop is an introduction to using Films on Demand, the high quality streaming educational video collection provided by your library. Come learn how to create your own video playlists for your students and have them function in Blackboard.

Session Goal:
You’ll see practical examples of Films on Demand streaming video for the in-person or online classroom, and learn how to take full advantage of advanced features.

Objectives that Support this Goal:
Attendees will understand how to link and embed Films on Demand video in a Bb course and troubleshoot browser-based problems in video playback. We'll also cover advanced features such as locating videos with closed captioning, working with video segments, and using interactive video transcripts.

Audience Level: All

COMPUTER LAB

Library Resources & Services to Support Online Teaching & Learning

Mary Woetzel, Reference/Information Literacy Librarian
J. Sargeant Reynolds — Henrico
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Co-presenters
Loftan Miller, Library Coordinator
J. Sargeant Reynolds — Richmond

Abstract:
Learn about the many VCCS library resources and services available including: off-campus access to article, eBook and video databases; linking to specific articles, eBooks, and databases; customized online

Please note this is a partial listing. The complete agenda, with session times, will be posted soon.
research guides; 24/7 chat reference service; borrowing material from other libraries; and the Connect for Success information literacy tutorial.

Session Goal:
The goals of this session are: to increase participants’ knowledge of VCCS library resources and services that support online teaching and learning; to introduce participants to new resources and services; to encourage participants to utilize those resources and services that support their classes; and to encourage participants to work together with their college librarians in meeting the research and information needs of their classes.

Objectives that Support this Goal:
Share their own/students’ research experiences.
Identify and locate at least two library databases or services from their library’s website that support their classes.
Find at least one article, eBook, or video from a library database and link it from one of their Blackboard course sections.
Locate their librarians' contact information.

Audience Level: All

PRESENTER(S) FORUM, 60 MINUTES, ONE OR MORE PRESENTERS

Come See How to Use "Pearson MyLab" to Enhance Your Practice for Online, Hybrid, as Well as Onsite Classes

Gamal Abdel-Ghany, Economics Assistant Professor
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Abstract:
In this session, you will learn how to utilize "Pearson MyLab" for your Economics, Accounting, Mathematics, as well as Statistics Classes.

Session Goal:
In this session, you will:
Learn how to utilize "Pearson MyLab" for your Economics, Accounting, Mathematics, as well as Statistics Classes.
Save valuable time preparing and grading home works and exams.
Save your and your college’s resources.
Provide a 24/7 learning experience for your students with a very economical time from your side.

Please note this is a partial listing. The complete agenda, with session times, will be posted soon.
Objectives that Support this Goal:
No more printing and copying presentations, home works, and exams.
No more grading. It is done and synced to Blackboard for you.
Learn how to use Pre-Made Homework and exams with a final touch from you.
Tailor to your different students with different learning styles, learning curves.

Audience Level: Intermediate

PRESENTER(S) FORUM, 60 MINUTES, ONE OR MORE PRESENTERS

Overcoming Knowledge Gaps with REVEL

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Co-presenter
Dyan Lester, Director of Distance Learning
Southwest Virginia

Abstract:
By using Pearson's REVEL, especially in a Social Sciences discipline like US History or Psychology, faculty can focus on teaching what they feel is relevant without worrying about those who may not be as familiar with the topic as they should upon entering a college classroom.

Session Goal:
The goal of the session is to recognize the fact that some students enter classrooms, history is a great example, with varying degrees of knowledge. Inevitably, this can take away from valuable classroom time as professors feel the need to bring everyone to a similar starting point. By using Pearson's REVEL, one can allow students to dive into the basics on their own, test subjectively within the REVEL format, while class time is left for flipping or critical thinking exercises.

Objectives that Support this Goal:
To introduce an inexpensive alternative to costly textbooks in an electronic format for about $60 - $70 for a year.
To offer a format to students that can help overcome possible disabilities that impact reading skills as REVEL will read itself.
To offer a subjective testing component.

Audience Level: Beginner

Please note this is a partial listing. The complete agenda, with session times, will be posted soon.
Boxed to Go—Micro Lab Online

Jacqueline Spencer, Asst. Professor of Biology, Course Coordinator for Microbiology
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Abstract:
Designing an online lab that mirrors what is done on campus can be difficult. Beyond simply creating experiments, you have to provide the microbes, too. eScience Micro Lab Kit provides one solution with all the materials for 13 labs. The microbes are supplied by the student’s own home environment.

Session Goal:
This session will provide an overview of the design process involved in the creation of an online lab that mirrors as closely as possible the on campus lab experience. Besides looking at all the component parts that are available to enhance the online lab experience, we will look at the problems inherent in providing microbes for the students to use. Is it safer to try and ship preserved microbes like bacteria and fungi, or to procure microbes from the student’s own home environment and culture those? In the online experiment, how do we replicate the incubator and other necessary equipment?

Objectives that Support this Goal:
Summarize the necessary components of an online Micro lab.
Examine the considerations in choosing microbes to use.
Demonstrate the contents of one type of online Micro Lab Kit.
Design an online Micro lab using the boxed kit plus other components.

Audience Level: All

Please note this is a partial listing. The complete agenda, with session times, will be posted soon.
Using LibGuides to Design Customized Online Alternatives to the Traditional Textbook

Daniel Lewis, Director of Educational Programs
Virginia Community College System
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Co-presenter
Tara Cassidy, Coordinator of Library Services
VCCS System Office

Abstract:
The presenters collaboratively developed an online alternative to the typical anthology textbook for Survey of American Literature II, presenting all readings as Web and online library links and designed to reinforce student learning outcomes. The discussion will include project motivation, development process, student benefits, and findings from the summer pilot.

Session Goal:
Understand and consider prospects for using library e-resources to replace traditional textbooks.

Objectives that Support this Goal:
Learn about a successful summer 2015 pilot of a redesigned ELI online course.
Recognize alternatives to pure OER that are available through the library.
Get ideas for faculty collaboration with librarians to select and present online library materials aligned with course content.

Audience Level: All

Open Educational Resources (OER) for Macroeconomics

Kenneth Long, Asstistant Professor
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Abstract:
Learn to develop your own materials, including the textbook, and develop Open Educational Resources for the Principles of Macroeconomics course.
Session Goal:
To share experiences in developing online materials, publishing a hard and soft textbook through Ingram Sparks Publishing, and fashioning the materials to meet the objectives of an OER course.

Objectives that Support this Goal:
Demonstrate using a PDF to make textbook available free online for students.
Demonstrate how to use Panopto to make lectures available online for DE students.
Demonstrate how to use PowerPoint to make lecture slides and tutorials available online for DE students.
How to utilize internet videos.

Audience Level: Intermediate

PRESENTER(S) FORUM, 60 MINUTES, ONE OR MORE PRESENTERS

Print or Digital Texts, or Being Textbook Free: What "Textbook Free" Means to Faculty and Students

Dianne Stanbach, Instructor of English & Humanities
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Co-presenters
Annette Mewborn, Instructor of English
Tidewater — Virginia Beach
Michele Marits, Instructor of English & Humanities

Abstract:
Are you a traditional instructor who likes print texts? Or do you fancy a cheaper digital text or even a 'textbook free' approach? The options are plenty exciting but also confusing. Learn from faculty who have embarked down all roads, the positives and negatives for faculty and students!

Session Goal:
To encourage faculty to explore alternative curriculum formats: digital texts, partial and full content OERs. Expose the pros and cons of all types and learn it is a lot easier than they think to lower textbook costs for students.

Objectives that Support this Goal:
We will provide examples of OER, digital text use, Blackboard enhancements that help to make the transition to OERs easier. We will discuss successes and minor setbacks that were easily addressed.

Audience Level: All

Please note this is a partial listing. The complete agenda, with session times, will be posted soon.
Applying the QM (Quality Matters) Rubric

Kerrigan Sullivan, Professor of Theatre and Department Chair of Performing Arts
John Tyler — Midlothian
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Abstract:
Quality Matters is a national non-profit organization that is dedicated to quality assurance in online education. Learn the basics of QM, how you can benefit from QM and how applying the QM rubric to your courses can enhance student success.

Session Goal:
The goal of this session is to provide participants with an overview of QM including a basic understanding of what QM is, the types of services that QM offers, the QM rubric and how applying the QM standards to your online course can lead to higher student success. JTCC has recently gone through the process of developing several QM certified courses and this process will also be shared with participants. This session is appropriate for anyone teaching online who wants to find out more about QM and how it can improve teaching and learning online.

Objectives that Support this Goal:
The presenter will:
Give an overview of the organization of QM.
Provide information about the services that QM offers.
Explain the QM rubric and how it is applied to online course design.
Explain the process of QM course review.
Provide information about student success with QM.

Audience Level: Beginner
Blackboard Exemplary Course Program: The Process, the Pain, and the Payoff

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Abstract:
Learn more about the Blackboard Exemplary Course Program and how to prepare your online course for review for this award. A faculty member who recently submitted her course will discuss the benefits of the self-evaluation process and feedback received from peer reviewers.

Session Goal:
Examine the Exemplary Course Program’s rubric and self-evaluation process as a means for faculty to improve online course design and content.

Objectives that Support this Goal:
Examine traits of exemplary online courses.
Evaluate existing course design.
Select methods to improve course design.

Audience Level: Intermediate

Implementing QM Standards into Online Course Design

Nantana Wongtanasirikul, Instructional Designer
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Co-presenters
Rong Zhu, Instructional Designer
Northern Virginia — Annandale

Abstract:
See how the Extended Learning Institute (ELI) incorporates Quality Matter’s standards into the course design process using a standard template, sample course maps, and course development guidelines that help faculty and instructional designers work efficiently. In addition, we will show you the result by walking you through some of our QM certified courses.
Session Goal:
Our goal is to help faculty and instructional designers design and develop quality online courses that will meet Quality Matters’ standards by sharing our course design process and QM certified courses.

Objectives that Support this Goal:
Faculty will be able to use Quality Matters’ standards in their online course(s) development. Instructional Designers will be able to adapt and use our process in their institute/college.

Audience Level: All

PRESENTER(S) FORUM, 60 MINUTES, ONE OR MORE PRESENTERS

TCC's Online Course Development Program

Marsha Jurewicz, Coordinator of eLearning Design and Development
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Co-presenter
Marcee Andersen, Dean, Division of Humanities
Tidewater — Virginia Beach

Abstract:
The session addresses TCC's rigorous approach to faculty online certification protocol that moves beyond the VCCS TOP curriculum and requirements. TCC's "TOP ELITE" curriculum enhances the VCCS TOP core competencies with industry best practices and hands-on design application. Faculty participants complete the TOP ELITE program fully certified to teach online, but also having developed their first course in Blackboard and having completed two Quality Matters® workshops. Participants in this session will take a virtual fieldtrip of the TOP ELITE curriculum, explore the TCC Mentorship process, and take part in an actual “informal review” as required for all TCC online courses.

Objectives that Support this Goal:
Analyze enhancements of TCC's TOP ELITE curriculum compared to VCCS TOP requirements. Discuss industry eLearning best practices integrated into the TCC Online Course Development Program. Explore the TCC Online Mentorship process. Participate in a mock informal review of an online course.

Audience Level: Beginner

Please note this is a partial listing. The complete agenda, with session times, will be posted soon.
Embedded Librarians: Incorporating the “New” Library into Online Courses

Heather Blicher, ELI/Online Learning Librarian
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Abstract:
Embedded librarians contribute to online courses in new and vital ways to maximize student learning. Creating the program is only the beginning; maintaining and advancing the library’s role becomes the challenge. Learn about one embedded librarian model and its’ transition to a sustainable program. Join the discussion and share experiences!

Session Goal:
The session’s goal is to encourage faculty in distance education to incorporate library services in online courses. The participants will understand the unique role of the embedded librarian in distance learning, including the ways in which the traditional librarian’s role is changing to serve students and faculty in an online environment. To support this role and make the program sustainable, embedded librarians must rely on the guidance and support of colleagues in course design and tech support. This will provide the opportunity for an enriching discussion among faculty and librarian peers.

Objectives that Support this Goal:
Participants will differentiate between traditional and embedded librarians.
Participants will discover methods used by embedded librarians to contribute to online courses.
Participants will be introduced to sustainability issues in an embedded librarian program.
Participants will identify practical strategies to request library services in online courses.

Audience Level: All

Synchronicity: How We Joined Forces to Overcome the Accessibility Behemoth!

Maureen Madden, Instructional Designer & Accessibility Liaison
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Co-presenters
Joan Ehrlich, Coordinator, Interpreter Services Office
Northern Virginia — Annandale

Please note this is a partial listing. The complete agenda, with session times, will be posted soon.
Robert Brown, Instructional Technologist Specializing in Digital Media  
Northern Virginia — Annandale

Gladis Gonzalez, Caption & Alternate Text Coordinator  
Northern Virginia — Annandale

Abstract:  
Recognizing a shared responsibility to provide equal access to students, faculty and staff, and the general population, Disability Support Services office, the Extended Learning Institute, and Web Services & Digital Media teamed up to ensure that resources and materials are fully accessible.

Session Goal:  
Outline how a workflow was developed to assure that instructional materials for students and resources shared with the public are fully accessible to all.

Objectives that Support this Goal:  
Identify need for workflow.  
Determine materials that must be accessible and department responsible.  
Discuss tools and software.  
Provide information, training and technical support.  
Explain need to communicate and document.

Audience Level: All

OVERCOME THE ILLUSION OF KNOWING

Karen Kellison, Associate Dean of Instructional Technology  
Lord Fairfax — Middletown  
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Abstract:  
Novices are often overconfident in their ability to recall and apply new knowledge. This "illusion" of understanding can be compounded by the online environment. This session will provide examples of tools and strategies that help learners overcome the illusion of knowing prior to high stakes assessments.

Session Goal:  
Participants will explore the “illusion of knowing” in their own courses and identify strategies to overcome it.

Please note this is a partial listing. The complete agenda, with session times, will be posted soon.
Objectives that Support this Goal:
Participants will identify topics in their own courses where learners seem to have an illusion of knowing. Compare strategies that assist learners in overcoming this illusion. Select strategies and tools that can be implemented in their own courses.

Audience Level: All

PROFESSOR(S) FORUM, 60 MINUTES, ONE OR MORE PRESENTERS

Teaching Literature and Advanced Composition with Open Educational Resources

Leslie Norris, Associate Professor/English
Rappahannock — Glens
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Abstract:
The presenter will discuss the process she is using to develop two hybrid English courses—ENG 210 Advanced Composition and ENG 236 Short Story—that utilize open educational resources (OER) and Blackboard instead of a textbook. The VCCS Paul Lee Professional Development Grant is funding the presenter’s course development project.

Session Goal:
The presenter will discuss the process she used to replace the courses’ textbooks with OER.

Objectives that Support this Goal:
The presenter will:
Discuss how she selected the OER.
Identify several OER suitable for most English courses.
Show how she organized the OER in Blackboard.
Address concerns—based on her experiences—about using OER instead of a textbook.

Audience Level: Intermediate

PROFESSOR(S) FORUM, 60 MINUTES, ONE OR MORE PRESENTERS

Creating an Interactive Instructional Module on Accessibility

Maureen Madden, Instructional Designer & Accessibility Liaison
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Please note this is a partial listing. The complete agenda, with session times, will be posted soon.
Co-presenter
Stephanie Gernert, Assistive Technology Coordinator
Northern Virginia — Annandale

Abstract:
NOVA colleagues created an interactive instructional module that provides information regarding key legislation topics and the roles, rights, and responsibilities of the College, faculty, staff, and students to provide equal access and promote a culture of inclusion in our campuses and online courses.
Come see how we did it!

Session Goal:
Outline the process used to design, create and implement an interactive instructional module that provides key aspects of disability related law and explores the roles and responsibilities of College faculty, staff and students to ensure a culture of inclusion for all individuals.

Objectives that Support this Goal:
Describe need for familiarity with disability related legislation as it affects post-secondary education.
Provide resources, tools, and timeline used to create module.
Demonstrate sample of module.

Audience Level: All

PRESENTER(S) FORUM, 60 MINUTES, ONE OR MORE PRESENTERS

Free and Easy Tools to Enhance Instructional Presentation

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Abstract:
This presentation, composed of both demonstration and examples, introduces six free and easy technology tools to help faculty and instructional designers create effective and meaningful presentations in online and hybrid teaching. The audience will walk away with six tools, tutorials, and pedagogical ideas of applying the tools in teaching.

Session Goal:
Teaching in an online learning environment or a hybrid learning environment can be more challenging compared with the traditional classroom learning environment. This presentation intends to help faculty and instructional designers to create appealing, effective and meaningful instructional presentations in

Please note this is a partial listing. The complete agenda, with session times, will be posted soon.
the online and hybrid learning environments. It has four goals: 1) to explain the theoretical foundations for the technology tools; 2) to demonstrate the technology tools; 3) to provide related examples created with the technology tools; and 4) to share ideas of applying the technology tools in teaching.

**Objectives that Support this Goal:**

Upon completion of this presentation, the audience should be able to:

- explain the educational theories supporting the use of the tools.
- Access the tools introduced in the presentation.
- Explain the features of each tool.
- Locate the online tutorials about the tools.
- List some ideas of applying the tools in teaching.

**Audience Level:** All

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**PRESENTER(S) FORUM, 60 MINUTES, ONE OR MORE PRESENTERS**

**Effective Use of Laboratory Kits for Teaching Chemistry 101 and 102 Online**

Sam Dillender, Professor of Chemistry  
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sdillender@lfcc.edu

**Co-presenters**

Ebrahim Abdurahiman, Professor of Chemistry  
Lord Fairfax — Fauquier

Whitney Keaton, Professor of Chemistry  
Lord Fairfax — Middletown

**Abstract:**

This presentation will review the process that was undertaken to select, and then improve on the current kits that are being used in Chemistry 101 and 102 online labs at LFCC (plus review in depth how the hands-on lab kits from HOL are being used).

**Session Goal:**

Teaching chemistry labs online presents the unique challenge of making sure students are receiving equivalent quality of instruction (relative to face-to-face labs). However, Lord Fairfax Community College (LFCC) is meeting this challenge in our Chemistry 101 and 102 labs. There is a big push to teach labs online to allow a larger population of students access to them. A solution to this is to teach online labs with hands-on kits to be able to give students the experiences they would get in a face-to-face lab setting while still having the advantage of doing the labs at a remote setting and asynchronously.

**Objectives that Support this Goal:**

*Please note this is a partial listing. The complete agenda, with session times, will be posted soon.*
Participants will understand the process that was used to select and improve on the laboratory kits. Participants will understand how the hands-on lab kits from HOL are being used in the online lab sections of Chemistry 101 and 102. Participants will understand the advantages that using the laboratory kits offer for teaching.

_Audience Level:_ All

**PRESENTER(S) FORUM, 60 MINUTES, ONE OR MORE PRESENTERS**

**Collaboration and OER: Adopting, Adapting and Getting it Done Online!**

Jenny Provo Quarles, Instructor
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_Co-presenter_

Deborah Burdin, Instructor
Germanna — Fredericksburg

_Abstract:_

As the VCCS continues with the plan to expand OER, this session will describe interdepartment collaboration to adopt, adapt and then teach OER courses online. You will leave this session with practical suggestions for how to start, manage collaboration among team members, and allow for individual preference and delivery.

_Session Goal:_

Adopt and adapt an OER class as a department initiative.

_Objectives that Support this Goal:_

Select course content for adoption and adaption.
Collaborate on content adoption and adaption within a department.
Prepare for delivery of OER content in a fully online format.

_Audience Level:_ Beginner

Please note this is a partial listing. The complete agenda, with session times, will be posted soon.
Best-Practices for Teaching Introductory Psychology Online: Due Dates and Student Achievement in the Virtual Classroom

Scott Debb, Psychology
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Abstract:
Distance education is essential in the higher education marketplace, but a balance must exist between flexibility and rigor. This study evaluates the impact of due dates on student achievement. Two sections of introductory psychology with different due dates were compared and results suggested no statistically significant difference in final grades.

Session Goal:
To discuss the relative impact of highly structured and multiple weekly due dates as opposed to semi-flexible due dates in two identical sections of an online introductory psychology course. Additional exploration of descriptive data, between-group differences, and variable correlations will be discussed with respect to their possible impact on student achievement.

Objectives that Support this Goal:
Provide an overview of the course design and delivery process.
Provide an overview of student achievement indicators.
Discuss how final grades will be examined as a function of several virtual classroom engagement indicators.

Audience Level: Beginner

Active Learning—How Do They Know They Know?

Sam Dillender, Professor of Chemistry
Lord Fairfax — Middletown
(540) 868-7024
sdillender@lfcc.edu

Abstract:
Is having a more engaged, interactive class of interest to you? There is a synergistic effect between online video lectures and in-class polling that teachers can capitalize on. There are also other advantages of using video lectures in face-to-face, hybrid, or online classes, and this presentation will discuss these.
Session Goal:
This presentation will review and demonstrate how teachers can create video lecture response devices, and create a more interactive learning environment. These two technologies can be adapted by all teachers in any discipline.

Objectives that Support this Goal:
Participants will learn how to create video lectures. Participants will learn how to create in-class polls. Participants will learn of the synergism that is created between online video lectures and in-class polling.

Audience Level: All

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PRESENTER(S) FORUM, 60 MINUTES, ONE OR MORE PRESENTERS

Creating Original Video

Brian Clark, Assistant Professor of Health, Physical Education, & Biology
New River
(540) 674-3600
bclark@nr.edu

Abstract:
Learn how to create professional grade video for your classes with simple to use audio, video, and editing tools.

Session Goal:
To provide an overview of all the resources needed to create high quality instructional video.

Objectives that Support this Goal:
To identify appropriate cameras, microphones, teleprompters, editing software, green screens, lighting, and audio mixers.
To outline the steps involved in recording.
To outline the steps involved editing.
To outline the steps in producing.
To illustrate the upload process.

Audience Level: Intermediate

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Please note this is a partial listing. The complete agenda, with session times, will be posted soon.
Meaningful Business Case Studies

Robert Leibowitz, Adjunct Professor
Rappahannock — Glenns
(804) 776-0541
rleibowitz@rappahannock.edu

Abstract:
This one hour discussion will address the creation and use of a semester long case study focusing on the operation of the stock market as well as the acquisition of stock and the risks involved.

Session Goal:
The goal of the session is to highlight the challenges of, and difficulties relating to, the creation of a semester-long case study. Students learn time management, business writing and spreadsheet creation skills. In so doing, students learn to overcome what appears to be an overwhelming and lengthy objective just as they would in the workplace. From this case the learner realizes that once reduced to its component parts the case is a step by step project that requires only weekly attention.

Objectives that Support this Goal:
Students submit periodic updates on their progress during the semester. They are required to create spreadsheets and charts demonstrating their progress. When completing and submitting the project they are required to create and write an executive summary highlighting their findings. The summary must be supported by demonstrable facts.

Audience Level: Beginner

Going Off the Reservation

Donna Burge, Associate Professor of Biology
Lord Fairfax — Fauquier
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Abstract:
In this session, the presenters will share her experiences creating a low cost, online Human Anatomy and Physiology lab to augment online lectures using OER. Participants are invited to share their own experiences and ideas as well.
Session Goal:
To explore various methods to improve online/at home lecture and laboratory experiences without blowing the student's budget.

Objectives that Support this Goal:
Discuss experiences using OER.
Discuss experiences using pre-packaged lab kits.
Discuss lab procedures using alternate suppliers and grocery store items.

Audience Level: All

ROUNDTABLE, 60 MINUTES, ONE OR MORE FACILITATORS

Teaching Effectiveness through Multimedia in Online Laboratories

Lisa Merritt, Assistant Professor, Biological Sciences
Rappahannock — Glens
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Co-presenter
Lisa Tuckey, Biology Discipline Lead

Abstract:
Active learning is a key strategy for student engagement and success in the classroom. Our online laboratories use kits, interactive media, and dissection videos to tailor student success in General Biology and Anatomy & Physiology.

Session Goal:
The goal of this session is to present methods of instruction that engage students in Online Biology and Anatomy laboratory courses.

Objectives that Support this Goal:
To discuss use and implementation of affordable laboratory kits.
To present short instructor-made dissection videos used in anatomy and physiology online laboratories.
To discuss new technologies and effective teaching strategies that can be implemented in online laboratories.

Audience Level: All

Please note this is only a partial listing only. The full agenda with session times and locations, plus additional computer labs, special sessions from Lumen Learning and others, will be posted soon.