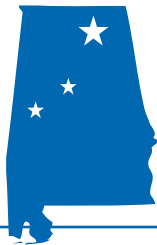


MAY 13 – 14, 2019 • HUNTSVILLE, ALABAMA

THE UA SYSTEM 2019
**SCHOLARS
INSTITUTE**



THE FUTURE IS NOW: BUILDING A
CULTURE OF INNOVATION THROUGH
TECHNOLOGY FOR A NEW GENERATION



THE UNIVERSITY OF
ALABAMA IN HUNTSVILLE

Welcome to Scholars Institute



Dr. Christine Curtis
Provost and Executive
Vice President of
Academic Affairs



Dr. Brent Wren
Associate Provost
and Scholars
Institute Chairman

Welcome to **The University of Alabama System 2019 Scholars Institute** hosted by *The University of Alabama in Huntsville (UAH)*. This year's topic is "The Future is Now: Building a Culture of Innovation through Technology for a New Generation." We have an exciting program that features keynote speaker Dr. Sasha Thackaberry, *Vice Provost for Digital and Continuing Education at Louisiana State University*, who will speak to us about redesigning higher education by putting the digital student first. We also are fortunate to have a plenary session where Dr. James Purcell, Executive Director of the Alabama Commission on Higher Education, will share his thoughts on the impact of the changing economy on higher education.

Throughout Monday afternoon and Tuesday morning, we will hear from faculty, staff, and graduate students from the UA System universities and colleagues from other universities and industry giving presentations in concurrent sessions. At 5:00 pm on Monday evening, there will be 6 poster sessions in the lobby of SSB 112. At Tuesday's luncheon, a panel of university, high school, and middle school educators will discuss the myths versus the reality of the technological skills students who come to the university have.

Please join us Monday evening at 5:30 pm for an evening Welcome Reception conveniently located at the institute venue! Learn more about the Scholars Institute and UAH as you enjoy complimentary hors d'oeuvres and visit with vendors. Come to the reception to network and discuss insights from the day's sessions and keynote and plenary speakers!

A special thank you to our vendors who are providing us with valuable information and demonstrations about the latest educational technologies and supporting the Scholars Institute.

We hope you enjoy the beautiful UAH campus and tour around the beautiful greenway during the Welcome Reception!

STUDENT SERVICES BUILDING (SSB)



SHELBY CENTER FOR SCIENCE AND TECHNOLOGY (SST)



THE UA SYSTEM 2019 SCHOLARS INSTITUTE



THE FUTURE IS NOW: BUILDING A
CULTURE OF INNOVATION THROUGH
TECHNOLOGY FOR A NEW GENERATION

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The University of Alabama at Birmingham

Dr. Pam Paustian, EXECUTIVE DIRECTOR,
DIVISION OF eLEARNING AND PROFESSIONAL STUDIES

Dr. Scott Phillips, DIRECTOR,
UAB CENTER FOR TEACHING & LEARNING

Institute Speakers

KEYNOTE SPEAKER

Redesigning Higher Ed with the Digital Student First

How can higher education leverage lessons from consumer technology in order to build student-centric universities? Review examples from a variety of learning institutions and environments to discover options for designing intentional processes and learning experiences to improve student outcomes. Using lessons from the way we interact with everyday technology, and how we are nudged into consumer habits, explore ways in which higher education institutions can truly become more student-centric.



Sasha Thackaberry, Ph.D. serves as the Vice Provost for Digital and Continuing Education at Louisiana State University. She leads fully online programs, support for online and blended courses, and continuing education that encompasses professional development, K-12 and community programming. Previous to her current post, she was the Assistant Vice President for Academic Technology, Course Production and New Learning Models at Southern New Hampshire University. She is on the Executive Committee for WCET, is a member of the National Council for Online Education Advisory Board for UPCEA, and is on the 7 Things Advisory Committee for EDUCAUSE. She holds a Ph.D. in higher education administration with a research focus in Competency-Based Education as well as an MAT from Kent State University. Her Bachelor of Fine Arts in Dance is from the University of Akron.

PLENARY SPEAKER

The Changing Economy and its Impact on Higher Education

The world's economies are changing, which will result in a profound impact on society and higher education. Past and future economic trends will be discussed, along with specific recommendations for changes in curricula from Pre K -12 through higher education. The presenter will also recommend expanding the role of state colleges and universities in addressing state and local workforce needs and being stewards of local community stability and economic growth.



James E. Purcell, Ed.D. has served as executive director of the Alabama Commission on Higher Education, since April, 2017. He has served in similar positions in Rhode Island, Louisiana and Arkansas. His higher education experience has spanned more than 25 years in administrative roles for five public, private, two and four-year colleges and universities. The Alabama native holds an Ed.D. in Higher Education Administration from the University of Alabama, a M.Ed. in Counseling from the University of Montevallo and a B.S. in Public Administration from Auburn University.

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Luncheon Panel

Technological Skills of Digital Natives: Myth vs. Reality

In this panel, we will be discussing whether or not incoming freshmen who are “Digital Natives” are as technologically savvy as we would expect. We will explore the myths and realities of digital natives’ technological proficiency and the disparity between what academia considers vital digital literacy skills and what students’ deem are the necessary technological skills needed as they enter higher education. In addition, we will discuss what educators are doing to ensure high school students are able to navigate through the technological requirements needed to be a successful college student.

PANELISTS



Dr. Stacey Cofield is an Associate Professor at the University of Alabama in Birmingham, School of Public Health. Dr. Cofield has been with UAB since 2003, is a Quality Matters Master Reviewer, member of the UAB Quality Matters Implementation Plan Committee, and recent past Chair of the School of Public Health (SOPH) Online Education Committee. The 2018 UAB President’s Award for Excellence in Teaching recipient for the SOPH, Dr. Cofield has been teaching for more than 15 years in the face-to-face, blended, and online environment and was recently awarded a UAB Quality Enhancement Plan grant to implement her idea to “Create Digital Teams in an Online Environment.”



Paige Craig has been an educator with Madison County Schools for 15 years; she has served as Buckhorn High School’s library-media specialist since 2012. Mrs. Craig is the Canvas administrator for BHS, as well as system advisor. As a member of the 2013 Alabama Learning Exchange (ALEX) curriculum development team, she wrote training modules focusing on teaching and learning via iPads. As President of the Madison County Librarians’ Association, Mrs. Craig was instrumental in updating system policy for libraries. Mrs. Craig is part of the 2013 founding group of Technology Integration Mentors (TIMs) and continues to serve on the TIM Leadership Team.



Dr. Jennifer M. English earned her Bachelor’s, Master’s and Doctoral degrees in Electrical Engineering from the Georgia Institute of Technology in 1994, 1996, and 2000, respectively. She joined the University of Alabama in Huntsville’s Electrical and Computer Department in 2000 rising to rank of Associate Professor in 2007. She has served as the Associate Dean of Engineering for Undergraduate Programs since 2011. Dr. English is a strong advocate of STEM outreach and is actively involved in AAUW’s Alabama Tech Trek as well as directing/co-directing multiple summer STEM programs at UAH.



Carol Yarbrough began teaching high school in 2007, after working in the computer industry for 20+ years. She is currently the Computer Science Content Director at A+ College Ready. She came to her current position after teaching computer science at the Alabama School of Fine Arts for 11 years. She was employed as a programmer/analyst, doing both scientific and business programming. She left industry and studied Education at the UAB. Carol piloted the AP Computer Science Principles course and served on the course’s Development Committee. She has been part of the CS4Alabama project, training in-service teachers to teach APCS Principles.

MODERATOR



James J. Cochran is serving as the panel moderator. He is the Associate Dean for Research and a Professor of Applied Statistics and the Rogers-Spivey Faculty Fellow at the University of Alabama in Tuscaloosa. James J. Cochran earned a Ph.D. in Statistics from the University of Cincinnati in 1997. He is Editor-in-Chief of the Wiley Encyclopedia of Operations Research and the Management Sciences, Wiley Series in Operations Research and Management Science, Oxford Anthology of Statistics in Sports series, and INFORMS Analytics Body of Knowledge. He has published fourteen book chapters and over forty research articles, and he is coauthor of seven textbooks. He has received the INFORMS Prize for the Teaching of OR/MS Practice, Mu Sigma Rho Statistical Education Award, American Statistical Association’s Founders Award, Karl E. Peace Award for outstanding statistical contributions for the betterment of society, Waller Distinguished Teaching Career Award, and INFORMS President’s Award. He is a Fellow of both the American Statistical Association and INFORMS.



**DON'T MISS THE AMAZING
GIVEAWAYS DURING THIS SESSION!**

CONCURRENT SESSION DESCRIPTIONS

MONDAY, MAY 13 • 3:05 – 3:55 PM

Exploring the Use of Embodied Games to Improve Mental Rotation Ability

This lecture will present information on the early stages of an exploratory project focused on the use of an embodied Augmented Reality (AR) game as a means of improving mental rotation abilities. In demonstrating the game to the audience, we will discuss the theoretical and practical benefits of using embodied AR games to train mental rotation abilities by leveraging the affordances of game-based learning, augmented reality, and embodied cognition.

Andre Denham, UA, Ph.D. Student
Jiaqi Yu, UA, Ph.D. Student

Prevent Cheating During Online Tests with Respondus

This session will include a demonstration of LockDown Browser and Respondus Monitor – the solution used by over 1,000 institutions to prevent cheating during online tests. LockDown Browser locks down the student's computer during exams within the LMS, preventing access to other websites or applications. Respondus Monitor builds upon LockDown Browser by using a student's webcam and industry-leading video analytics to deter cheating in non-proctored exam settings. Respondus Monitor does more than flag suspicious behaviors - it ranks the overall exam session in terms of Low, Medium and High risk, enabling instructors to quickly identify those that require further scrutiny.

Nick Laboda, Respondus



The Power of Collaboration in Building a Culture of Innovation

With the rapid rise in technologies that influence the way we teach and our students learn, it can be hard to keep up. Nowadays, teaching faculty depend on their counterparts in the University libraries to help them stay abreast of what's changing in the way we access information and deliver instruction. This roundtable is designed for sharing best practices that involved teams working together across departments and units on our respective campuses.

George Daniels, UA, Assistant Dean
James Gilbreath, UA, Research & Instructional Services Librarian



Pathways to Success through Quality Process Implementation and Improvement

The University of Alabama at Birmingham (UAB) has faced the challenge of continuing to increase hybrid and online enrollments while ensuring quality across these delivery formats. This session will discuss ways that UAB's Division of eLearning and Professional Studies has contributed to ensuring that online and hybrid courses are developed following "national standards of best practice, the research literature, and instructional design principles designed to promote learning." (Quality Matters™ Principles) Over the past four years, UAB's Division of eLearning has developed processes and implemented Quality Matters across the institution from training through individual certification and course recognition.

Samira Laouzai, UAB, Deputy Director of eLearning and Professional Studies

Randi Kirkland, UAB, Senior Instructional Design Specialist

Student Response Devices and Learning Theory

Student response devices (clickers) are wonderful tools for increasing student engagement. These tools can be particularly beneficial when paired with contemporary research on best practices from the science of learning. We will present our practices from two different disciplines — English and Chemistry — and consider how best to implement clickers to maximize student learning. Some hands-on work as well as presentations will be involved.

Laurel Bollinger, UAH, Director of English Graduate Studies
Mary Snow, UAH, Lecturer

CONCURRENT SESSION DESCRIPTIONS

MONDAY, MAY 13 • 4:10 – 5:00 PM



21st Century Academic Integrity – Addressing the Emerging Challenge of Contract Cheating

Higher Ed institutions are grappling with the problem of student academic misconduct like never before – with the recent spotlight on emerging threats like contract cheating, institutions must strive to take a holistic approach to academic integrity, through awareness and prevention initiatives, policy reviews, training and professional development, and new detection and investigation techniques. Join representatives from Turnitin for a community discussion on the current major trends in academic integrity research, student academic misconduct and best practices for instituting a culture of academic integrity.

Adam Conner, Turnitin, Account Executive

Paige Singleton, Turnitin, Change Management Consultant

Using OERs and Technology to Facilitate Collaborative Learning in Online Courses

We will begin our panel with an introduction of each participant. We will define OERs, provide examples of OERs, and state how they can be used in various disciplines. We will identify various technologies that teachers use. Each participant will share which technologies he/she uses most and its effectiveness in facilitating collaborative learning in the online environment. At the end of the panel discussion, we will allow 10 minutes for audience questions and panel participant responses.

Wafa Hakim Orman, UAH, Associate Dean for Undergraduate Programs

Sinceree Gunn, UAH, Lecturer

Emily Peck, UAH, Lecturer

Joshua Lang, UAH, Lecturer

A New Tool for Faculty to Collaborate and Share Online Resources

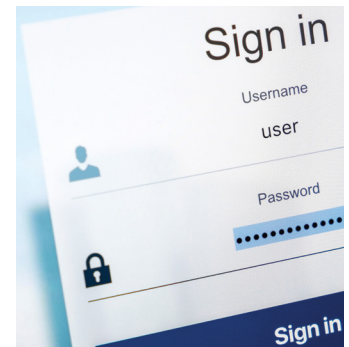
We are excited to announce a new tool that will be available for UAH faculty this fall, Canvas Commons. Commons is a learning object repository that enables faculty to find, import, and share resources. The Student Success Center (SSC), together with Enhanced Teaching and Learning (ETL), are working to develop resources for faculty that can be used across disciplines. SSC is planning to pilot the tool this summer with the hope of expanding its content each semester. The session will also include a demonstration showing faculty how to access these modules, and how these resources can be used during the course development process.

Melissa Berry, UAH, Virtual Learning Coordinator

Christy Stanley, UAH, Academic Technologist

Facebook: A Viable Recruitment Tool

Discuss the use of social media, specifically Facebook, for the purposeful recruitment of survey respondents in a targeted population. The discussion will include successful strategies and unique challenges to using Facebook as a recruitment tool. To aid discussion and to illustrate the successful application of Facebook as a recruitment tool, a recent study that incorporated Facebook into the research design to achieve recruitment goals will be provided for discussion.



Teresa D. Welch, UA, Assistant Professor

To Innovate for Students, Innovate at Home

Our students and their expectations are changing, and higher education needs to transform to meet the “new normal” students where they are. We need to internally build cultures not only open to change, but enthusiastic about change. In order to generate enthusiasm and buy-in, however, success often needs to be demonstrated. To break this chicken-and-egg constraint towards building a culture of innovation, a variety of concrete strategies can be used to help drive culture change. Explore how some of these strategies have been used successfully implemented across different institutions, and what opportunities we have to learn from those successes to innovate ourselves.

Sasha Thackaberry, LSU, Vice Provost for Digital and Continuing Education

POSTER SESSION DESCRIPTIONS

MONDAY, MAY 13 • 5:00 - 5:30 PM

Implementation of Pressured-Time Augmented Reality to Enhance Clinical Practice Outcomes in Senior Level Baccalaureate Nursing Students

Senior level baccalaureate nursing students must be prepared to assume responsibility for the clients they care for during a 225 hour internship at an acute-care healthcare organization. In order to assess viability of the internship and overall preparedness of the student to implement nursing judgement, critical thinking, psychomotor skills, time-management, and clinical reasoning, pressured-time augmented reality through three high-fidelity simulated scenarios were utilized. The high-fidelity simulated scenarios focused on real-life clinical situations. The students moved from client to client with a partner to complete a head-to-toe assessment, any health care provider orders, and to determine the priority needs of the client.

Mark Reynolds, UAH, Clinical Assistant Professor

Elizabeth Barnby, UAH, Clinical Associate Professor

Using Video Feedback from Role Play to Enhance Learning about Deep Vein Thrombosis

To assist beginning nursing students at UAH's College of Nursing to understand the pathophysiology of deep vein thrombosis, a collaborative effort was made with the Theatre Department in the UAH College of Arts to create a video of the students demonstrating the formation of an embolus through role-play. Nursing students played the roles of red blood cells, plasma, supporting muscle or valves within the vein. After watching the aerial view video replay, students stated that they better understood the preventable factors involved in the formation of deep vein thromboses.

Melissa Baginski, UAH, Clinical Assistant Professor

Promoting Student Engagement with Health Information Technology Among First Semester Nursing Students Using Student-Generated Video Assignment

The clinical frame of reference related to health information technology and informatics is often limited in the first semester nursing student. This population of students lacks the clinical background and exposure to become fully engaged in health information technologies, and faculty have limited classroom time to allow adequate time for students to explore the general use of such health technologies. To address this issue, faculty implemented a collaborative hands-on, student-generated video project to actively engage students in the use of clinical health technologies across a variety of media. This poster will relate the specifics of the project for the audience.

Donna Guerra, UAH, Clinical Assistant Professor

Barriers to Student Learning with Technology — Technology is NOT the Answer

An instructor can deliver through various technological channels more information, more effectively, to students who possess increasingly diverse and capable client devices for learning. That technology provides access to information students need for learning does not mean that student performance is always increasing. Multiple barriers intercede between students and technology, and these barriers impede student learning in multiple ways. Numerous barriers are external to the higher education environment and not within the control of the institution or instructor. Explore some of these barriers to address strategies for managing the technology environment within which students are embedded for their learning.

Scott Brande, UAB, Associate Professor

Incorporating Additive Manufacturing (AM) Technologies into the Undergraduate Design Curriculum

This poster explores incorporating additive technologies (such as 3-D printing and 3-D scanning) into undergraduate design and graphics courses. The use of such a tool will allow the students to explore design concepts, particularly those at the intersection of technology and art, more effectively. In addition to exploring forms and shapes, the students can better understand concepts such as material selection and fabrication. This would enhance the real-world applicability of design education and make technical design a more inclusive discipline, open to more types of learners. A case study was developed to demonstrate the presented concepts.

Maliha Lubna, UAH, Ph.D. Student

TLDR Proof your Communications

Each day students are inundated with information, much of which is skimmed through or left unread. The poster and conversation will focus on strategies to communicate important information with students in a way that they will read rather than ignore. The Career Services office has learned to transition from heavily text based emails and event descriptions to visually appealing and concise messages. Through the use of free technologies such as Instagram as well as free design websites like Canvas, we have seen an increase in awareness and engagement and want to help others see the same with their communications.

Laura Taylor, UAH, Career Coordinator

Candace Phillips, UAH, Senior Career Coordinator

CONCURRENT SESSION DESCRIPTIONS

TUESDAY, MAY 14 • 9:00 – 9:50 AM

Content and Curricula for Diverse Learners

This session will discuss the use of technology to improve the learning experience for diverse learners. Specifically, we'll define and discuss key approaches for accessibility, inclusive design, and universal design for learning that can be used by instructors and institutions to meet students needs.

Carey Smouse, Blackboard, Account Executive

Jake Webb, Blackboard, Solutions Engineer

Chris Edwards, Blackboard, Client Success Manager



Assessment Beyond Classroom Walls: The Trials and Success of Implementation

This presentation will highlight best practices and lessons learned by the University of Alabama at Birmingham (UAB) in its process of implementing institution-wide technology policies and adopting an online proctoring platform to expand access and enrich the student experience through the establishment of modality continuity.

Samira Laouzai, UAB, Deputy Director of UAB eLearning and Professional Studies

Pam Paustian, UAB, Executive Director of UAB eLearning and Professional Studies

Using Collaborative Learning Online to Increase Student Support

How do you convert an academic support service whose pedagogy is grounded in active and collaborative learning and whose operation depends heavily on in-person relationships to an online format without abandoning the integrity and core values of the program? This presentation walks through the process UAH's Supplemental Instruction program, Peer Assisted Study Sessions (PASS), used to shift our services online. It will focus on how we adapted our core values to an online format, how we addressed logistical challenges, how we engage students collaboratively through technology, and how learning centers and faculty can work together to encourage student involvement.

Kristen Martin, UAH, PASS Coordinator

Rethinking Built Digital Environments for Diversity, Equity and Inclusion

Since higher education inevitably involves digital technologies, the panel will discuss how to implement diversity plans amid and through digital platforms in order to develop an inclusive, welcoming campus environment. The digital poster presentation will overview strategies to realize the third goal of UA's strategic plan.

Nathan Loewen, UA, Assistant Professor and Technology Liaison

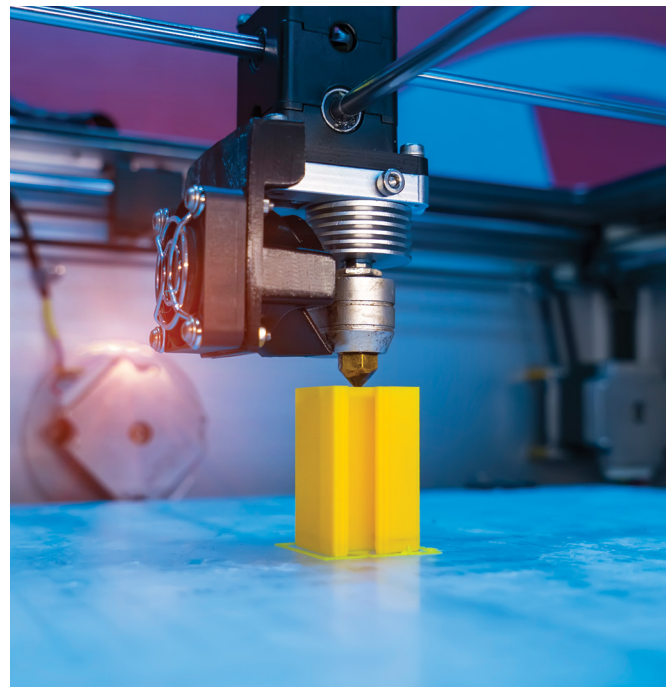
3-D Printers in the Classroom: Opportunities, Challenges, and Implementation Guidelines

This presentation will examine the value of 3-D printers in the classroom, viewed from two different perspectives, namely the discipline and the learner. The disciplinary perspective will examine the opportunities and challenges in a variety of fields for general student learning, focusing on design, artistic, and mathematics education. The learner perspective will focus on enhancing educational outcomes for a variety of learners. Practical implementation strategies, including a suggested list of materials and estimated costs, will be discussed. The focus will be on undergraduate learning but impacts on primary/secondary education and graduate learning will be briefly discussed.

Albert E. Patterson, UI at Urbana-Champaign, Ph.D. Student

Tais Rocha Pereira, UAH, Ph.D. Student

Sherri L. Messimer, UAH, Associate Professor



CONCURRENT SESSION DESCRIPTIONS

TUESDAY, MAY 14 • 10:05 – 10:55 AM

Avoiding the LMS Administrative Wipe Out Understanding Cybersecurity Threats

In this session, participants will be introduced to the Canvas administration process used by the Division of eLearning and Professional Studies at the University of Alabama at Birmingham (UAB). The presenters will share lessons learned and strategies on how to administer a LMS at the university level. Participants will leave the presentation with access to several resources used daily by the UAB eLearning academic technology team.

Tyler Weldon, UAB, Academic Canvas Administrator

Jerad Watson, UAB, Instructional Technologist



Beyond Books: Technology Resources for University Students, Faculty, and Staff

Universities are rapidly increasing access to technology. We will discuss how faculty and staff can leverage this technology for collaborative learning and student success. Topics include university technology and multimedia resources, particularly those found at the library; discussion of the academic uses for this equipment; opportunities for interdepartmental collaboration; and goals for future expansion.

Leslie Grant, UAH, Multimedia Lab Technician

Rebecca Brothers, UAH, Research & Instructional Services Librarian

Using Technology to Bridge the Gap Between University and Student

This session will be a roundtable discussion focusing on the engagement of students in both traditional classroom space and in online settings through technology. The presenters seek to create conversation by sharing the methods utilized in the College of Education at The University of Alabama in Huntsville and then inviting attendees to share their own approach to using technology for student engagement at their respective institutions. This session hopes to be a conversation about best practices with the sharing of ideas from all representatives present.

Jeremy Elliott, UAH, Assistant Professor

Ryan Conner, UAH, Assistant Professor

David Kyle, UAH, Director of Ability Sport Network

Penny Monks, UAH, Coordinator of Field and Clinical Experiences

Build it and They Will Come – Developing a Robust eLearning Training Program for Faculty and Staff

Learn how UAB was able to develop a training program for faculty and staff. Many departments collaborated to offer training workshops in which attendees were awarded points. Points badges were distributed at the workshops. Upon meeting the minimum points requirements, participants were presented with certificates at an annual celebration event. UAB's Division of eLearning and Professional Studies (eLearning) developed the Online Design and Teaching (ODT) Certificate program. Within it, workshop topics were grouped into four categories – Universal Design for Learning, Online Design and Teaching, Quality Matters and Teaching Tools. Explore how this eLearning training program was developed and implemented!

Kathy Mergl, UAB, Professional Studies Coordinator

Samira Laouzai, UAB, Deputy Director of eLearning and Professional Studies



A Tiered Approach to Safety Training: Teaching Risk Management Using the R.A.M.P Concept

This presentation describes a tiered training approach based on the R.A.M.P. model of safety education promoted by the American Chemical Society. Teaching assistants and graduate students are first trained in the four principles of safety: hazard recognition, risk assessment, mitigation, and emergency response principles, directly by safety professionals using a hands-on approach. These trained individuals then train undergraduates in their respective programs. This strategy reinforces the safe behaviors in the leaders, teaches safety to undergraduates and can be applied to hazards associated with a variety of emerging technologies.

Judith McBride, UAB, Director of Laboratory Health and Safety

Kochurani Jacob, UAB, Assistant Director of Research Health and Safety

Timothy Key, UAB, Director of Research Safety and Medical Director of Occupational Medicine

CONCURRENT SESSION DESCRIPTIONS

TUESDAY, MAY 14 • 11:10 AM – 12:00 PM

Understanding Cybersecurity Threats

This presentation will advance your knowledge of cybersecurity threats at home, work and school. It will present information about the threats along with ways to mitigate the risks associated with the threats. It is designed for introductory level up to expert cybersecurity knowledge levels. There will be a discussion on threat predictions, including malware and advanced persistent threats. We will discuss vulnerability detection and management, as well as how to protect your data and your network. Finally, we will present ideas to keep your users aware of cybersecurity threats and how you can educate and protect users from cyber attacks.



Russ Ward, UAH, Chief Information Security Officer

Strategies for Teaching Large Enrollment Classes

About 20% of classes taught at UA System institutions have enrollments of 50 or more students. At the 100 and 200 level, courses of greater than 100 are not uncommon. These courses impact a large number of learners and come with their own set of challenges. In this session, a group of panelists from different universities and academic backgrounds will discuss their strategies and best practices for dealing with increasing class sizes. Topics of discussion will include Student Engagement, Grading and Assessment, Handling the Workload, Academic Integrity, and Course Logistics.

Mary McManus, UAH, Software Applications Coordinator

Mary Snow, UAH, Senior Lecturer

Can Web-Based Platforms Improve the Adjunct Placement Process and Enhance Online Teaching Pedagogy?

There are over 50 higher education institutions in Alabama. Each institution individually pursues adjuncts and adjuncts independently pursues institutions. The process is highly fragmented and redundant. Additionally, there are approximately 1 million adjunct professors and over 25 million Americans with at least master's degrees that are highly capable and willing to teach online. The lack of both evaluation tools and standardization across institutions leads to non-data driven solutions and exclusion of viable resources. EdifyOnline's end-to-end service helps higher education institutions find, qualify, connect and engage adjuncts. The operational model provides sustainability (more learners) and scalability (high-quality at lower costs).

Vik Agarwal, EdifyOnline, Co-founder

You Have a New Technology, Now what?

You have a new technology — now what? In this session, we will discuss how to provide faculty the needed training and resources to get the most out of academic technologies in their courses. We will discuss lessons we have learned at the University of Alabama at Birmingham. We will explore how you can collaborate with faculty and other departments, and make training convenient and useful for faculty. We will also cover how to address student concerns and perspectives.

Jerad Watson, UAB, Instructional Technologist

Tyler Weldon, UAB, Canvas Administrator



Using Desmos and Geogebra Interactive Websites to Give Calculus and Pre-Calculus Students Hands-on Experience with 2D and 3D Geometric Figures

This session is for anyone teaching college level Mathematics courses. We will demonstrate how students can use Desmos and Geogebra (free, web based resources) on their laptops during class time to gain hands on experience with graphing geometric figures in 2D and 3D. Specifically, it will be demonstrated how a graphical study of ellipses and ellipsoids can give students intuition about such topics as vertices, shape, area, arc length, optimization and 3D applications. We also discuss how to make time in your course schedule to allow for doing lab work during class time, and student feedback from these labs.

Terri Johnson, UAH, Lecturer

Shelley Lenahan, UAH, Lecturer

Tips for Navigating the Conference

EXHIBIT AREA

Visit the exhibit area in SSB 112 Lobby to connect with exhibitor representatives, network with colleagues, and enjoy light refreshments during designated Networking Break times in the schedule.

PROGRAM MATERIALS

Session Powerpoints will be available after the conference at:
uah.edu/ScholarsInstitute

EVALUATIONS

Evaluations can be submitted by visiting tinyurl.com/SIEvaluations2019. Please complete before you leave each session. A full Scholars Institute evaluation will be emailed to each registered attendee at the completion of the program.

CONTINUING EDUCATION UNITS

UAH CPCS is an authorized provider to award Continuing Education Units (CEUs). Participants attending at least 80% of SI educational sessions will be awarded 1.0 individual CEUs (10 hours). Please complete the **Confirmation of Attendance** form and return it to the Registration/Check-In table located in the lobby of SSB 112. Transcripts for the conference will be maintained in the UAH CPCS Registration Office located on the UAH campus in WIL Room 103. Certificates of Completion will be emailed within 45 business days following the conference.

SOCIAL MEDIA

We encourage conference attendees to use **#SI2019UAH** on social media to engage others and make the most of the conference.



Facebook:
UA System
Scholars Institute



Internet Access:
Network: *UAHEvents*
Password: *Scholars2019* (case sensitive)

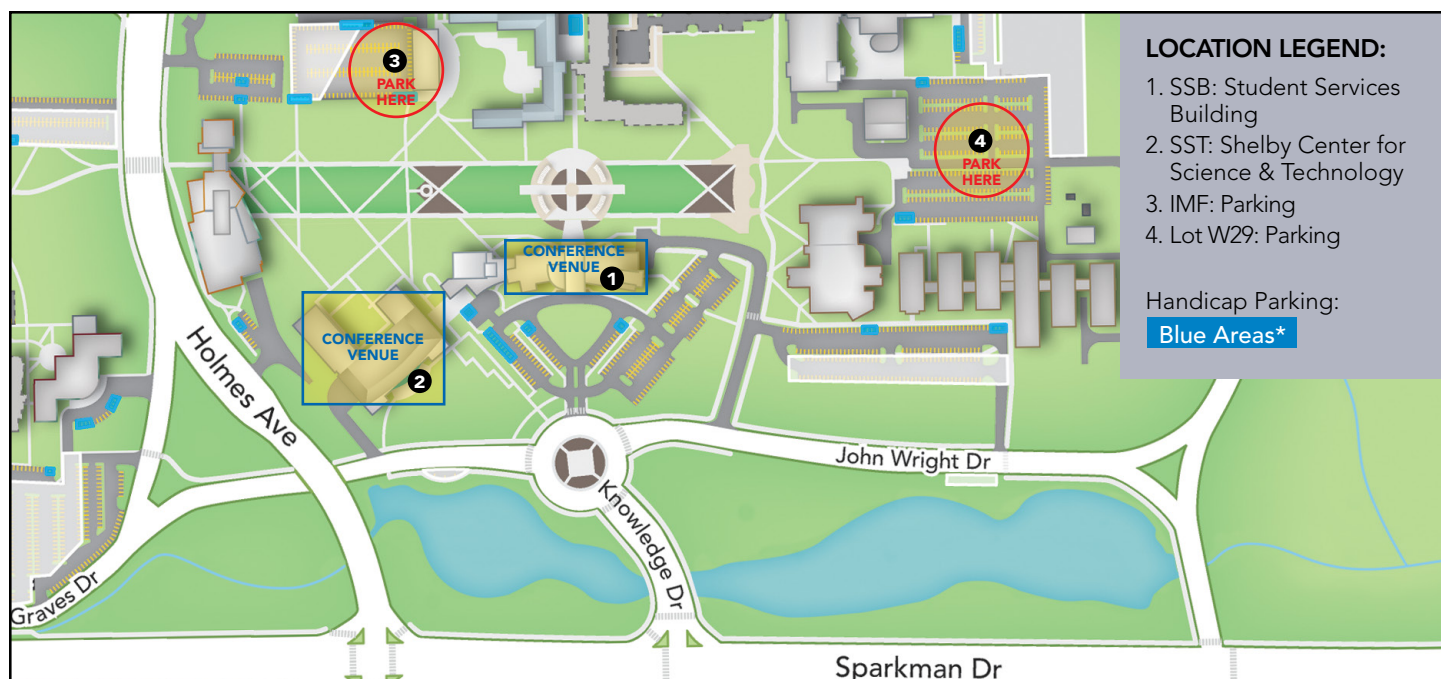
LOST AND FOUND

Lost and found will be located at the Registration/Check-In Table in SSB 112 lobby.

UAH IS A
SMOKE AND
VAPOR FREE
CAMPUS.

UAH CAMPUS MAP

Interactive Digital Map:
UAH.edu/map



LOCATION LEGEND:

1. SSB: Student Services Building
2. SST: Shelby Center for Science & Technology
3. IMF: Parking
4. Lot W29: Parking

Handicap Parking:
Blue Areas*

PARKING INFORMATION

Address: 501 John Wright Drive, Huntsville, AL 35899

Conference parking is available, free of charge, for your convenience at the Intermodal Facility (IMF), #3, or lot W29, #4 on the campus map.

You will not need a parking pass for your vehicle.

Conference sessions are held in the Student Services Building (SSB) #1 and Shelby Center for Science & Technology (SST) #2, which are adjacent to each other. To reach the SSB and SST from the IMF, please exit through the back of the parking garage and utilize the campus greenway walking path facing SW.

INSTITUTE AGENDA AT A GLANCE

MONDAY, MAY 13, 2019

12:00 – 1:45 pm	LUNCHEON FEATURING KEYNOTE ADDRESS, DR. SASHA THACKABERRY , SSB 112				
2:00 – 2:50 pm	PLENARY SESSION FEATURING DR. JIM PURCELL , SSB 112				
2:50 – 3:05 pm	NETWORKING BREAK , SSB 112 LOBBY				
3:05 – 3:55 pm	SSB ROOM 114 Exploring the Use of Embodied Games to Improve Mental Rotation Ability	SSB ROOM 201 Prevent Cheating During Online Tests with Respondus	SST ROOM 105 The Power of Collaboration in Building a Culture of Innovation	SST ROOM 107 Pathways to Success through Quality Process Implementation and Improvement	SST ROOM 109 Student Response Devices and Learning Theory
3:55 – 4:10 pm	NETWORKING BREAK , SSB 112 LOBBY				
4:10 – 5:00 pm	SSB ROOM 114 21st Century Academic Integrity – Addressing the Emerging Challenge of Contract Cheating	SSB ROOM 201 Using OERs and Technology to Facilitate Collaborative Learning in Online Courses	SST ROOM 105 Facebook: A Viable Recruitment Tool	SST ROOM 107 A New Tool for Faculty to Collaborate and Share Online Resources	SST ROOM 109 To Innovate for Students, Innovate at Home
5:00 – 6:30 pm	POSTER SESSIONS & WELCOME RECEPTION , SSB 112 LOBBY				

TUESDAY, MAY 14, 2019

8:00 am	CONTINENTAL BREAKFAST , SSB 112				
9:00 – 9:50 am	SSB ROOM 114 Content and Curricula for Diverse Learners	SSB ROOM 201 Assessment Beyond Classroom Walls: The Trials and Success of Implementation	SST ROOM 105 Using Collaborative Learning Online to Increase Student Support	SST ROOM 107 Rethinking Built Digital Environments for Diversity, Equity, and Inclusion	SST ROOM 109 3-D Printers in the Classroom: Opportunities, Challenges, and Implementation Guidelines
9:50 – 10:05 am	NETWORKING BREAK , SSB 112 LOBBY				
10:05 – 10:55 am	SSB ROOM 114 Avoiding the LMS Administrative Wipe Out	SSB ROOM 201 Beyond Books: Technology Resources for University Students, Faculty, and Staff	SST ROOM 105 Using Technology to Bridge the Gap Between University and Student	SST ROOM 107 Build it and They Will Come — Developing a Robust eLearning Training Program for Faculty and Staff	SST ROOM 109 A Tiered Approach to Safety Training: Teaching Risk Management using the R.A.M.P. Concept
10:55 – 11:10 am	NETWORKING BREAK , SSB 112				
11:10 am – 12:00 pm	SSB ROOM 114 Understanding Cybersecurity Threats	SSB ROOM 201 Strategies for Teaching Large Enrollment Classes	SST ROOM 105 Can Web-Based Platforms Improve the Adjunct Placement Process and Enhance Online Teaching Pedagogy?	SST ROOM 107 You Have a New Technology, Now What?	SST ROOM 109 Using Desmos and Geogebra Interactive Websites to Give Calculus and Pre-Calculus Students Hands on Experience with 2D and 3D Geometric Figures
12:00 – 2:00 pm	LUNCHEON FEATURING PANEL DISCUSSION AND INSTITUTE CLOSING , SSB 112				

KEY: **SSB** Student Services Building **SST** Shelby Center for Science and Technology