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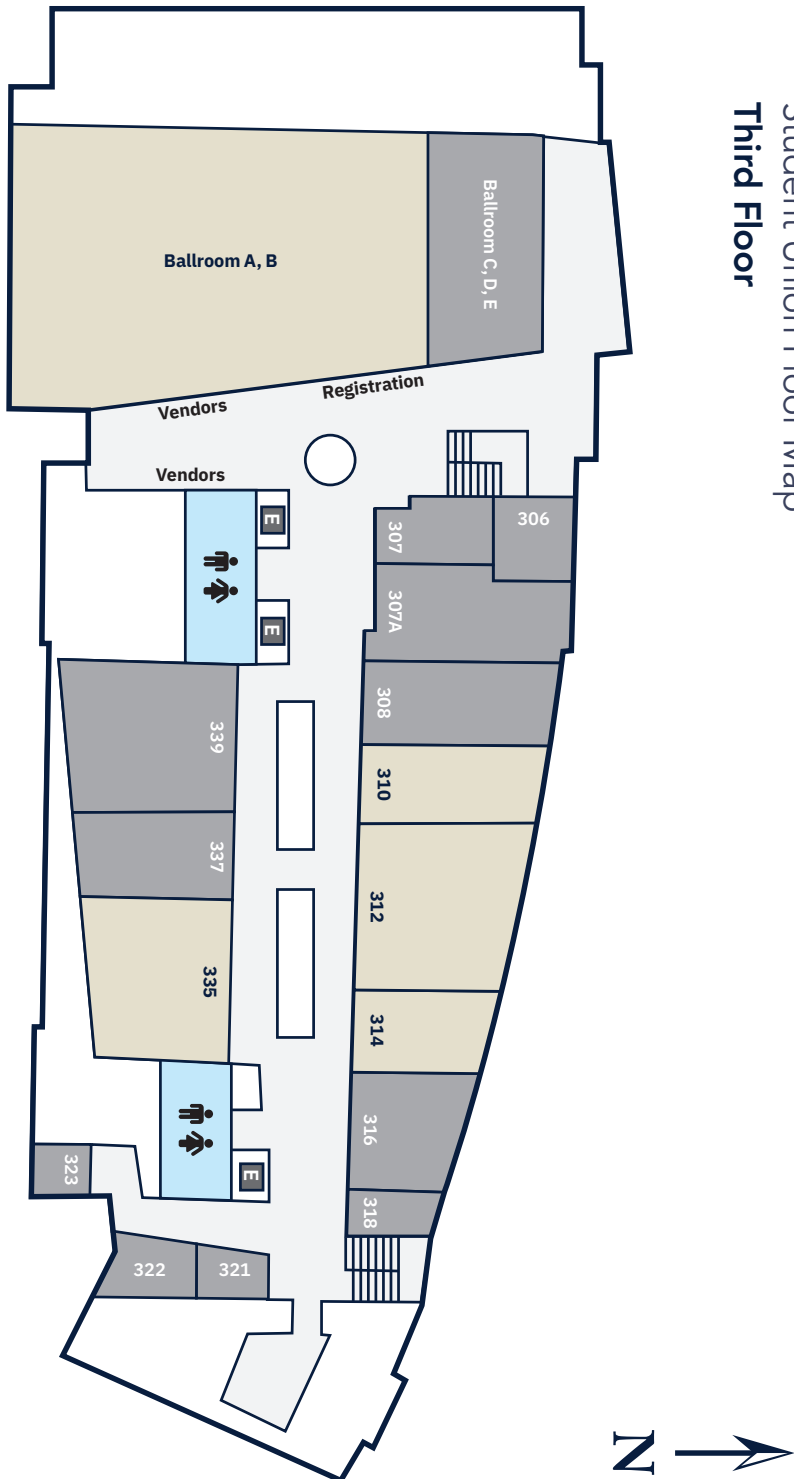
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Student Union Floor Map
Third Floor





Ballroom A

Resistance is Futile: The Oncoming OER Revolution and How the Libretexts can help you Navigate It

Delmar Larsen // *Founder and Director of LibreTexts libraries*
Associate Professor
Department of Chemistry, UC Davis

It is becoming ever clearer that new and innovative educational efforts are required to facilitate the greater creativity, flexibility, and increased learning capability needed for post-secondary education in the future. Unfortunately, rapidly rising undergraduate fees and textbook costs are serious factors that impede access to higher education for many students; many of whom do not have the funds to benefit from new advances that are often commercialized. Growing textbook costs are a serious barrier for under-served, at-risk students and open-access resources (OER) textbooks are beginning to address this issue. The Libretexts project is designed as a collaborative OER platform to simultaneously enable the dissemination and evaluation of existing resources and as a dynamic “courseware” to facilitate new educational developments and approaches, with an emphasis on data-driven assessment of student learning and performance. Since its inception ten years ago, the Libretexts has been exponentially growing and currently reaches over 60 million students per year and is the most visited chemistry website and online OER textbook resource in the world.

Notes:

ROOM 310

Why I Don't Use Textbooks Any More! Understanding the Value of OERs for Teaching, Learning, and Research

Mary Hricko // *Kent State University - Geauga Campus*

Open education resources (OERs) offer a rich array of academic material that can be easily integrated into course instruction. While an overview of existing OER textbook resources will be given, this presentation primarily focuses on the lesser known academic resources that provide access to content through archival collections, digitized reference materials, and academic depositories. Discussion will identify why using such resources improves student learning and research. This presentation will also showcase how faculty can share and contribute their learning resources to various OER depositories.

Notes:

ROOM 312

The *ah ha!* moment: Transitioning a traditional master's degree program to a competency-based design

Susan N. Kushner Benson // *The University of Akron*

Kristin K. Koskey // *The University of Akron*

Xin Liang // *The University of Akron*

This panel discussion will include a brief discussion of CBE education, including examples of competency-based programs in higher education, the benefits and challenges associated with CBE, and the status of CBE in higher education in Ohio.

Central to the presentation will be an interactive-conversation about the curriculum mapping process we are using for our CBE model. We will explain how student learning needs and program outcomes contributed to our *ah ha!* moment and illustrate the strategic tasks we have already completed and those that we anticipate. We will share how we intend to support student learning through online learning communities, and how we expect our faculty roles to evolve.

The session will conclude with a discussion of the process for attaining Higher Learning Commission approval for offering a CBE program

Notes:

ROOM 314

Ohio Universities and Their Role in the Dissemination of STEM Education

Sukanya Kemp // *The University of Akron*

Irina A. Chernikova // *The University of Akron*

How successful are Ohio universities in disseminating STEM education? There are several performance indicators and a lack of uniformity among relevant variables. The goals are to map efficiencies of Ohio universities in undergraduate and graduate STEM pathways and to suggest improvements.

The researchers use a non-stochastic frontier model of Data Envelopment Analysis (DEA), commonly used in Operations Research literature. Initially, the author analyzed large Ohio public universities. With the input-output structure defined by the data, certain universities stood out as efficient in the dissemination of STEM education.

The researchers then studied methods of improving the institutional efficacy through teaching strategies at The University of Akron. Three strategies are offered: increased choices in scheduling; redesigning the curriculum; and multiple modes of delivery. Two connected courses, Technical Data Analysis and Survey of Basic Economics, are used to evaluate these strategies. Policy and strategic implications will be discussed.

Notes:

ROOM 335

Gagafeminist Teaching Strategies

Dani Jauk // *The University of Akron*

The interactive workshop is based on an 11-minute video performance which is meant to be a performative academic paper with the title “bloody mary hairy!” a DIY (gaga-)feminist didactics cock*tail tale. It introduces the idea of “gagafeminist teaching didactics” as variation of feminist pedagogy in higher and adult education learning environments. The interdisciplinary scholar-activist team developed it as a cock*ta(i)le-mixing session based on ideas from Jack Halberstam’s (2013) book *Gaga Feminism: Sex, Gender, and the Edge of Normal*. It was released at the first D-A-CH conference of German-speaking gender studies associations in Cologne, Germany, September 2017.

This workshop will allow participants to explore and collect more gagafeminist teaching strategies and to broaden our understanding of queer and feminist pedagogies.

Notes:

ROOM 310

Inside the Numbers: Motivating Students to Use Metacognition Skills and Track Learning Progress

Stacey Cederbloom // *University of Mount Union*

I was frustrated to observe students repeating mistakes on successive quizzes. Either students were ignoring warnings that concepts would be repeated, or they were attempting to use the quiz to study but were unsuccessful. In either case, I needed a teaching innovation.

I learned “when students are required to think about their own learning and articulate what they understand and what they still need to learn, achievement improves” (Black & Wiliam, 1998a; Hattie, 2009). I created *Inside the Numbers* as a progress-tracking tool to hold students accountable for correcting mistakes, for assessing confidence in understanding, and executing skills addressed by quizzes. In my College Algebra classes, I have seen a remarkable drop in repeat mistakes and witnessed students’ excitement from increased confidence in their math abilities.

I will present research supporting *Inside the Numbers*, the details of its design, students’ feedback, and unexpected outcomes. Participants will create a progress-tracking tool tailored to their content. All participants are encouraged to bring materials for a topic that they teach.

Notes:

ROOM 312

Creating Community Connections

Jodi Henderson-Ross // *The University of Akron*

Amber Ferris // *The University of Akron*

John Roncone // *The University of Akron*

Christin L. Seher // *The University of Akron*

This DISCUSS session includes a panel of faculty who will share pedagogical practices for creating community connections in higher education. Each faculty member will provide an overview of their personal experiences including the challenging and rewarding aspects of guiding students while engaging with local communities. A primary goal of this DISCUSS session is to provide a forum for sharing ideas, identifying resources and collectively imagining a vision of community engagement in higher education.

Notes:

ROOM 335

STEM Education through Sports**Melissa Dreisbach** // *The University of Akron***Victor Pinheiro** // *The University of Akron***John Fellenstein** // *The University of Akron***Amanda Pinheiro** // *The University of Akron*

For this hands-on workshop, stations will demonstrate practical ideas for using sport to engage students in STEM concepts. Participants will analyze a basketball chest pass for biomechanical principles. Participants will discover the angle of release, aerodynamic principles and the physics of flight for a variety of thrown balls. Video recording software will be used in the sport skill and the physics of flight experiment. Participants will explore polymer science activities that address the elasticity/bounce of the basketball by comparing 2 putty balls mixed by participants, construct basketball shoes and walk on eggs. Math will be integrated through data analysis and graphing. A "Sport-Player Statistic trading card" activity will be presented.

These deliberately-designed activities provide a different perspective on how much science, technology, engineering and math are embedded in sport. The objective is to facilitate ideas that can be incorporated into a variety of teaching areas.

Notes:

ROOM 310

International Students in the Classroom**Nicola Kille** // *The University of Akron***Julie Yuhua Zhao** // *The University of Akron*

This presentation identifies some of the challenges that international students often face in a US classroom. In this presentation, student survey results about their experiences in UA classrooms will be shared. In addition, we will explore some of the resources available on our campus. Finally, we will offer ideas for how to make any classroom more welcoming and inclusive for international students.

Notes:

ROOM 312

Integrating Screencasts in F2F, Blended, and Online Courses to Provide Feedback, Craft Assignments, and Improve Learning

Melissa Askren Edgehouse // *University of Mount Union*
Steve J. Edgehouse // *Stark State College of Technology*

YouTube reaches more 18-49-year-olds than any cable network in the US. (YouTube, 2017). Screencasts, both instructor- and peer-generated, aid student learning (Marinov, Webb and Valter, 2016), and students perceive them as beneficial (Green, Pinder-Grover, Millunchick, 2012). Screencast generation is often relegated to digital library tutorials (Oliver, 2016).

This panel will address this juxtaposition by providing strategies for integrating screencasts into online, blended and face-to-face classes as a means of:

1. feedback production
2. students' assignments
3. cultivating personality in online and blended settings
4. clarifying assignment guidelines

The panel will demonstrate best practices for generating screencasts using free software that can be integrated into learning management systems.

Notes:

ROOM 314

Creating the Global Classroom

Gerald Austin // *The University of Akron*
Eric Veigel // *The University of Akron*

The Global Classroom is the first political science course of its kind to be simulcast on four continents. The Global Classroom, inspired by the successful Campaign Battleground class at UA's Ray C. Bliss Institute of Applied Politics, utilizes real-time, interactive videoconferencing and data sharing technologies to bridge four international locations into a highly collaborative teaching and learning environment. This course leverages UA's distance learning classrooms to enable students at four institutions to learn about politics together and from each other.

Notes:

ROOM 335

Game Lab: Strategies for Incorporating Gamification to Increase Student Engagement

Steve Kaufman // *The University of Akron*

We have all had lessons that we wish were more exciting. Either through our own experiences as the learner, or as instructors delivering a lesson, we tend to remember the teaching strategies that made us care about the topic and engaged us. Gamification is a multi-faceted strategy that can be used to drive class participation. Through competition, mastery learning, badging, simulation, and self-assessment, we can turn our classroom experiences into interactive, thought-provoking spaces where students feel acknowledged and rewarded for sharing their thoughts and insights. During this session, we will discuss and demonstrate multiple gamification techniques. Attendees will have the opportunity to participate in activities that will help reinforce how these techniques work. We will also have the opportunity to explore free educational technology resources that can help implement a gamified lesson in a variety of teaching modalities.

Notes:

Ballroom A

Maker Studio

Maria Hawkins // *The University of Akron*

Tim Lin // *The University of Akron*

At The University of Akron, faculty have the opportunity to partner with University Libraries' Maker Studio, which allows their students to 3D print objects, experience augmented reality, utilize a plethora of crafting materials, and create objects that allow them to visualize the physical world. We will be demonstrating how the studio works, providing examples of the objects that have been printed for senior class projects, and sharing ideas for incorporating the studio into a wide variety of curricula.

Notes:

ROOM 310

Teaching Adapted Physical Education at the Collegiate Level: Enhancing Instruction Through the Utilization of Interactive Technology and Innovative Pedagogical Techniques

Alan S. Kornspan // *The University of Akron*

Sean X. Cai // *The University of Akron*

John Roncone // *The University of Akron*

Scholars have become interested in utilizing various instructional approaches to assist college students in learning to teach children with disabilities (Wilhelmsen & Sørensen, 2017). Undergraduate pre-service teachers are taught to utilize assistive technology (Dell, Newton, & Petroff, 2017). Pre-service physical education teachers have been taught innovative technological approaches to help children with disabilities learn motor skills (Piletic & Davis, 2010) including interactive video games, iPads, and virtual reality (McMahon, & McMahon, 2016). This presentation will provide a panel discussion on how university instructors have used technology and innovative pedagogical techniques to teach Adapted Physical Education. This will include an overview of relevant research, a discussion of practical examples of current technology in use, and a description of innovative interactive techniques.

Notes:

ROOM 312

Beyond Textbooks: Tools and Support for Open Education Practices at Ohio State

Michael Shiflet // *The Ohio State University*

Ashley Miller // *The Ohio State University*

Now in its third year, the Affordable Learning Exchange (ALX) at The Ohio State University supports faculty who wish to replace traditional teaching and learning materials with a wide array of open and affordable resources. In this presentation, Affordability and Access team members Ashley Miller and Michael Shiflet will discuss the tools that Ohio State faculty members are using for this work, support offered by the ALX team, and innovative new projects to ensure sustainability and promote growth of open education practices across Ohio.

Notes:

ROOM 314

Transformative Learning: Creating Open Space

Carolyn Behrman // *The University of Akron*

Kathryn Feltey // *The University of Akron*

Matthew T. Lee // *The University of Akron*

Molly B. Hartsough // *The University of Akron*

Due to the structural constraints of the K-12 educational experience that emphasizes consuming and recalling material, many students enter college with an instrumental mindset about higher education. This mindset focuses on consuming course content, earning grades and a degree, and using their credentials as the basis for securing gainful employment after graduation with little cognitive or personal growth along the way. This panel explores the use of reflective and contemplative methods in an instructor created “open space” to shift the learning experience away from such instrumental concerns and towards the related goals of personal and social transformation.

Notes:

ROOM 335

Digital Storytelling: Simple Steps

Dudley B. Turner // *The University of Akron*

The first step is to understand what “storytelling” is using a broad framework. This will help participants with their ability to create (“write”) a story. Second, we will learn about the effects of storytelling and benefits according to research and practice. Most of the session will be spent on the steps to create and implement digital storytelling.

The workshop includes experimentation with several tools for development of stories and the production of digital storytelling. Participants can either use one of the provided laptops, their own device, or team up with another participant (or two) to work on a story project. Time for production will be provided with coaching. Then sharing and discussion of the storytelling projects will help illustrate the variety of ideas and approaches.

Notes:

Ballroom A

Steal My Idea

Gain fame and fortune in this session of multiple, Pecha Kucha-length, presentations. Participants each have 6-minutes 40-seconds to wow the audience with their amazing idea. After the time is up, the buzzer will sound and the next participant is up. The audience will vote on the best idea and that presenter will win an awesome prize!

Notes:

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 Free wireless internet access is provided throughout the Student Union for NEXT participants. Login information will be available on kiosks and at the registration desk.

 Connect and share your experience with us on Twitter with **#uanextcon** and follow us **@uanextcon**.

 Please note that NEXT staff members will be taking photos and video throughout the event. These images and videos are for NEXT use only, and may be used in promotional materials in the future for events hosted by University Libraries and Design and Development Services. Your attendance constitutes your permission and consent for this usage.

The logo for the NEXT conference. The word "NEXT" is written in a bold, sans-serif font. The letters "N", "E", and "T" are black, while the letter "X" is a gold color. The letter "T" has a black arrow pointing to the right, extending from its top bar.

Save the Date!

Join us for the 2019 NEXT conference on March 1, 2019

<http://www.uakron.edu/NEXT>