Agenda

9:15 am – 9:45 am
Registration & Breakfast

9:45 am – 10:00 am
Welcome Remarks: Presidents from our represented Institutions

10:00 am – 11:00 am
Keynote: The Problem(s) with Innovations.
George Otte, University Director of Academic Technology,
Office of Academic Affairs, CUNY Central

11:00 am – 11:55 pm
Concurrent Session I

12:00 pm – 12:55 pm
Concurrent Session II

1:00 pm – 2:00 pm
Lunch & ePortfolio ePoster Session

2:00 pm – 2:45 pm
Birds of a Feather Sessions &
Game-based Learning Interactive Demo

2:50 pm – 3:45 pm
Interactive Lightning Session: Game-based Learning in Higher Education

3:45 pm
Raffle drawing:
iPad mini, Kindle Fire HD, Kindle Paperwhite, 2 pairs
audio headphones for podcasting, videoconferencing,
a copy of Camtasia software for lecture capture and 4
Amazon gift cards!
About The Showcase

The Bronx CUNY EdTech Showcase, held annually in May, promotes and highlights the innovative uses of technology that have the potential to reach new levels of student engagement leading to improved performance.

The three Bronx City University of New York (CUNY) colleges (Lehman, Bronx CC, and Hostos CC) see this event as a great opportunity for networking, collaborating, sharing technical information, and building upon effective practices within our CUNY Community.

Future Bronx CUNY EdTech Showcases will be held annually in May, to offer faculty an opportunity to share their innovative uses of technology to reach new levels of student engagement and improved performance. The showcase will continue the tradition of bringing notable guest speakers to the delight of our audience of faculty, staff, students and administrators.

The Center for Teaching, Learning & Technology at Bronx Community College is proud and excited to host the second edition of this initiative, a unique event that last year brought together colleagues from the three Bronx CUNY colleges to illustrate their commitment to exemplary & innovative teaching and learning in the online, hybrid, and face-to-face environments using technology. The first edition of the Bronx EdTech Showcase was hosted by The Office of Online Education at Lehman College, where audiences comprised of representatives from 18 colleges within our CUNY community were exposed to the insights, experiences and perspectives of 57 presenters throughout the day!

Bronx EdTech Showcase Steering Committee

Albert Robinson, Assistant Director, Center for Teaching, Learning, and Technology, 
**Bronx Community College**

Alyson Vogel, Associate Director, Office of Online Education, 
**Lehman College**

Carlos Guevara, Director, Office of Educational Technology, 
**Hostos Community College**

Elisabeth Tappeiner, Faculty Liaison to EdTech, Library, 
**Hostos Community College**

Kate Lyons, Faculty Liaison to EdTech, Library, 
**Hostos Community College**

Mark Lennerton, Director, Center for Teaching, Learning, and Technology, 
**Bronx Community College**
The Problem(s) of Innovation

Innovation occurs at the edges; resource management is centralized. Innovation works by experimentation; resource management is basically risk management. Shall ever the twain meet? Can a university system produce more than what might look like random acts of innovation — or, more crucially, find sensible, productive ways of supporting them? The answers likely lie in different constructions of risk and of consolidation than we are used to using, ones that ultimately make the distinction between centralization and decentralization a false dichotomy.

Biography

In a previous life I was an English professor and a director of writing programs. In the late nineties, while still at Baruch College, I served Baruch College’s Executive Director of Enrichment Programs, which included presiding over high school outreach and communication-across-the-curriculum programs. A member of the doctoral faculty at the CUNY Graduate Center (in the PhD Programs in English, Urban Education, and Interactive Technology & Pedagogy), I was co-editor of the Journal of Basic Writing from 1996-2002. In 2006, I became Academic Director of the CUNY Online Baccalaureate, CUNY’s first fully online degree, and since have been kicked upstairs as the Chief Academic Officer of the CUNY School of Professional Studies, where that online degree is one of ten online degrees, two Master’s and eight Bachelor’s. In 2008, I was named University Director of Academic Technology for CUNY, a modulation in the title of CUNY Director of Instructional Technology, a position I’ve held since 2001. That title reflects a lot of interests, chief among them academic technology, online instruction and blended learning, digital rhetoric, and computer-mediated communication.
Interactive Lightning Session:

Gamed-based Learning in Higher Education

Games are known for leveraging enthusiasm, engagement, energy, knowledge, and passion on gamers; areas that are fundamentally important in higher education. Our panelists will share their perspectives on how Higher Education can take advantage of the potential of game based learning to create a more engaging student learning experience.

Linda Ridley (Moderator)
Lecturer, Business, Hostos Community College

Biography
Linda Ridley is a Lecturer at CUNY’s Hostos Community College, where she teaches Principles of Management (BUS 201), and Introduction to Business (BUS 100). Additionally, she is an Adjunct Professor and Industry Expert at CUNY’s School of Professional Studies in the M.S. for Business Management and Leadership, where she teaches Organizational Behavior and Leadership (BUS 600), and Managing Diversity in a Global Economy (BUS 633). As a complement to her teaching, Linda is CEO of Edgar J. Ridley & Associates, Inc., an international management consulting firm specializing in change management. Linda has been designated an Expert Consultant by the Asian Productivity Organization (APO) out of Tokyo, Japan, and she services global clients, conducting workshops and training seminars in workplace effectiveness. Linda has conducted training for women entrepreneurs from companies and organizations throughout Southeast Asia. Linda has the additional prestige of being on the faculty of the American Management Association, where her portfolio includes corporate training in analytical topics such as Critical Thinking, High-Impact Decision Making, and High Performance Accountability. Linda studied at Virginia Commonwealth University; she earned her Masters in Business Administration from the Mason School of Business at the College of William and Mary. She and her husband, Edgar, reside in Harlem, New York City.

Maura Smale (Panelist)
Associate Professor, Library, New York City Tech

Biography
Maura Smale is Associate Professor/Coordinator of Library Instruction at New York City College of Technology. She is a member of the Steering Committee of the CUNY Games Network, a group for faculty, staff, and students interested in game-based learning, and co-organized the first annual CUNY Games Festival conference in January, 2014. In addition to using games in teaching and learning, Maura’s research interests include undergraduate academic culture, open access publishing, and critical information literacy.
Rees Shad (Panelist)
Associate Professor, Humanities, Hostos Community College

Biography
Rees Shad is Associate Professor and currently acting chair of the Humanities Department and coordinator of the Media Design Programs at Eugenio Maria de Hostos Community College in the South Bronx of New York City. Over the last seven years he has developed over fifty classes at the college in order to create three separate associates degree programs in digital music, game design, and design & animation. The 2012 Carnegie Foundation’s New York professor of the year, Shad and his colleague Catherine Cannon are the Principle Investigators in the NSF/ATE grant Designing Futures With Games which involves a multi-disciplinary initiative to engage students with math and science by introducing the subjects through compelling game play and design. He holds a B.A. in English Literature from Skidmore College, an M.S. in Technical Communication from RPI (with certificates in graphic design and usability studies), and an MFA in design and technology from Parsons The New School for Design.

Joe Bisz (Panelist)
Associate Professor, English, Borough Manhattan Community College

Biography
Joe Bisz is an Associate Professor of English at the City University of New York’s (CUNY) Borough of Manhattan Community College and a part-time educational game designer. In the past 8 years, Joe has published 25 papers, including 9 on games or pedagogy in journals such as Computers and Composition and Transformative Works and Cultures. He has given more than 50 presentations outside his home college, and co-founded the interdisciplinary faculty group The CUNY Games Network. Additionally, he was awarded 11 grants, including most recently a $90,000 Title V Federal E-Learning mini-grant to build Levelfly, an achievement-based learning management system (levelflylearning.com). Joe has spoken to many instructors and librarians who desire high-impact pedagogies and technologies that can lead to better engagement with this new era of college students. Game-based learning is the best tool he’s found for this mission.
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<td>9:15-9:45AM</td>
<td>Registration (Playhouse) and Breakfast (Roscoe Brown 211 / Terrace)</td>
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<td>Welcome: Lehman, Hostos, and BCC Leaders (Playhouse). Carole M. Berotte Joseph, Ph.D., President, (BCC). Ron Bergmann, Vice President for Information Technology, (LC) Carmen Coballes-Vega, Ph.D., Provost &amp; Vice President for Academic Affairs, (HCC).</td>
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<td><strong>NL 130</strong> Media &amp; Mobile Learning</td>
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<td>Art History Gone Mobile: B.Y.O.D. and Google Arts Project</td>
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<td>Amy Handfield, Adjunct Lecturer, Art &amp; Music, Bronx CC</td>
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<td>Intern Video Series: Best of the Bronx</td>
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<td>3:45-4:00PM</td>
<td>Raffle drawing (Playhouse)</td>
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<td>NL 136</td>
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<td>Innovation Pedagogy I</td>
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<td>Technology to Teach Biology-Based a Developmental Psychology Class</td>
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<td>Community College Students Can Do!</td>
<td>The Connectivity Paradox: Students’ use of technology as both help and hindrance, and the challenge of striking a balance</td>
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<td>Writing-to-Learn Using Social Pedagogy and Technology</td>
<td>Science Forward: New Methods for Teaching STEM Literacy</td>
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<td>Andrea Francis, Assistant Professor, Business &amp; Technology; Rajendra Bhika, Associate Professor, Business &amp; Technology; Nicole Maguire, Lecturer, Business &amp; Technology, LaGuardia CC</td>
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<td>Games in Pedagogy; we got that!</td>
<td>Beyond the Classification of Digital Natives &amp; Immigrants</td>
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<td>Moderator: Amy Handfield</td>
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Students as Interns Video Series: Best of the Bronx.

Brendan McGibney, Technical Director; Angela Piva, Chief Audio Engineer, Multimedia Center, IT Division, Lehman.

Brendan McGibney will discuss his work with students at Lehman College to promote unique areas of The Bronx through the ‘Best of the Bronx’ series videos which feature destinations like Wave Hill, City Island and Arthur Avenue currently running inside taxi cabs, online and on Channel 22. Angela Piva brings her cutting edge knowledge to the facility and to the student body and will discuss her work developing audio internship programs within and across the Bronx CUNY colleges.

Online Learning {NL 131}
Developing and Facilitating a Successful Hybrid Statistics Course

Ruslan Flek, Assistant Professor, Mathematics, Hostos CC.

This presentation will outline an effective model for a Hybrid Statistics course. The course continues to be very successful, incorporating on-line instruction, testing, blogs, and, above all, a data analysis project based on real up-to-date relatable data. The course follows a project driven trajectory motivating students to engage more aggressively in the class and rise up to the challenge of writing an original research paper. Obstacles, benefits and successes of this endeavor will be addressed.

Andragogy vs Pedagogy: Teaching the Adult Learner in an Online Environment

Tonina Aragona, Adjunct Lecturer, Education, Hostos CC.

The purpose of this presentation is to offer a deeper understanding of adult learning and provide tips on how to effectively teach in the online environment. The presenter will compare and contrast two learning theories: andragogy and pedagogy. Furthermore, the roles of the online instructor and e-learner will be outlined. An open discussion at the end of the presentation will allow participants to make implications as to which learning theory is more effective for online learning.

Collaborating Blackboard into Teaching - Case Study

Hsinrong Wei, Instructor, Business and Information Systems, Bronx CC.

In this presentation, a business instructor will discuss a variety of Blackboard functions and describe how technology enhances teaching and learning. It will also address the challenges and issues facing both instructors and students in an online learning environment.

Learning Centered I {NL 136}
Using Clickers to Teach Biology-Based Material in a Developmental Psychology Class

Antonios Varelas, Assistant Professor, Behavioral and Social Sciences, Hostos CC.

This talk will describe a study designed to assess if clicker technology during a lesson can improve learning relative to traditional lecture alone. A control group was exposed to the stages of prenatal development via traditional lecture, and an experimental group was exposed to the material via an exercise that used clickers. A pretest showed no difference before the intervention. A posttest showed that the clicker group had significant gains indicating clickers may facilitate learning of science-based material.

What Bronx Community College Students Can Do!

Monique A. Guishard, Lecturer of Psychology, Social Sciences, Christopher Polidura, Alberto Salcedo, Nicole Steakin, Jeannette Torres, Student, Bronx CC.

The dominant discourse in faculty spaces with respect to student performance too often focuses on what community college students, in need of developmental courses, can’t do. Deeply inspired by the work of Robert Glaser, Lev Vygotsky, bell hooks, and Bagele Chilisa we (Monique Guishard, and four intermediate psychology students) have collaborated using student podcasts to theorize back to deficit, damaged centered theories of student underperformance.
Engaging Millennials with Facebook Pages: Creating a Space for Civic Engagement and Community (On Their Own Terms)
Sarah L. Hoiland, Assistant Professor, Behavioral & Social Sciences, Hostos CC.
This presentation will be on a work-in-progress Facebook page that is being piloted this spring in an Introduction to Sociology course. The page was created in response to several issues that arose early in the semester. Student participation on the page, both quantity and quality, as well as lessons learned will be discussed.

Innovation in Pedagogy I {NL 137}
Deciding What to Use: Introducing Pieces of Digital Learning without Overwhelming the Students
Stephen Powers, Professor, Education & Reading, Bronx CC.
There are many possible ways to introduce social media or academic technologies such as Blackboard, Collaborate, ePortfolio (Digication), blogs, wikis, tests, quizzes, Chalktalk, podcasting, etc. and those are just the ones we use at BCC! What is the best way to introduce these into the classroom and into the distance learning environment? Good question, and discussing it in fifteen minutes will be a GREAT starting point!!

The connectivity paradox: Students’ use of technology as both help and hindrance, and the challenge of striking a balance.
Emalinda McSpadden, Assistant Professor, Social Sciences, Bronx CC.
While there is research supporting the use of technology in classrooms, there is also evidence that technology often disrupts student learning. Examples of technology use in classrooms by both teachers and students will be explored, including the benefits and risks of each to the learning process. Research findings on cognition, attention, and classroom technologies will inform strategies for best practices for classroom technology use.

Writing-to-Learn Using Social Pedagogy and Technology
Andrea Francis, Assistant Professor, Rajendra Bhika, Associate Professor, Nicole Maguire, Lecturer, Business & Technology, LaGuardia CC.
Accounting faculty from LaGuardia will share the structure and results of an initiative centered on using ePortfolio and social pedagogy to facilitate writing-to-learn for accounting students. Through a series of ePortfolio-based assignments that connected two classes, along with an in-class writing workshop conducted by non-discipline faculty, students worked together to understand the importance of writing in the accounting discipline and strengthened their writing abilities.

STEM {NL 141}
Math Online: At home & In Class
Evangelia Antonakos, Assistant Professor, Mathematics & Computer Science, Bronx CC.
Fostering engaged, self-reflective learning can be aided by the data that instructional software provides. Online homework in math classes is a boon for students; they get immediate feedback. I will share my recent experiences, mostly positive, using ALEKS software in the classroom as well. From login data and class work, each student and I can build a conversation about how their efforts correlate to their progress over the semester. I will discuss how I structure a course which uses software.

Digital Technology in the Anatomy & Physiology Classroom
Zvi Ostrin, Assistant Professor, Vyacheslav Dushenkov, Assistant Professor, Natural Sciences, Hostos CC.
Most students use, or are prepared to use, mobile devices to study Anatomy and Physiology. In the past two years we have explored a variety of ways to use mobile technology in Anatomy and Physiology, both in the lecture and in the laboratory. We will report on an exciting current pilot project, which involves using apps in the laboratory to allow the student to manipulate anatomical structures such as bones and muscles, and thereby achieve increased understanding through active learning.

Science Forward: New Methods for Teaching STEM Literacy
Lisa Brundage, Director, CUNY Advance; Kelly O’Donnell, Director, Science Forward, Macaulay Honors College.
Science education at the undergraduate level has traditionally relied on memorization of facts and replication of set experiments within specific disciplines. Science Forward is a new science seminar that focuses on “science sense.” Science Forward, designed by an interdisciplinary team of CUNY scientists, helps CUNY undergrads develop critical thinking skills that undergird scientific literacy.

12:00-12:55PM
Edtech Innovations in Nursing {NL 130}
Application of Narrative Pedagogy to Promote Excellence in the Clinical Setting
Janet Raman, Assistant Professor, College of Nursing and Public Health, Adelphi University; Jennifer Bryer, Chairperson, Department of Nursing, Farmingdale State College.
The clinical setting has become increasingly complex in recent years. Nurse educators have recognized the limitations of traditional pedagogies in the clinical setting. The need for innovative, student-centered learning is essential in order to transfer knowledge to practical situations and discover new ways of thinking about clinical situations. Narrative pedagogy which emphasizes how students learn and experience learning is an effective evidence-based approach to clinical education.
The Use of On-Line Computer adaptive Testing to raise Standardized Test Scores
Edward L. King, Associate Professor; Kathleen Ronca, Assistant Professor, Nieves Aguilera, Associate Professor, Allied Health-Nursing, Hostos CC.

Nursing school graduates are under pressure to pass the RN-NCLEX Exam on the first attempt since New York State monitors the results and uses them to evaluate the school’s nursing programs. Since the RN-NCLEX Exam is a standardized test, we sought a method to make our students better test takers. The use of on-line computer adaptive testing has raised our student’s standardized test scores at the end of the nursing course.

Developing an Exemplary Nursing Course Using Blackboard
Natasha Nurse, Lecturer; Myriam Cadet, Lecturer, Nursing, Lehman.

This talk outlines a project that aims to develop an exemplary, innovative online nursing course that may serve as a template for other courses. The specific aims are to:

1. To develop an online course that meets the criteria of an Exemplary Blackboard Course
2. To provide a template that may be successfully used in any online course across the CUNY campuses
3. To integrate innovative and engaging materials and activities into an online course for the retention of online learners.

FLIP {NL 131}
“Flipped Classroom” for Teaching Business
Research in a Business Management Course
Madeline Cohen, Assistant Professor and Head of Reference, Leonard Lief Library, Deborah Sanders, Lecturer, Business and Economics, Lehman.

This presentation will report on a cross-department collaboration between the library and the business/economics department at Lehman College to conduct information literacy instruction as a “flipped classroom.”

Lehman Flips for Clickers
Rena Quinlan, Doctoral Lecturer, Biological Sciences; Alyson Vogel, Associate Director, Online Education, Lehman.

The i>clicker is a versatile, easy to use electronic multiple choice device that helps provide instant feedback on what students are learning. In both hybrid and on-site classes, clickers provide a way to rapidly collect an answer to a question from every student; an answer for which they are all individually accountable. In this session, Biological sciences lecturer Rena Quinlan will describe her use of clickers with large classes that help students achieve defined course outcomes.

Learner Centered II {NL 136}
Camtasia Mania: Using Video in Exemplary Online Course Design
Steve Castellano, Technology Specialist, Jose Renique, Professor, Online Education, History, Lehman.

This basis of our presentation is to share a method of creating a fully online course experience for the student. The LMS (Learning Management System) in our presentation will be Blackboard. Our presentation will include the course design (following a weekly syllabus or course weekly module, the various content areas of the course and most importantly, the rich media included in the course. Our presentation will also include the creation process via CAMTASIA, video production software.

This is your brain on the iPad
Azizi Seixas, Assistant Professor; Kate Wolfe, Assistant Professor, Behavioral & Social Science, Hostos CC.

The proliferative usage of multimedia tools in the classroom reflects an increasingly technocratic education system. Technology provides educators with new opportunities to reach students in innovative ways. We describe the use of iPads and several proprietary applications in a General Psychology course as one opportunity to improve student learning outcomes. Quantitative and qualitative evidence will be provided of the pre- and post-tests, which both show positive significant outcomes.

Rap Genius in the Classroom
G.D. Peters, Substitute Lecturer, English, Lehman.

Rap Genius began as a rap lyric website, but it has since moved far beyond just rap, with unique home pages for Rock, News, and Poetry. At its heart, the ‘Genius’ sites provide a social-collaborative annotation platform. Like Wikipedia, it’s a crowd-sourced database that allows any users to add content. Unlike Wikipedia, Genius invites users to annotate documents, to break down and close read novels, short stories, poems, and a wide variety of other texts.

Innovation in Pedagogy II {NL 137}
Podcasting Oral Presentations
Sandra V. Williams, Adjunct Instructor, CLIP, Hostos CC.

This presentation tells how podcasts can be used to enhance the learning experience of English as a Second Language (ESL) students registered in a content-based language immersion program. The students were placed in groups of four and asked to prepare an oral presentation. The topics of the presentations included Financial Aid, College Courses and Course Schedules and Academic Policies. Each presentation was podcasted to give students an opportunity for self-evaluation and feedback.

Expanding the online math homework system
WeBWork to CUNY
Kerry Ojakian, Assistant Professor, Natalia Novak, Assistant Professor, Mathematics & Computer Science, Bronx CC.

Math teachers everywhere agree: the way to learn math is to do math. Effective homework is a key to a successful math course. With this goal in mind, a group of math professors at BCC spent the last year working with the online homework system WeBWorK. Our intention is to expand our current implementation, with the hope of working across campuses. We will discuss the advantages of WeBWorK and how we might work collaboratively across CUNY.

EdTech Innovator Chase: Rewarding Faculty Innovation through badges
Wilfredo Rodriguez, Coordinator, Educational Technology, Kate Lyons, Assistant Professor Library; Carlos Guevara, Director, Educational Technology, Hostos CC.

Each semester we celebrate our college EdTech Innovators—everyone who’s using technology to explore new
pedagogical approaches. We applaud early adopters for developing best practices, because maybe they’re doing something nobody else has. Those who innovate in the most EdTech areas and (most importantly!) help their colleagues level up, compete for the epic win. The EdTech Innovator Chase, a gamified activity (digital badges) was created to showcase faculty innovations in teaching practices.

**ePortfolio (NL 141)**

**Developing Quantitative Reasoning by Integrating E-Portfolios and Scientific Writing in Chemistry Class for Science and Engineering Majors**

Luis Arias, Brian Ortega, Feliberto Feliz, Leopoldo Mejia, Students; Francisco Ordonez, EdTech Specialist, Educational Technology; Na Xu, Adj. Assistant Professor, Natural Sciences; Nelson Nunez Rodriguez, Associate Professor, Natural Sciences; Sandy Figueroa, Assistant Professor, Business, Hostos CC.

“Student Poster Presentation: This presentation discusses how ePortfolio and scientific writing guidelines foster quantitative reasoning skills in science students. Three lab reports from the 12-lab report sequence were revised in a chemistry class for STEM majors. Guidelines were created to write, revise and reflect on these writing pieces and extracurricular activities in ePortfolios. The work presented here demonstrates students’ improvement in scientific literacy and the effectiveness of ePortfolios as a tool to develop disciplinary writing skills.

**ePortfolios and Our Candidates’ Professional Journeys**

Leslie Lieman, Educational Technology Coordinator, Patricia Pena Cardy, Graduate Student, School of Education, Lehman.

Lehman College School of Education ePortfolios enhance student learning through reflective practice, integrative learning and social pedagogy. ePortfolios create a space for our candidates to develop their professional identity; connect to professional standards; evaluate their strengths and weaknesses; deepen understandings of continuous learning; speak clearly about their philosophies and beliefs; and think critically about their practice.

**ePortfolio eMpowerment: Active Learning, Academic Thresholds and Participatory Culture at Bronx Community College**

Jordi Gedman Eraso, Associate Professor, History, Bronx CC.

This session will offer concrete examples of how eportfolios are used to help create an authentic sense of ownership in the learning process, turning students into genuine stakeholders in the classroom. It will also explore the ways in which ePortfolio practice can be paired in specific disciplines (such as history), between disciplines (such as in interdisciplinary programs) and in faculty development initiatives to promote transformative, irreversible, and integrative learning that is bounded and troublesome. Among other aims, this session will encourage greater flexibility and more organic growth of student eportfolio projects, with the idea that low-stakes and exploratory eportfolio exercises encourage intellectual and academic growth for both students and faculty.

1:00-2:00PM

Box Lunches & ePortfolio ePoster Sessions

(Roscoe Brown 211 / Terrace)

2:00-2:45PM

**Birds-of-a-Feather**

**{NL 130}**

Online Learning (flipped, hybrid, synchronous, asynchronous)

Moderator: Hsinrong Wei

**{NL 131}**

Learner Centered Teaching: Is there an app for that?

Moderator: Stephen Powers

**{NL 136}**

Innovations in Pedagogy; we got that!

Moderator: Ruslan Flek

**{NL 137}**

Beyond the Classification of Digital Natives & Immigrants

Moderator: Amy Handfield

**{NL 141}**

Game-based Learning (Interactive Demo)

Presenter: Joe Bisz, Associate Professor, English, BMCC.

What does the lesson “Finding Citations,” the game “Trivial Pursuit,” and the mechanic “Bluffing” all have in common? In this bootcamp brainstorm facilitated by a CUNY professor, attendees are broken up into design teams whose job it is to enhance a traditional lesson with the mechanics of popular board games in only 20 minutes. Whether you have to teach the rules of citation or the rules of interviewing, there is usually a game plan that can help. This game teaches you how to integrate educational games into your classroom, while providing a fun introduction to the principles of game-based learning.

2:50-3:45PM

Interactive Lighting Session: Game-based Learning in Higher Education (Playhouse)

Panel: Rees Shad, Associate Professor, Humanities, Hostos CC; Maura Smale, Associate Professor, Library, NY City Tech; Joe Bisz, Associate Professor, English, BMCC.

Moderator: Linda Ridley, Lecturer, Business, Hostos CC.

Games are known for leveraging enthusiasm, engagement, energy, knowledge, and passion on gamers; areas that are fundamentally important in higher education. Our panelists will share their perspectives on how Higher Education can take advantage of the potential of game based learning to create a more engaging student learning experience.

3:45-4:00PM

Raffle drawing (Playhouse)
Acknowledgments

Dr. Carole M. Berotte Joseph, President, Bronx Community College
Dr. Felix Matos Rodriguez, President, Hostos Community College
Dr. Ricardo Fernandez, President, Lehman College
Dr. Claudia V. Schrader Provost, VP Academic Affairs, Bronx Community College
Dr. Carmen Coballes-Vega, Provost, VP Academic Affairs, Hostos Community College
Dr. Anny Morrobel-Sosa, Provost, SVP Academic Affairs, Lehman College

Keynote and Special Presenters:
Dr. George Otte, University Director of Academic Technology, City University of New York
Ron Bergmann, Vice President & CIO, Division of Information Technology, Lehman College
Joe Bisz, Associate Professor, English, Borough of Manhattan Community College
Maura Smale, Associate Professor, Library, New York City Tech
Rees Shad, Associate Professor, Humanities, Hostos Community College
Prof. Linda Ridley, Lecturer, Business, Hostos Community College

Our Faculty and Staff Showcase Presenters
Hostos EdTech Staff & EdTech Interns
Bronx Community College EdTech Staff
Lehman College/Information Technology Resources Staff

Bronx Community College IT Department
Edwin Sanchez
Gustavo De los Angeles
Sammy Henry
Jonathan Lacay
Errol Williams

Bronx Community College Public Safety

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May 8, 2015 at Hostos Community College