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~ John Dewey
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– Sally Speed, M.A. in Adult Learning

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**Special Thanks** to these members of the SUNY Empire State College community, the Saratoga Springs City School District, our volunteers and vendors/sponsors who contributed to this conference:

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Tai Arnold
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Wendy Ferraro

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**EdCamp Access**

**Date:** Oct. 22, 2016  
**Time:** TBD  
**Location:** Averill Park HS

For more details and to stay up to date on this event, please “Like” us on Facebook!  
https://www.facebook.com/edcampaccessny/
The faculty, staff and administrators of the School for Graduate Studies at SUNY Empire State College would like to welcome you to the first Learning With Innovative Technology (LIT) Conference.

There are an ever-increasing number of educational technologies available to instructors at all levels of education. While these technologies can be a boon to educational innovation and effectiveness, they also can lead to interesting, yet educationally questionable, multimedia experiences. The goal of the LIT conference is to bring teachers, scholars and practitioners together to share knowledge about the effective use of educational technologies to provide learners with a more enriching learning experience. We are glad you are joining us. We welcome and encourage your valuable contributions to our conversations.

Please enjoy the day.

Nathan Gonyea  
Associate Dean, School for Graduate Studies,  
SUNY Empire State College

The Saratoga Springs City School District is pleased to partner with Empire State College on the first Learning With Innovative Technology (LIT) Conference, which will be held at Saratoga Springs High School. We want to welcome all participants to a day of learning, collaborating and imagining. Technology is viewed as an instructional tool for improving student outcomes. Innovative technology solutions promote best and next practices, which can have a positive impact on student achievement and engagement, teacher effectiveness and teaching innovation. We hope you grow as professionals from a day of collaborative learning. Welcome to the Saratoga Springs City School District Campus and have a great conference.

Michael M. Piccirillo  
Superintendent of Schools, Saratoga Springs City School District

Thank you to the generosity of our sponsors. Without them, this conference would not be possible.
Logistics

Saratoga Springs High School – Second Floor

Certificates of Attendance: Certificates of attendance can be picked up at the registration desk.

Presenters: Prep Room D217
Room D217 has been reserved for the presenters in order to allow them to test their presentation technology.

Cell Phones: Please silence your cell phones as a courtesy to the presenters.

Smoking: Smoking is prohibited on school property.

Saratoga Springs High School – Parking

Lunch
If you preordered your lunch, your lunch will be labeled with your name. Due to a large amount of food allergies, please make sure to grab your lunch with your name on it. If you did not preorder lunch, there will be a variety or boxed lunch options from which to choose. You are welcome to take your boxed lunch to any conference room to eat and network with others. Due to the limited time, we suggest that you take your lunch to your Session Block 4 choice. Tables will be set up in various locations in the conference hallways to pick up your lunch. Please follow the signage to find your lunch. Thank you to McGraw Hill for their lunch sponsorship.

Wi-Fi
SSID: SSCS_Community
No password needed
8:00 a.m.
Registration

8:30 a.m.
Session Block 1
(1 hour sessions)

9:40 a.m.
Session Block 2
(1/2 hour sessions)

10:20 a.m.
Session Block 3
(1 hour sessions)

11:20 a.m.
Visit With Vendors/
Networking Lunch
Networking Lunch provided by McGraw Hill

12:25 p.m.
Session Block 4
(1 hour sessions)

1:35 p.m.
Session Block 5
(1 hour sessions)

2:45 p.m.
Session Block 6
(1/2 hour sessions)

3:15 p.m.
Wrap up and TechSmith
Software Raffle
(Need to be present, held at
registration table)

Be sure to check out www.esc.edu/lit
for future news on our conference.

#litconf2016
8:30 a.m. Session Block 1

Room # D205
The BCMS Principals Advisory Committee
Google Workspace: How a Collaborative Workspace Is at the Foundation of a Character Program in Our Building
Mike Klugman
Bethlehem Central Middle School

The BCMS PAC is a group of students recruited to help the school administration make our school a better place. The students action their own mission and projects and school administration serve as project managers. The students’ leadership skills are developed and they contribute to the overall well-being of other students in the school through their projects. We will demonstrate how we use a shared Google site with embedded Google docs to facilitate our workflow.

Room # D214
Formative Assessment Tools – Practical Everyday Use
Jason Adams – Model Schools Specialist
Questar III / BOCES

Research shows that formative assessment has the power to significantly improve student learning. This presentation will progress from low-tech to high-tech options, covering five different formative assessment tools. Participants will be given time to explore each tool in this hands-on presentation. Participants need a QR reader on their electronic device.

Room # D209
Flipped Learning
Courtney Sayward – Mathematics Teacher
Stillwater Central School District

The flipped learning session will discuss the difference between flipped classroom and flipped learning. This session also will showcase differentiation, student self-paced learning and edtech tools that aid in the flipped learning model. Examples presented will be from a 9th grade algebra classroom.

Room # CR221
Beyond Gmail: Exploring Google Drive
Kyrsten Keane – Mentor, Miriam Russell – Visiting Professor
Daniel McCrea – Director of Academic Support
SUNY Empire State College

Discover teaching tools via Google Drive by going deep into the toolbar for ease of use in helping students improve their writing and research skills at any level. Find ways to develop surveys and quizzes that work for you and your students. This presentation will demonstrate the mechanics of accessing and utilizing writing, scholarship, feedback and research tools available to anyone with a Google account. These tools are appropriate for use by educators in a variety of settings. The presenters will share their own success stories using Google Drive tools in their work with students and colleagues.

Room # CR225
Digital Portfolios: We Show You the “Sway” Forward!
Josh D’Ambrosio – Research Assistant
RMC Research

Sway joins Word, Excel, PowerPoint and OneNote as a member of the Microsoft Office family. Sway is an intelligent app that helps you express your ideas on an interactive, web-based canvas. Sway allows educators to present content and curriculum to students in an engaging way, to showcase student work and way for everyone to tell their story creatively. Sway enables you to pull from many sources and use any device to build your presentation. You can even pull in a YouTube Video, upload a PowerPoint, or Office Mix and work from there. The possibilities are only limited by Y-O-U. Come with content for a newsletter, presentation, lesson plan or a handout and be prepared to be reimagine the way your ideas come to life.

Room # CR223
Coding With Google CS
Michele Hogan – Instructional Technologist
Paul Streicher – Director of Technology
Glens Falls City Schools

This presentation will show you how to set up and manage a Google CS Club or classroom so that you can begin coding with your students. After having completed one Google CS session and started another, we will be able to speak from experience on the implementation process and provide feedback from the Gurus and students themselves.
### Room # D215

**Enhancing Student Learning and Professional Development With Atomic Learning**

*Donna Marie Andress – Instructional Technologist  
Saratoga Springs City School District*

Looking to build critical skills for success in and out of the classroom? Atomic Learning provides online video training tutorials on hundreds of software applications, a variety of assessments and other tools, as well as professional development and learning resources focused on adapting to changing instructional practices, boosting student engagement, developing students' college and career readiness, and effectively leveraging technology to improve teaching. These resources are readily available to students, parents, teachers and administrators. Attend this session to learn how these resources can be utilized to help transform the learning experience and extend professional development opportunities.

### 9:40 a.m. Session Block 2

#### Room # CR223

**Increase Engagement With Nearpod**

*Rebecca Ekstrom – School Library Media Specialist  
Algonquin Middle School*

Nearpod is a free tool to help take your PowerPoints or Google Slides to the next level and make them interactive. Students can take polls, draw, answer questions, view videos, take quizzes, (and get instant grades), and much, much more. This session will introduce participants to Nearpod, its main features and give them directions to convert a PowerPoint or Google Slides presentation into a Nearpod. Your students will enjoy interacting with your Nearpod presentation and will be able to have it closer to them as well.

#### Room # CR221

**The Technology Test Kitchen**

*Phylise Banner – Director of Online Teaching and Learning  
Clarkson University Capital Region Campus*

In response to a demand for more community-of-practice approach at faculty development seminars, a group of educators designed a new learning space concept – the Technology Test Kitchen. The Technology Test Kitchen is a makerspace where participants are guided by “chefs” who talk about design, discuss “recipes” (quick how-to guides), utilize apps, brainstorm curriculum strategies, explore new media and provide 1:1, hands-on sharing with learning technologies. This session will delve into the Technology Test Kitchen and provide direction on how to showcase this approach at your school successfully, using resources developed by the Technology Test Kitchen pioneer “chefs.”

#### Room # D209

**Using Aurasma to Enhance Lessons and Projects**

*Peri Nelson-Sukert  
CiTi BOCES*

Aurasma is an augmented reality app which uses a trigger to start the augmented experience. Teachers and students can create a movie and a trigger in order to enhance lessons and projects.

#### Room # D205

**Project Lead The Way Elementary Launch Program**

*James Nair – Instructional Technologist  
Saratoga Springs City School District Project Lead The Way*

PLTW’s LAUNCH program offers K-5 students STEM problem-based learning activities and projects with a common theme. The modules lead students through hands-on activities that promote communication, collaboration and working through real-world problems. This session will explain the philosophy, module construction, standards alignment and how LAUNCH works in the elementary environment.

#### Room # D214

**Learn How Universities, Colleges and K-12 Leverage Video In and Out of the Classroom**

*Jeff Dennis – Director of Sales  
Panopto Inc.*

The use of video for improving student learning has crossed the tipping point at schools, universities and colleges across the county. Video is now being used for lecture capture, flipping the classroom, recording student presentations, live streaming of colloquia, and more. Come learn how Panopto,
a SAAS based video platform, can be a central part of student learning. At the end of this session, you’ll have a clear sense for how institutions use Panopto, a video platform for a wide range of use cases, and more.

Room # CR225

**Slouching Toward Technophilia: The Long Slow Slog Toward Digital Stories in a Decidedly Low-tech Environment**

*Michael Youngs – Assistant Professor*
*Michael Daly – Assistant Professor / Instruction Librarian*
*Fulton-Montgomery Community College*

In support of the following Institutional Learning Outcomes: graduates will demonstrate critical thinking, problem solving and creativity; proficiently select and apply appropriate communication skills in a variety of settings; and apply appropriate technology in order to research, communicate and learn effectively, as well as the State University of New York (SUNY) General Education outcome of Basic Communication, the move away from traditional research papers and toward student-created digital stories in English courses at Fulton-Montgomery Community College (FM) initially appeared to meet several communication and technological literacy outcomes readily. As teaching faculty, librarians and students quickly discovered, appearances can be deceiving. The rise of the digital story as a crucial element in 21st century literacies has been well-documented, reported and published. What is overlooked in those instances is the story behind the story. In this presentation, participants will see – and hear – how the process of creating an institutional space and awareness and appreciation for alternative assignments requires much more than merely asking students to “do something different.” FM serves a demographic of students on the lower rungs of the socioeconomic ladder which demands that for digital stories: technologies, apps and tools utilized must be free (students lack resources to purchase) technologies, apps and tools utilized must be available on campus (students don't have access to internet and/or tools at home) faculty and librarians must be experts in the use of technologies, apps and tools (students lack full digital literacies). This presentation will discuss these successes and challenges using a number of applications, including PowerPoint, WeVideo, Little Story Creator, iMovie and MovieMaker, among others, and the implications of such technology on the faculty, institution and student. In addition, the college is challenged with the duty to provide technology and space while constrained by ever-tightener budgets, jeopardizing the very feasibility of such projects, despite the documented assessments which show the digital story as a successful way to develop multiliteracies. The teaching faculty is challenged in a multitude of ways, and this will be a topic for discussion. Participants also will hear how this ongoing project positively challenges the internal and external conceptions of academic librarians. Rather than merely serving as curators of content, librarians, by inserting themselves in the processes of the digital story process, have re-imaged themselves as co-collaborators with teaching faculty and as value-adding enablers of student-created content. In both cases, it is true that technologies, that digital stories offer a richness in content creation that is difficult to replicate. It also is true that the relationships forged between librarians and faculty, between faculty and students and between students and librarians in the tangle with technology is the lasting product.

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10:20 a.m. Session Block 3

Room # D209

**Digital Storytelling Across the Curriculum**

*Kathleen Gormley – Digital Storytelling Across the Curriculum, Peter McDermott – Professor of Education*
*The Sage Colleges*

Digital storytelling is becoming part of everyday life. Many of today’s students are as natural composing with digital tools as they are with traditional alphabetic texts. In fact, being able to compose digital compositions is increasingly expected of 21st century citizens. In this workshop, we discuss how digital storytelling can be integrated across the curriculum. Examples of digital stories from English language arts, social studies, science and math will be presented. A variety of strategies for planning and recording digital stories, including the use of storyboarding and free web tools, will be described.

Room # D205

**Making Personalized Learning a Reality**

*Kevin Healy – Distance Learning Coordinator*
*Matthew Bashant – Supervisor, Instructional Support Services*
*Oneida-Herkimer-Madison BOCES*

Those who promote products for personalized learning often address only part of the equation. Publishers of instructional content may link the content to standards, and
those who produce assessments may link assessment items to standards. But there are two problems with this. First, all too frequently, the data is provided to the teacher too late to affect meaningful changes in instruction. Second, the feedback does not complete the circle, linking content, assessment and standards. Learn how a personalized learning management system can bring the standards-instruction-assessment feedback loop full circle to provide teachers, students, parents and administrators with immediate results that can be used to adjust teaching and learning strategies for immediate and individualized student intervention. Such a system empowers and engages students, leading to transferable skills and increasing motivation. This presentation will demonstrate an innovative use of rich content in a system capable of providing the feedback necessary for personalized learning. The presenter will use examples from several disciplines to show:

- How teachers can use the standards-instruction-feedback loop to refine instruction and provide student intervention
- How students can take charge of their own learning to accelerate or remediate
- How parents can support their children using the system.

Room # CR223

Google Apps for Education for Administrators, Counselors and Support Staff

Courtney Sayward – Mathematics Teacher
Stillwater CSD

This session will highlight what Google Apps for Education can do for administrators, guidance counselors and other support staff. Example topics will include curriculum mapping with Drive, lesson planning with Drive and Calendar, meeting appointments with Calendar, committee groups with Google Classroom, staff meetings with Google Classroom, Calendar and Drive, and more.

Room # D215

Social Networking for Learning and Assessment

Eileen O’Connor – Associate Professor
Meg Benke – Professor
SUNY Empire State College

As any teacher knows, youth today are well attuned to social networking. However, if, when and how can this networking serve learning purposes? And how could you determine if these networks were working to your educational purpose? This workshop begins with a grounding in the education and assessment theories and the necessary technologies that could extend classroom learning through e-based social networks. Application areas will be presented and begun during the workshop. Participants will then complete their study by developing a social network for their particular needs, submitting their work for review through an online forum within one month after the workshop ends. Participants who are interested in enrolling in one graduate credit at Empire State College may blend this workshop with other educational criteria specified during the workshop. This option should be discussed with the presenter or Meg.Benke@esc.edu (regular ESC tuition is applied.)

Room # CR225

In the Mix at ITC – Introducing Microsoft Office Mix

Monique Morgan – Research Associate
RMC Research

Focused on participants who have little or no experience with Office Mix, this session will serve as an introduction to the tool and its application across all grade levels in any content area. Office Mix was created with educators in mind, as a free add-in for PowerPoint with everything you need to easily create and share interactive online lessons. This simple resource allows users to turn PowerPoint slides into interactive presentations making it easy to create a dynamic learning environment, engage students and evaluate student learning with something they already know how to use. Come with content for a lesson plan and learn how to flip your classroom with Office Mix.

Room # CR221

Google Classroom – Create, Assign, Collect and Grade Student Work Paperlessly

Carol LaRow – Authorized Google certified trainer, Google Apps for Education Regional Leader, Apple Distinguished Educator, Niskayuna CSD Retired
Peter LaRow – Teacher

See how to establish a paperless workflow with students for passing out and collecting assignments. Google Classroom allows you to create, assign, collect and grade student work in one place. Classroom creates an individual assignment folder for each student and automatically passes out the assignments, including directions. Each student receives his/her own copy of the assignment to type on. Classroom automatically creates a calendar for each class with assignments and due dates. You can post announcements for the entire class and also post discussion questions for students to offer comments in the class stream. As students turn in their assignments, Classroom keeps track of students
that are done and those that are not, so teachers can see a status of the class at a glance. Grades can be given from within the Classroom interface and returned to students, and students can be given an opportunity to re-submit assignments after making edits. There also is an “About Page” for teachers to summarize important class information. Classroom allows teachers to create different classes for the subjects they teach. Teachers can invite other teachers to co-host classes. Google Classroom addresses the changing paradigm and helps “reinvent education with technology.” Prizes given at the end of this presentation.

Room # D214
Designing Effective Rubrics
Dr. Anne Pinchera
University of the People
Grading multiple-choice type questions is easy, as compared to problem based or essay type questions. This hands-on workshop is geared to help teachers and instructional designers develop a rubric resulting in a fair and unbiased evaluation of student learning. Participants are urged to bring along an assignment, complete with goals and objectives, to use as a guide for future work.

12:25 p.m. Session Block 4
Room # D215
Google Drive as a Collaborative Tool for Teachers and Students
Frank Adamo – 8th Grade English
Niskayuna Schools
Since 2010, we have used Google Drive as a way for students and teachers to learn collaboratively in asynchronous and interdisciplinary ways. The use of the Google Drive platform has allowed teachers to tailor practice to smaller, more individualized groups of students, and peer collaboration and review among students has helped to promote dynamic activities that can extend beyond the classroom. This presentation will outline ways that Google Apps for Education has helped our students to take steps forward as 21st-century learners.

Room # CR223
Pre-Coding Skills for All With Ozobots
Carolyn Strauch – Model Schools Coordinator
Jane Bentley – School Library System, Union Catalog Librarian
Questar III BOCES
Ozobot is a powerful tiny robot that expands STEM and computer science learning through a collection of game-based activities and digital apps. They have a STEM education program that presents an innovative way to teach subjects such as programming, math and science in classrooms or after-school clubs. See students become engaged and inspired when topics come alive with the help of Ozobot. They have the ability to read colors and light. We will show you the idea of pre-coding. There are many great programs that can teach coding, but when do you teach coding? Do you teach coding to everyone? Does one size fit all (students)? Ozobot allows for the idea of pre-coding through patterns and colors. It brings in the concepts of problem solving, collaboration and creativity for many grade levels, including younger students and even special education students. Their size and price-point help make it more affordable for districts and groups to purchase this type of robot. Come and sit and learn about our little wonders – the Ozobot.

Room # CR225
Educator-Tested, Student-Approved Easy Freebies!
Julienne Cuccio-Slichko – Instructional Developer
Kim McDonnell – Instructional Developer
Dave Mamorella – Instructional Developer
University at Albany
Engage learners at all levels, across various environments (face-to-face, blended or online) with emerging technologies. In this workshop, instructional developers from the University at Albany will showcase FREE tools that have been educator-tested and student-approved to conduct polls, quizzes, co-create presentations, collaborate and present asynchronously. During this workshop, participants will have the opportunity to experiment with several tools that you and your students will find engaging, easy to integrate into any lesson, and fun. Bring your devices.
Room # D209

**ALEKS – “How Artificial Intelligence Can Boost Math Success”**

*Jason Macfarland – Senior Implementation and Professional Development Specialist*

*ALEKS*

*John Crotty – PreK-12 / AP Sales Representative McGraw-Hill Education*

Assessment and Learning in Knowledge Spaces is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what students know and don't know in a course. ALEKS then instructs the students on the topics they are most ready to learn. As students work through a course, ALEKS periodically reassesses the students to ensure that topics learned also are retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions. Students who show a high level of mastery of an ALEKS course will be successful in the actual course they are taking.

Room # D205

**Accessing Bookshare Resources**

*Eileen Pasquini – Assistive Technology Specialist*

*Bethlehem*

Students with print-based disabilities often need more than reading instruction to keep pace with content. Students who understand lecture-based content or text read aloud often struggle to be independent learners and have difficulty keeping up with peers. One resource, called Bookshare, is an accessible digital library and is free for K-12 students who qualify. Learn who qualifies and the various ways that students can access content in order to help them keep up with the academic demands despite significant difficulty accessing traditional print.

Room # D214

**Designing for Learners With Low Digital Literacy Skillsets**

*Sandra Barkevich – Senior Staff Assistant*

*SUNY Empire State College*

Although many adult learners fall within a wide spectrum of digital literacy skillsets, it is important to design an online learning environment that allows the learner to focus on the learning content rather than the learning environment, despite where they might fall on the digital literacy spectrum. Peter E. Wais and Adam Gazzaley (2014) performed a study to determine whether the impact of irrelevant information changes with age. (p. 666) The results suggest “... that older adults’ impairment was a reflection of the disruptive influence of distraction on their limited attentional resources, rather than an aging-related decline in categorization performance.” (p. 669). Alleviating the stress of learning how to navigate the digital environment can reduce some of the cognitive load, allowing digital immigrant adult learners with limited digital literacy skillsets to focus their attention on the course content rather than the intricacies of the digital landscape. Therefore, it is necessary to reassess the design of digital learning environments in order to reduce distractions stemming from learning how to navigate them. This presentation will cover the benefits of using an integrated learning theory and multimedia approach to designing an online genre fiction writing module geared toward learners with a low digital literacy skillset. Learn about the importance of giving thought to incorporating scaffolding in the design of the learning environment, as well as the learning content itself. There will be time at the end of the presentation for Q&A. Wais, P. E., & Gazzaley, A. (2014). External distraction impairs categorization performance in older adults. Psychology and Aging, 29(3), 666-671.

Room # CR221

**Google’s Dynamic “Lesser-Known” Tips, Tricks and Features for Effective Web Searches**

*Carol LaRow – Authorized Google certified trainer, Google Apps for Education Regional Leader, Apple Distinguished Educator, Niskayuna CSD, Retired*

*Peter LaRow – Teacher*

There’s more to Google than the searches and tools you’ve been using. Google has many lesser-known features that enrich anyone’s experience on the web. They are dynamic, interactive elements that make finding information, doing research and accessing topics on the web easier. Find exactly what you are looking for and use Google more effectively. See powerful research and information-gathering tools. Google “pushes” information to the desktop. These features are perfect for anyone – teachers, administrators, students, etc. as they search for information on the web, eliminating the frustration of sorting through millions of hits. Users input what they are looking for, and Google does the rest, returning specific, useful information. Educators can use them to assist students as they do research and develop a literacy for the web. Participants also will see features and tools they can use for their own jobs or personal productivity. No prior experience needed to attend this session. Bring your device and follow along.
1:35 p.m. Session Block 5

Room # CR225

Google Classroom: Making Your Classroom Digital

Courtney Sayward – Mathematics Teacher
Stillwater CSD

This presentation will allow attendees to explore a digital classroom with Google Classroom. Google Classroom is a tool to incorporate blended learning into the traditional classroom. Blended learning is one product in the transformation in learning that has been occurring. Students now need to contribute and collaborate in a digital setting, access and analyze information accessed digitally, and have media literacy. More courses are being offered online, and more resources are available online. Students need the skills gained by using Google Classroom to help prepare for college programs and career fields. Google Classroom will showcase how curriculum can be organized and delivered to students in different ways, including digital text, audio, videos and presentations. This presentation also will demonstrate how labs, word problems, projects, quizzes, journals and many more content-area-specific tasks and assessments can be completed online using Google Classroom. This digital learning management system is perfect for increasing teacher efficiency, increasing student engagement, and connecting the teacher and students, even if the teacher cannot be in school. Participants with a GAFE account will be able to join our practice class and create their own class during this session.

Room # CR223

Microsoft Excel 2013 as an Innovative Educational Technology Tool for K-12 Education

Gurmukh Singh – Visiting Assistant Professor
SUNY Fredonia

Microsoft Company is a global leader in designing new, innovative, educational technology tools that could be employed for K-12 and higher education all over the world. The Microsoft Office Suite is one of those modern, innovative, educational technology software system. Consequently, Microsoft Office Suite is the most suitable and is a very popular educational technology tool that is frequently used in K-12, colleges, universities, commercial institutions, national and international research labs, etc. Microsoft Office Suite is composed of a bunch of software systems, but MS Word is the most used software in the USA. The second most used software system is MS Excel Spreadsheet. In this presentation, we shall explore the usage of MS Excel Spreadsheet to develop several interactive, innovative technology applications for K-12 learners and instructors in a virtual classroom setting – especially for physics, chemistry, technology and computer science curricula, (e.g., the study of projectile motion under the action of gravity in resistanceless media; investigation of gravitational/electric force as a function of distance between two stationary masses/charges; the flow of liquid from a bath tub; the superposition of two sound waves). Finally, we shall try to design a versatile electronic application that could be employed by K-12 teachers to record the student grades, and then, eventually, assign letter grades to the K-12 students, which will save tremendous time and could be reused for other courses in the future.

Room # CR221

Incorporating Digital Humanities Projects Into the Classroom With Freely Available (and Amazing!) Online Tools

Brandon Bucy – Senior Academic Technologist
Washington and Lee University

Digital Humanities (DH) is an emergent field that is experiencing rapid growth at universities and colleges across the country. At Washington and Lee University, a group of faculty, librarians and technologists are actively promoting the expansion of DH goals beyond the traditional areas of faculty research and scholarship by incorporating DH projects and activities directly into their humanities and social science classes. Data driven, focused on visualization of trends and highly interactive, these projects and activities provide an excellent means of infusing the undergraduate experience with active, student-centered approaches to teaching and learning, with the added benefit of fostering useful technological skills and research abilities among student scholars. After an introduction to Digital Humanities and a brief overview of the development of DH initiatives at W&L, the presenter will share several projects that have been incorporated successfully into recent courses that take advantage of a growing number of open source online tools. These freely available tools make activities involving timelines (TimelineJS), mapping (StorymapJS), textual analysis (Voyant Tools), interactive writing (Inklewriter), and data visualization (Palladio, RAW) a reality in classes that otherwise would not have the time or resources to devote to more conventional (and complex) applications and technologies. Although example projects are drawn primarily from courses in anthropology, English, history and journalism, the tools and activities they foster can find wide applicability across the secondary and undergraduate curriculum.
Room # D214

**Summon Discovery Service: Implementation and Effect on Library User Behavior**

Regina Vertone – Access Services and Reference Services Head Librarian
Jennifer Anderson – Serials and Electronic Resources Librarian
The Sage Colleges

This presentation will examine the impact of ProQuest's Summon web-scale discovery service on Sage Libraries' web site and resource usage. We will discuss the shifts in library website traffic, electronic resource use and student research behavior that we have seen since Summon was implemented in the summer of 2015. This presentation also will share theories about student research behavior, and how use of the Summon “one-stop shop” interface relates to these theories.

Room # D209

**Realizing the Potential of Personalized Learning**

Josh D'Ambrosio – Research Associate
Monique Morgan – Research Associate
Northeast Comprehensive Center at RMC Research

The development of personal competencies through personalized learning demand a huge investment from an educator's planning perspective. Program leaders, as well as educators, need to learn how to analyze existing lesson plans to ensure they are supporting personalized learning. NCC invites beginners to discuss this process with the support of resources we have curated on this topic as a design guide for the implementation of personalized learning. Presenters will introduce the standard around instructional methods that support personalized learning as described in the Virtual Learning Program rubric. Participants will share their questions and experiences as they engage in a collaborative activity that explores the resources that have been shared.

Room # D205

**Preparing Adult Novices for Immersive Virtual Experiences**

Terri Worman – Graduate Student MALET
SUNY Empire State College

Higher educational institutions continue to add virtual-world learning environments to their online and blended courses for collaborative opportunities for adult students and faculty. Yet, faculty and students can find themselves in the role of novice while working within these new environments. This workshop introduces a newly developed self-paced, skills-based tutorial uniquely designed for novice adult learners by a graduate student of the Master of Arts Learning and Emerging Technologies degree program at Empire State College. Workshop attendees will experience the student-designed, virtual-world learning environment, learn more about the curriculum design and the development of digital badges used in the course.

Room # CR223

**Using Google Draw in a Google Apps for Education Environment**

John Bullington – Lead Teacher for Instructional Technology
Shenendehowa CSD

Google Draw is the most underutilized tool in the Google Apps portfolio. Come see some examples of how to integrate Draw into your Google classrooms without the need for any artistic skills. Draw can be used to annotate and markup drawings, schematics, maps, political cartoons and much more.

Room # CR225

**Grow Your PLN With Twitter**

Courtney Sayward – Mathematics Teacher
Stillwater CSD

Twitter provides a great platform for collaboration with educators around the country and allows educators to expand their professional learning network (PLN). In this session, participants will learn how to create a Twitter account and Twitter handle, tweet and follow other users. Hashtags, Twitter chats and programs that help users manage Twitter also will be discussed and practiced.

Room # D214

**Student Feedback: Survey Findings of UAlbany Students Taking Online Classes**

David Mamorella – Instructional Developer / Adjunct Professor
Nathaly Borbon, student
University at Albany

The purpose of this presentation is to take a closer look at student learning outcomes and overall satisfaction with online classes at the University at Albany. Findings are based on responses from a 2013 survey of 100+ University at Albany students who have taken online classes.
Session Blocks

Attendees will be able to understand:

- The most important factors that impact and motivate students to learn online
- The biggest advantages and challenges students found taking online classes
- The most effective ways professors can measure student learning online
- How social presence impacted student learning online
- The impact that participating in required online discussions had on student learning
- How students compared online and face-to-face classes in terms of overall learning, perception and workload
- If incorporating synchronous components would be beneficial eLearning

Room # CR221
**Distance Learning for the 21st Century**

Casey Jakubowski – Distance Learning for 21st Century
CASDA

Using DL technology, CASDA has developed a wide range of on-demand, professional learning opportunities. At this session, we will discuss the goals, standards and professional successes of DL in the 21st century. Our aim is to help schools, districts, leaders and learners grow for the web 2.0 and the challenges of ESSA and CCLS as it evolves and grows.

Room # D209
**Digital Presence for the 21st Century Educator**

Michael Fortune – Educational Technologist
SUNY Empire State College

This presentation will examine different concepts in digital interaction. It will offer up ways to create or enhance the higher education instructor’s digital presence in order to enhance instruction and student outcomes.

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**M.A. in Adult Learning**
Provides a grounding in the field of adult learning and best practices in professional development and training for educators. (36 credits)

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“SUNY Empire State College offers rigorous, challenging graduate courses. It’s a wonderful option for students with demanding schedules and little opportunity to attend brick-and-mortar classrooms.”
– Sally Speed, M.A. in Adult Learning
“If we teach today as we taught yesterday, we rob our children of tomorrow.”

~ John Dewey