### BLEND UNTIL SMOOTH
**RECIPES FOR HYBRID TEACHING & LEARNING**

**WITH KEYNOTE SPEAKER KELVIN THOMPSON**

**April 14, 2017**

The College at Brockport, Cooper Hall

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Detailed Session Descriptions

8:15 – 9:00  Breakfast (NY Room)

9:00 – 9:30  Welcome Remarks– Eileen Daniel, Vice Provost (NY Room)

9:30 – 10:15  Finding Your Voice in the Noise: Conversations About Blended Learning – Kelvin Thompson, University of Central Florida (NY Room)

Part of the appeal of blended learning is the range of implementation options available both at the institutional and individual (faculty/designer) levels. With such options comes difficulty in finding a clear personal path forward that is not at odds with institutional priorities. In this session an organizing framework will be presented that will allow participants to identify their current practices and desired individual/institutional outcomes. Takeaways will include guiding principles associated with each classification of blended implementation.

10:20 – 11:00  Hands-On Highlights from the BlendKit (Re)Design Process – Kelvin Thompson, University of Central Florida (NY Room)

The publicly accessible BlendKit Course outlines a basic design process for faculty preparing blended versions of existing courses. In this workshop participants will be invited to reflect upon their own goals for blended course development and will be given opportunities to work with selected do-it-yourself design resources from the BlendKit Course. An emphasis will be placed upon participants drafting personal action plans for follow-up after the session. Collegial dialogue among participants will be encouraged, and participants will leave this session with access to a host of helpful resources.

11:00 – 11:15  Break

11:15 – 11:45 Conversations on the Disciplinary Challenges in the Age of Hybrid/Blended Courses– Session I

Cooper Hall, Room C2

Flip Your Classroom Using the Tools of Engagement Project (TOEP) – Robin Sullivan (University at Buffalo), Cherie van Putten (Binghamton University) & Chris Price (SUNY)

TOEP is online, on-demand professional development that encourages instructors to explore and reflect on innovative uses of emerging technology tools in a safe and supportive environment to expand their pedagogical toolbox. This panel will share ideas about how freely-available tools can be used to flip your classroom including the use of audio, video, collaborative spaces, and gamification. Anyone is able to take advantage of the many resources available on the TOEP website (http://suny.edu/toep).

Cooper Hall, Room C4

To Wiki or Not To Wiki? – Marcie Desrochers (Psychology)

This presentation will review the research evaluating the instructional effectiveness of wikis when used to promote learning in online or blended courses. Examples drawing from a psychology course, discussion of its advantages and disadvantages, as well as best practices will be presented.
Cooper Hall, Room C6

Developing a Hybrid Study Skills Course: Communication & Interaction Challenges – Ali Safivand & Robin Frye (University of Rochester)

Using the sandbox feature on Blackboard, we developed a hybrid study skills intensive 1-credit course curriculum. Our first implementation was having 3 out of 11 classes online. We will discuss the implementation of this course and the lessons we learned including the need to be very specific and clear regarding the instructions. We found this along with tackling other challenges to be necessary especially given the characteristics of the typical students inclined to take the study skills course.

11:45 – 1:00  Lunch (NY Room)

1:00 – 1:30  Conversations on the Disciplinary Challenges in the Age of Hybrid/Blended Courses– Session II

Cooper Hall, Room C2

Conversations on the Challenges in Teaching Hybrid/Blended Courses in the Discipline of Mechanical Trade – Danyelle Moore (Alfred State College)

This session challenges participants to imagine the use of technology for web-enhance, hybrid, and online applied learning courses. We will share strategies for using technology tools for high impact demonstrations and a student centered classroom. The session is applicable to any class with a lab component such as nursing, the sciences, fashion design, mechanical trades, etc.

Cooper Hall, Room C4

Negotiating Sex & Gender Mediums Across Continents: Hybrid Teaching as COIl ed – Barb LeSavoy (Women & Gender Studies)

This presentation details a fall ‘12, ’14, ’16 COIL course which integrates blended technologies in teaching sex/gender representations as understood in the US, Russia, and selected world culture and as instructed linking Women and Gender Studies (WGST) students/faculty at the College at Brockport (SUNY) with WGST/linguistics students/faculty at Novgorod State University, Russia. The presentation addresses shifting geographies of person/place/technology and examines questions of gendered labor, economy, and disciplinary migration encountered teaching a hybrid COIL course.

Cooper Hall, Room C6

Using Facebook to Teach Critical Thinking & Oral Communication Skills in a Hybrid Class – Morag Martin (History)

This presentation focuses on ways to engage students in and outside the classroom to lead to greater critical thinking and oral communication skills specifically using Facebook as a platform for student interaction. It will present the example of one class (History of Women and Medicine) that requires intensive writing and public speaking learning outcomes to see how a Facebook can be used to build up skills that are traditionally done in a classroom setting. I will talk about my failures and successes at engaging students in and outside the classroom. We will also share ways in which we teach these skills in hybrid classes.
1:30 – 1:45 Break

1:45 – 2:15 Conversations on the Disciplinary Challenges in the Age of Hybrid/Blended Courses – Session III

_Cooper Hall, Room C2_

**Scaling Blended Professional Development: A Collaboration Between Open SUNY Campuses & UCF – Erin Maney & the Open SUNY COTE Team**

Open SUNY COTE, in collaboration with the University of Central Florida, coordinated local campus cohorts for UCF’s BlendKit course, an exciting blended learning professional development opportunity for online instructional designers, faculty and other online practitioners interested in blended learning. Learn how Open SUNY COTE scaled this professional development opportunity through coordinated local campus cohort participation in the BlendKit facilitated course, which involved a campus-based cohort of interested participants led by an individual on the campus who coordinated opportunities for additional local activities and interaction on weekly topics taking place in the BlendKit course.

_Cooper Hall, Room C4_

**Finding Balance in Hybrid Courses: How Much Online Versus F2F Time is Best? – Pam Haibach-Beach (Kinesiology, Sports Studies & Physical Education)**

Balancing the proportion of online versus classroom time for a hybrid class can be a challenging task. During this session, personal experiences with achieving an effective balance will be discussed as well as current research findings on the best practices and considerations for determining online to F2F class time. Discussion will continue by opening the floor to attendees to share their personal experiences and advice balancing online and face to face time in their classes.

_Cooper Hall, Room C6_

**Unicorns & Leprechauns: Optimal Combinations in Hybrid Courses - Do They Exist & What Do They Look Like? – John Stephan (Business Administration)**

We examine characteristics of hybrid courses that can lead to those rarest of all creatures: Unicorns & Leprechauns (apologies to the Irish). The presentation identifies the tools each modality offers that may be able to best present the information the course contains in a way that stimulates learning and retention by students, while building interest in subject matter and motivation to learn. Things to be aware of (and avoid) that hinder these outcomes are also discussed.

2:15 – 2:30 Break
2:30 – 3:00  Conversations on the Disciplinary Challenges in the Age of Hybrid/Blended Courses—Session III

Cooper Hall, Room C4

Refreshing Online & Hybrid Teaching Through a Faculty Learning Community’s Collaboration – Jie Zhang (Education & Human Development), Pam Haibach Beach (KSSPE), Ann Pearlman (CELT), Kathleen Olmstead (Education & Human Development), Melanie Perreault (KSSPE), & Logan Rath (Library) & members of Online Refresh FLC

Through the panel discussion/workshop, the Online Refresh FLC members will share practical tools and strategies of instruction and assessments used in their own online and/or hybrid course. Through hands-on activities, interactive questions and answers, and discussions, the participants will explore research- and evidence-based practices to help make online and/or hybrid teaching more effective and improve student learning. At the end of the workshop, the participants will take away practices that they can implement in their teaching to help improve their students’ learning.

Cooper Hall, Room C6

Using Hybrid & Online Learning Communities to Teach Critical Thinking – Jeff Linn (Educational Administration)

Participants will briefly examine some assumptions related to on-line learning and critical thinking and the presenter will moderate a discussion on these topics. This session is intended as a way learn from each other and will not involve direct instruction, or for that matter any technology.

Dr. Kelvin Thompson

A popular speaker and facilitator, Dr. Thompson regularly addresses groups throughout the US on topics related to online/blended learning and educational technology while he serves as the Director of Online Design & Development Strategy for the University of Central Florida’s (UCF) Center for Distributed Learning. He has collaborated on the design of hundreds of online and blended courses over the past eighteen years. Kelvin developed the BlendKit Course open courseware as part of UCF’s Blended Learning Toolkit.

Sponsored by SUNY Conversations in the Disciplines; The College at Brockport Department of Education & Human Development; Center for Excellence in Learning & Teaching; Academic Affairs; Library, Information & Technology Services; and the Office of Special Sessions & Programs

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