Engaging Minds: Innovative Teaching and Learning
SUNY Oswego
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Tracks

1. **Active/Student Centered Learning – Engaging Students in the Classroom**
   When faculty use active learning strategies, students are put in charge of their own learning, and it takes no less effort on the part of the instructor to prepare for teaching the course. The benefit is that this approach has the potential to cause a new level of excitement in the classroom; it can also generate resistance from students who are accustomed to receiving information and being tested on their acquired knowledge. Presentations will describe instructional activities (e.g. problem-based learning, collaborative research projects, case studies and service learning, etc.) that increase student engagement, raise comfort levels with the student centered approach and provide examples of how technologies, including Web 2.0 and social networking, have been used to advance active learning.

2. **Translating Teaching, Learning and Assessment Research into Practice**
   Collecting data is critical to research, but how can the data be used to improve teaching/learning and drive better decision-making? How do quantitative and qualitative research efforts inform and enlighten higher education practice both in and out of the classroom? Pilot projects, meta-studies, action research as well as controlled experiments add to our knowledge of how to best integrate technology in teaching and learning. These sessions provide insight into ways that research efforts are turned into results. New research tools, methods and ways of communicating provide a fresh perspective on how we examine patterns of teaching, learning and assessment data, look for relevant changes, and interpret what we find.

3. **New Media Publishing Paradigms**
   Radical transformation to a “networked world” has significantly altered the way we discuss, explore and express our ideas. However, the practices and systems of scholarly communication have been slower to evolve, adapt and realize full potential. Even in the face of rich opportunity, efforts to transform the academic research publication process are mired in deference to institutional practice and legacy. This conference track seeks to explore and understand how we may best harness technological advances to optimize scholarly communication. What criteria are necessary to encourage the adoption and use of newer, richer, and more economically feasible models of academic publication?

   The many advantages of technology enhanced publication and distribution models are obvious and include substantial efficiencies in cost, dissemination, production, and preservation. In addition, new publication tools offer exciting prospects for collaboration, flexibility in media formats, simulation, modeling, and search and discovery systems. However, related challenges are also clear. These include questions of authorship, ownership, metadata standards, peer review, promotion and tenure practice, business and distribution models, security and preservation, to name a few.

   Significant initiatives and systems are evolving to accommodate and promote scholarly publication in digital environments. Efforts such as the Scholarly Publishing and Academic
Resources Coalition (SPARC), the Open Access Initiative, Creative Commons Licensing, the Public Library of Science, the Budapest Open Access Initiative, and even Google Scholar are altering the landscape for academic discourse and publication in significant ways.

How will the opportunities and challenges of new publication paradigms impact your work as a scholar, librarian or support specialist? Please join us in this conversation.

Potential discussions for this track are wide ranging and may include:

- Digital Scholarship and Collective Intelligence
- Meeting the new NIH Mandate for Open Access Publication
- Globalization and the Flow of Scholarly Discourse
- Digital Scholarship and its Impact on Pedagogy
- Roles of Campus Digital Repositories
- Authorship and Academic Integrity in Digital Publication
- Issues of Peer Review and Academic Advancement in New Publication Environments
- Preservation, Security of Scholarship
- Scholarship and Community
- Knowledge for Fun or Profit: Models for the Publication Industry
- Remix and Mashups: Blessing or Curse?

4. **Teaching and Learning in Innovative Spaces (Real & Virtual)**

Innovative environments can foster transformative experiences for faculty and students alike. The division between traditional and virtual instruction continues to blur as new delivery modalities and flexible/collaborative learning spaces are increasingly adopted.

Students are driving demand for access to flexible environments in order to digest multiple sources of information with increasing efficiency. They appreciate “anytime-anywhere” learning whether it’s through the self-scheduling of physical spaces designed to facilitate group collaboration, or through integration of multimedia resources that manage content and bridge distance among students and colleagues.

Tools that facilitate physical collaboration include wireless access, moveable furniture, color and decorative themes, adjustable lighting and adequate power. Tools that begin to “bridge” the two worlds may include white boards that capture and store brainstorming sessions, display systems that accommodate multiple laptop projection and use of blogs, wikis, podcasts and videoconferencing to enhance the “anytime-anywhere” learning theme.

This track encourages faculty fostering learning collaboration in both physical and virtual world to share experiences (both positive, and perhaps more importantly, less positive) with the pedagogy of collaborative environments.

5. **Discipline-specific Technologies**

Many new academic software products frequently appear on the market. Instructors and students alike benefit from knowing which ones are truly useful. If you have found and are using good software specifically designed for your area of expertise, this session is for you. Show how your chosen software enhances your teaching and your students’ learning experience. While you may wish to demonstrate or report on new products, your use of established software products in new ways will also be of great interest to your audience. Professors of all academic disciplines are encouraged to present and/or participate.
6. Personal Knowledge Management & User Created Content

There are many sophisticated information distribution methods and systems such as Blackboard and ANGEL that assist us in getting information to and collecting data from our students. We invest a great deal in developing rich media to convey ideas and a large majority of both students and faculty information is received in electronic form. In addition, with the advent of web content management systems, Wiki’s, blogs and personal web space our students are now commonly called upon to contribute information to course content that is consumed by fellow students.

Because we don’t have the tools or know the best strategies, most of us print information to work with it. We therefore lose all the power of the digital format for searching, structuring and cross linking the information. Information overload is therefore a significant problem for today’s students and knowledge workers. Even individuals specializing in very discrete fields such as research faculty find it difficult to know everything about their chosen area. Successful knowledge workers know the essential core material and have developed strategies to rapidly find and apply new information as needed. These are skills we must teach our students.

Learning new information and incorporating it into ones knowledge is a very individual and personal process. It is affected by existing personal knowledge and experience, learning styles, emotional impact and biases. Knowledge management is therefore most effective at the individual level where new information can be incorporated into existing knowledge, classified, interrelated and structured based on individual needs and criteria.

This track seeks to explore strategies and tools used to assist students and faculty with personal knowledge management and to enable students to be contributors to and participants in courses.

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