Office of Instructional Technology

Program Schedule:

Breakfast- 9:00-9:30am

Welcome:
IVP Howard Wach
9:30-9:40am

Opening Remarks:
Stephen Powers
&
Albert Robinson
9:40-10:00am

Keynote:
Dr. Carole M. Berotte Joseph
President,
Bronx Community College
10-10:25am

Presenters:
Gilbert Marzan
10:25-10:50am

Jeanine Kelley –Williams
10:50-11:15am

Carlos Liachovitzky
11:15-11:40am

Sunil Bhaskaran
11:40-12:05pm

Lunch 12:05-12:25pm

Amerigo Rossi
12:25-12:40pm

Milena Cuellar
12:40-1:05pm

Cecelia Carew
1:05-1:50pm

Alex Wolf & Tahhan Jaradat
1:30-1:55pm

Sponsored by:
Bronx Community College
Office of Academic Affairs

Albert Robinson,
Showcase Coordinator

Special thanks to the 2012 proposal review committee:
Stephen Powers
Education & Reading

Charles Alston
Physical Education &Wellness

Luisa Martich
Information Technology /Business Information Systems

BRONX COMMUNITY COLLEGE

4th Annual TECHNOLOGY IN THE CLASSROOM SHOWCASE
Wednesday, April 25, 2012
Schwendler Auditorium, Meister Hall
Register at: http://fsw01.bcc.cuny.edu/bccmedia/BCCshowcase2012reg.html

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Gilbert Marzan - Social Science   **10:25-10:50am**
Dave Chappelle & Race Music:
Using VoiceThread to Encourage Discussions about Race Outside the Classroom
For this presentation I will discuss the use of VoiceThread as an effective teaching tool so students learn about stereotyping in my Race and Ethnic Relations course. Part of the course examines the positive and negative effects of stereotyping and in particular how they are conveyed in ethnic humor. I lecture on stereotyping and then have students watch a You Tube video on VoiceThread of a Dave Chappelle clip entitled "Race Music". I ask students to analyze if the video confirms or undermines the stereotypes presented and they can respond to the question by typing, video chatting, or voicing their answer. After the assignment is completed, we discuss it in class. Students come away from this project with a fuller knowledge of stereotyping and ethnic humor. They learn to use VoiceThread to discuss sociological content with their peers and this learning occurs both outside and inside the classroom. This can be especially useful for students who do not participate in class discussions as they can interact with others using this medium.

Jeanine Kelley-Williams – Art and Music   **10:50-11:15am**
Document Learning in the Digital Arts
As early adopters of ePortfolio on campus the Art & Music Department has utilized the pedagogical practice of documenting the learning of students for the past three years. During that time, the department has been able to witness the growth and development of student ePortfolio sites whose primary purpose begins as a space for reflection, where the main activities are learning and collaboration with other students and faculty, and become sites where the primary purpose is to showcase learning and achievement for external audiences.

Carlos Liachovitzky - Biology and Medical Lab Technology   **11:15-11:40am**
Reflections on Hybrid Teaching and Student Needs
I will share my experience teaching hybrid Bio23 sections, and compare student's performance between hybrid and regular sections. I will also share data from student surveys that show which resources are preferred for learning. The presentation will conclude with a reflection on students' academic and personal needs based on observation by teaching both hybrid and regular courses.

Sunil Bhaskaran - Chemistry and Chemical Technology   **11:40-12:05pm**
Pioneering Efforts to Introduce Geospatial Technology at BCC
This presentation focuses on an overview of 'Geospatial Technology' and its importance at BCC. Efforts to infuse geospatial technology in classrooms and opportunities to conduct research at BCC will be briefly described. Specific faculty-student projects, seminars, other scholarly and creative activities will also be described briefly.

Amerigo Rossi - Health, Physical Education and Wellness   **12:25-12:40pm**
Using Wikis in PBworks to Foster learning and Collaboration
I will discuss and showcase the use of PBworks in my Nutrition class. Student groups created wiki pages describing and evaluating various controversies in Nutrition. The first part of the session will show what the students did, and then I will discuss the challenges and successes so far, and a plan for further integration.

Milena Cuellar - Mathematics and Computer Science   **12:40-1:05pm**
Using Pencasting to Enhance Online Learning
Pencasting is the process of generating and sharing synchronized handwritten images and audio. A Pencast is a special type of Flash movie created by a Smartpen. This session presents how to create, share, and use Pencasts. In particular, examples of how Pencasts are used in a MTH23 hybrid class to enhance learning are presented. This technology is an inexpensive, interactive, portable, and easy-to-use way to bridge the gap between virtual and face-to-face teacher-student interaction.

Cecelia Carew - Nursing & Allied Health sciences   **1:05-1:30pm**
"Click Away Seniors"
In the Nursing 48 course, 'Nursing of the Adult III", I use the Turning Point, Turning Point Anywhere software. The software allows you to load/present questions independent of Power Point, which allows the instructor to elicit truly spontaneous responses versus pre-researched answers. Students completed Clicker Satisfaction surveys after each of the three Unit Exams and after the Final Exam. One month after course completion, they completed a Graduate Clicker Satisfaction survey. The results of the data were interesting. I will also discussed how to write/create critical-thinking questions, and how to utilizing Excel spreadsheets to track Clicker Satisfaction ratings with unit exam grades, final exam grades, course grades.

Alex Wolf &Tahhan Jaradat - Biology & MLT   **1:30-1:55pm**
Captivating Students with Interactive Lectures and On-line Assignments
We will present the use of Adobe Captivate in Anatomy & Physiology II and General Biology I classes. This software allows the creation of on-line lectures that can incorporate text, static images, video or animation, and segments that encourage student interaction. Captivate also allows assessment of student learning in a way that integrates with the Grade Center on Blackboard, and the new format emphasizes the recognition and automatic scoring of textual answers. Examples of the new question formats along with pros and cons, as well as challenges associated with the implementation of this technology will be discussed. In addition, preliminary results of the impact of these assignments on learning will be presented.