AGENDA

Time	Event
9:00 AM	**CHECK IN & BREAKFAST**
9:30 AM	Welcome: William Scott Green
9:40 AM	Introduction to Narrative Techniques: Allan Gyorke
10:00 AM	Faculty Spotlight: Dr. Alex Mechaber
10:40 AM	Faculty Spotlight: Matthew Kaeiser
11:20 AM	Morning Breakout Sessions
12:10 PM	**LUNCH**
1:10 PM	Keynote: Scotney Evans
2:10 PM	Afternoon Breakout Sessions
3:10 PM	Faculty Spotlight: Durin Ural
3:40 PM	Closing Remarks: Allan Gyorke
4:00 PM	**NETWORKING HOUR**

FACULTY SPOTLIGHT [10:00AM]

Dr. Alex Mechaber, Medical Education, Miller School of Medicine
Assessment of Competence Using Structured Examinations

The assessment of clinical competence in medicine using objective structured clinical examinations (OSCE) has become the standard method for assessing trainees in healthcare for over 40 years. This session will describe the uses for OSCEs, advantages and disadvantages and will explore uses in non-medical fields.

FACULTY SPOTLIGHT [10:40AM]

Matthew Kaeiser, Intensive English Program, Department of Continuing and International Education
Promoting Retention of Information through Narrative Memory

In this session, the power of narrative memory will be explored. Research findings supporting the use of narrative presentations to enhance learning will be presented. Specific techniques to boost language retention through narrative stories will be modeled, and techniques to better present new material using narrative strategies will be presented.

MORNING BREAKOUT SESSIONS
Visit a Learning Circle, Faculty Exhibit, or Resource Table

LEARNING CIRCLES [11:20AM]

[TABLE 1]
Elton Skendaj, Political Science, College of Arts and Sciences
Student Stories using Digital Media for Civic Engagement

I will demonstrate how to integrate digital media and ePortfolios in the classroom. I will give examples from my Nonviolence Movements and Migration courses. In the Nonviolence course, students created timelines and infographics of nonviolent movements and placed them in a public Weebly website. In the Migration and Refugees course, students created digital reflection stories of their civic engagement. Following a brief 10-12 minute presentation, the faculty participants will engage in a write-pair-share activity in which they will design and discuss the use of digital stories and ePortfolios in their own classes.

[TABLE 2]
Leslie Knecht, Chemistry, College of Arts and Sciences
Employing Emerging Technologies to Develop an Authentic, Integrated Research Laboratory Course at the Introductory Level

This session will cover how technology was used to enhance curriculum for an authentic research laboratory course at the introductory level. I will cover what technologies were used, how they were implemented, and challenges that were found during the course.

[TABLE 3]
Lien Tran, Cinema and Interactive Media, School of Communication
Design Thinking: Applying a Human-centered Approach to Strategize Ideas and Innovation

Attendees will learn about design thinking and be introduced to human centered design tools that they and their students can use to problem solve and generate innovative project concepts. Attendees will also hear case studies of how design thinking has been used at UM by students for assigned projects as well as for a faculty/student created echolocation VR experience.

[TABLE 4]
Clarissa Moorhead, Intensive English Program, Department of Continuing and International Education
How to Use Video Feedback to Comment on Student Presentations or Writing

All instructors have asked: How can I give better feedback to students? The main problems are: 1. How and when to give timely feedback, 2.How to provide strategies for improvement. Facilitators have found screencasting technology (recording voiced comments over a video of a computer screen) to be an effective tool that tackles these issues and enriches the classroom experience. Screencasting is often associated with online lectures; however, presenters explore using it to critique student projects. Participants will generate ideas for using screencasting in their courses. They will also get hands-on experience and brainstorm best practices for video feedback.

[TABLE 5]
Yunqiu (Daniel) Wang, Biology, College of Arts and Sciences
Teaching Strategies that Catalyze Deeper Learning in a Science Classroom

Deeper learning helps students develop transferable knowledge, including content knowledge in a domain and knowledge of how, why, and when to apply this knowledge to answer questions and solve problems. This blend of both knowledge and skills are referred to as "21st century competencies"(The National Academies Press). The key to achieve deeper learning is to create a student-centered highly collaborative classroom. In this learning circle session, I will present how I use video lectures embedded with learning readiness quizzes and Learning Catalytics TM, to present challenges and promote student interaction and collaboration with active dialogues in an undergraduate genetics class.

[TABLE 6]
Mónica Alexandra Durán, Modern Languages and Literatures, College of Arts and Sciences
Pedagogical Strategies and Syllabus Design for the Hybrid Class

This session will introduce some conceptual approaches and pedagogical strategies for developing a syllabus for a hybrid language class. We will explore the integration of in-class content with on-line activities to strengthen conceptual development and maximize language production and practice for the student. Participants will be provided with samples of activities and grading rubrics, as well as samples of the different stages I went through when designing the syllabus. Materials sampled will come form my experience this semester teaching a cross-referenced course in the Spanish for Lawyers program.

[TABLE 7]
Tatiana Perrino and Viviana Horigian, Public Health Sciences, Miller School of Medicine
Enhancing Development of Competencies among Public Health Students

This session will describe the Public Health Learning Collaboratory, a program that aims to provide master of public health students with opportunities to develop competencies for effective public health practice, while completing their capstone or thesis. Organized in small groups around public health themes, students develop projects in collaboration with community partners and faculty. During the program's final phase, students teach incoming Collaboratory students, under faculty supervision.

This session will focus on this last, teaching phase of the program. Using active learning methods, the group will brainstorm strategies to guide students in teaching, and thereby integrating what they have learned.

[TABLE 8]
June Carrington, El Centro, School of Nursing and Public Health Studies
The Value of E-Learning in Health Policy Education

During the session participants will explore existing opportunities that link the research and teaching components of faculty performance. The session leader will use the course design of a Spring 2017 Introduction to Health Policy course to demonstrate how various technological learning platforms (i.e., discussion boards, wiki, Poll Everywhere, and Kahoot!) can be combined to enhance the teaching and learning experience. The discussion will also highlight the in-class research opportunities that this model provides.

RESOURCE TABLES [11:20AM]

[ACADEMIC TECHNOLOGIES]

Learning Innovation & Faculty Engagement
The LIFE team works with faculty to enrich courses through the use of technology and pedagogical techniques. This involves the improvement of on-campus courses, experiments with flipped classroom models of instruction, and the creation of online courses to reach new audiences.

Faculty Learning Community
The Faculty Learning Community (FLC) is a trans-disciplinary community of practice where faculty are actively engaged in collaboration, experimentation with technology, and development of innovative teaching practices. The FLC meets throughout the year to discuss ideas, possible course activities, and technologies to enhance teaching and learning.

Learning Platforms
The Learning Platforms team manages and supports a variety of online technologies that faculty use to teach courses. The primary tool is Blackboard Learn, which is used by 62% of all courses at UM. They also support the use of Blackboard Collaborate, a videoconferencing tool and a variety of tools that support student feedback, instructional video, educational uses of social media, and plagiarism detection.

Medical Campus Resources
At the medical campus, the educational technologies team is happy to assist you. We can assist you with curriculum development, course redesigns, teaching strategies and eTools, formative and summative assessment, mentoring and faculty development, blended learning and 'Cane Academy, Panopto lecture-capture with Blackboard integration.

[LIBRARY RESOURCES]

Digital Media Lab
The Digital Media Lab provides expert support and consultation in the use of digital audio, video, and graphic design technology, as well as web development and image creation techniques. With a wide variety of creative software, our large and small format printing services, and the available equipment loan program, they have everything you need to create fresh and original digital content.

Digital Humanities
Digital humanities is an emerging field that focuses on using technology to ask new questions of materials and present scholarship in new forms. There are many opportunities for both research and pedagogy – and many user-friendly tools that researchers can use. The Digital Humanities librarian is happy to help you develop research or pedagogical projects, from start to finish.

Geographic Information Systems Lab
The University of Miami's Geographic Information Systems (GIS) lab works with students, staff, and faculty to help develop and implement GIS-based projects. Additionally, the GIS lab can help patrons install software, troubleshoot technical problems, and create cartographic figures for publications.

Library Resources
The University of Miami Libraries are central to the University's mission to educate and nurture students, to create knowledge, and to provide service to our community and beyond. They provide high quality information services, instruction, and resources to students, faculty, researchers, and staff of the University of Miami.

Learning Commons
The Learning Commons supports learning at the University of Miami through the co-location, coordination, and enhancement of existing academic services to help students become effective and independent learners with the ability to identify, critically analyze, and apply relevant information and technologies as well as the skills necessary to communicate across disciplines and cultures. Partners include the Camner Academic Resource Center, Academic Technologies, the Writing Center and the Math Lab, among many others.

FACULTY EXHIBITS [11:20AM]

Lien Tran, Cinema and Interactive Media, School of Communication
Echo Earth Experience - Echolocation VR

In this VR endless swimmer, players transform into a baby beluga whale immersed in the deep blue Arctic learning to search for food. Make sounds to use your melon for echolocation and determine the direction of your food source. Time your feeding intervals well or game over! Once you master finding food, advance into the greater unknown waters and avoid threats. This is a whimsical, experiential, simulation-based game where players step into the "flippers" of a beluga whale and learn how beluga whales must use their melons to locate food (and find breathing holes in the Arctic ice sheet).

Barbara Barrett, Intensive English Program, Department of Continuing and International Education
Storytelling Culture Shock Among UM International Students

Last fall break, my colleague Matt Kaeiser and I had the privilege of representing the Division of Continuing and International Education in the 2nd cohort of a "Narrative Techniques" grant that Academic Technologies received from the Knight Foundation, the purpose of which has been to explore and evaluate the effectiveness of narrative techniques as a core element in online courses and to "humanize" digital learning. During the workshop, we learned about different ways to implement narrative techniques in the classroom. With my population, I decided to design and implement a student-generated media project into a course I often teach: level 4 Oral Communication: High-Intermediate level speaking, listening, and note-taking. One of the required projects is to do a 5-7 minute speech on causes and effects around the middle of the course. I have found in the past that students have struggled with the vocabulary and grammatical structures associated with discussing cause and effect in English. Therefore, I thought this would be a great area to explore these narrative techniques.

Mitsu Ogihara, Computer Science, College of Arts and Sciences
Digitization of Lectures, Demos, and Class Interactions with Digital Tools

I would like to demonstrate how to use digital tools (Doceri, Camtasia, the Say Command, and PollEv) to make my presentations consistent, reliable, and fun and to make me mobile in the classroom.

Ines Basalo, Mechanical and Aerospace Engineering, College of Engineering
Narrative Techniques in a Undergraduate Course in Engineering Materials Science

I'll describe two different student generated media projects that students worked on this semester in a junior level Engineering Materials Science class . Specifically, I'd like to show that student generated media can be useful in engineering courses to (1) increase the interaction between students in the class, and (2) to help students synthesize the content learned in class and look at it from a different perspective.

Catherine Judd, English, College of Arts and Sciences
Preparing an Online Class

I have recently completed preparing material for my on-line course on the subject of Los Angeles Film Noir (English 395). People can stop and click around one or several of my "Modules." The web designers (Department of Continuing and International Education) who paired my words with links and graphics really did a fantastic job and I think my course demonstrates how dynamic and visually interesting on-line courses can be.

Huseyin Kocak & Basar Koc, Computer Science, College of Arts and Sciences
Perl for Biologists: An Online Tutorial

Our website www.perlforbiologists.org consists of a series of episodes featuring examples from genomics to help biologists learn the basics of the Perl programming language. No prior programming experience or knowledge of genetics is required. Each episode includes a video and a working code highlighting a particular aspect of Perl in the context of a genomics problem. The progression from episode to episode is nearly linear. After completing the final episode, the student will be able to download a genome file from NCBI, and search and tally intricate motifs. To assess the progress of the student towards becoming an independent computational scientist, exercises and a Perl Tripos are provided. The website design, simple yet elegant, is platform-independent and works well on mobile devices. The creation of the website is a purely educational undertaking and is devoid of any commercial material; free access is granted to all, not just to our students.

KEYNOTE [1:10PM]

Scotney Evans, Educational and Psychological Studies, School of Education and Human Development
Developing Students' Emerging "Story of Self" as Citizens

Learning how to tell a story, the craft of what is called public narrative, is an important leadership and civic practice. Stories not only teach us how to act – they inspire us to act. This session explores a specific approach to helping students craft a "story of self" that expresses the values or experiences that form their civic identity and that call them to take on leadership for social change.

AFTERNOON BREAKOUT SESSIONS
Visit a Learning Circle, Faculty Exhibit, or Resource Table

LEARNING CIRCLES [2:10PM]

[TABLE 1]
Joshua Cohn, Physics, College of Arts and Sciences
SCALE-UP Pedagogy in College-Level Physics Instruction

I will discuss my efforts to implement studio-based introductory physics instruction using the SCALE-UP (Student-Centered Active Learning Environment for Upside-down Pedagogies) model developed at North Carolina State University. The format integrates the traditionally separate lecture, laboratory, recitation course components into a single classroom experience, in 2-hour blocks. The lecture approach is eliminated in favor of small-group (3 students) activities with faculty circulating among groups to provide guidance and feedback. Inquiry-based investigation and collaboration are emphasized. Physics education research over three decades demonstrates that active learning, as embodied in SCALE-UP, improves conceptual understanding and leads to significant gains in retention for underrepresented groups (women and minorities) in STEM disciplines.

[TABLE 2]
Nick Petersen, Sociology, College of Arts and Sciences
Utilizing Student Generated Podcasts to Increase Student Awareness and Empathy: A Criminology Case Study

Previously my SOC 271 class toured the Miami-Dade County jail and wrote a 2-3 page paper about their experiences. While many students loved touring the jail, they don't like actually writing the paper as much. Therefore, I thought it might be interesting to have the students complete a more interactive assignment. The students will create a 90 second – 3minute podcast reflecting on their experiences touring the jail. Various reflection questions will be posed to students in order to encourage them to think if/how touring the jail changed their thinking about crime and punishment in the US.

[TABLE 3]
Vanessa Rodriguez (Digital Media Lab, UM Libraries)
What Can You Create with Adobe Spark?

Adobe Spark is a free online tool and app that allows users to easily create social media graphics, web stories, and videos. It's a great tool for everyone whether they are beginners or just want a simple and quick way to create content. Adobe Spark is a great way for faculty and students to create professionally styled content to share and present.

[TABLE 4]
Mariah Schuemann, Intensive English Program, Department of Continuing and International Education
How to Use Video Feedback to Comment on Student Presentations or Writing

(Repeated Session) All instructors have asked: How can I give better feedback to students? The main problems are: 1. How and when to give timely feedback, 2. How to provide strategies for improvement. Facilitators have found screencasting technology (recording voiced comments over a video of a computer screen) to be an effective tool that tackles these issues and enriches the classroom experience. Screencasting is often associated with online lectures; however, presenters explore using it to critique student projects. Participants will generate ideas for using screencasting in their courses. They will also get hands-on experience and brainstorm best practices for video feedback.

[TABLE 5]
Paige Morgan, Digital Strategies, UM Libraries
Creating Digital Exhibits in the Classroom with Omeka

This session introduces faculty to designing or adapting assignment sequences with Omeka – either as an alternative to a final essay, or as part of the scaffolding of an essay sequence. Omeka is a content management system for building digital exhibits using images, audio, and/or video files, available for classroom use via UM Libraries. Omeka can be used to teach students about generating critical commentary about multimedia objects, as well as teaching students to write in public and online spaces. Participants at this session will have the opportunity to discuss and explore how these objectives fit into their pedagogical goals.

[TABLE 6]
Joy Beverly, Mathematics, College of Arts and Sciences
Tech Fusion - How Collaboration and Online Quizzes Brought Community back to the Calculus Classroom

In this session, I will discuss how technology can help build a collaborative community within the classroom. I will demonstrate a method for completing online group quizzes that draw on the students' natural competitive nature and their deep desire for community and collaboration. I will discuss strategies for promoting balanced interactions among and between groups, as well as ways to reward those who prepare. I will also reveal my sneaky way to trick students into building academic friendships and study groups outside of class and make them think it was all their idea.

FACULTY EXHIBITS
RESOURCE TABLES [2:10PM]
See Morning Breakout Sessions

FACULTY SPOTLIGHT [3:10PM]

Derin Ural, Active Learning Committee, College of Engineering
Redefining Engineering Education at the University of Miami

The University of Miami, College of Engineering (CoE) has joined the innovative institutions in higher education, in initiating student centered active learning. The college has trained faculty, through the UM Academic Technologies Center directed workshops, in order to introduce new educational technologies. The classes were "flipped", enabling students to access course information and materials online, prior to in class time, utilizing Blackboard as well as other online technologies. Classical lectures were replaced by in-class student group activities emphasizing engineering problems. Faculty in the CoE have used various assessment tools and engaged in a review of the Bloom's Taxonomy. A review of the findings will be shared in this presentation.

FACULTY SHOWCASE MAP

FACULTY EXHIBITS	KEYNOTE
	FACULTY SPOTLIGHTS
RESOURCE TABLES	LEARNING CIRCLES