

# Teaching Innovation Symposium Conference Proceedings

December 2019

**Fordham University**  
140 West 62nd Street  
New York, New York

Gabelli Dean's Office · Gabelli IT

# **Proceedings of 2019 Teaching Innovation Symposium**

Zixin Mao

Associate Director of Information and Faculty Technology  
Gabelli School of Business, Fordham University

Issued: December 2019

## **Abstract**

The inaugural Teaching Innovation Symposium was held on November 15, 2019, at Fordham University in New York City. The Symposium brought together 67 faculty, researchers, administrators, information technologists, and instructional designers to apply learning and design theories in practical classroom and online teaching. The Symposium contributes to bridging the gap between theories and practices and facilitates the exchange of effective teaching delivery techniques. Its broad aims were to: (1) present learning and design theories to faculty; (2) demonstrate how learning and design theories are applied in teaching through case studies; (3) discuss ideas to innovate existing course content and delivery; and (4) build community among faculty, researchers, and practitioners. Throughout the day, the Symposium acknowledged the benefits of collaboration among faculty, learning researchers, and instructional designers and the need to grow the support to faculty on course design and delivery.

## **Introduction**

Learning science is an interdisciplinary field that focuses on understanding how people learn and improving instructional methodologies through learning design and delivery. Research findings in learning science are discussed at a variety of educational conferences such as the American Educational Research Association (AERA), International Society of the Learning Sciences (ISLS), and the Association for Educational Communications and Technology (AECT). In practice at higher educational institutions, Instructional Designers (ID), who are professionals knowledgeable in learning theories, design, and technology, often work alongside faculty to assist with course design and development.

One of the most effective teaching approaches is to teach through class projects. Project-based learning allows students to apply the abstract concepts learned from textbooks in carefully designed and controlled scenarios. An effectively designed learning project enriches students' learning experience, deepens their understanding of and appreciation for the subject, and improves their learning outcomes, class satisfaction, and desire to learn. Many of the presenters at the Symposium pointed out that while projects are widely used in classrooms, they have often been used as an "assessment tool" rather than a "learning opportunity" due to the insufficient amount of feedback the students may receive through the course of the project. Some of the speakers suggested incorporating Bloom's Taxonomy into designing feedback for class projects. The benefits of identifying microlearning opportunities, employing curated media, and utilizing interactive video annotation technologies to improve project-based learning are also discussed in many of the sessions.

The Gabelli School of Business celebrates teaching innovation through its mission and its attempt to bridge research and practice through the Teaching Innovation Symposium. The event brings together respected and experienced faculty, researchers, and practitioners from across the country into a conversation that unifies theory, design, and practice. The organizer and the sponsors of the Symposium advance the effort in teaching innovation through continuous support for the constructive dialogue that occurred at the inaugural event.

## Agenda

The symposium combines theory presentations, case presentations, panel, workshops, small-group consultations, and technology demonstrations to meet the variety of preferences of faculty and administrators. The morning sessions started with learning and design theory presentations, which provided the underpinnings for the discussions throughout the day; the concurrent case presentations were planned to demonstrate how these theories were applied in classroom teaching through various disciplines. The afternoon sessions provided hands-on opportunities through speaker-led workshops and small-group consultations; the panel discussion in the afternoon invited online teaching faculty from the schools of business, education, and social services to shed light on their online course development and delivery experiences in their perspective fully-online programs; several technology demonstration sessions were planned to facilitate the delivery of innovative teaching ideas.

8:30 a.m. - 9:20 a.m.	<i>Breakfast</i>
9:20 a.m. - 9:30 a.m.	<i>Welcome and Introduction, Dean Donna Rapaccioli, PhD</i>
9:30 a.m. - 9:45 a.m.	<i>Keynote: Mission-Driven Innovation, Anne Fernald, PhD</i>
9:45 a.m. - 9:55 a.m.	<i>Break</i>
9:55 a.m. - 10:40 a.m.	<i>Theoretical Underpinnings of Project-Based Learning, Tamim Suha, EdD &amp; From Course-Work to Real-Work: A Three-Component Framework for Designing Authentic Projects, Kiran Budhrani</i>
9:55 a.m. - 10:40 a.m.	<i>Multimodal Interactive Tools for Online Discussions and Assessment, Enilda Romero-Hall, PhD</i>
9:55 a.m. - 10:40 a.m.	<i>Real-Life Application of IDS Principles as an MIS Candidate, Mauricio Cadavid, EdD</i>
9:55 a.m. - 10:40 a.m.	<i>Designing for Change: Using Design Thinking to Innovate in School Curriculum. Case Study of University Innovation Fellows, Bozena Mierzejewska, PhD &amp; Darr Fuchs</i>
10:40 a.m. - 11:55 a.m.	<i>Break</i>
10:55 a.m. - 11:40 a.m.	<i>Role of Technology in Teaching Online, Steven D'Agustino, PhD &amp; Maintaining Instructor Presence in Your Online Course, Nate Turcotte &amp; Jessica Briskin, PhD</i>
10:55 a.m. - 11:40 a.m.	<i>From Course-Work to Real-Work: A Tale of Two Faculty Who Implemented Real-World, Authentic Projects, Kiran Budhrani</i>
10:55 a.m. - 11:40 a.m.	<i>Getting Specific: Discipline-Specific PBL in General Ed, Francesca Astiazaran</i>
10:55 a.m. - 11:40 a.m.	<i>Making Multimedia Content Accessible to All, Lindsay Karp</i>
11:40 a.m. - 12:50 p.m.	<i>Lunch</i>

12:50 p.m. - 1:50 p.m.	<i>Panel: Online Course Development and Delivery</i> , Panelist: Su-Je Cho, PhD, Hooman Estelami, PhD, John Fortunato, PhD, & Dana Marlowe, PhD, Moderator: Steven D'Agustino, PhD
12:50 p.m. - 1:50 p.m.	<i>Designing Microlearning Modules That Matter</i> , Mohammad Shams Ud Duha
12:50 p.m. - 1:50 p.m.	<i>Everyone is a Leader: Empowering Students to Lead</i> , Elizabeth Ostler
12:50 p.m. - 1:50 p.m.	<i>Transitioning from Face-to-Face to Online Teaching</i> , Pauline Muljana
12:50 p.m. - 1:50 p.m.	<i>Project-Based Learning in Traditional Course Design</i> , Suha Tamim, EdD
12:50 p.m. - 2:10 p.m.	<i>Break</i>
2:10 p.m. - 3:10 p.m.	<i>Location Intelligence, Carto</i> , Shawn Hill
2:10 p.m. - 3:10 p.m.	<i>Interactive Video Lessons: PlayPosit</i> , Guillermo Gomez Mendez & Maribette Ramirez
2:10 p.m. - 3:10 p.m.	<i>Write it. Don't Cite it! Wikipedia Projects to Increase Digital Citizenship Skills</i> , Kristen Treglia
2:10 p.m. - 3:10 p.m.	<i>How to 'Jam' and Leverage the Power of G-Suite for Higher Education</i> , Nicole Zeidan
2:10 p.m. - 3:10 p.m.	<i>Small-Group Consultation: Learning Technologies</i> , Nate Turcotte & Jessica Briskin, PhD
2:10 p.m. - 3:10 p.m.	<i>Small-Group Consultation: Student Engagement</i> , Su-Je Cho, PhD
2:10 p.m. - 3:10 p.m.	<i>Small-Group Consultation: Course Design</i> , Pauline Muljana
2:10 p.m. - 3:10 p.m.	<i>Small-Group Consultation: Design Essentials of Online Learning Environments</i> , Suha Tamim, EdD
3:10 p.m. - 3:40 p.m.	<i>Closing</i>
3:40 p.m. - 4:00 p.m.	<i>Event Organizer and Presenters Meeting</i>

## **Sponsorship**

Gabelli School of Business Dean's Office  
Gabelli Information Technology Department

## **Organizers and Acknowledgements**

### **Event Organizer:**

Zixin Mao, *Associate Director of Information and Faculty Technology, Gabelli School of Business*

### **Event Advisors:**

Jeffrey Haynes, *Director of Information Technology, Gabelli School of Business*

Aida Lahood, *Marketing Area Program Manager, Gabelli School of Business*

### **Faculty Advisors:**

Robert Chiang, *Associate Professor and Area Chair of Information, Technology, and Operations, Gabelli School of Business*

Hooman Estelami, *Professor of Marketing, Gabelli School of Business*

Steven D'Agustino, *Director of Online Learning, Provost's Office*

Timothy Malefyt, *Clinical Professor of Marketing and Academic Program Director of online MS in Strategic Marketing Communications, Gabelli School of Business*

Sertan Kabadayi, *Professor of Marketing and Director of Teaching Excellence, Gabelli School of Business*

An Yan, *Professor of Finance and Business Economics and Associate Dean of Research and Faculty Development, Gabelli School of Business*

Clarence Ball III, *Lecturer, Communications and Media Management, Gabelli School of Business*

### **Finance and Budget:**

Donna Rapaccioli, *Dean, Gabelli School of Business*

Jeffrey Haynes, *Director of Information Technology, Gabelli School of Business*

Margaret Moore, *Senior Director of Operations, Gabelli School of Business*

Diane Frost, *Budget Office Assistant, Gabelli School of Business*

Kenya Cabrera Quattlander, *Budget Office Assistant, Gabelli School of Business*

### **Promotion:**

Michael Benigno, *Director of Marketing and Communications, Gabelli School of Business*

Eva Diep, *Director of Marketing and Communications, Graduate School of Social Service*

Wayne Anderson, *Assistant Director of Web and Media Technology, Gabelli School of Business*

Hayley Magrin, *Digital Marketing and Events Specialist, Gabelli School of Business*

Cynthia Ramsaran, *Associate Director of Marketing, Communications and Events, Gabelli School of Business*

### **Event Website:**

Wayne Anderson, *Assistant Director of Web and Media Technology, Gabelli School of Business*

### **Photographers:**

Lisa Green, *Undergraduate Core Curriculum Manager, Gabelli School of Business*

Michael Benigno, *Director of Marketing and Communications, Gabelli School of Business*

**Survey:**

Zixin Mao, *Associate Director of Information and Faculty Technology, Gabelli School of Business*

**Venue Reservation:**

Christina Frankovic, *Associate Director for Student Involvement, Fordham University*

Richard Miranda, *Manager of Events and Operations, Fordham University*

**Media Support:**

Frandy Medina, *Information Technology Manager, Gabelli IT*

Gabriel Bonilla, *Information Technologist, Gabelli IT*

Olakunle Davies, *Information Technologist, Gabelli IT*

Victoria Ilano, *Media and Digital Learning Manager, Gabelli IT*

**Event Support:**

Alan Cafferkey, *Director of Faculty Technology Services, Fordham IT*

Kristen Treglia, *Senior Instructional Technologist, Fordham IT*

Nicole Zeidan, *Instructional Technologist, Fordham IT*

Gabrielle Ginn, *Student, Gabelli School of Business*

Madeleine Jacobson, *Student, Gabelli School of Business*

Joseph Hussey, *Student, Gabelli School of Business*

**Graphics Design:**

Ezra Lee, *Student, Fordham University*

**Catering:**

Spencer Brennen, *Catering Manager, Aramark*

James Alvarez, *Catering Supervisor, Aramark*

## **Speakers**

### **Anne Fernald, PhD (Keynote Speaker)**

*Professor of English and Special Advisor to the Provost for Faculty Development  
Fordham University*

Anne Fernald is Special Advisor to the Provost for Faculty Development and co-chair of the university council on Diversity, Equity, and Inclusion. She collaborates closely with the Chief Diversity Officer and his team, and, in spring 2019, she spearheaded the Provost's Office Initiative on Inclusive Pedagogy and Student Engagement, which continues this fall, 2019. She has been the facilitator of the Arts and Sciences Faculty Pedagogy Seminar since 2016. From 2008 to 2017, she co-led the English Department Graduate Teaching Practicum. Anne has a Ph.D. from Yale University and a BA from Wellesley College. She is a Professor of English and the author of several books on Virginia Woolf.

### **Francesca Astiazaran**

*Lecture, Department of English and Special Consultant in Writing, School of Social Work  
California State University San Bernardino*

Francesca Astiazaran is currently a lecturer at CSUSB and the University of Redlands. She is also a special consultant in writing for the School of Social Work at CSUSB and regularly teaches for CSUSB's English Language Program, working with students from all ages, walks of life, and countries around the globe. She holds an MA English Composition and an MA in Applied Linguistics and Teaching English as a Second Language. In her role as a lecturer, she often teaches both upper and lower division Composition courses in which she encounters students from across all disciplines (almost entirely non-English majors), which has piqued her interest in researching and designing classes that foster the development of interdisciplinary writing competencies.

### **Jessica Briskin, PhD**

*Assistant Professor of Instructional Technology  
Bloomsburg University*

Jessica Briskin, Ph.D., is an Assistant Professor in the Department of Instructional Technology and Assistant Director of the Institute for Interactive Technologies at Bloomsburg University. Her research primarily focusing on design frameworks, online collaboration methods, and mobile and multimedia development regarding translating learning spaces into online spaces. Dr. Briskin has experience in corporate and educational industries, designing and developing eLearning and mLearning courses, instructor-led training, videos, infographics, and performance support tools.

### **Kiran Budhari**

*Instructional Designer and EdD Candidate in Educational Leadership  
University of North Carolina Charlotte*

Kiran Budhrani is a Doctoral Candidate in Educational Leadership and Instructional Designer at the University of North Carolina Charlotte. She provides 1-to-1 consultations with faculty on online course design and active learning. Her current research is in the area of design epistemology, specifically examining course design knowledge and practice among faculty-designers using visual blueprints. Her research interest extends into exploring online teaching competencies and learning innovation in international settings. Kiran resided in the

Philippines before 2014, where she was an assistant professor for the Instructional Systems Technology program at De La Salle University-Manila.

**Mauricio Cadavid, EdD**

*Senior Instructional Designer  
California State University San Bernardino*

Mauricio Cadavid is currently the senior instructional designer at CSUSB, as well as an adjunct instructor in the Department of Information Decisions Sciences at the nationally recognized Jack H. Brown College of Business and Public Administration. He has worked in this position for the past 13 years, through which he had received a Master's of Education and a Doctoral in Educational Leadership. Working with CSUSB has also provided him with opportunities to travel abroad and discuss topics related to educational technology, learning methodologies, assessments, and curriculum. At the university, he has also taught classes for freshmen students on early college experiences, and recently facilitated talks on the tertiary education system in the US, global leadership, innovation encouragement, and STEM, to over 150 Chinese students. In all, the majority of what he does directly relates to his passion for learning and teaching and the development of lifelong learners.

**Su-Je Cho, PhD**

*Professor of Education and Division Chair of Curriculum and Technology  
Fordham University*

Dr. Su-Je Cho is Professor and Chair of the Division of Curriculum and Teaching in the Graduate School of Education. Her research focuses on training families and professionals in assessment and interventions for students with challenging behaviors and understanding the impact of cultural and linguistic differences on the adaptation of Asian families and children to mainstream United States. Dr. Cho is currently directing several research projects, one of which was funded by the Office of Special Education Programs in the U.S. Department of Education. She is a recipient of the Fordham University's Outstanding Externally Funded Research Award on Interdisciplinary Research in 2019. Having been in the field of education for more than 20 years, she has prepared preservice and in-service teachers in the traditional and fully online programs.

**Steven D'Agustino, PhD**

*Director of Online Learning, Office of the Provost  
Fordham University*

Steven D'Agustino, Ph.D. currently works as the Director of Online Learning, Fordham University. Steven researches Curriculum Theory, Adult Education, and Teaching Methods. His most recent publication is "Toward a course conversion model for distance learning: A review of best practices."

**Hooman Estelami, PhD**

*Professor of Marketing  
Fordham University*

Hooman Estelami is a professor of marketing at the Graduate School of Business, Fordham University. He received his Ph.D. in marketing from Columbia University and his MBA from McGill University. Dr. Estelami's areas of research specialization are financial services marketing, customer service management, and pricing. He has published over 30 research papers in top international research journals. He is also the editor of the International Journal of Bank Marketing and former associate editor of Journal of Product and Brand

Management. He has received multiple awards for his teaching and research and has advised a wide range of financial institutions on target marketing, pricing, and service enhancement strategies.

**John Fortunato, PhD**

*Professor of Communications and Media Management  
Fordham University*

John A. Fortunato is a professor and area chair of communications and media management at Gabelli School of Business. Before coming to Fordham, he was a professor in the advertising and public relations department at the University of Texas at Austin and also taught at St. Peter's College. He earned his Ph.D. in 1999 from Rutgers University in New Jersey.

Dr. Fortunato is the author of five books and has published scholarly articles in the Journal of Sport Management, Public Relations Review, Texas Review of Entertainment & Sports Law, Rutgers Law Review, Atlantic Journal of Communication, Fordham Intellectual Property, Media & Entertainment Law Journal and Child & Youth Care Forum. He has served on the editorial boards of the Journal of Global Academy of Marketing Science, International Journal of Sports Marketing and Sponsorship, Journal of Brand Strategy, International Journal of Sport Communication and Journal of Sports Media.

Dr. Fortunato worked for NBC Sports during the 1992 and 1996 Summer Olympic Games and was a play-by-play radio announcer for St. Peter's College basketball.

**Shawn Hill**

*Instructional Technologist for Digital Scholarship and Pedagogy  
Fordham University*

Shawn Hill works with faculty across Fordham's many schools and departments to encourage the use of innovative digital technology in the classroom. Shawn brings 32 years of teaching experience in 7 countries in North America, Europe, and Asia, combined with a background in visual arts, geography, ESL, and technology, to his position.

**Lindsay Karp**

*Senior Instructional Technologist  
Fordham University*

Lindsay Karp is a Senior Instructional Technologist and manager for Fordham University's Faculty Technology Services. She develops technology resources, presents new and emerging technologies to faculty and staff, and teaches how to incorporate these new technologies into the classroom. She is the University's Blackboard LMS administrator and provides Blackboard Technical Support. She has developed and designed a variety of technology resources, training sessions, and technology guides for University programs. An esteemed faculty trainer, Lindsay is responsible for scheduled group training and develops one-on-one targeted training for senior faculty. Lindsay's extensive media experience has made her a key figure in designing instructional technology materials, including the creation of videos and multi-media content for Fordham's outstanding online degree programs. She has advanced television studio experience, as well as a background in photography, graphic design, and videography. Lindsay served as an Assistant Professor in drama, dance, and art at the Lincoln Center Institute, developing curriculum for New York City public school teachers to incorporate the arts into K-12 education.

**Dana Marlowe, PhD**

*Clinical Professor of Social Service and Director of Academic Excellence and Teaching Innovation  
Fordham University*

Dana Marlowe is a Clinical Professor and the Director of Academic Excellence and Teaching Innovation in the Graduate School of Social Service. Dr. Marlowe teaches across the curriculum, teaching classes in clinical social work and social policy. She specializes in innovative pedagogy and works with faculty and adjunct instructors to enhance their teaching skills. She has developed two online courses and modules in several other courses. She has two distinct areas of research – one focuses on evidence-based practice content in the graduate curriculum, and the other is on women coping with genetic mutations. Dr. Marlowe has presented at several national child, adolescent, and young adult behavioral health conferences and in two national webinars on evidence-based practice implementation.

**Bozena Mierzejewska, PhD**

*Associate Professor of Communication and Media Management  
Fordham University*

Bozena I. Mierzejewska is an associate professor of communications and media management at the Gabelli School of Business. She holds an MA in economics from Warsaw School of Economics in Poland and a Ph.D. in management from the University of St. Gallen in Switzerland.

Dr. Mierzejewska's research and teaching focus on media management and digitization, and its impact on media organizations and media workers. She is a recipient of the 2010 Sherman Teaching Award and the post-doctoral Marie Curie Fellowship. She presently is the editor of JMM – The International Journal on Media Management, one of the leading academic publications in this area. She also serves on the editorial boards of the Journal of Media Economics, the Central European Journal of Communication and The International Journal on the Book.

Prior to joining Fordham, Dr. Mierzejewska taught and researched at the Media Management and Transformation Center, Jönköping International Business School, Sweden; and the Institute for Media and Communications Management, University of St. Gallen, Switzerland.

**Shams Ud Duha Mohammad**

*Former Faculty of English, BRAC University  
PhD Student in Learning Design and Technology, Purdue University*

Mohammad Shams Ud Duha is currently pursuing his Ph.D. in Learning Design and Technology at Purdue University, USA. He is also the recipient of the prestigious Andrews Fellowship at Purdue. Prior to his joining Purdue, he taught English at BRAC University in Bangladesh. At BRAC University, he was the in-charge of the online learning unit of the BRAC Institute of Languages (BIL). He also served as a Fulbright Scholar at Indiana University, Bloomington, USA in the 2015-16 academic year. His specific research interests are technological integration into teaching, microlearning, online learning, community of inquiry framework, and human performance technology. Shams is also a writer and chess player. He has written and edited five books, written around 15 plays for television, and achieved an international rating in chess.

**Pauline Muljana**

*Former Instructional Designer, California State Polytechnic University Pomona  
PhD Student in Instructional Design and Technology, Old Dominion University*

Pauline Salim Muljana is a doctoral student in the Instructional Design and Technology (IDT) program at Old Dominion University. Her research interests revolve around the investigations of how learning analytics informs the instructional design to foster learning behaviors and strategies associated with academic success. Before joining the IDT program, she held instructional design responsibilities for 12 years at California State Polytechnic University Pomona that included design and development of courses with various delivery modes and multimedia learning objects, as well as facilitation of faculty workshops on instructional strategies and effective technology integration.

**Elizabeth Ostler**

*Manager of Graduate Enrichment Program  
Fordham University*

Elizabeth Ostler is the Manager of Graduate Enrichment Programs at the Gabelli School of Business. She is also the founder and Storyteller-in-Chief of Life's Echoes. She offers workshops and opportunities for people to stand in their truth and tell their stories. She has helped individuals from a wide range of professions, such as executives, law students, academics, and artists, hone their message and connect with their audience. Liz is a theater-maker specializing in directing and puppetry. She's the creator of Communal Theater, an approach to creating theater rooted in the belief that theater should be a communion between the audience and the theater event. Liz is an editor and writer at The Mormon Women's Project. She holds an MFA in theater directing from Brooklyn College and a BA in Liberal Arts from Sarah Lawrence College. Liz is a doctoral student at Fordham University in the Contemporary Learning and Interdisciplinary Studies program with a focus on storytelling.

**Enilda Romero-Hall, PhD**

*Associate Professor of Education  
University of Tampa*

Dr. Enilda Romero-Hall is an Associate Professor in the Department of Education at The University of Tampa. She is also the Graduate Coordinator of the Instructional Design and Technology program. In her research, Dr. Romero-Hall is currently exploring different topics in the instructional design and technology field related to digital and computer-based instruction and learning. Her research interests include multimedia design and development, gaming and simulation, the design of human-computer interaction, formal and informal learning in online social communities, and online/blended/multimodal education.

Dr. Romero-Hall has published journal articles, book chapters, conference proceedings, and columns. She has given over 30 peer-reviewed presentations in regional, national, and international conferences. Each publication and presentation contributes to the body of knowledge in the instructional design and technology field. Her research contributions are not limited to publications; she also aimed to advance research in the field through her service as President of the Research and Theory Division of the Association for Educational Communications and Technology (AECT).

**Suha Tamim, EdD**

*Clinical Assistant Professor in Curriculum Studies  
University of South Carolina*

Suha R. Tamim is a Clinical Assistant Professor in the Curriculum Studies program in the Department of Instruction and Teacher Education at the University of South Carolina since 2015. Previously, she taught at the University of Memphis in the Instructional Design and Technology program from 2012-2015 and at the American University of Beirut in the Faculty of Health Sciences from 1986-1990. Suha Tamim worked as an instructional design and educational consultant for St. Jude Children's Research Hospital, Crew Training International, and Just for Women Clinic in Memphis, TN.

She served as a co-book editor for the Interdisciplinary Journal of Problem-based Learning from 2013-2018. She is currently the president-elect of the Division of Systems Thinking and Change at the Association of Educational Communications and Technology.

**Kristen Treglia**

*Senior Instructional Technologist  
Fordham University*

Since 2008, Kristen has given Fordham faculty engaging support, advice, and training based on her deep understanding of digital pedagogical methods and their potential to improve learning outcomes. A strong belief in collaboration and sharing resources has led Kristen to develop wide-ranging resources focused on teaching best practices that use technology-based educational methods and materials.

Kristen's broad experience helps faculty develop interactive lessons and activities both in the face-to-face format, as well as online. She has extensive experience in Blackboard administration, instructional design, videography, web design/development, and emerging technologies. Kristen is the author of *The EdTech Bible*, a multimedia ebook that shares her expertise with those new to the classroom, as well as experienced teachers looking for new ideas. Kristen's website, [kristentreglia.com](http://kristentreglia.com), contains a variety of resources she has created or curated.

Prior to working at Fordham, Kristen taught high school math for ten years. She also holds a bachelor's degree from the University of Texas at Austin.

**Nate Turcotte**

*Research Assistant for the Dutton e-Education Institute  
PhD Candidate in Learning, Design, and Technology, the Pennsylvania State University*

Nate Turcotte is a doctoral candidate in the Learning, Design, and Technology program at the Pennsylvania State University in State College, Pennsylvania. He spent the last four years as a graduate assistant for the LDT program, which included several instructional design related tasks and teaching an undergraduate class that had both residential and virtual offerings. He is now a graduate assistant for the Dutton e-Education Institute, which serves as the learning design unit for Penn State's College of Earth and Mineral Sciences. Currently, his research explores teaching and learning across formal and informal technology-enhanced learning settings.

**Nicole Zeidan**

*Instructional Technologist and EdD Candidate in Educational Leadership, Administration, and Policy  
Fordham University*

Nicole is an instructional technologist and manages the Rose Hill Faculty Technology Center. As an instructional technologist, Nicole researches new and emerging technologies to see how they can enhance the faculty experience at Fordham and in the online programs. Nicole is also an experienced Blackboard administrator who provides a variety of training both in a workshop, virtual, and one-on-one formats, and provides staff development by mentoring and training student workers.

Nicole manages the production and course conversion of online learning programs for multiple areas, including, in particular, the Graduate School of Religion and Religious Education. Nicole works with the faculty to develop and maintain their courses for the school's various online graduate degree programs. Nicole has created well over a dozen classes and oversees 20 to 30 online courses at any one time.

Nicole's certifications include Google Educator, Nearpod Educator, OLC's Advanced Online Teaching certificate, and Lean Six Sigma. Nicole graduated from the Gabelli School of Business's Executive MBA program in 2016 and is currently working on her doctorate from the Graduate School of Education in Educational Leadership, Administration, and Policy.

## Sessions

### **Theoretical Underpinnings of Project-Based Learning**

Suha Tamim, Ed.D.

This session aims to provide an overview of the theoretical underpinnings of project-based learning (PBL). PBL is an instructional model grounded in the constructivist learning theory, where learners pursue an in-depth investigation of a topic and produce an artifact that represents the multiple perspectives of the learners and the topic. Constructivist learning theory emphasizes the construction of knowledge within a social activity and through immersion in real-life contexts where content is applied. Hence, PBL presents a useful student-centered model that allows for problem-solving, creativity, and reflection in authentic contexts. These skills are much needed by business organizations that report that graduate students are not adequately prepared for the real-world working environment. Keywords: *Project-Based Learning, Constructivism, Instructional Design Models*

### **From Course-Work to Real-Work: A Three-Component Framework for Designing Authentic Projects**

Kiran Budhrani

Projects are often assigned for a summative purpose—which is to assess students. When projects are intended for assessment, the focus is on ensuring timeliness, completeness, and quality of the product submitted. These projects are detached from class-time discussions and considered “homework” due at a summative period of the semester midterms or finals week. This presentation explains a framework for using authentic, real-world projects that parallel the learning process throughout the semester, essentially using projects as a means for learning rather than a means for assessment. The presenter will explain the three components necessary for selecting, designing, and facilitating authentic projects. Keywords: *Project-Based Learning, Instructional Design*

### **Multimodal Interactive Tools for Online Discussions and Assessment**

Enilda Romero-Hall, Ph.D.

The purpose of this presentation is to discuss the enhancement of asynchronous online discussions and assessment using multimodal interactive tools that allow text, video, and audio posts. Along with providing an overview of asynchronous online discussions, the presentation will include a review of how multimodal interactive tools are used to engage learners in online discussions using text, audio, and video. Additionally, the presentation will describe both the benefits and challenges of asynchronous online discussions with text, audio, and video posting. Last, the presentation will describe how the same multimodal interactive tools can also serve as an assessment method. Keywords: *Asynchronous Online Learning, Online Instruction, Online Assessment, Discussion Boards, Instructional Technologies*

### **Real-Life Application of IDS Principles as an MIS Candidate**

Mauricio Cadavid, Ed.D.

Candidates in the Information Systems and Technology major come from a variety of concentrations within the College of Business and Public Administration, and limited knowledge of practical principles of what it means to be a Manager of Information Systems. Most students in the IST-309 course have limited or no knowledge of the applications of computer systems in organizations, and how multiple topics in information sciences integrate into one seamless process. To help students understand and apply their knowledge, I created a group Project-Based Learning activity that guided students through the complexities of becoming a Manager of Information Systems in the real world. Keywords: *Information Sciences, Management, Leadership, Supply Chain, Production*

## **Maintaining Instructor Presence in Your Online Course**

Nate Turcotte, Jessica Briskin, Ph.D.

Supported by research on the importance of faculty-student interaction in online courses, this session will discuss the effects of making yourself visible as an instructor in an online course. In online courses, instructor presence positively impacts students learning and motivation and even leads to academic success. In this session, the presenters will discuss the methods instructors can use to maintain their presence and share the digital tools they've used and have found to increase interaction with students in their courses. Keywords: *Instructor-Student Interaction, Instructor Presence*

## **From Course-Work to Real-Work: A Tale of Two Faculty Who Implemented Real-World, Authentic Projects**

Kiran Budhrani

Projects are beneficial for the practice and development of student skills. This presentation showcases how two higher education faculty redesigned their courses from using traditional projects to authentic, real-world projects. Key instructional design elements that needed to be redesigned will be explained such as the learning outcomes; target skills, tasks, and outputs; criteria for project selection client selection; course planning and scheduling; grading and feedback; and student support. The presented concludes with implications on the changing roles of students, faculty, and industry-partners when implementing authentic project-based learning. Keywords: *Project-Based Learning, Case Study, Instructional Design*

## **Getting Specific: Discipline-Specific PBL in General Ed**

Francesca Astiazaran

Students from across disciplines enrolled in an upper-division, compulsory writing class take part in a quarter-long PBL assignment that seeks to expose them to the specific conventions of writing in their major alongside the generic conventions of academic writing. Although each student turns in their own product, the students are teamed with other students from the same or similar disciplines for the duration of the project. The project begins with an investigation of writing in their discipline and, supported by lower stakes tasks and reflections, culminates with an application of that knowledge in the production of their own academic article. Keywords: *Writing, WAC, Project-Based Composition, General Ed*

## **Making Multimedia Content Accessible to All**

Lindsay Karp

Creating online courses that are accessible to all students regardless of age, ability, or life situation can be challenging. Lindsay Karp explains some of the ways course content can be made accessible, benefiting all students, regardless of ability. Lindsay Karp reviews online course design, giving practical advice on making courses more accessible, the various technologies that enable access, and the barriers that can inadvertently block student engagement. Throughout the presentation, she will provide specific examples of accessibility when creating and managing online content through the Learning Management System. Lindsay Karp will share specific examples of how, why, and which steps to take towards improving ADA compliance in course design. She will also identify some modifications faculty can make when creating and sharing content. She will lead an overview of providing an inclusive, accessible experience for your students. Keywords: *Accessibility, ADA, Universal Design, Access, Technology, EdTech, Disability, Inclusive*

### **Designing Microlearning Modules That Matter**

Mohammad Shams Ud Duha

This workshop provides hands-on experience in designing microlearning modules for different contexts. The workshop consists of three parts: theory, demonstration, and application. The theory section briefly explains different principles for designing microlearning modules. Next, the demonstration section acquaints attendees with some sample microlearning modules and their underlying designs. Finally, the application section provides an opportunity to design a short microlearning module in groups. The workshop also provides some tips on developing microlearning modules. Keywords: *Microlearning, Just-in-Time Resources, Modular Learning*

### **Everyone is a Leader: Empowering Students to Lead**

Elizabeth Ostler

A 2018 LinkedIn study showed that leadership was one of the most sought-after skills in new hires, regardless of the hiring position. The Gabelli School of Business is committed to teaching our students this skill set through the Gabelli Leadership Certification program. In this session, participants will receive an overview of this program and engage in exercises and discussions that examine what makes someone a leader and how we can equip our students with leadership skills. Keywords: *Leadership, Program Development*

### **Transitioning from Face-to-Face to Online Teaching**

Pauline Muljana

Are you ready for online teaching? Would you like some ideas on how to get started? This workshop is designed to provide faculty with ready-to-implement best practices on designing an online course, and also a working time to immediately apply the course design strategies. Bring your current syllabus or course schedule, some instructional materials, and a laptop. Templates for outlining a course plan and developing a Blackboard course module will be provided. You will leave this workshop with one module ready to go (or almost ready) and ideas to design and develop the remaining modules. Keywords: *Course Design, Design Strategy, Online Course Transformation*

### **Project-Based Learning in Traditional Course Design**

Suha Tamim, Ed.D.

This session aims to provide an overview of the theoretical underpinnings of project-based learning (PBL). PBL is an instructional model grounded in the constructivist learning theory, where learners pursue an in-depth investigation of a topic and produce an artifact that represents the multiple perspectives of the learners and the topic. Constructivist learning theory emphasizes the construction of knowledge within a social activity and through immersion in real-life contexts where content is applied. Hence, PBL presents a useful student-centered model that allows for problem-solving, creativity, and reflection in authentic contexts. These skills are much needed by business organizations that report that graduate students are not adequately prepared for the real-world working environment. Keywords: *Project-Based Learning, Constructivism, Instructional Design Models*

### **Interactive Video Lessons: PlayPosit**

Guillermo Gomez Mendez, Maribette Ramirez

PlayPosit is an interactive video learning tool that enables faculty to embed various types of questions such as multiple choice and instructions into videos to engage students. As students watch your videos, they will benefit

from reading your just-in-time instructions and assess their learning by answering the in-video questions. As a result, students will have a more engaging and productive learning experience with your video content. In addition, students' responses to your questions can be recorded and automatically graded in Blackboard's Grade Book. Join our session to learn more about this teaching tool. Keywords: *PlayPosit, Video Lesson, Student Engagement, Interactive Lesson, Multimedia*

### **Write it. Don't Cite it! Wikipedia Projects to Increase Digital Citizenship Skills**

Kristen Treglia

Wikipedia is the 7th most visited website online, yet there is a disturbing lack of diverse race and gender content not to mention underrepresented topics and languages. Over 85% of Wikipedia editors are men and only 17% of Wikipedia biographies are about women. Access to information should be a human right and Wikipedia should reflect the diversity and the full spectrum of human knowledge. Sadly in addition to the underrepresented people on Wikipedia, there are large gaps in subject areas such as the humanities, arts and social sciences. Faculty, staff, and students who edit Wikipedia share their scholarly expertise with the world by evaluating articles, analyzing the content & quality of sources, and increasing coverage on people and topics. And Wikipedia projects are an excellent opportunity to model and teach digital citizenship skills. Projects range from an extra credit assignment to participate in an edit-a-thon to a creating an assignment as part of your syllabus where students would: research and write articles from scratch; expand shorter articles; translate existing articles, and create and upload media. Kristen Treglia, Senior Instructional Technologist of Fordham IT, will discuss how faculty and students can share their scholarly expertise with the world by evaluating articles, analyzing the content and quality of sources, and increasing the coverage of underrepresented peoples and topics. Keywords: *Digital Citizenship, Wikipedia, Collaboration, Writing for the Web, Scholarship, Digital Literacy, Information Literacy, Gender*

### **Location Intelligence: Carto**

Shawn Hill

In the 21st century, knowing where your company's assets are located, where your existing and potential customer base is concentrated, and what is the most efficient supply chain route, are all increasingly understood to be essential to profitability. Location Intelligence - the analysis of spatial distribution for business insight - is a rapidly growing field in corporate America and an increasingly important predictive tool.

Carto (a New York and Madrid mapping startup) is a major player in the field of Location Intelligence and has partnered with Fordham University to provide faculty, staff, and students with access to their powerful platform. This workshop will introduce attendees to the basics of Carto and show how publicly available data from NYC's Open Data Portal can be used to produce maps that can provide insight into spatial trends.

No mapping experience is required; however, attendees must have their laptops to participate. Keywords: *Location Intelligence, Spatial, Carto, Open Data, Mapping, Cartography, Prediction, Supply Chain*

### **How to “Jam” and Leverage the Power of G Suite for Higher Education**

Nicole Zeidan

Collaboration is one of the key drivers for innovation and essential for organizations to enable people to collaborate effectively and efficiently. Google considers collaboration as a success factor for innovative organizations and aims to translate everything possible in physical meetings through virtual collaboration. Additionally, evidence of virtual collaboration is supported through new products, such as Google Jamboard.

These products are large touchscreens with features to help with online collaboration and make classrooms more engaging.

Google Jamboard brings the timeless form factor of the whiteboard to the cloud by elevating collaborative education, whether you are working together in a group seminar setting or looking to make distance learning more engaging (citation for this is from google's site BenQ). However, hardware alone will not make collaboration more productive; it is the people and the new software tools that will make the most out of these devices. Also, for the standard collaboration methods today, such as desktops, laptops, and projectors in the classrooms, it is vital to understand the value of visualization. We need to understand better how visual tools can support individuals and organizations in collaborating virtually. Keywords: *G Suite Tools, Collaboration, Instruction, Efficiency, Jamboard*

## **Debrief**

Immediately following the close of the symposium, the organizer and approximately 18 participants convened to discuss their experiences with the event. The participants provided positive feedback on the helpfulness of the symposium, the quality of the sessions, and the organization of the event. Several presenters commented on the great audience size of around ten because it allowed interactive dialogues to take place than a larger sized audience. A few presenters suggested to either shorten the day by ending it after the 2:10 p.m. sessions or select a different day of the week due to the difficulty in keeping the attendance high on a Friday afternoon. Several participants suggested to have more hands-on sessions and extend the workshops from 60 minutes to 90 minutes. One attendee asked if the sessions can be categorized by knowledge levels such as “beginner,” “intermediate,” and “advanced” to help attendees decide which sessions are more aligned with their preparation.

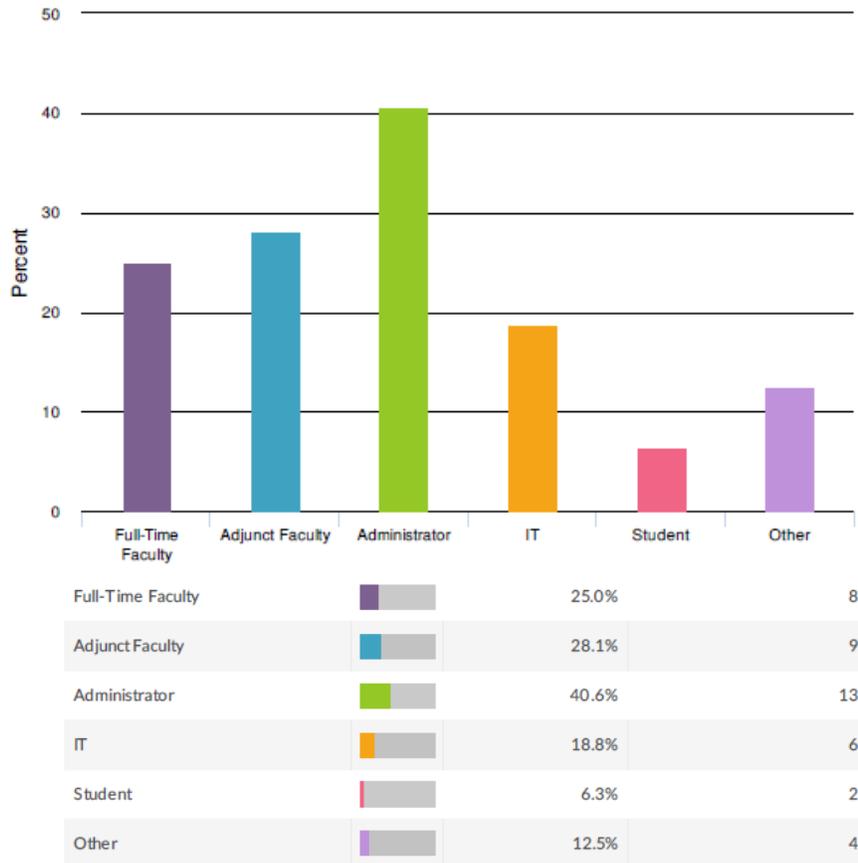
## Participants

Justin Andrews, Five Towns College  
Francesca Astiazaran, California State San Bernardino  
Clarence Ball III, Fordham University  
Susan Bloom, Molloy College  
Jessica Briskin, Bloomsburg University  
Kiran Budhrani, University of North Carolina Charlotte  
Carolyn Bushel, Fordham University  
Mauricio Cadavid, California State San Bernardino  
Alan Cafferkey, Fordham University  
Su-Je Cho, Fordham University  
Steven D'Agustino, Fordham University  
Kraig DeMatteis, DeMatteis Academia  
Linda Dowell, Fordham University  
Mohammad Shams Ud Duha, Purdue University  
Lamont Eddins, Berkeley College  
Hanaa Fawzy, Fordham University  
Anne Fernald, Fordham University  
Marcia Flicker, Fordham University  
John Fortunato, Fordham University  
Katherina Fostano, Fordham University  
Darr Fuchs, Fordham University  
Guillermo Gomez Mendezm Fordham University  
Sandra Guerra-Kim, Fordham University  
Julita Haber, Fordham University  
Jeffrey Haynes, Fordham University  
Shawn Hill, Fordham University  
Gina Hill LoBasso, Fordham University  
Brent Horton, Fordham University  
Erika Houle, Five Towns University  
Greer Jason-DiBartolo, Fordham University  
Peter Johnson, Fordham University  
Sertan Kabayadi, Fordham University  
Lindsay Karp, Fordham University  
Kathleen Kennon, Fordham University  
Lonnie Kussin, Fordham University  
Linda Luca, Fordham University  
Laurie Maldonado, Fordham University  
Zixin Mao, Fordham University  
Craig Marderstein, Fordham University  
Dana Marlowe, Fordham University  
Michael McSherry, Fordham University  
Roseanne McSween, Fordham University  
Vera Mehta, Fordham University  
Bozena Mierzejewska, Fordham University  
Kerri Mizrahi, Fordham University  
Angela Montague, Fordham University  
Pauline Muljana, Old Dominion University  
Kevin Muller, Fordham University

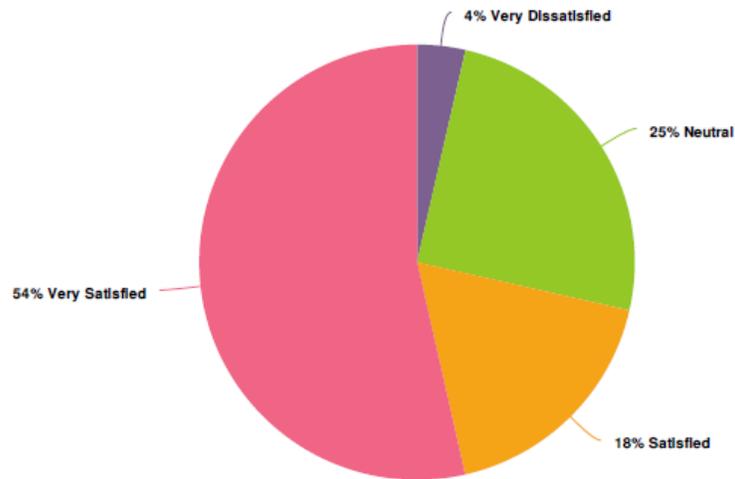
Elizabeth Ostler, Fordham University  
Rebecca Peters, Fordham University  
Maribette Ramirez, Fordham University  
Cynthia Ramsaran, Fordham University  
Enilda Romero-Hall, University of Tampa  
Ofelia Salgado, Fordham University  
Ally Soencer, Fordham University  
Suha Tamim, University of South Carolina  
Kanchan Thaokar, Fordham University  
Kristen Treglia, Fordham University  
Nate Turcotte, Pennsylvania State University  
Ava Woo, Roslyn Schools  
Calira Zambon Versland, Fordham University  
Nicole Zeidan, Fordham University  
Dongli Zhang, Fordham University  
May Zhang, Fordham University  
Shuqian Zhang, The Bryant Library  
Joseph Zirpolo, Fordham University

## Survey

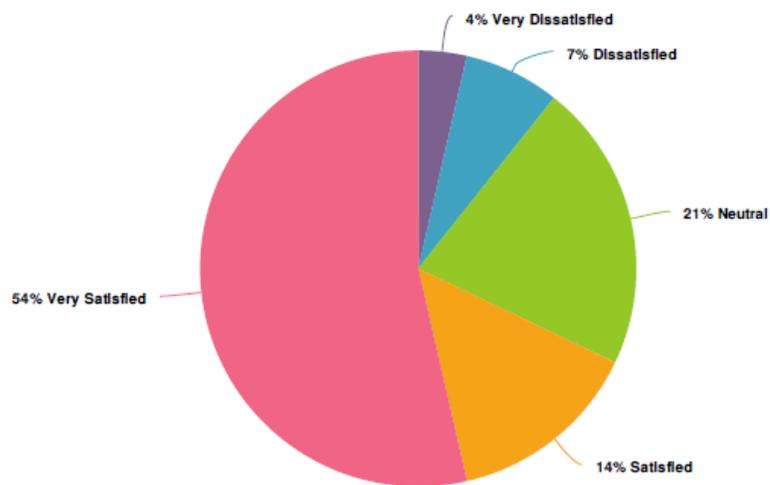
A post-event survey was distributed to the 66 participants via an email. Among the participants, 6 are disqualified for the survey due to their involvement in the event planning or limited participation. A total of 28 responses, or 47%, were collected from the qualified participants. Out of the responses, 24 were completed, or 40%, compared to 4 partially completed responses.



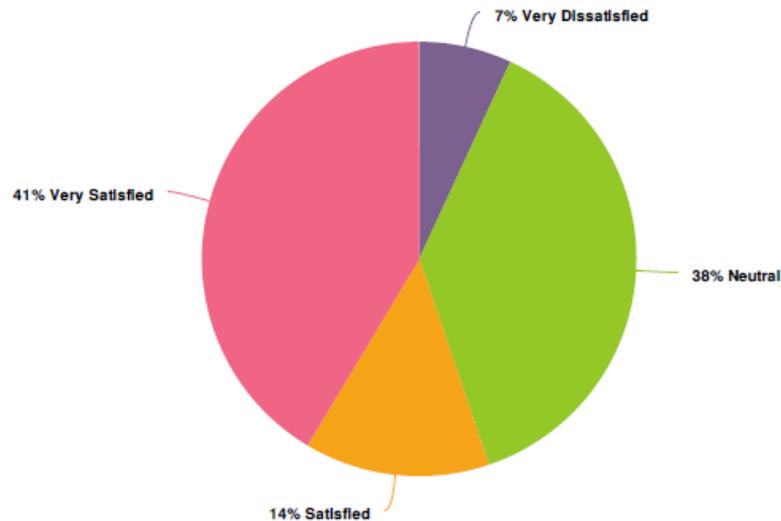
The sessions are mostly rated as either “very satisfied” or “satisfied.” The respondents found the sessions “productive”, “relevant”, “engaging”, the keynote and presenters “excellent”, and the symposium “well organized” and provided networking opportunities (see Appendix I for a complete list of open responses). One respondent claimed “very dissatisfied” to three attended sessions. The comment from the respondent was that “my expectations were not met regarding project-based learning since the projects were presented as problems only instead of issues/opportunities.”



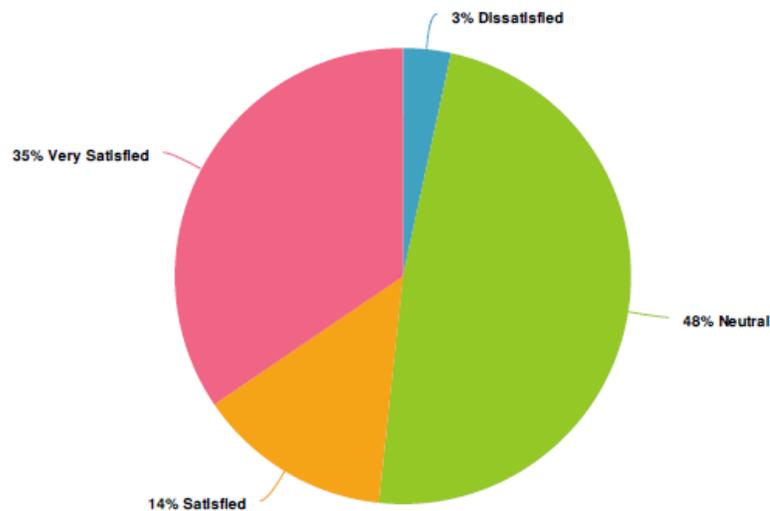
Level of satisfaction for 9:55 a.m. - 10:40 a.m. concurrent sessions. None attendance is expressed as “neutral”.



Level of satisfaction for 10:55 a.m. - 11:40 a.m. concurrent sessions. None attendance is expressed as “neutral”.



Level of satisfaction for 12:50 p.m. - 1:50 p.m. concurrent sessions. None attendance is expressed as “neutral”.



Level of satisfaction for 2:10 p.m. - 3:10 p.m. concurrent sessions. None attendance is expressed as “neutral”.

The symposium was successful in soliciting the exchange of ideas and generating a greater interest in learning theories, instructional design and delivery, and instructional technologies. 64% of the respondents wanted the symposium to be offered annually, 29% preferred bi-annually, and the rest 7% offered no opinion; 93% of the respondents wanted to receive updates on future workshops and events; more encouragingly, 46% of the respondents expressed interest in presenting their work at the future workshops and events.

A number of instructional challenges also surfaced through the survey responses. Several respondents identified that creating engaging and interactive content is a major challenge. A few respondents also pointed out the challenges working with larger classes and the need for efficiency and support (see Appendix II for a complete list of responses).

## Event Photos

Jeffrey Haynes, Director of IT introduces Dean Donna Rapaccioli, PhD who gives a Welcome message



Anne Fernald, PhD keynotes at the symposium



Participants at the Keynote



Faculty and staff from multiple institutions socialize



Gabelli School Faculty



Gabelli School faculty



Fordham Faculty Technology Center Staff



Suha Tamim, EdD, Faculty and Researcher, presents theories on Project-Based Learning



Kiran Budhari, Instructional Designer, presents cases on applying Project-Based Learning in course design



Mohammad Shams Duha, PhD Candidate at Purdue presents on Microlearning theories



Steven D'Agustino, PhD presents on the role of technology in teaching



Maribette Ramirez and Guillermo Gomez Mendez present on interactive video lecture technology



Zixin Mao, event organizer with symposium participants



## Appendices

### Appendix I - Post-Event Survey Open Response Question

1. Instructors who received high marks from students should be offered differentiated resources from those who do not command good reviews from students.
2. My expectations were not met regarding PBL since the projects were presented as problems only instead of issues/opportunities.
3. The more we have the better it is for us to become better teachers.
4. I thought it went great. Congrats! A few suggestions, though: - People seemed to wander away after lunch. The nice weather and it being Friday were probably factors, but you might want to consider ending earlier. We had the same issue with the Faculty Orientation, early on. - Some of the rooms seemed really spread out. That might be hard to avoid in the middle of the school year, but if it could be addressed, it'd be nice to have all the rooms close by. Perhaps the law school would be a good location?
5. Thank you for organizing this event. I enjoyed networking with folks at Fordham University!
6. I think we need to think about the length of the conference. Perhaps 1/2 day? Plus I think I could have promoted it more aggressively.
7. A "creating an online course for beginners" session would be good. Also, a walkthrough of resources (software and people) at Fordham that can help would be helpful.
8. Very well organized.
9. I think overall the organizer did a great job inaugurating this event. I know I enjoyed the event and had a great time although I don't work for Fordham.
10. Excellent, please do more and if some one on one sessions could be carved out that would be great.
11. We discussed the potential of having panels/presentations with a discussant which I think is a great idea!
12. OK, but too much focus on software and tech and not enough on teaching.
13. Although the workshop was curriculum/pedagogy based, the facilitator was willing to adapt to an administrator lens
14. Great experience. Maybe we can stream part of/ or the whole conference for people who cannot leave their office/home/campus for any reason.
15. The event was carefully planned out and well organized. It was a great opportunity to an exchange of learning.
16. Enjoyed keynote, organization, and spending the day thinking about teaching.
17. I appreciated the invite, especially as a new Gabelli School adjunct. Though I was only able to attend the morning sessions, I took away solid insights about design thinking and online learning techniques, and expect to apply these into practice very shortly.
18. Very productive and I would like to implement some of these ideas. Thank you for organizing this.
19. I attended the PlayPosit session at 2:10. It was a poor choice for me as it was a very basic introduction to a tool that I have used already.
20. The 10:55am session that I attended with Steven and then presentation with Nate was good. But Nate and Jessica really had to rush through their content. I think their presentation was more suited for a 45 minute session. It was really practical and attendees wanted more information. The after lunch session that I attended (Pauline was presenting) was not well attended. I feel this was discouraging for the presenter. I have a feeling that it had something to do with the panel that was at the same time. Overall, I really enjoyed the experience. I like the size of the symposium and how friendly everyone was at the event.
21. I found the conference really on-point with a lot of relevant information and engaging speakers.
22. I thought some more practical/hands on sessions would have been helpful; also, a "beginner" session would have helped folks like me, that have no experience in online teaching.
23. I was only able to attend the keynote by Anne Fernald and my own panel. I thought the introduction/keynote was excellent and a great way to start the day.
24. Very good symposium.

25. Overall, I have a positive experience. My two sessions were in the afternoon. Therefore, I selected none. Nobody attended my consultation session. But, I had a great conversation/discussion with Dr. Steve D'Agustino. I didn't mention this idea during the wrap-up meeting. Perhaps, the organizers can consider planning "Technology Speed Dating" for the afternoon session, where a number of presenters can individually present a technology tool in 10 or 15 minutes. Then, the attendees rotate to the next tool, which will take another 10 or 15 minutes. Mao, if you are reading this and interested, please feel free to reach out to me, Pauline. My previous institution did this kind of session in the afternoon and it was always popular. People wanted to stay in the afternoon because they didn't want to miss the Technology Speed Dating.
26. Excellent. ...my only wish is that we had more time...2 days with more hands on experience. All presenters were excellent.
27. The symposium was very well organized. The panel was very useful for faculty who are new to online teaching.
28. All the session I attended were very well organized and made excellent use of their time. I particularly liked Nicole Zeidan's presentation of the Google board and would like to try that and see if that can be an effective way to teach remotely with students in multiple locations.
29. Well done! The food was great also! Thank you!

#### **Appendix II - Post-Event Survey Question on Instructional Challenges**

1. Measure the effectiveness of online education.
2. Effective communication.
3. Ensuring courses are ADA compliant.
4. Not facing one yet, but I do anticipate Exec ed needing to explore online learning options.
5. Changing college curriculum to high school.
6. Class sizes are increasing. Five years ago I had 25-28 students per class. Now I have 37. Presents a challenge in grading and personal attention.
7. Am seeking to add greater interactivity into classroom discussions, and got interesting takeaways from the symposium. Thank you.
8. PBL which does not inundate students with too much work (exponential number of classes).
9. Flipping the classroom when students haven't done the reading ahead of time.
10. How do I get done, everything that I am supposed to get done.
11. Building internal capacity to design/ support online programs.
12. How to better engage students. How to make students want to do the work.
13. Efficient course creation.
14. Meeting diverse learning needs is always a challenge. When we know we have students with various backgrounds, how do we provide a positive learning experience so that everybody's learning needs can be met?
15. Still struggling with how to actually do some interactive teaching online but will work the tools suggested at the symposium to see how I do.
16. How can we change the conversation from a focus on technology and faculty efficiency to one that is focused on the learner and their needs and interests?
17. Adaptive learning is new at our institution and we are figuring out how to implement this for face-to-face courses.

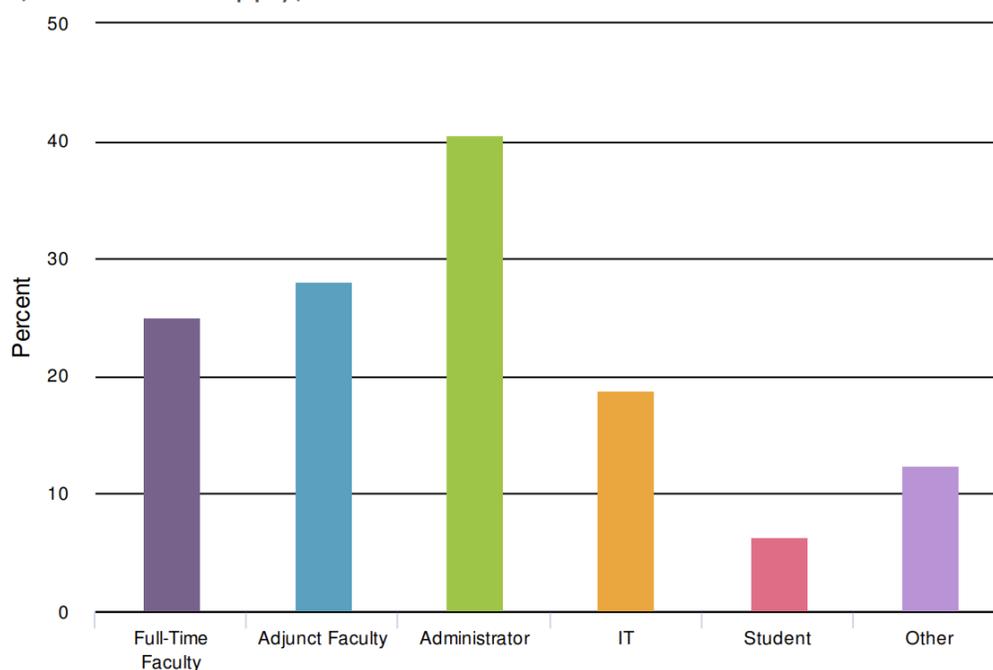
# Surveygizmo Report for Teaching Innovation Symposium 2019 Post Event Survey

## Response Counts



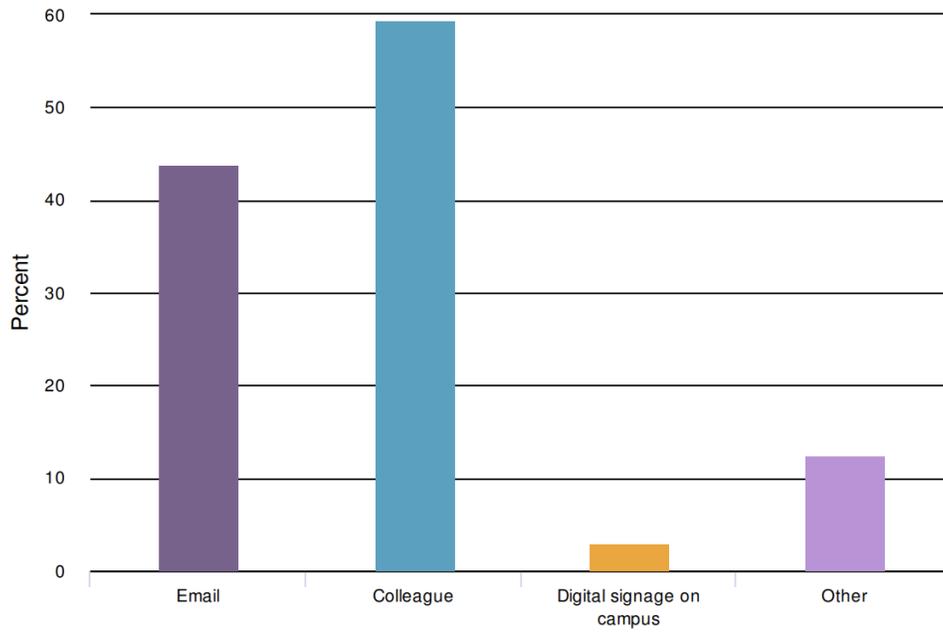
Totals: 32

## 1. Role (select all that apply):



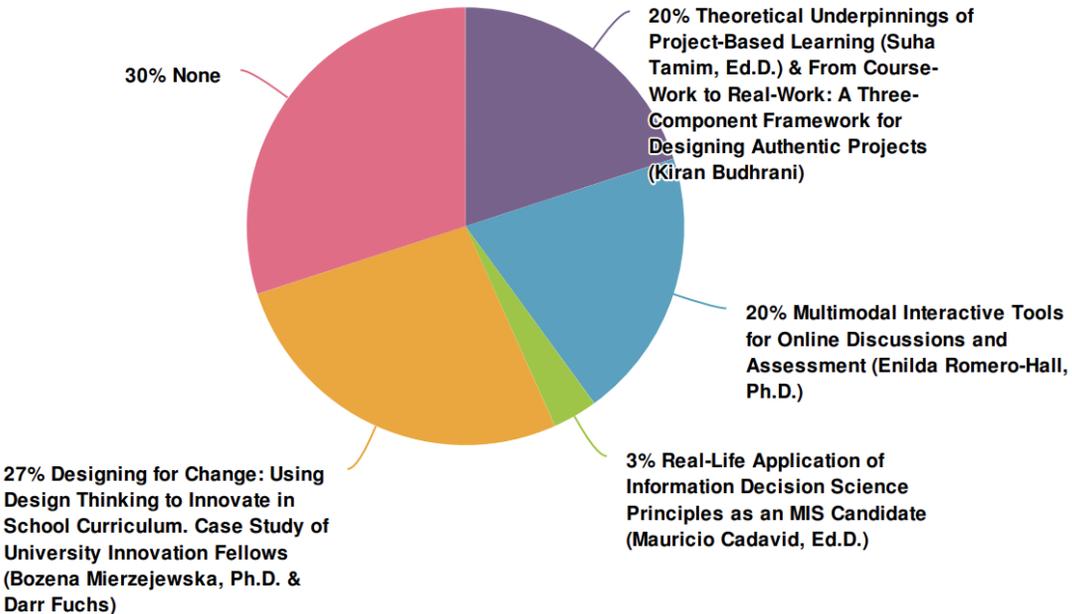
Value	Percent	Responses
Full-Time Faculty	25.0%	8
Adjunct Faculty	28.1%	9
Administrator	40.6%	13
IT	18.8%	6
Student	6.3%	2
Other	12.5%	4

2. How did you hear about the event (select all that apply):



Value		Percent	Responses
Email		43.8%	14
Colleague		59.4%	19
Digital signage on campus		3.1%	1
Other		12.5%	4

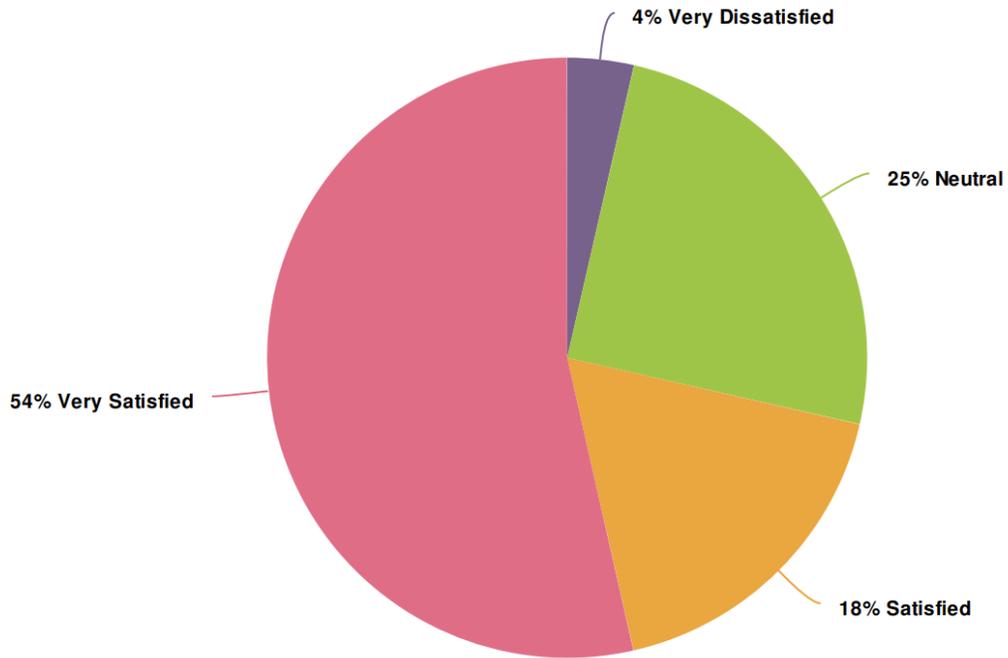
3. Which 9:55 a.m. - 10:40 a.m. session did you attend:

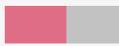


Value	Percent	Responses
Theoretical Underpinnings of Project-Based Learning (Suha Tamim, Ed.D.) & From Course-Work to Real-Work: A Three-Component Framework for Designing Authentic Projects (Kiran Budhrani)	20.0%	6
Multimodal Interactive Tools for Online Discussions and Assessment (Enilda Romero-Hall, Ph.D.)	20.0%	6
Real-Life Application of Information Decision Science Principles as an MIS Candidate (Mauricio Cadavid, Ed.D.)	3.3%	1
Designing for Change: Using Design Thinking to Innovate in School Curriculum. Case Study of University Innovation Fellows (Bozena Mierzejewska, Ph.D. & Darr Fuchs)	26.7%	8
None	30.0%	9

Totals: 30

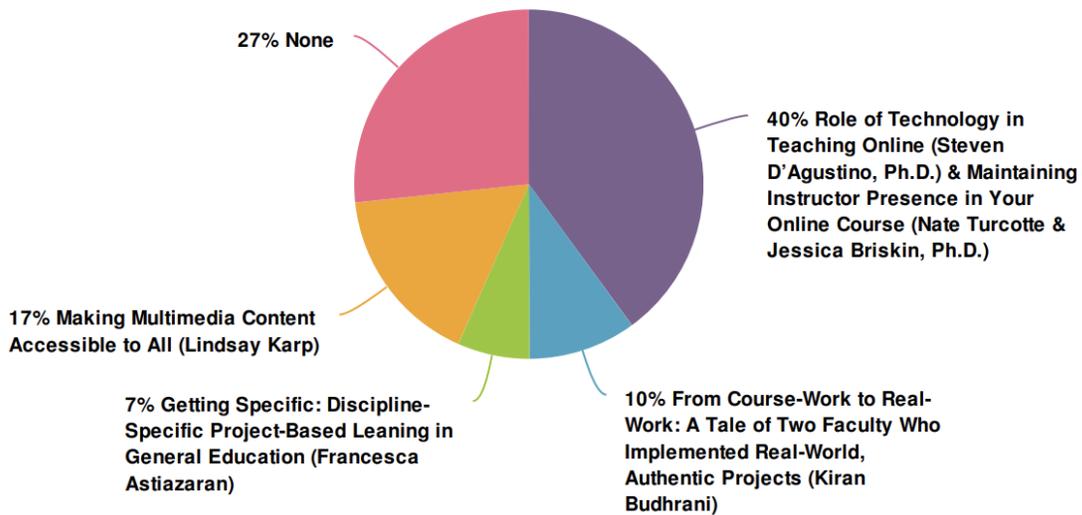
4. How would you rate your experience of the attended 9:55 a.m. - 10:40 a.m. session (please select "neutral" if none attended):



Value		Percent	Responses
Very Dissatisfied		3.6%	1
Neutral		25.0%	7
Satisfied		17.9%	5
Very Satisfied		53.6%	15

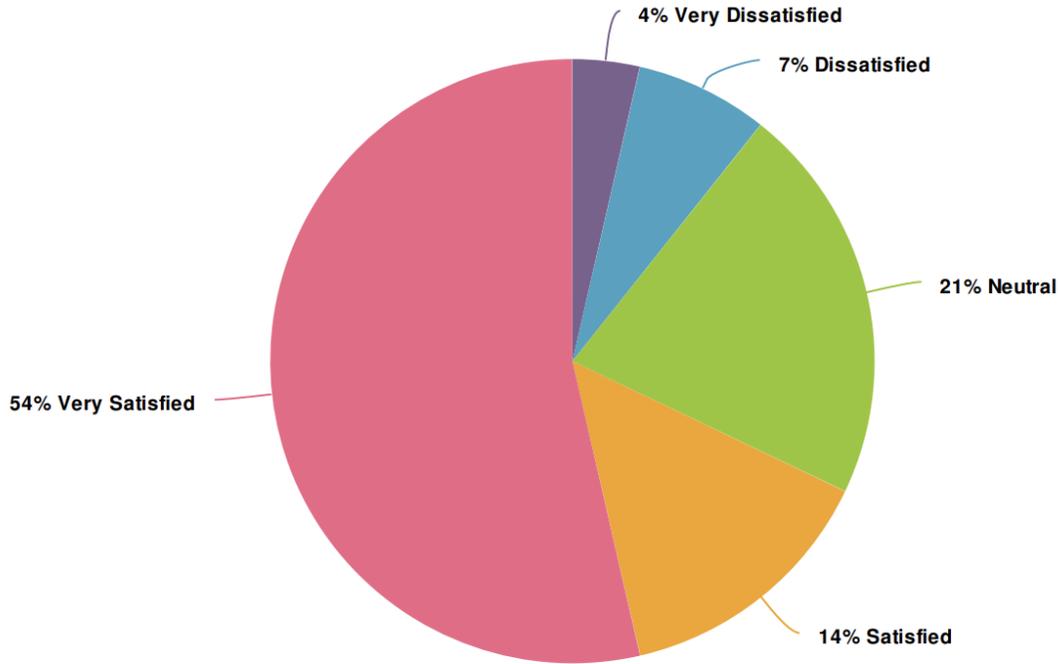
Totals: 28

5. Which 10:55 a.m. - 11:40 a.m. session did you attend:



Value	Percent	Responses
Role of Technology in Teaching Online (Steven D'Agustino, Ph.D.) & Maintaining Instructor Presence in Your Online Course (Nate Turcotte & Jessica Briskin, Ph.D.)	40.0%	12
From Course-Work to Real-Work: A Tale of Two Faculty Who Implemented Real-World, Authentic Projects (Kiran Budhrani)	10.0%	3
Getting Specific: Discipline-Specific Project-Based Learning in General Education (Francesca Astiazaran)	6.7%	2
Making Multimedia Content Accessible to All (Lindsay Karp)	16.7%	5
None	26.7%	8
<b>Totals:</b>		<b>30</b>

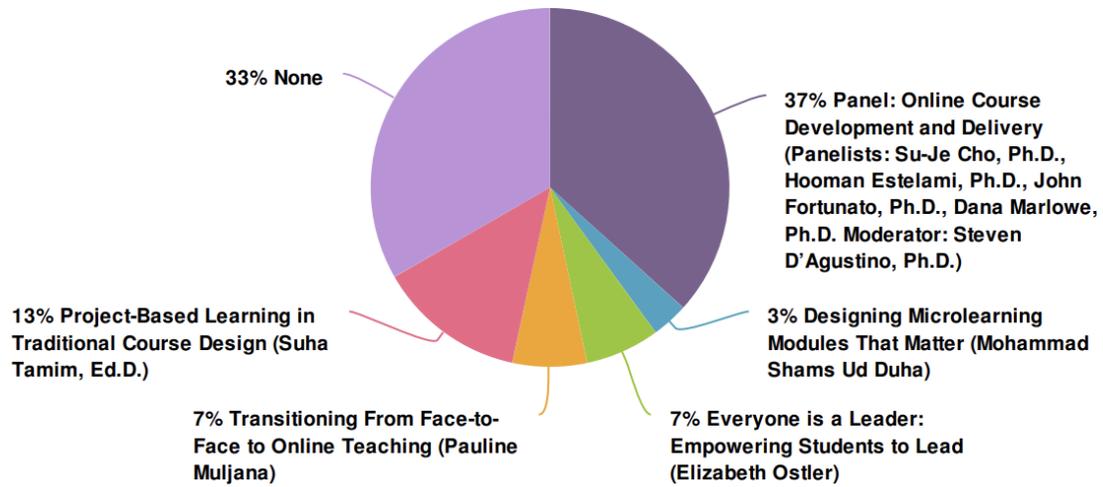
6. How would you rate your experience of the attended 10:55 a.m. - 11:40 a.m. session (please select "neutral" if none attended):



Value		Percent	Responses
Very Dissatisfied		3.6%	1
Dissatisfied		7.1%	2
Neutral		21.4%	6
Satisfied		14.3%	4
Very Satisfied		53.6%	15

Totals: 28

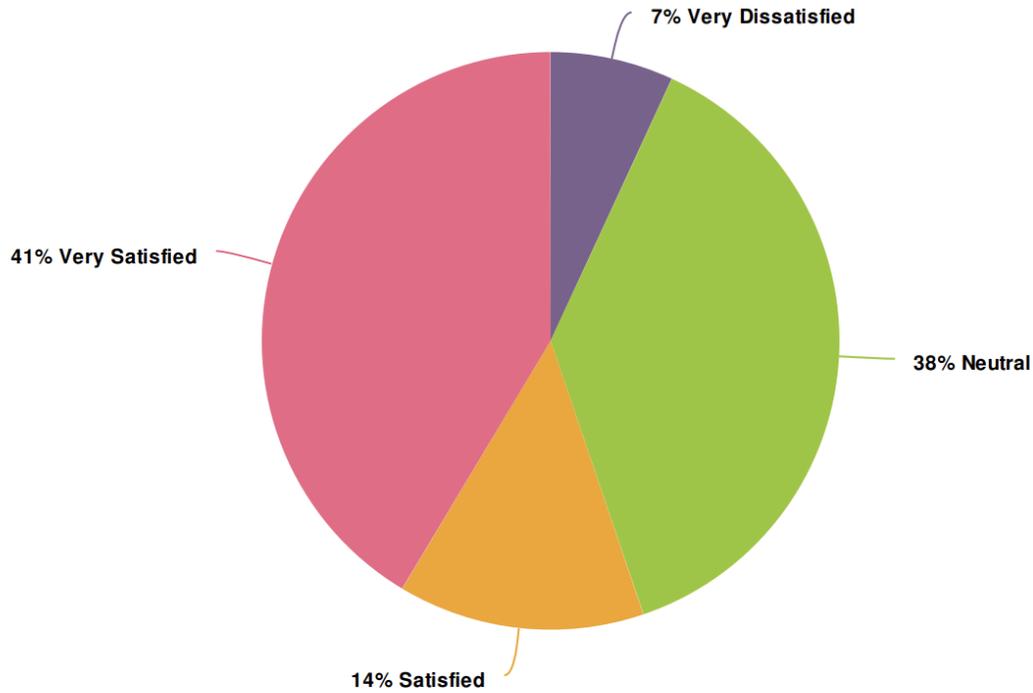
7. Which 12:50 p.m. - 1:50 p.m. session did you attend:



Value	Percent	Responses
Panel: Online Course Development and Delivery (Panelists: Su-Je Cho, Ph.D., Hooman Estelami, Ph.D., John Fortunato, Ph.D., Dana Marlowe, Ph.D. Moderator: Steven D'Agustino, Ph.D.)	36.7%	11
Designing Microlearning Modules That Matter (Mohammad Shams Ud Duha)	3.3%	1
Everyone is a Leader: Empowering Students to Lead (Elizabeth Ostler)	6.7%	2
Transitioning From Face-to-Face to Online Teaching (Pauline Muljana)	6.7%	2
Project-Based Learning in Traditional Course Design (Suha Tamim, Ed.D.)	13.3%	4
None	33.3%	10

Totals: 30

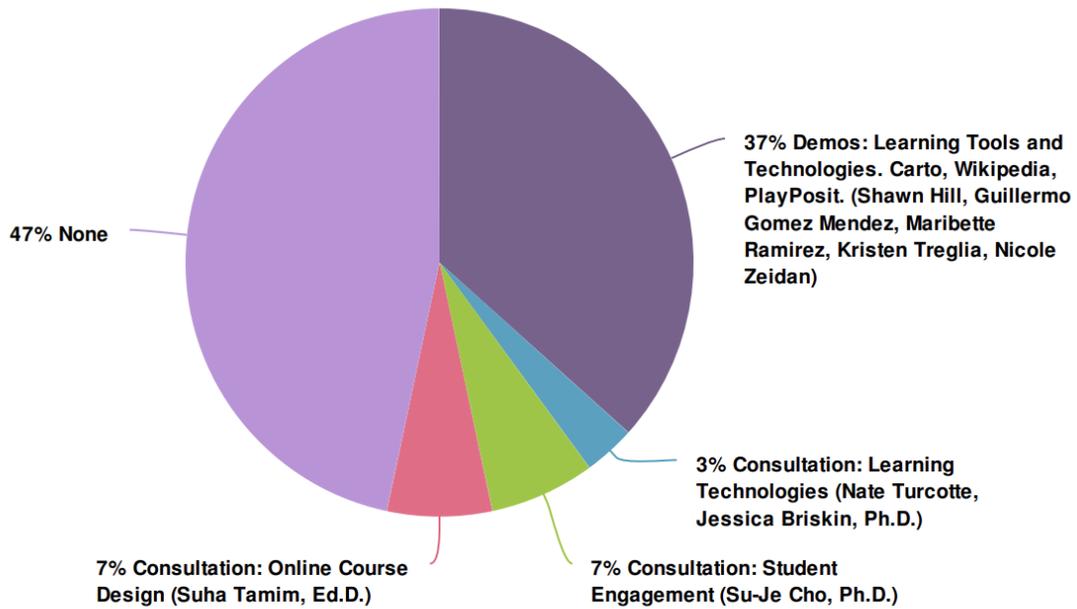
8. How would you rate your experience of the attended 12:50 p.m. - 1:50 p.m. session (please select "neutral" if none attended):



Value	Percent	Responses
Very Dissatisfied	6.9%	2
Neutral	37.9%	11
Satisfied	13.8%	4
Very Satisfied	41.4%	12

Totals: 29

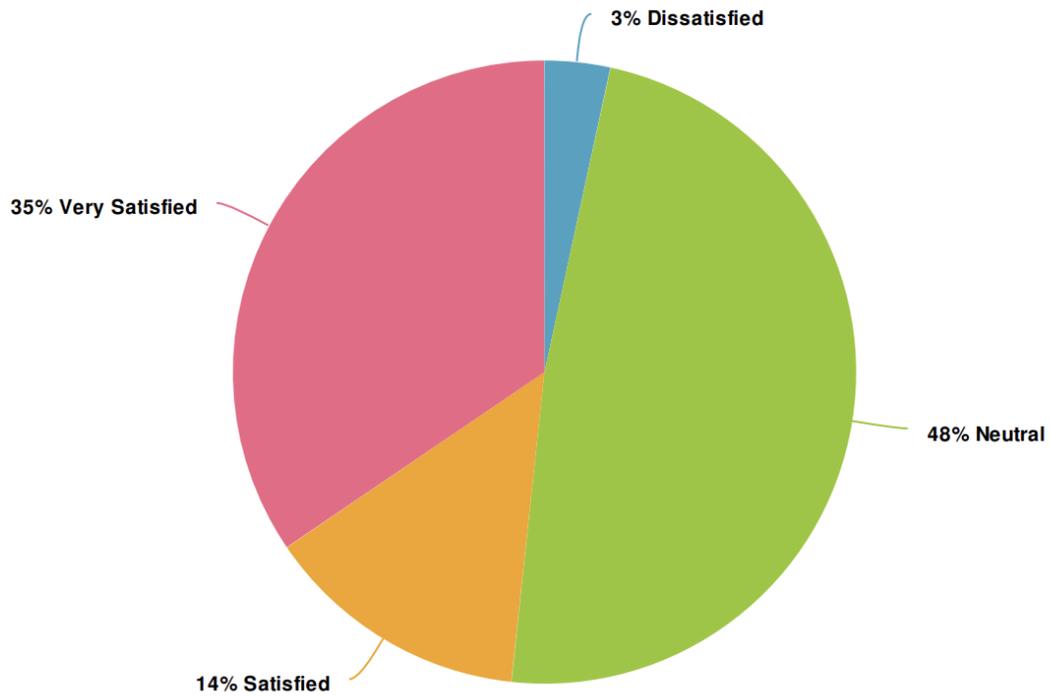
9. Which 2:10 p.m. - 3:10 p.m. session did you attend:



Value	Percent	Responses
Demos: Learning Tools and Technologies. Carto, Wikipedia, PlayPosit. (Shawn Hill, Guillermo Gomez Mendez, Maribette Ramirez, Kristen Treglia, Nicole Zeidan)	36.7%	11
Consultation: Learning Technologies (Nate Turcotte, Jessica Briskin, Ph.D.)	3.3%	1
Consultation: Student Engagement (Su-Je Cho, Ph.D.)	6.7%	2
Consultation: Online Course Design (Suha Tamim, Ed.D.)	6.7%	2
None	46.7%	14

Totals: 30

10. How would you rate your experience of the attended 2:10 p.m. - 3:10 p.m. session (please select "neutral" if none attended):



Value	Percent	Responses
Dissatisfied	3.4%	1
Neutral	48.3%	14
Satisfied	13.8%	4
Very Satisfied	34.5%	10

Totals: 29

## 11. Please elaborate on your experience:

### ResponseID Response

---

1	OK, but too much focus on software and tech and not enough on teaching
4	Although the workshop was curriculum/pedagogy based, the facilitator was willing to adapt to an administrator lens
6	Great experience. Maybe we can stream part of/ or the whole conference for people who cannot leave their office/home/campus for any reason.
7	The event was carefully planned out and well organized. It was a great opportunity to an exchange of learning.
11	Enjoyed keynote, organization, and spending the day thinking about teaching
15	I appreciated the invite, especially as a new Gabelli School adjunct. Though I was only able to attend the morning sessions, I took away solid insights about design thinking and online learning techniques, and expect to apply these into practice very shortly.
17	Very productive and I would like to implement some of these ideas. Thank you for organizing this
23	I attended the PlayPosit session at 2:10. It was a poor choice for me as it was a very basic introduction to a tool that I have used already.
24	The 10:55am session that I attended with Steven and then presentation with Nate was good. But Nate and Jessica really had to rush through their content. I think their presentation was more suited for a 45 minute session. It was really practical and attendees wanted more information. The after lunch session that I attended (Pauline was presenting) was not well attended. I feel this was discouraging for the presenter. I have a feeling that it had something to do with the panel that was at the same time. Overall, I really enjoyed the experience. I like the size of the symposium and how friendly everyone was at the event.
26	I found the conference really on-point with a lot of relevant information and engaging speakers.
27	I thought some more practical/hands on sessions would have been helpful; also, a "beginner" session would have helped folks like me, that have no experience in online teaching.

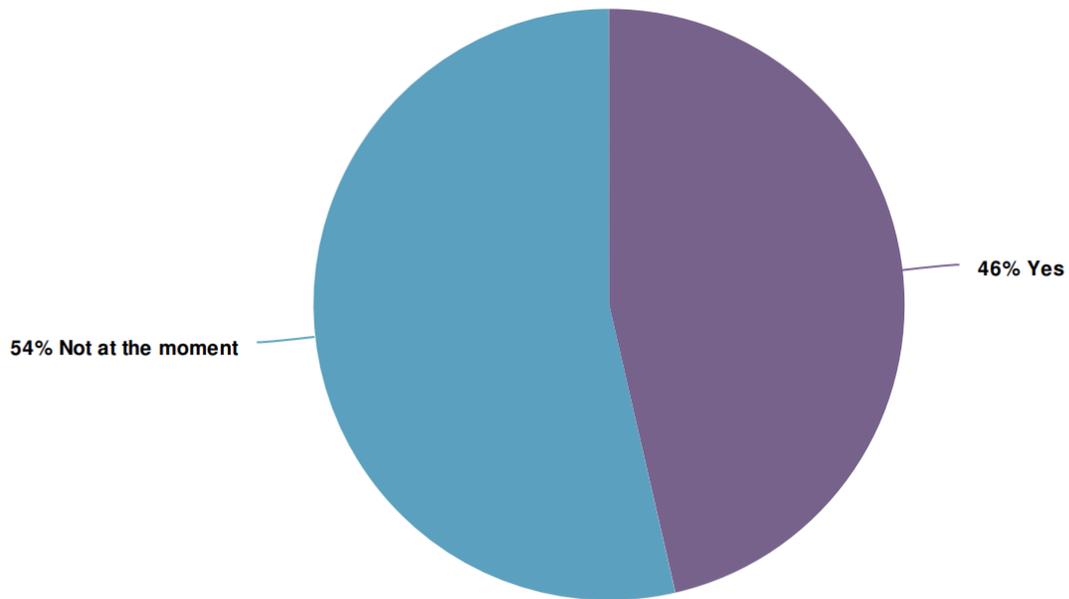
---

- 29 I was only able to attend the keynote by Anne Fernald and my own panel. I thought the introduction/keynote was excellent and a great way to start the day.
- 32 very good symposium
- 33 Overall, I have a positive experience. My two sessions were in the afternoon. Therefore, I selected none. Nobody attended my consultation session. But, I had a great conversation/discussion with Dr. Steve D'Agustino. I didn't mention this idea during the wrap-up meeting. Perhaps, the organizers can consider planning "Technology Speed Dating" for the afternoon session, where a number of presenters can individually present a technology tool in 10 or 15 minutes. Then, the attendees rotate to the next tool, which will take another 10 or 15 minutes. Mao, if you are reading this and interested, please feel free to reach out to me, Pauline. My previous institution did this kind of session in the afternoon and it was always popular. People wanted to stay in the afternoon because they didn't want to miss the Technology Speed Dating.
- 35 Excellent ..my only wish is that we had more time...2 days with more hands on experience. All presenters were excellent.
- 37 The symposium was very well organized. The panel was very useful for faculty who are new to online teaching.
- 38 All the session I attended were very well organized and made excellent use of their time. I particularly liked Nicole Zeidan's presentation of the Google board and would like to try that and see if that can be an effective way to teach remotely with students in multiple locations.

12. What is one instructional challenge or question that either you or a colleague is facing now:

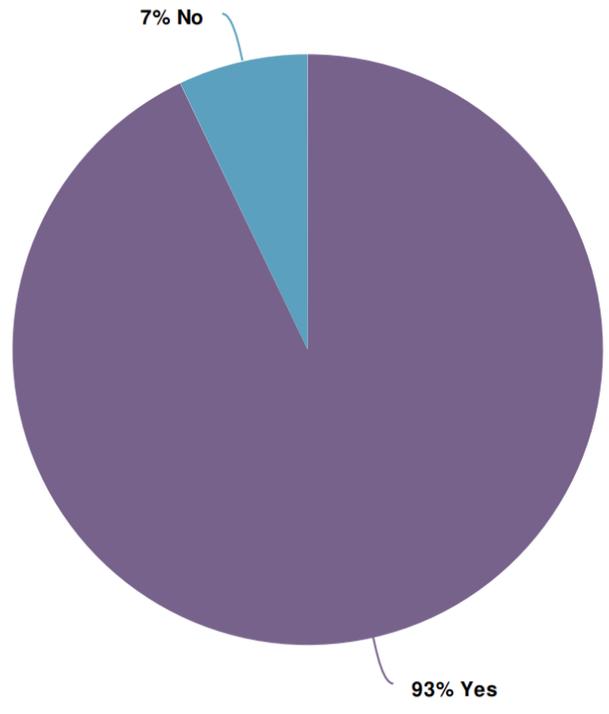
- |    |   |
|----|---|
| 1  | Measure the effectiveness of online education   |
| 4  | effective communication   |
| 5  | Ensuring courses are ADA compliant  |
| 6  | Not facing one yet, but I do anticipate Exec ed needing to explore online learning options.   |
| 8  | Changing college curriculum to high school.   |
| 9  | Class sizes are increasing. Five years ago I had 25-28 students per class. Now I have 37. Presents a challenge in grading and personal attention.   |
| 15 | Am seeking to add greater interactivity into classroom discussions, and got interesting takeaways from the symposium. Thank you.  |
| 16 | PBL which does not inundate students with too much work (exponential number of classes)   |
| 23 | Flipping the classroom when students haven't done the reading ahead of time.  |
| 24 | How do I get done, everything that I am supposed to get done.   |
| 26 | Building internal capacity to design/ support online programs.  |
| 27 | How to better engage students. How to make students want to do the work.  |
| 32 | Efficient course creation   |
| 33 | Meeting diverse learning needs is always a challenge. When we know we have students with various backgrounds, how do we provide a positive learning experience so that everybody's learning needs can be met? |
| 35 | Still struggling with how to actually do some interactive teaching online but will work the tools suggested at the symposium to see how I do.   |
| 36 | How can we change the conversation from a focus on technology and faculty efficiency to one that is focused on the learner and their needs and interests?   |
| 37 | Adaptive learning is new at our institution and we are figuring out how to implement this for face-to-face courses.   |

13. Would you be interested in presenting your work at our future workshops or events:



Value		Percent	Responses
Yes		46.4%	13
Not at the moment		53.6%	15
			<b>Totals: 28</b>

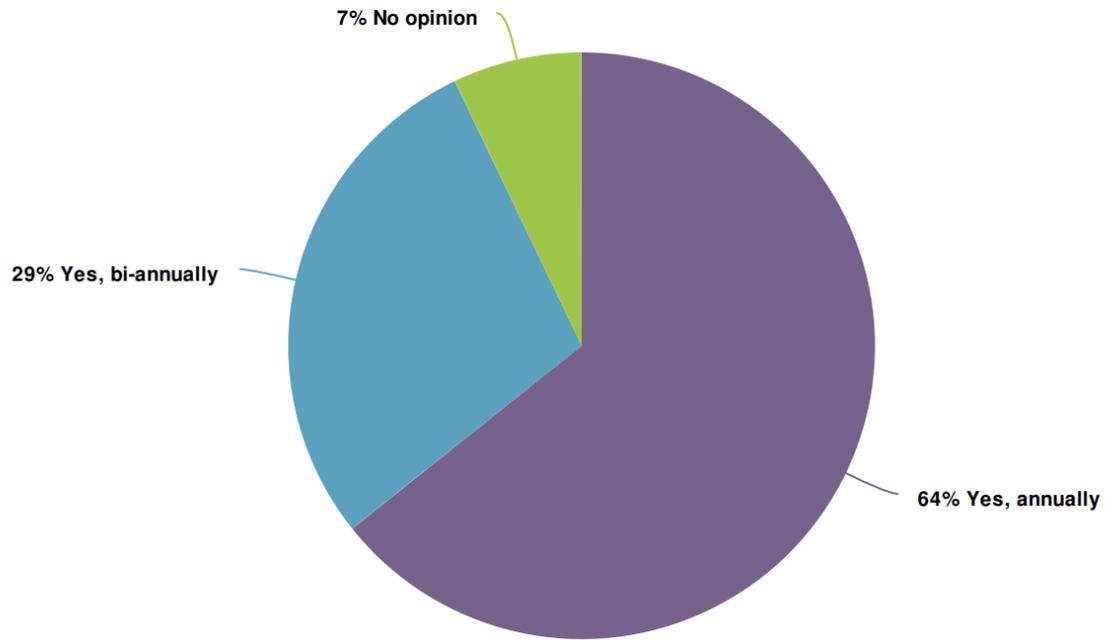
14. Would you like to receive updates about future workshops and events:



Value	Percent	Responses
Yes	92.9%	26
No	7.1%	2

**Totals: 28**

15. Would you like this symposium to be regularly offered:



Value		Percent	Responses
Yes, annually		64.3%	18
Yes, bi-annually		28.6%	8
No opinion		7.1%	2

Totals: 28

## 16. Additional comments and suggestions you would like to share with the event organizer:

9	Instructors who received high marks from students should be offered differentiated resources from those who do not command good reviews from students.
16	My expectations were not met regarding PBL since the projects were presented as problems only instead of issues/opportunities.
17	The more we have the better it is for us to become better teachers.
21	I thought it went great. Congrats! A few suggestions, though: - People seemed to wander away after lunch. The nice weather and it being friday were probably factors, but you might want to consider ending earlier. We had the same issue with the Faculty Orientation, early on. - Some of the rooms seemed really spread out. That might be hard to avoid in the middle of the school year, but if it could be addressed, it'd be nice to have all the rooms close by. Perhaps the law school would be a good location?
24	Thank you for organizing this event. I enjoyed networking with folks at Fordham University!
26	I think we need to think about the length of the conference. Perhaps 1/2 day? Plus I think I could have promoted it more aggressively.
27	A "creating an online course for beginners" session would be good. Also, a walkthrough of resources (software and people) at Fordham that can help would be helpful.
32	Very well organized
33	I think overall the organizer did a great job inaugurating this event. I know I enjoyed the event and had a great time although I don't work for Fordham.
35	Excellent, please do more and if some one on one sessions could be carved out that would be great.
36	We discussed the potential of having panels/presentations with a discussant which I think is a great idea!
38	Well done! The food was great also! Thank you!