The Center for Learning and Teaching

Faculty Resource Catalog

This catalog highlights the many resources the CLT has to offer to assist faculty in their professional growth.

Learning

2014–2015
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WHAT IS THE OCCC STANDARD FOR TEACHING & LEARNING?

- Credits that transfer to other institutions.
- Using all of our tools and experiences, prepare our students for the next step in their academic careers or jobs.
- Clearly defined expectations for academic rigor and integrity
- Comparable course rigor and content to other institutions of higher education
- Adhere to and promote competency-based learning policy and philosophy.
- Create real world scenarios and applications for course content.
- We must have a common set of objectives across the disciplines (General Education Objectives).

We expect faculty to:

- Lead by example regarding work ethic, professional behavior, and conduct.
- Stay up to date with technology and teaching methods.
- Be able to change/adapt as needed.
- Interact with faculty, staff, and students.

We expect students to:

- Be responsible for their own learning.
- Engage with students and faculty.
- Actively participate and attend class regularly.

We expect administration to:

- Build schedules and offer classes to meet the needs of our students.
- Maintain favorable student-faculty class ratios.
- Live up to the competency-based education statement.
- Support accessibility, flexibility, availability, and affordability of class offerings.
Faculty Consultants

The CLT consultants are available to visit with you about all things teaching and learning. There’s nothing that is too big or too small. The team enjoys discussing the possibilities as well as assisting in finding a particular resolution to an issue.

The CLT team offers individual and group consultations to support all faculty in a broad range of topics related to teaching, learning, and technology.
The CLT has created this catalog to provide you with complete session descriptions. The specific dates and times of the sessions can be found in the CLT Session Flyer or on our website, www.occc.edu/c4lt, by clicking on the Workshops and Events link on the page.

The CLT Team recognizes the busy lives of OCCC full-time and adjunct faculty. We understand that professional and personal schedules can often conflict with attending a face-to-face training session. We continue to offer these sessions to allow for faculty interaction and more in-depth training times, yet, we want to be as flexible as possible when supporting faculty in their efforts to help students be successful.

The CLT Team works diligently to always be available to answer faculty members’ questions 7:30 a.m.–5:00 p.m., Monday–Friday. Yet, we know so much of a faculty member’s work is done outside of these hours. In an effort to provide support to you at a time that meets your needs, the CLT Team has increased our number of resources available to you in a variety of formats, all of which are listed throughout this guide. Please use the symbols at the bottom of each page where those resources are listed to indicate to you the manner in which that resource is available. For session times, please refer to the CLT Training Schedule.

Oklahoma City Community College has been very fortunate to have participated in many webinars or to have purchased webinars for faculty checkout. These webinars have been recorded by the web provider to allow OCCC to offer these resources presented by experts in the field at a time that is most convenient to the faculty member. The resources shown with this symbol can be reserved for your viewing by contacting the CLT at 682.7838 or clt@occc.edu.

The CLT is working to expand its web presence. As our presence expands, additional resources will become available to you. If you see this symbol, the resource you have identified is located on the CLT webpage, www.occc.edu/c4lt.

The CLT Team works to prepare and schedule face-to-face training sessions at times that appear to be convenient for most faculty to attend. This icon illustrates which sessions are presented face-to-face.

Some of the CLT’s resources are available in OCCC’s Learning Management System, Moodle. Faculty members are automatically granted access to some of these resources. Other faculty resources require an easy self-enrollment process. The session descriptions will provide you with additional information specific to that resource.

The CLT resources that require the self-enrollment process can only be accessed after logging into Moodle. A URL and Enrollment Key is provided in the course’s description. Once logged in, type the URL into the address bar and when prompted, enter the Enrollment Key. The course will be available to you and will also be in your course listings under My courses.

To assist you with knowing the particular strand of teaching and learning to which a resource applies, we have attempted to categorize resources in such a way as to help faculty members to quickly find a resource that can best fit their needs at a particular time.
Learning Spaces

The Center for Learning and Teaching (CLT) is home to multiple spaces conducive to conversation and learning.

**CLT Faculty Resource Center** — The Faculty Resource Center is a center for all things teaching and learning. This Center contains state-of-the-art technology to allow faculty to create interactive learning experiences for our online students as well as supplement our on-campus courses. Faculty can create simulations, captioned videos, and narrated PowerPoints in this location. The technology includes webcams, scanners, printers, and a variety of software. Each computer is located in a recording bay to assist with the creation of quality video and audio elements. The resource center also contains reading areas to peruse the periodicals, publications, and books available to assist in our efforts to stay current and relevant with our teaching strategies.

**CLT Classroom** — Large classroom with computers which can be reserved for instruction or training.

**CLT Conference Room** — This conference room is equipped with multimedia equipment as well as furniture that can be easily rearranged to meet your specific needs.

**CLT Multimedia Seminar Room** — This large conference room allows for equitable and efficient sharing of information and ideas with its four, large panel display system. This room is also equipped with the technology to allow attendees to display content from their devices on one or all of the displays.

**Common Areas throughout the CLT** — The Center provides comfortable seating for relaxing and reading or visiting with your colleagues.

The CLT Classroom, CLT Multimedia Seminar Room, and CLT Conference Room may be reserved through ASTRA when scheduling your event. Other areas within the CLT can be reserved by contacting Veronica Sauced-Russell at 682.7838 or veronica.sauceda-russell@occc.edu.
Special Interest Topics

Creating Engaging Online Content in the New Faculty Resource Center Series

Creating Course Content with Adobe Captivate
Creating Course Content with Screencasting Tools
Creating Quality Audio for Instruction
Finding, Editing, and Preparing Image Content for Courses
Using a Webcam Effectively in Instruction

Flipping the Classroom Series

Flipping the Classroom Part 1:
Using Basic Technology to Create Lecture Content

Flipping the Classroom Part 2:
Planning the Flipped Class

Session descriptions can be found in the session listings portion of this catalog.
The CLT team is excited to introduce this self-paced online training course. The adjunct training course has 12 modules that include information on adult learning theory, writing assessments, dealing with incivility, active learning, student characteristics, FERPA, communicating with students, and many more topics. All instructors will be automatically enrolled in this course. It can be found under My courses in Moodle.
Innovations come from perseverance, not brilliance.

Azim Premji
Founder and Chairman, Wipro
Teaching and Learning

7 Learner-Centered Principles to Improve Your Teaching
Presenter: Dr. Michele DiPietro
Time: 96 minutes
This session focuses on and discusses the seven principles of learning and how they can be used to improve teaching, along with the importance to surveying students’ prior knowledge and motivation. Participants will implement strategies that force students to plan and reflect. After this session, participants will know how to write syllabi with a tone that creates positive and productive learning climate, create educational activities that tap into student goals, and generate pedagogical strategies.

A Dinner Party for Creating and Facilitating Engaging and Effective Online Forum Discussion
Presenter: Glenda Prince
Time: 90 minutes
The Complete College OCCC: Online Committee identified increased interaction as an area of focus for future growth in our online courses. The discussion forum is one of the few places where some of the most important learning can happen in an online course. All three significant levels of interaction can occur in a forum: student to student, student to content, and student to instructor.

This session will provide tips and strategies for creating discussion activities and how to facilitate a forum discussion in a way that promotes learning through substantive interaction. The dinner party analogy is appropriate because everyone has experienced it either as guest or host. I hope you can join me for the dinner party! While an invitation is not needed, seating is limited. Please RSVP at www.occc.edu/c4lt and click on Workshops and Events and then click on this session to register.

A Good Start: Helping First-Year Students Acclimate to College
Presenter: Mary C. Clement, Ed.D.
Time: 60 minutes
In this session, participants will learn how to discover students’ academic backgrounds and use that information to target their teaching and communicate their expectations in a manner to encourage positive changes in students. Participants will also learn to draft effective grading policies, build policy reminders and explanations into the curriculum to maintain standards throughout the semester, and develop tools to help students succeed.

Accommodating Students with Disabilities in Online Courses
Presenter: David Wood
Time: 60 minutes
Participants will learn how to start making online courses more accessible for all students. Topics to be included are course design, assistive technologies, contact methods, social networking, transcripts, closed captioning, and accessibility committees.
Active Learning That Works: What Students Think
Presenter: Kenneth Alford, Ph.D.
Time: 60 minutes
In this session, participants will learn why they should develop student-centered learning activities, how to prepare students for an active learning exercise, and where to find new activities and teaching ideas. In addition, this session will present easy-to-use learning tools adaptable to most disciplines and why it is important to solicit ongoing feedback from students.

Adjunct Training Course
The adjunct training course has 12 modules that include information on adult learning theory, writing assessments, dealing with incivility, active learning, student characteristics, FERPA, communicating with students, and many more topics. All instructors will be automatically enrolled in this course. It can be found under My courses in Moodle.

Adult Learning: Theories and Teaching Applications (Moodle session available Spring 2015)
Presenter: Ying Liu
Time: 60 minutes
Please see self-enrollment instructions on page 6 http://occc.mrooms3.net/course/view.php?id=38632
Enrollment key: adult
This session and course will focus on discussing a variety of teaching strategies to promote OCCC student learning based on adult learning theories and principles. Topics will include definitions and principles of adult learning theory and practical teaching strategies on using adult learning principles in a classroom or an online learning environment.

Assessments that Align with Learning Objectives
This web resource introduces a variety of assessment strategies that align with different learning objectives based on Bloom's Taxonomy.

Best Practices for Designing Successful Blended Courses
Presenter: Veronica Diaz
Time: 90 minutes
The purpose of this session is to show how to design a blended course from scratch or redesign a traditional class. Participants will learn an overview of re-design for the blended environment, a basic model for course re-design, mapping courses into the blended mode, and organizing content into instructional modules. Also, learn tips for aligning courses with quality assurance rubrics.

Beyond Coverage: Backward Design for Disciplinary Thinking
Presenter: Joel Sipress, Ph.D. and David Voelker, Ph.D.
Time: 60 minutes
This session focuses on how to utilize backward design process to develop or revise a course and to identify ways of thinking and constructing knowledge appropriate for a disciplinary general education course. Also included is how to refocus course design on disciplinary thinking rather than on coverage.
Teaching and Learning

Creating a Supportive Online Environment
Please see self-enrollment instructions on page 6
http://occc.mrooms3.net/course/view.php?id=31081
Enrollment Key: support

This is a self-enrollment course that focuses on the elements of creating a supportive online environment for students. The environment is an important part of learning. The instructor can eliminate distractions easily in the on-campus classroom, however, in the online environment, learning is often asynchronous. How can we support students’ learning when we often don’t interact with them directly? This course will look at options for providing those supports from a distance.

Creating Effective Lectures by Applying Gagne’s Nine Steps of Instruction
Presenter: Ying Liu
Time: 60 minutes

This training session and web resource will explore practical teaching strategies and techniques to incorporate in effective lectures and learning activities to interact with students by applying Gagne’s Nine Steps of Instruction.

Creating Effective Mini-Lectures to Engage Your Students
Presenter: Ying Liu
Time: 60 minutes

Please see self-enrollment instructions on page 6
http://occc.mrooms3.net/course/view.php?id=38630
Enrollment key: mini

This training session and course will discuss practical strategies on how to actively engage students by providing mini-lectures. Topics will include how people learn, the ideal length for mini-lectures, the structure of a unit of instruction, basic guidelines for creating mini-lectures, the instructional design process, and best practice.

Creating Effective Multiple-Choice Questions
Presenter: Ying Liu
Time: 60 minutes

Please see self-enrollment instructions on page 6
http://occc.mrooms3.net/course/view.php?id=38631
Enrollment key: multiplechoice

This training session and course will explore the characteristics and pros and cons of multiple-choice questions, and techniques and rules for creating effective multiple-choice questions. Examples of good multiple-choice questions will be provided.
Effective Teaching Strategies for Scaffolding Students Learning  
**Presenter:** Ying Liu  
**Time:** 60 minutes

This training session will discuss how to provide learning supports for students who lack the necessary knowledge and skills by applying scaffolding strategies. Topics will include the definitions and importance of providing scaffolding and tips on how and when to apply scaffolding in your course.

Extra Credit: An Undeserved Gift or Second Chance to Learn  
**Presenter:** Maryellen Weimer, Ph.D.  
**Time:** 30 minutes

This session will discuss the pros and cons of offering extra credit and will give new ways to think about extra credit policies. Participants will learn how to use extra credit to enhance learning and review reasons why some faculty offer extra credit and others do not. Participants will reevaluate assumptions about the purposes and values of extra credit and learn strategies to improve the efficacy of current extra credit practices.

Finding the Right Technology to Support Learning Outcomes  
**Presenter:** Ike Shibley, Ph.D.  
**Time:** 90 minutes

This presentation offers strategies for technology to increase flexibility and access, to improve student performance, and to manage costs. Participants will be able to distinguish learning activities (those accomplished in class from those accomplished online), accessing technologies that will facilitate pedagogical goals, and recognize learner-centered course design features. Participants will also be able to understand and articulate ways technology can contribute to learner-centered instruction and compare online and face-to-face communication.

Five Free Tools for Connecting and Engaging Online Learners  
**Presenter:** Shannon Eastep  
**Time:** 60 minutes

Learn about Web 2.0 applications and tools that will help increase student engagement, improve outcomes, and make the online classroom experience a satisfying one for instructor and students. This sessions includes an overview of VoiceThread, StudyStack, Jing, AudioBoo, and Dipity.
**Teaching and Learning**

**Flipping the Classroom Series**

A Basic Definition: Lectures are moved outside of face-to-face class time (through use of education technology) while “homework” is moved inside of class time. The “homework” should be any kind of learning activity that is not strictly based on lecture.

This 2–part series discusses the instructional design and technical considerations of flipping the classroom.

**Flipping the Classroom Part 1: Using Basic Technology to Create Lecture Content**

Please see self-enrollment instructions on page 6

http://occc.mrooms3.net/course/view.php?id=31082

Enrollment Key: flip

This course will explore various ways basic technology can be used to get engaging lecture content online and free up classroom time for different meaningful learning experiences. Topics covered will include creating online lectures using a webcam, screen capture software, narrated slideshows, and best practices for each.

**Flipping the Classroom Part 2: Planning the Flipped Class**

Please see self-enrollment instructions on page 6

http://occc.mrooms3.net/course/view.php?id=31082

Enrollment Key: flip

This course will explore a variety of effective, theory-based pedagogical strategies that can be used to actively engage your students in a flipped classroom environment. Topics covered will include a set of simple and practical tips mapped to the three phases of a class unit—before class, during class, and after class.
Four Strategies to Engage the Multicultural Classroom  
**Presenter:** Matthew Ouellett, Ph.D. and Christine A. Stanley, Ph.D.  
**Time:** 90 minutes

Learn how teaching inclusively is important throughout a person’s career and that doing so effectively requires building diversity into the courses from the start. Participants will learn how to design multicultural courses, encourage class discussion and how to define specific multicultural content, skills, and concepts as learning goals for their courses. Also in this session, participants will learn to use classroom strategies to support diversity and techniques to keep growing as a multicultural educator through student feedback, discussion with colleagues, professional development, and their own experience.

Gamification: Applying Game Principles to Your Teaching  
**Presenter:** Kevin Yee, Ph.D.  
**Time:** 60 minutes

Game principles can be used in an analog class to create an educational experience. This session addresses practical ways one can apply gaming theory to enhance the learning experience to students. From this session, participants will be able to identify the five principles of gamification, develop strategies to translate concepts into action, and adjust curricular designs to take full advantage of gamification elements.

Grading Strategies to Promote Student & Faculty Success  
**Presenter:** Virginia Johnson Anderson, Ed.D.  
**Time:** 60 minutes

This session focuses on recognizing and addressing common student and faculty misconceptions about grading and will examine seven useful grading strategies. This session will list three ways to help students’ structure to complete important assignments and implement at least four ways to save time in the grading process.

Handling Annoying, Disruptive, and Dangerous Students  
**Presenter:** Brian Van Brunt, Ed.D. and Laura Bennett, M.Ed.  
**Time:** 75 minutes

In this session, participants will learn how to identify, distinguish, and categorize negative student behaviors and develop unique intervention and management strategies for different kinds of behavioral problems. Learn how to initiate conversations that lead to positive changes, identify when to report a potentially dangerous behavior, and how to handle emergencies and other high-stress situations. This session will present how to employ change theory techniques, recognize personal triggers, defuse crisis situations, identify campus resources, and how to appropriately document and report incidents.
Teaching and Learning

How Do I Convert a F2F Course to a Hybrid Course?
Presenter: Jill Schiefelbein
Time: 20 minutes
In this session participants will learn the step-by-step approach to maximizing the educational benefits of blended learning by using what they are already doing and using technology to enhance student engagement and learning. After this session, individuals will be able to analyze their course and select the elements they want to preserve in their blended class.

How Do I Stay Calm When Students Push My Buttons?
Presenter: Dr. Brian Van Brunt
Time: 20 minutes
The focus of this session is for participants to develop reasonable responses to students with unreasonable behavior. Participants will understand techniques to keep the classroom management options open, as well as, tips for engaging in positive conversation, even with negative students.

How the Brain Learns: Implications for Teaching and Learning
Presenter: Leslie Myers, M.Ed. and Melissa Terlecki, Ph.D.
Time: 60 minutes
This session will explore how learning “works” and how to apply that knowledge in the classroom. Participants will also learn techniques that can support their efforts and how to engage other faculty in the process.

How to Guarantee You Get the Students You Always Wanted in Class
Presenter: Ying Liu
Time: 60 minutes
Please see self-enrollment instructions on page 6
http://occc.mrooms3.net/course/view.php?id=38684
Enrollment key: guarantee
This training session will discuss a number of teaching techniques for creating a supportive learning environment that will promote student learning as well as ensure you get the students you wanted in class. As a result, topics will include an analysis of the characteristics of OCCC students and their needs, the existing performance gaps, and effective teaching techniques for creating a supportive learning environment.

How to Implement Brain-Based Learning Strategies in Your Courses
Presenter: Lisa Bloom, DC, FLACN, and Kristina L. Petrocco-Napuli, DC MS
Time: 60 minutes
The purpose of this session is to learn how to apply educational best practices associated with a learner-centered environment. Participants will learn to use course management and teaching strategies that will enhance the learner-centered classroom. Also, learn how to optimize teaching strategies through knowledge of the key area for the brain involved in learning.
Increasing Intellectual Rigor in the Classroom (4-DVD Set)

Presenters: Ike Shibley, Ph.D, Debi Moon, J.D. and Rob Jenkins, M.A., Linda Suskie, Maryellen Weimer, Ph.D.

Time: This is a 4-DVD Set and each DVD is 20-minutes

Is Team Teaching Right for Me?

How Can I Help Students Develop Critical Thinking Skills?

How Can I Promote Deep Lasting Student Learning?

How Do I Give Feedback that Improves Student Writing?

Learner-Centered Technology: Aligning Tools with Learning Goals

Presenter: Ike Shibley, Ph.D.

Time: 90 minutes

This session will provide faculty with a roadmap for matching technological tools to course learning outcomes. After this session, faculty will learn how to match learning goals with technological products, design course assignments, and learn how technology can improve learner-centered instruction in F2F, web-enhanced, blended, and online learning. Participants will learn how to explain the major tenets of learner-centered education and relate it to technology.

Managing Expectations and Handling Difficult Students Online

Presenter: Dr. Susan Ko

Time: 60 minutes

The online environment may look different, but the players are the same, including the difficult ones. Whatever the issue or level of disruption, you need to deal with it, because difficult students can undermine an online classroom as effectively as they can a traditional one. Learn how you can successfully meet the challenges of difficult students, and create an online experience that’s rewarding for students and faculty alike.

Managing Student Discipline Issues Legally and Effectively

Presenter: Rob Jenkins, M.A. and Deborah Gonzalez, Esq.

Time: 90 minutes

The purpose of this session is how to anticipate the most common classroom management problems and what a syllabus needs to encourage constructive behavior. Also, this session will show participants how to maintain order, deal effectively with difficult behavior, and learn faculty and student rights regarding classroom conduct and security.
Teaching and Learning

**Measuring Learning: The Ultimate Teaching Evaluation**  
*Presenter: Linda B. Nilson*  
*Time: 75 minutes*

Learn the measures of student learning that can be tailored to a subject matter and course level. Presented in the session are integrative essay or journal entries, targeted essay questions, survey of students’ perceived learning, and surveying students’ confidence about knowledge of course material.

**Motivating Students: Four Steps to Dynamic Classes**  
*Presenter: Alice Cassidy, Ph.D.*  
*Time: 60 minutes*

Get students interested and involved. In this session, participants will discover a powerful tool to jump-start enthusiasm from day one, activities and assignments that connect to student interests, along with innovative applications of traditional classroom tools and uses of mixed media. Included in this session are goal-setting exercises that maintain students’ commitment to keep them on track, and opportunities to draw on popular literature and culture while maintaining academic rigor.

**Practical Active Learning Teaching Strategies**

This web resource introduces the concept of active learning as well as seven related teaching strategies to effectively engage your students in the learning process.

**Promoting Transfer of Learning by Providing Authentic Activities (Moodle session available Spring 2015)**  
*Presenter: Ying Liu*  
*Time: 60 minutes*

Please see self-enrollment instructions on page 6  
Enrollment key: transfer

This training session and course will discuss a number of teaching techniques for designing authentic activities to increase transfer of learning. Topics will include definitions and characteristics of transfer of learning, factors that affect transfer of learning, and practical techniques for developing high-quality authentic activities that promote transfer of learning.
Seven Ways to Increase Student Attention and Learning
Presenter: Kendall Zoller, Ed.D.
Time: 90 minutes
In this session, learn strategies for accelerating learning and communication methods to guide student attention without direct management. Participants will learn techniques to increase student participation and skills for reaching all students (from quiet to the resistant) and ways to create and build on positive classroom dynamics.

Teaching Integrity: Effective Responses to Cheating
Presenter: Tricia Bertram Gallant, Ph.D.
Time: 90 minutes
This session will demonstrate how a positive approach can prevent negative consequences. Participants will learn techniques that include strategies to encourage academic integrity and reduce cheating, along with new responses to cheating designed to create opportunities for student learning.

Ten Ways to Improve Blended Course Design
Presenter: Ike Shibley, Ph.D.
Time: 90 minutes
Blended course design combines online learning and F2F instruction. This session will showcase why blended course design is an effective option for today’s educational institution. Blended course design solves physical space issues, enables students to work more, is an effective education model, and is an expected choice for a new generation of students.

The Flipped Approach to Online Teaching and Learning
Presenter: Barbi Honeycutt, Ph.D. and Sarah Glova
Time: 60 minutes
Flipped classrooms look different in blended and online learning environments, particularly those that are asynchronous. Learn how to flip your online courses by analyzing models for the flipped class and exploring how to expand and adapt these definitions to include online learning environments.

Tips on Student Engagement
This web resource provides a number of teaching tips for actively interacting with your students in class.

Tools and Techniques for Improving Course Accessibility
Presenter: Keith Bain
Time: 75 minutes
In this session, participants will be able to recognize the accessibility challenges facing at-risk learners, understand basic techniques for digitizing lectures and presentations, and identify strengths and weaknesses of traditional and automated captioning.
Teaching and Learning

**Top 10 Things Students Like Most in Their Classes**
*Presenter: Ying Lin and Morgan Felty*
*Time: 60 minutes*

Please see self-enrollment instructions on page 6
http://occc.mrooms3.net/course/view.php?id=31084
Enrollment key: top10

This training session and course will discuss the top 10 things that students like most in their classes. Implementing some of these strategies in your course may greatly increase students’ motivation, and promote higher engagement. Top strategies presented will be based on the OCCC Student Engagement Survey administered in Spring 2013.

**Using Clickers to Engage Students and Maximize Learning**
*Presenter: Ike Shibley, Ph.D.*
*Time: 90 minutes*

Participants will learn how clickers can increase student involvement. This session showcases how to use clickers to deepen student engagement and to use them in different ways to gather information and prompt peer discussion. Learn how to use clicker data to improve assessment and craft effective multiple choice clicker questions.

**Using Moodle Lesson for Student Success Through Adaptive Learning**
*Presenter: Glenda Prince*
*Time: 90 minutes*

This session will include instruction on how to setup a Lesson activity to be adaptive and to use a student’s choices to create a self-directed lesson. (It is recommended faculty have a good working knowledge of setting-up activities in Moodle.)

**Using Moodle Workshop for Student Peer Assessment**
*Presenter: Glenda Prince*
*Time: 90 minutes*

Please see self-enrollment instructions on page 6
http://occc.mrooms3.net/course/view.php?id=38525
Enrollment Key: assessment

This session will include instruction on how to setup the Workshop activity for students to receive both instructor and student feedback and allow students to assess other student’s work and review their own. (It is recommended faculty have experience with the Assignment activity and the Grade Book prior to participating in this session.)
Using Multiple-Choice Questions to Assess Critical Thinking Skills
Presenter: Ying Liu
Time: 60 minutes
Please see self-enrollment instructions on page 6
http://occc.mrooms3.net/course/view.php?id=31086
Enrollment key: mct4cts
This training session and course will explore how to construct valid and reliable multiple-choice questions that evaluate critical thinking skills, such as problem-solving skills, rather than factual memorization.

Using Video Conferencing Tools to Connect with Your Students
Presenter: Morgan Felty
Time: 60 minutes
Please see self-enrollment instructions on page 6
http://occc.mrooms3.net/course/view.php?id=38626
Enrollment key: video
This session and course will be a hands-on exploration of the variety of video conferencing tools currently available to instructors, and how these tools can be leveraged to connect with students. Different options like Skype, Google Hangouts, ScreenConnect, and Adobe Connect will be covered.
Do something you love – then challenges will have more purpose.

Mark Zuckerberg
Co-founder and CEO,
Facebook
Technology

Browser Tab Management
While all major web browsers now support tabbed browsing, its benefits are often overlooked. Learn how to use browser tabs to improve your web browsing experience. This is part of the Two-Minute Tech Tips series.

Cloud Storage
Cloud storage services like Dropbox and Google Drive make it easy to store your files in the cloud and make them accessible to multiple devices. Learn about how these services work and how you can get started using one yourself. This is part of the Two-Minute Tech Tips series.

Encrypting Your Files
Learn about the importance of encryption and discover how to quickly and easily encrypt your files. This is part of the Two-Minute Tech Tips series.

Finding the Right Technology to Support Learning Outcomes
Presenter: Ike Shibley, Ph.D.
Time: 90 minutes
This presentation offers strategies for technology to increase flexibility and access, to improve student performance, and to manage costs. Participants will be able to distinguish learning activities (those accomplished in class from those accomplished online), accessing technologies that will facilitate pedagogical goals, and recognize learner-centered course design features. Participants will also be able to understand and articulate ways technology can contribute to learner-centered instruction and compare online and face-to-face communication.

Learner-Centered Technology: Aligning Tools with Learning Goals
Presenter: Ike Shibley, Ph.D.
Time: 90 minutes
This session will provide faculty with a roadmap for matching technological tools to course learning outcomes. After this session, faculty will learn how to match learning goals with technological products, design course assignments, and learn how technology can improve learner-centered instruction in F2F, web-enhanced, blended, and online learning. Participants will learn how to explain the major tenets of learner-centered education and relate it to technology.
Creating Engaging Online Content in the New Faculty Resource Center Series

This series of sessions provide instructors with the knowledge to fully utilize the technology and resources available to faculty in the Faculty Resource Center.

Creating Course Content with Adobe Captivate
**Presenter:** Morgan Felty  
**Time:** 60 minutes

In this session, participants will learn how Adobe Captivate can be used to create engaging, interactive online course content.

Creating Course Content with Screencasting Tools
**Presenter:** Morgan Felty  
**Time:** 60 minutes

Participants will learn how to create screencast videos, as well as guidelines and best practices for using screencast videos in courses.

Creating Quality Audio for Instruction
**Presenter:** Morgan Felty  
**Time:** 60 minutes

In this session, participants will learn how to record and edit basic audio recordings. Helpful tips and best practices for using audio recordings in courses will also be covered.

Finding, Editing, and Preparing Image Content for Courses
**Presenter:** Glenné Whisenhunt  
**Time:** 60 minutes

Participants will learn guidelines and best practices for finding and using image content in courses, as well as basic image editing techniques.

Using a Webcam Effectively in Instruction
**Presenter:** Glenné Whisenhunt  
**Time:** 60 minutes

In this session, participants will learn how to record basic course content videos using a webcam, as well as guidelines and best practices for using webcam videos in courses.
Technology

Flipping the Classroom Series

A Basic Definition: Lectures are moved outside of face-to-face class time (through use of education technology) while “homework” is moved inside of class time. The “homework” should be any kind of learning activity that is not strictly based on lecture.

This 2-part series discusses the instructional design and technical considerations of flipping the classroom.

Flipping the Classroom Part 1: Using Basic Technology to Create Lecture Content

Please see self-enrollment instructions on page 6 http://occc.mrooms3.net/course/view.php?id=31082
Enrollment Key: flip

This course will explore various ways basic technology can be used to get engaging lecture content online and free up classroom time for different meaningful learning experiences. Topics covered will include creating online lectures using a webcam, screen capture software, narrated slideshows, and best practices for each.

Flipping the Classroom Part 2: Planning the Flipped Class

Please see self-enrollment instructions on page 6 http://occc.mrooms3.net/course/view.php?id=31082
Enrollment Key: flip

This course will explore a variety of effective, theory-based pedagogical strategies that can be used to actively engage your students in a flipped classroom environment. Topics covered will include a set of simple and practical tips mapped to the three phases of a class unit—before class, during class, and after class.
**Private Browsing**
All contemporary web browsers now include a feature called private browsing. Find out what it is, how it works, and when you should use it. This is part of the Two-Minute Tech Tips series.

**Using Clickers to Engage Students and Maximize Learning**
*Presenter: Ike Shibley, Ph.D.*
*Time: 90 minutes*

Participants will learn how clickers can increase student involvement. This session showcases how to use clickers to deepen student engagement and to use them in different ways to gather information and prompt peer discussion. Learn how to use clicker data to improve assessment and craft effective multiple choice clicker questions.
There is only one good—knowledge, and one evil—ignorance.

Socrates
Faculty Consultations Available

What: A faculty consultation is a time you choose to meet with a CLT consultant to ask questions, get technical assistance or work on course design.

When: At a time that fits YOUR schedule

Where: CLT or Your office

Topic: Any topic on which you would like to discuss related to teaching and learning or Moodle.
Play like you have zero lives left.

Alexis Ohanian
Co-founder, Reddit
Moodle
Accessing and Printing a Class Roster
This web resource provides instructions on how to access and print a class roster.

A Dinner Party for Creating and Facilitating Engaging and Effective Online Forum Discussion
Presenter: Glenda Prince
Time: 90 minutes
The Complete College OCCC: Online Committee identified increased interaction as an area of focus for future growth in our online courses. The discussion forum is one of the few places where some of the most important learning can happen in an online course. All three significant levels of interaction can occur in a forum: student to student, student to content, and student to instructor.

This session will provide tips and strategies for creating discussion activities and how to facilitate a forum discussion in a way that promotes learning through substantive interaction. The dinner party analogy is appropriate because everyone has experienced it either as guest or host. I hope you can join me for the dinner party! While an invitation is not needed, seating is limited. Please RSVP at www.occc.edu/c4lt and click on Workshops and Events and then click on this session to register.

Adding a User Override to a Quiz
These step-by-step instructions detail how to add accommodations, extensions, and extra attempts to quizzes and exams.

Adding Files to Moodle
This web resource provides instructions on the process of adding content either by uploading the file(s) or by dragging and dropping file(s) to a course.

Attendance in Moodle
Presenter: Glenda Prince
Time: 50 minutes
This session will include instruction on setting up the attendance activity in Moodle to either count attendance toward each student’s final grade in the course or keep attendance for record-keeping purposes.
Automate Your Moodle Course with Personalized Learning Designer

Presenter: Morgan Felty
Time: 60 minutes

Please see self-enrollment instructions on page 6
http://occc.mrooms3.net/course/view.php?id=25656
Enrollment Key: pldesigner

This session will demonstrate how to use Personalized Learning Designer to automate certain actions in your Moodle course, such as redirecting students to the course syllabus if they have not yet viewed it, displaying personalized alerts or message to students upon viewing content, sending personalized emails to students who score below a certain percentage on a quiz, unlocking course content when specific conditions are met, and much more. This session will also prepare you to begin creating your own Personalized Learning Designer Rules to fit your needs and the needs of your students. It is recommended attendees be familiar with the Restrict Access and Activity Completion settings for resources and activities in Moodle.

Backing up a Moodle Course

Losing your information and course resources is always frustrating, but seems especially frustrating when they are lost electronically and you don’t know if you will be able to recover them! This web resource provides step-by-step instructions on how to back up your course and save it to your computer so you always have a “Plan B” just in case. Suggested timelines for back up processes are also discussed.

Creating and Using Badges in Moodle

Presenter: Morgan Felty
Time: 60 minutes

Please see self-enrollment instructions on page 6
http://occc.mrooms3.net/course/view.php?id=38581
Enrollment Key: badges

This session will focus on the recently added badges feature in Moodle. Participants will be given a basic definition of badges and how they relate to the practice of gamification. Participants will also learn how to use badges in Moodle, including how to use existing badges or create your own, which can then be used in any of your courses.

Deleting a Quiz Attempt

This web resource provides instructions on how to delete a quiz attempt after a student has taken a quiz.

Exporting and Printing the Moodle Grade Book

This web resource will provide instructions on how to export your Moodle Grade Book into a Microsoft Excel spreadsheet and print it. Once the Grade Book is saved and opened in Excel, you can make modifications and resave before printing.
Final Grades Reporting
Presenter: CLT Consultants
Time: 50 minutes
This session and web resource explains the process for submitting and printing the Final Grades reports in Moodle.

Importing Activities or Resources
The import feature in Moodle allows instructors to move content from one course to another. This resource provides instructions on the process.

Moodle Instructor Training Course
Every instructor is automatically enrolled in this Moodle resource. This course provides instruction on using the many features of Moodle. It includes Moodle overview, preparing course documents, creating and grading activities, grade book, and attendance.

Locating a Docked ILP block
Having trouble locating the ILP Block to submit Final Grades or Never Attended report? Look here for assistance!

Moodle Forum Types
Presenter: Morgan Felty
Time: 60 minutes
Please see self-enrollment instructions on page 6
http://occc.mrooms3.net/course/view.php?id=38582
Enrollment key: forums
While the “Standard Forum for General Use” is great for typical discussion forums, the Advanced Forum activity is capable of utilizing some other interesting and useful forum types as well. This session will discuss the setup and usage scenarios the Single Simple Discussion, Each Person Posts One Discussion, Q and A Forum, and Standard Forum Displayed in a Blog-like Format forum types.

Moodle Improvements
Presenter: Morgan Felty
Time: 30 minutes
This session will demonstrate and explain the updates, improvements, and new features added with the July 2014 Moodlerooms 2.6 update. Items to be covered include the new editing menu, annotating PDF submission, navigation changes, assignment grading workflow and more.
Moodle Instructor Training Course
Every instructor is automatically enrolled in this Moodle resource. In this video intensive training course, instructors will be able to view a course in Moodle and receive instruction on creating and grading activities and assignments in Moodle. This course also provides instructors basic information about how to facilitate a course in this environment and about many features of Moodle.

Moodle Navigation Tips and Tricks
This resource will provide some time saving tips to make getting around in your course easier. Tips are also included for easier use of the Grade Book!

Moodle Orientation
Every OCCC student and instructor is enrolled in this course. This course focuses on helping students be successful in their use of Moodle as well as tips for studying and time management. This course can be found at online.occc.edu under My courses.

Moodle Overview
Presenter: CLT Consultants
Time: 50 minutes
This session covers the Moodle basics—navigating within Moodle, the basics of adding resources and assignments, course editing, and using Quickmail to contact students.

Navigation in Moodle
Please see self-enrollment instructions on page 6 http://occc.mrooms3.net/course/view.php?id=31085
Enrollment Key: navigation
The purpose of this course is to provide a general overview of navigation features in Moodle. This course will familiarize you with how to navigate through a course in Moodle, access navigation features, and learn their functions. Several of the main features included in the course will be the navigation and settings blocks, resource blocks, and adding resources and activities.

Never Attended Reports
Presenter: CLT Consultants
Time: 30 minutes
This session and web resource explains the process for submitting Never Attended reports in Moodle.

On-Campus Grade Book
Presenter: Glenda Prince
Time: 60 minutes
This session will include instruction on setting up the Grade Book in Moodle for on campus courses. This session will include adding categories, graded items, and settings.
Moodle

Online Grade Book
Presenter: Morgan Felty and Glenda Prince
Time: 60 minutes
This face-to-face session covers the basics of using the Moodle Grade Book in online courses.

Printing an Attendance Report
Instructions will be provided on how to print an attendance report using the Export feature in the attendance activity.

Printing Final Course Grades from Moodle – Once Final Grades have been submitted in Moodle, this web resource provides instructions on how to print final course grades from Moodle.

Quiz Question Types in Moodle
Presenter: Morgan Felty
Time: 60 minutes
Please see self-enrollment instructions on page 6
http://occc.mrooms3.net/course/view.php?id=38484
Enrollment Key: question
This session and course explores the setup and grading of the different types of quiz questions available in Moodle, including the very flexible Cloze (embedded) question type and the number driven Calculated and Numerical types.

Removing a Grade Override in the Grade Book
This web resource will detail the steps used to remove a grade override in the Grade Book.

Using Logs and Reports to Monitor Student Activity and Optimize Your Course
Please see self-enrollment instructions on page 6
http://occc.mrooms3.net/course/view.php?id=31052
Enrollment key: reports
This course details how the logs and reports, which Moodle automatically generates, can be used to gather data about students’ actions within your course and provides insight on how this information can be used to optimize course content delivery.

Using Logs to Verify Student Course Access
Need to see if a student logged in on a certain date, or otherwise verify student activity? This resource will show you how to find the info you need!
Using Moodle Lesson for Student Success Through Adaptive Learning
Presenter: Glenda Prince
Time: 90 minutes

This session will include instruction on how to setup a Lesson activity to be adaptive and to use a student's choices to create a self-directed lesson. (It is recommended faculty have a good working knowledge of setting-up activities in Moodle.)

Using Moodle Workshop for Student Peer Assessment
Presenter: Glenda Prince
Time: 90 minutes

Please see self-enrollment instructions on page 6
http://occc.mrooms3.net/course/view.php?id=38525
Enrollment Key: assessment

This session will include instruction on how to setup the Workshop activity for students to receive both instructor and student feedback and allow students to assess other student's work and review their own. (It is recommended faculty have experience with the Assignment activity and the Grade Book prior to participating in this session.)
Recognize opportunity, face failure.

Susan Wojcicki, CEO, YouTube
Leadership
Effective Faculty Hiring Strategies: A Behavior-based Approach  
 Presenter: Dr. Mary C. Clement  
 Time: 60 minutes

This session focuses on the strategies of behavior-based interviewing (BBI). Interviewers ask candidates the kind of questions that reveal previous skills, knowledge and experiences which provide the kind of in-depth analysis essential for a quality hire. This session will help faculty understand how to use BBI from evaluating applicants’ paperwork to the final selection process, to what type of questions will provide insight for sorting candidates, and how to objectively evaluate candidates’ answers.

Seven Steps for Dealing with Problem Faculty  
 Presenter: Kent Crookston, Ph.D.  
 Time: 90 minutes

This session focuses on how to view problem colleagues as people and not reject them and why listening is the key to remediation. This session provides how to gain the trust of key colleagues and even the problem person, avoid litigation headaches, confronting deviant performance with confidence, and what to do if the bully is a student.