Concurrent I
11:00 am – 11:30 am

A Spoonful of Technology (Sugar) Makes the Tax-Learning (Medicine) Go Down
Brigitte Muehlmann, Associate Professor, Accounting, Sawyer Business School
Location: 4th Floor Faculty Meeting Room - 410

This session demonstrates the integration of technology into the course methodology of the first tax course. It allows the students to use the same equipment that they enjoy using for fun, thereby making the tax learning more enjoyable while increasing weekly study time. The instructor uses the same technology as many students do. The uses of technology include the following: Textbook on the iPad (elective), Discussion Board feature on BlackBoard for weekly commentary on DBriefsU webcasts, an iPhone representation of strategic tax planning as well as podcast recordings using GarageBand for otherwise missed classes.

Complexity and Usability: How process based learning enables non-traditional designers to think spatially and visually
Sean Solley, Assistant Professor, New England School of Art and Design
Location: 1st Floor Function Room – 170

Neurologists portray the act of designing as a cyclical, rather than linear process. We imagine possible solutions; model these by creating 2D or 3D representations, then "test" our ideas by presenting them to our clients. The subsequent feedback they provide supports or disproves our initial assumptions and, typically, sends the designer "back to the drawing board" to pursue a more focused level of investigation. This presentation illustrates examples of tools that enhance our understanding of complex bodies of information and examines how they may contribute to the interdisciplinary field of complexity research.

Mapping Our Way through the Information Age GIS at Suffolk
Scott Lussier, Instructor, Physics, College of Arts and Sciences
Afshan Bokhari, Assistant Professor, New England School of Art and Design
Location: 6th Floor Computer Lab – 655

If a picture is worth a thousand words, a good map is worth a million. The use of Geographic Information System (GIS) software, including Google Earth and ESRI ArcGIS, will be examined and how these exciting technologies are or can be used at Suffolk University. Afshan Bokhari (NESAD-Art History/Foundations) will share her knowledge and experiences of how she has explored the potential of geospatial methods in the arts and humanities to advance and archive her scholarship and teaching. Professor Bokhari will show examples of how critically engaging GIS methods can be applicable to any humanities discipline and how it can also promote interdisciplinary collaborative research and exchange of information. Afshan will also share information for funding projects particularly the NEH organization that has been vigorously supporting Digital Humanities projects for the last five years.

Concurrent II
11:45 am – 12:15 pm

Using Prezi to Promote Dynamic Teaching
Amy Agigian, Associate Professor, Sociology, College of Arts and Sciences
Location: 6th Floor Computer Lab – 655

Prezi has been referred to as "PowerPoint on steroids," but it is much more than that; it is powerful software that can enhance presentations of all kinds. In this presentation I will cover some of the ways to use Prezi to make classroom presentations more dynamic, and teaching more effective.

Taking a Practical First Step Toward Hybrid Education
Mary-Joan ("MJ") Pelletier, Instructor/Asst. Director, Accounting, Sawyer Business School
Location: 1st Floor Function Room – 170

I teach the gut-level courses in my discipline – heavy workload, lots of complex content.
I need every minute of class time to get through the material. I used to give weekly in class quizzes (15 minutes), walk through the solutions (15 minutes), and grade the quizzes (1/2 hour). Waste of time! By creating the quizzes in Blackboard, using Pixelmator (white board), Voila (a/v screen capture), and iMovie, I have freed up class time. Students now take the quizzes at their own pace to gauge their learning – and view my series of video vignettes to better understand the solutions and computations.

Concurrent III
1:30 pm – 2:30 pm

Accessing Courses Through Technology: The experience of students with disabilities
Kirsten Behling, Director, Disability Services
Andrew Cioffi, Assistant Director, Disability Services
Location: 4th Floor Faculty Meeting Room - 410

Have you ever wondered how a student with a vision disability sees your handouts? How a student with a hearing impairment hears your lecture? How a student with ADHD focuses long enough to write your paper? Or how a student unable to move their arms takes notes in your class? Join us for this eye opening look at how students with disabilities access your class through technology.

Online Learning – Quo Vadis? - Managing, Teaching and Learning
Mawdudur Rahman, Professor, Accounting, Sawyer Business School
Location: 1st Floor Function Room – 170

Advances in technology and evidences of effective online learning are drawing institutions of higher education to Online learning in an increasing number. All the studies and data support the conclusion that online education is an important and necessary compliment to face –to –face education. A recent study has suggested that face to face study tend toward "richness" when the number of students tend to get fewer while online education provide wider reach to a larger number of students. The challenges to academic institutions are to achieve a balance of 'richness' and 'reach' to achieve the strategic goals of the institution and 67% of the CAO's think online education is superior or same as the face-to-face in learning quality. I will also discuss effective ways to design and deliver online programs and courses and learn through the online medium.

Sharing experiences and best practices with Connect and with Connect integration with Blackboard,
Ariel Markelevich, Associate Professor, Accounting, Sawyer Business School
Location: 6th Floor Computer Lab – 655

The purpose of this session is to expose fellow professors to potential uses and applications of Connect (the homework management system by McGraw-Hill). The session would cover assignments, quizzes, exams, Learnsmart assignments etc. We will go over different uses and best practices. In addition, we will discuss some of the basics about the integration between Connect and Blackboard. The session would show actual courses taught at Suffolk University with this technology.

Concurrent IV
2:45 pm – 3:15 pm

A Professor's Guide to Twitter Expanding the Classroom and Promoting Scholarship
Gabriel Teninbaum, Associate Professor of Legal Writing, Legal Practice Skills, Law School
Sabrina DeFabritiis, Associate Professor of Legal Writing, Legal Practice Skills, Law School
Location: 4th Floor Faculty Meeting Room - 410

Twitter has an increasingly significant role in society. It helped to spark revolutions in the Middle East and is part of the communications strategy of nearly every major corporation and politician. It is also how many of our students communicate. Because of this, if properly harnessed, Twitter can be a useful tool for those who teach to communicate with students and for professional development. This presentation is intended to teach the audience about Twitter and its relevance to them. It will be useful for all members of the audience, from those totally new to Twitter, to experienced users.

Revising Writing Pedagogy: Best Practices in Teaching Writing Online
Elaine Pascale, Assistant Director, Second Language Services
Linda Foley-Vinay, Director, Second Language Services
Location: 6th Floor Computer Lab – 655

The teaching of writing is undergoing a "revision," with more and more instruction taking place online. This session will examine the "do's and don'ts" of translating writing instruction to an online environment. Presenters will discuss methods for teaching and evaluating student writing. Attention will be given to approaches for facilitating Socratic discourse and student-centered learning, and to maintaining academic rigor. A variety of online environments will be examined including Blackboard and social media.

Leverage Technology Tools To Make Your Teaching More Efficient and Flexible
Jodi Detjen, Instructor, Management and Entrepreneurship, Sawyer Business School
Location: 1st Floor Function Room – 170

Online tools abound and faculty are just beginning to understand and leverage these tools to improve their teaching and interaction. This session will share a variety of online tools to help improve your teaching both online and in the classroom to provide you more flexibility and give more control to the students. Six tools will be presented with an opportunity for other faculty to share their technology ideas as well.

Concurrent V
3:30 pm – 4:00 pm

EZAnalyze, a free alternative to SPSS for teaching basic statistical concepts
Tim Poynton, Associate Professor, Education and Human Services, College of Arts and Sciences
Location: 6th Floor Computer Lab – 655

EZAnalyze is a Microsoft Excel Add-In (freely available at www.ezanalyze.com) that adds a point-and-click user interface which greatly simplifies the use of Excel for many data analysis functions that are taught in undergraduate and graduate introductory statistics courses. Functions include descriptive statistics (e.g., mean, median, mode), disaggregation (like SPSS Explore), graphing (e.g., histograms, descriptive statistics), and basic inferential statistics (e.g., t-tests, correlation, one-way and repeated measures ANOVA). This presentation will provide an overview of EZAnalyze and facilitate discussion among participants of how it can and cannot supplement SPSS. The presenter is the developer and distributor of EZAnalyze.

Muddiest Points and the Cool Tool – CourseCast
Mawdudur Rahman, Mawdudur Rahman, Professor, Accounting, Sawyer Business School
Location: 4th Floor Faculty Meeting Room - 410

Today's learning is mediated through three T's and one S. Three T's are Teachers, Technology and Teaching, and S is the student. The learning process is a dynamic partnership built on interconnections and interactions three T's and one S. Today's students are technology empowered. They want to navigate through the challenges and complexities of a course through their everyday technology interface. Here is an example.

Most of us as professors most of the time run out of time and cannot finish everything we wanted to tell the student in a class session. There are students who do not get everything we discuss in the class. Many of their questions remain unanswered. Some of them are slow, some give less attention, some needs more, etc. After a series of discussions with the in-house experts I experimented with the CourseCast tools to address students' muddiest points. The feedback from all students was very positive. This session is structured as follows: the problem, the process of searching a solution, selection of the tool, quick training, Implementation, and feedback and the impact on student learning.

The Demise of the Textbook and the Rise of... Something Else
Doris Lewis, Professor, Chemistry and Biochemistry, College of Arts and Sciences
Location: 1st Floor Function Room – 170

Weighty, static, expensive textbooks have become an unsustainable burden on the student and the teacher. What will replace them? Other commercial platforms are being advanced, and some of these will no doubt serve as replacements for the bound sheets of cellulose that have been synonymous with education. It is also possible that the democratization of information we see taking place in society will become an alternate model in academia, with individualized courses designed by the teacher, even in the highly structured learning environment of science education. This is a report on one teacher's attempts to explore textbook writing in the watershed year of 2012.