PROCEEDINGS OF THE 2008 EASTERN SHORE E-LEARNING SYMPOSIUM

7/29/2008
Princess Anne, Maryland
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CENTER FOR INSTRUCTIONAL TECHNOLOGY

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Well developed and effectively implemented e-learning strategies have been shown to augment the teaching and learning process. Furthermore, the incorporation of e-learning is important for building a technologically literate workforce as well as for meeting society’s continuous need for rapid lifelong learning delivered in increasingly more convenient forms.

In order to support the development, examination, and usage of technology as it impacts education, the Center for E-Learning at the University of Maryland Eastern Shore is pleased to support the third annual Eastern Shore E-Learning Symposium. The purpose of this symposium is to encourage and enable the sharing of knowledge and collaboration among the wide variety of disciplines that use information technology to enhance the teaching and learning process.

This proceeding represents the intellectual efforts of individuals from several institutions and a variety of disciplines including business, instructional technology, mathematics, chemistry, computer science, English and modern languages, sponsored programs, teacher education, and human ecology. Such topics as the homework diagnostic and intervention programs, social networking, locating funding sources to support e-learning, electronic portfolios, using Google Apps, learning management system features, e-learning resources, e-learning design, student preferences, podcasting and voice threads, and online testing are explored. All abstracts went through a double blind peer review prior to acceptance and were reviewed by four reviewers.
## AGENDA

### 9:30 am – 10:00 am
**Registration**

### 10:00 am – 10:45 am
**Welcoming:** Dr. Nicole Buzzetto-More  
**Introduction of Keynote Speaker:** Mr. Kaye Pinhey  
**Keynote Address:** Dr. Donald Spicer, Vice President and CIO University System of Maryland and ECAR Fellow

### 10:45 am - 11:00 am
**BREAK**

### 11:00 am - 12:30 pm
**Track 1**  
**Online Testing in Large Enrollment Science Courses,** Amelia Potter, Kaye Pinhey, Joe Okoh, and Angie Hebel, University of Maryland Eastern Shore  
**Meeting the Challenges of Remedial College Algebra with An Online Course,** George Wooley, University of Maryland Eastern Shore  
**The Usage of Adaptive Testing to Individualize and Customize the E-Learning Experiences Of Students,** Tina Chiao, Yu-Da University; Schwann Yoo, University of Advancing Technology; Chin-Chieh Chiang, University of Maryland Eastern Shore; Albert Chi, University of Maryland Eastern Shore

### 11:00 am - 12:30 pm
**Track 2**  
**Electronic Portfolio Based Assessment: A New Paradigm for Minority Education,** Nicole Buzzetto-More and Madan Gowerla, University of Maryland Eastern Shore  
**Developing And Evaluating Electronic Portfolios (Deep) Using Google Apps,** Josephine Wilson and Renee Russell-Henderson, Bowie State University  
**Distance Education Proposal Development Resources,** Catherine Bolek, University of Maryland Eastern Shore

### 12:30 pm – 1:30 pm
**Lunch Sponsored By Turning Technologies**  
**Presentation of Best Paper Award**  
**Demonstration by Turning Technologies**
| Time       | Track | Topic                                                                 |Presenter(s)                                                                 | Institution                                    |
|------------|-------|----------------------------------------------------------------------|----------------------------------------------------------------------------|
| 1:35 pm    | 3:00 pm | **Pod Casts and Voice Threads: Using Audio to Support Learning**, Regina Royer, Salisbury University |                                                            |
| 1:35 pm    | 3:30 pm | **Social Networking Sites and University Students**, Anne Driscoll, University of Maryland Eastern Shore |                                                            |
| 1:35 pm    | 3:30 pm | **Teaching with Blogs**, Donna Satterlee, University of Maryland Eastern Shore |                                                            |
| 1:35 pm    | 3:30 pm | **Results of Two Studies Examining Students and E-Learning**, Nicole Buzzetto-More, University of Maryland Eastern Shore |                                                            |
| 1:35 pm    | 3:30 pm | **The Online Redesign of Principles of Chemistry**, Jennifer Hearne, Joseph Okoh, Yan Waguespack, Amelia Potter, and James Hayes |                                                            |
| 1:35 pm    | 3:30 pm | **Results from A Faculty Survey**, Kaye Pinhey, University of Maryland Eastern Shore |                                                            |
| 1:35 pm    | 3:30 pm | **An Examination of the Practices and Values Promoted by Common Course Management System Features**, Terry Smith, University of Maryland Eastern Shore |                                                            |
| 1:35 pm    | 3:30 pm | **Adapting an E-Learning Strategy in An Accounting Curriculum**, William Hummer, University of Maryland Eastern Shore |                                                            |

**Directions to UMES**

From Baltimore, Washington DC, and Alexandria, Virginia

Take appropriate Rt. to Chesapeake Bay Bridge (Eastern Shore of Maryland). Rt. 50 East to Salisbury, Maryland. Salisbury, use Business Rt. 50, take business Rt. 13 South (South Salisbury Blvd which becomes 13 South). Follow to Princess Anne, Maryland and follow signs to Maryland Route 822, UMES Boulevard. From Baltimore, DC, Alexandria to Princess Anne - 140 miles.

Utilizing UMES Boulevard: UMES Boulevard is Maryland Route 822. Coming from the North, you will take a left onto 822, traveling approximately 3/4 mile to campus, where you will travel right. You will pass a pond and several buildings. Go straight to the stop sign. At the stop sign go straight and then drive to Hazel Hall, the third building on your left.
Dr. Donald Spicer is currently the Associate Vice Chancellor for Information Technology and Chief Information Officer for the University System of Maryland http://www.usmh.usmd.edu/. He is also a Senior Fellow of the Educause Center for Applied Research (ECAR) http://www.educause.edu, the largest U.S. nonprofit association whose goal is to assist higher education through the usage and integration of the thoughtful use of information technology.

In his University System of Maryland capacity he provides strategic direction and coordination for IT activities across the 13 institution system of public higher education in Maryland. In his role as ECAR Senior Fellow he participates in national research studies regarding trends and issues related to IT in higher education.

Previous to joining the University System of Maryland, Dr. Spicer, held CIO level positions at Vanderbilt University and the University of Notre Dame. Prior to those positions he held a senior position in IT administration at Dartmouth College.

Dr. Spicer has a BA and PhD in mathematics from the University of Minnesota and a Diploma in Computer Science from Corpus Christi College of Cambridge University. For the first half of his career he was a faculty member in the mathematics department at several higher education institutions. Additionally, he has served on the higher education customer advisory boards of several major technology companies.
Dr. Spicer has had numerous publications throughout his career. His most recent include a chapter in *The Wired Tower: Perspectives on the impact of the Internet on Higher Education* edited by Matthew Pittinsky (2003, Financial Times-Prentice Hall) and a chapter in *CIO Leadership Strategies* (2005, Aspatore Books). Additionally, in his ECAR role he regularly publishes case studies related to noteworthy IT activities in higher education.

His Educause homepage can be found at [http://www.educause.edu/Community/MemDir/Profiles/DonaldZSpicer/39383](http://www.educause.edu/Community/MemDir/Profiles/DonaldZSpicer/39383)
# PROCEEDINGS OF THE 2008 EASTERN SHORE E-LEARNING SYMPOSIUM

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List of Abstracts

The Usage of Adaptive Testing to Individualize and Customize the E-Learning Experiences Of Students; Tina Chiao, Yu-Da University Taiwan; Schwann Yoo, University of Advancing Technology; Chin-Chieh Chiang, University of Maryland Eastern Shore; Albert Chi, University of Maryland Eastern Shore

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An Examination of the Practices and Values Promoted by Common Course Management System Features, Terry Smith, University of Maryland Eastern Shore

Using an On-Line Homework Management System in an Introductory Accounting Course: One Instructor’s Experience, William Hummer, University of Maryland Eastern Shore
The literature on e-learning has shown that it has the potential to customize instruction through such measures as adaptive testing, diagnostic analysis, performance reports, and expedient feedback (Buzzetto-More and Alade, 2007). A project has been initiated which will explore (a) the design of an adaptive assessment engine, and (b) the development of e-learning curriculum around the usage of adaptive assessment. In this sense, this paper can be categorized as an effective learning and assessment delivery mechanism implemented through multi-stage dynamic stratified and adaptive processes. Members of the learning group will need to take a sequence of different assessments in which test items are adaptively selected based on his/her test results from previous questions.

Based on the performance individual members of the learning group will be guided with corresponding tailored-made learning materials. This means that new, more challenging, learning materials will be provided if the previous test score is “pass”. By the same token, the old materials will need to be repeatedly learned if the previous test score is “failure”.

This project is being implemented in a series of basic math courses: Math 109 (College Algebra I), Math 110 (College Algebra II), Math 112 (Calculus I), and Math 211 (Calculus II). The Bayesian Chiao’s Algorithm, (BCA) will be introduced as a recommended mechanism for the assessment engine.

Technically speaking, this paper will deal with a finite sequence of bi-variable nodes, \((T_i, L_i)\), where \(T_i = \text{test result of the } i\text{-th node and } L_i = \text{the learning stage of the } i\text{-th node and } i = 1, 2, 3, \ldots, n\), and \(n = \text{the last node. The sequence of nodes will be repeated until the test results of each learning member converge to the holistic & satisfactory learning goals.}
It is the authors’ common expectation that the proposed approach will reveal an effective mechanism for achieving a balanced utilization of the educational resources and in reducing redundant learning rates without scarifying the efficiency & omission of the educational curriculum programs. The findings will be formed into a working model for the design of individualized instruction in large group-size educational programs.
DEVELOPING AND EVALUATING ELECTRONIC PORTFOLIOS (DEEP) USING GOOGLE APPS

DR. JOSEPHINE WILSON  
Bowie State University  
USA

RENEE RUSSELL-HENDERSON  
Bowie State University  
USA

ABSTRACT

Technology is revolutionizing the teaching/learning process at a pace unimaginable. In the twenty-first century, educators are required to meet goals to achieve standards set by national and state professional organizations. Educators and administrators are provided a variety of online resources for developing, documenting and evaluating pedagogical and administrative skills. To what extent those skills impact student achievement requires educators to become more deliberate in their selection and documentation of effective teaching strategies. Teacher candidates in teacher preparation programs who are required to reflect on effective teaching practices under the supervision of mentor teachers and university supervisors need effective tools and resources that can assist them in making meaningful self-reflections and authentic assessments of their teaching practices and tools for collaborating efficiently with mentors. In this regard, an electronic portfolio serves as an organized documentation of teaching competences that can be easily shared with others.

This session includes an interactive demonstration of developing and evaluating an electronic-portfolio (DEEP) using online resources, Google Apps and Google Docs. Presenters will share resources and demonstrate how to access Google Apps and Google Docs for use in school and/or university settings. The presentation is designed for novice and advance computer users. Participants interested in enhancing the teaching/learning process by documenting, evaluating and telling a story about his/her own personal and professional growth and development using multimedia e-portfolios will be given a visual demonstration of Goggle Apps and Google Doc tools possibilities. Teacher candidates, teachers, administrators and university faculty will find this session very useful! Hand-outs will be provided.
SOCIAL NETWORKING SITES AND UNIVERSITY STUDENTS

ANNE DRISCOLL

University of Maryland Eastern Shore
USA

ABSTRACT

The last few years have seen tremendous increases in the number and types of social networking sites available via the Internet. Today’s college student is far more likely to go to the Internet for information and/or to conduct research. Most students have a vast network of online friends. The purpose of this presentation is to examine ways the social networking sites such as YouTube, del.icio.us, Flickr, Second Life, and Facebook can be tapped by professors and/or libraries to reach students and provide information in an environment in which they prefer to work. Examples of universities that are currently working in these and other social networking sites will be provided.
Electronic portfolios are garnishing significant attention by the educational community the world over. While their usage continues to grow and interest expand, few academicians working in higher education have a solid knowledge of electronic portfolios and fewer still are adequately prepared for the design and implementation of meaningful electronic portfolio projects.

Electronic portfolios, while growing, are still an underutilized student-centered outcomes-based assessment regime involving learners in the gathering, selection, and organization or artifacts synthesized into a compilation purposed to demonstrate knowledge, skills, and/or achievements supported by reflections that articulate the relevance, credibility, and meaning of the artifacts being presented (Buzzetto-More, 2008). The literature has solidified their pedagogical efficacy validating them as a superior method to document student progress, encourage student involvement in assessment, showcase student work samples, promote students professionally, and provide a method of student learning outcomes and curriculum evaluation (Buzzetto-More, 2006; Popper, 2005). Their usage is supported by governmental and accrediting bodies; for example, the Office of Educational Research and Improvement (1993) recommends that performance assessments such as electronic portfolios be used to augment or replace norm-referenced tests at all educational levels and the American Association of Higher Education (AAHE, 2001) has proclaimed that student learning portfolios are an excellent methodology around which can be anchored a successful outcomes-based assessment program. At the same time, portfolio adoption represents a sizable commitment that is influenced by a number of variables and which requires both foresight as well as a thoughtful strategy.

Used primarily in the nursing and education related disciplines, too few examples are available of exemplary projects occurring in other areas, particularly in the STEM and business disciplines. However, it is in precisely in these domains where electronic portfolios are posed to have the biggest impact as they offer an alternative means of
assessment that is more student centered offering a greater likelihood for student success. For programs going through rigorous accreditation and/or reaccreditation review, electronic portfolios may serve as an anchor around which they build a robust student learning outcomes-based assessment program.

Furthermore, it has been postulated that the mission of Historically Black Colleges and Universities to open doors for students by developing meaningful student centered learning opportunities that provide students with multiple opportunities for success should encourage the adoption of electronic portfolio usage at these institutions (Buzzetto-More, 2007).
DISTANCE EDUCATION PROPOSAL
DEVELOPMENT RESOURCES

CATHERINE BOLEK

University of Maryland Eastern Shore
USA

ABSTRACT

Obtaining program, training, or research funding is a complicated and frequently frustrating task even for the most seasoned academic. Because of competing demands (e.g., course preparation time, teaching, advising, service to the university and community), faculty often find the task of seeking external support to be overwhelming. Further, given these demanding job requirements, faculty can view the prospect of preparing a highly competitive grant application with little enthusiasm. This fact is particularly true for faculty serving in smaller institutions where colleagues with similar skills and interests can be few and far between.

Fortunately, there are several resources that can make the processes of locating funding sources and application preparation just a little easier. The first resource is the administrative unit charged by your university with providing grant technical assistance. All schools in the University System of Maryland (USM) have access to a broad range of services including, but not limited to, the following resources and support services.

- Identification of funding sources.
- Use electronic databases to identify private/corporate sector sources of support for university faculty, research associates, students and staff (e.g. IRIS).
- Identification of faculty interest using an Internet-based faculty research form.
- Delivery of grants workshops are held periodically.
- Consultation on proposal writing and editorial services.
- Coordination of animal welfare (IACUC), human subjects, biohazard, biosafety, recombinant DNA and other related committees.
- All pre-and post-award administration services from pre-proposal through award negotiation to extensions and close-outs.
- Annual reporting to UMES and USM.
- Collection of reimbursable costs and other financial services.
- Coordination of Federal reporting requirements such as OMB A-21, A-110, A-133, Misconduct in Science, R&D efforts, IRB and IACUC compliance, and FARs.
• Security clearance services.

A second powerful resource is the Internet. With a little practice and some good advice from proposal development sites, you can overcome many barriers and obstacles and obtain financial support for your projects, as well as provide documentation necessary for tenure and promotion.

To be competitive, potential grantees and applicant organizations will have to develop new strategies to improve the probability that research, projects, program and development proposals are approved and awarded. To be successful, applicants must match strong technical and academic skills with grantsmanship techniques.

The purpose of this discussion is to briefly review the following topics.

- Identify Strategies for Locating Funding Sources. How to locate potential funding sources quickly and accurately.
- Discuss the Role of the Internet in Grantsmanship. How to improve on your search skills using commercially databases purchased by your home institutions.
- Provide Strategies for Improving Your Proposals. What are the key elements in a competitive proposal?
- Review Common Errors and Fatal Flaws. What do peer reviewers look for when reviewing an application?
- Provide a Compendium of Internet and Print Resources. How do you develop electronic resources designed to build your grant writing skills?

This discussion will provide information on grant seeking and proposal writing skills from where to look for funding sources, through preparing a competitive application, to submission and award. Included in the discussion will be references to sample proposals, budget forms and preparation information, and lists of resources and tools for the grant seeker wanting to support distance education projects.

**Partial List of Distance Education Grant Funding Sources**

**Government Sources**

- **Federal Acquisition Jumpstation**, guide to federal grants and contracts accessible through the Internet, http://nais.nasa.gov/fedproc/home.html.
- **Grants.gov** – source for all federal grants.


Private Sources

• ADEC, national professional society for distance education at http://www.adec.edu/.


• Benton Foundation, communication http://www.benton.org/ in the public interest.


• Distance Education Clearinghouse, Funding, http://www.uwex.edu/disted/zfunding.html


• Wisconsin University, Clearinghouse for distance education at http://www.uwex.edu/disted/funding.cfm.

PODCASTS AND VOICE THREADS: USING AUDIO TO SUPPORT E-LEARNING

REGINA ROYER

Salisbury University
USA

ABSTRACT

Learn to teach in an environment that today’s learners know best – Audio!! Podcasts, voice threads, and vokis can be used as by faculty as tools to support instruction and by students to provide evidence of learning. These tools are free and easy to use and they encourage learning and expression to occur through multiple modalities while fostering problem solving. This presentation will discuss these tools as well as explain how to create audio files using Audacity, free software that allows the user to create and edit audio files, and post them online using a variety of free web spaces.
THE ONLINE REDESIGN OF PRINCIPLES OF CHEMISTRY

JENNIFER HEARNE, JOSEPH OKOH, YAN WAGUESPACK, AMELIA POTTER, AND JAMES HAYES

University of Maryland Eastern Shore
USA

WINNER BEST PAPER AWARD 2008

ABSTRACT

Principles of Chemistry I, Chemistry 111, is the first semester course in a two-semester sequence chemistry regimen designed for freshman science and health professions program majors. Chemistry 111 is taught in a traditional lecture format: professors use a combination of PowerPoint presentations, the Blackboard Learning Management System, and chalk talks. Chemistry 111 has been deemed a gatekeeper course for the science and health professions students and the continuation rate for students entering into the second semester course of the two-semester chemistry regimen is 55.1%

Instruction of Chemistry 111 suffers from the following academic issues: 1) inconsistencies in the knowledge of chemistry, reading, and math of the incoming students, 2) low mastery of course content, 3) course drift and inconsistent learning outcomes due to lack of coordination among the professors teaching the multiple sections offered. As a result, the course structure has been redesigned using e-learning strategies to alleviate these difficulties. The redesign of the Chemistry 111 course structure was directly influenced by the principles of the Replacement Model developed by Twigg (2003).

In the redesigned course, the traditional three-50 minute lectures per week have been replaced with one-50 minute lecture and two hours in a computer lab completing web-based exercises using CengageNOW. An optional recitation session, meeting once a week for 50 minutes, reviews the concepts covered in that week's lecture.

The section size was increased from ~50 to ~90 students; however, to offset the increase in students, course staffing integrated the use of teaching assistants.

The adoption of the CengageNOW packaged was designed to enhance the Chemistry 111 experience by providing the students with: 1) individualized, active learning, 2) ongoing and prompt assessment, and 3) immediate feedback. Additionally, the learning
assistants, who offered on-demand, personalized assistance during computer lab hours worked with the CengageNOW program.

A comparison of the final grades (A-F, W) earned by students in the traditional class and the pilot class, taught by the same professor, has been utilized in the assessment of the impact of course structure redesign. While the authors acknowledge that course grades are a subjective source of data that represent ranges and may be impacted by additional variables, a target was set and the number of students performing above target utilizing the same assessment regimes was examined. The comparison of the two sections, both taught during the Spring 2008 semester revealed an 11.1% increase in the number of students earning the grade of C or better.

Further advantages discovered included: appreciable savings achieved by the University due to the increase in section size, decrease in the number of professors required to teach Chemistry 111, supplementation of lectures with CengageNOW exercises, integrated staffing, and automated grading features provided by CengageNOW. The redesign efforts provided for increased faculty time dedicated to research, professional development, and teaching more advanced courses.
TEACHING WITH BLOGS

DONNA SATTERLEE

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USA

ABSTRACT

Blogs are another tool in the electronic tool bag to use to increase accessibility to information and encourage collaboration and intellectual discourse (Boling, Castek, Zawilinski, Barton, & Nierlich, 2008).

Blogs provide a place to post pictures, literature, music, assignments, quizzes, and URL links to other sites. Students can also easily post information in their own blog, and the blog sites can be linked so that it is easy to navigate from one blog to another. Blogs can be used as newsletters for your class, to let parents and interested others know about what you are doing, or they can be used to let you know what your students are doing. Blogs can be used publicly or privately as a journal to record progress on a project, or to document learning. Blogs can also document a journey through inviting commentary. For example, if you were getting a new building, you could add pictures of the building as if it was being completed, and everyone can check to see what is happening.

There are several blog sites that provide free space and have easy access. For example, Edublogs provide support to educators as they learn to blog and Blogspot.com is an easy to use blog site.

Before beginning an educational initiative that involves the usage of blogs, there is some basic knowledge and terminology that should be understood:

- Widgets are a connection to something else, such as a site counter. The widgets can usually be dragged and dropped onto your blog site.

- Avatar is a picture that you use anytime you want to post something, much like a wax seal that one would seal documents with a few years ago to let someone know that it is you who is posting.

- Copyright concerns: Please respect copyright laws. Creative Commons is a site that provides free licensing so that people can share their creative work provided that it is used in the manner that you designate.

In addition to basic terms and concerns, there are a handful of best practices which should be observed when integrating blogs into the learning experiences.
Best Practices:

- Have blogs be purposeful.
- Keep the paragraphs short.
- Respond to postings to create community. You can create links so that your blog will email you when postings have been added. It is polite to respond when people write to you. The idea is to share information and news.
- As an educator, be an active participant so that the blog does not languish.
- Provide direction and encouragement as needed to encourage critical thinking and relevant (on topic) discourse.
- Be careful about maintaining privacy. Try to get permission from people before you post pictures of other people, and do not use last names or specific locations.

Blogs have been shown to be particularly effective with pre-service teacher candidates (Kuzu, 2007). As a result, the University of Maryland Eastern Shore, Department of Human Ecology blogs are used to communicate with, encourage reflection from, and keep track of child development students engaged in their field placements. Additionally, these blog sites are used by the instructor for the posting of updates, announcements, and relevant resource information.

http://childdevelopment.edublogs.org/

http://djsatterlee.blogspot.com/

In addition, to the blogs maintained by this author, there are numerous valuable blogs that can easily be located once one knows where to look. For example, in the area of early childhood education, there a number of blogs that can be used by educators, professionals, and parents. A sample of some of the most edifying follows.

Early Childhood Education
http://reginaldwilliams.blogspot.com/

This one posts news about the early childhood field for North Carolina.
http://www.howtocopewithpain.org/blog/
Two that are listed in Early Childhood News:
http://eceducation.blogspot.com/
http://artandcreativity.blogspot.com/

This one is part professional and part professional development.
http://www.schoollibraryjournal.com/blogs.html

These two have interesting information and post frequently.
http://lisnews.org/
http://keptup.typepad.com/academic/
ONLINE TESTING FOR LARGE ENROLLMENT SCIENCE COURSES USING BLACKBOARD

AMELIA G. POTTER, KAYE PINHEY, JOE OKOH, AND ANGIE HEBEL

University of Maryland Eastern Shore
USA

WINNER BEST PAPER AWARD 2008

ABSTRACT

Computerized delivery and analysis of diagnostic or traditional testing is increasing in popularity and a number of studies have demonstrated their efficacy (Buzzetto-More, 2007). Hamilton and Shoen (2005) explained that web-based testing has significant advantages in the areas of cost, ease of use, reliability, replicability, scoring, aggregating results, data management, and communication of outcomes to learners. They explain that digital assessment measures can score themselves with great reliability and no subjectivity while making information available with immediacy to both educators and learners.

The University of Maryland Eastern Shore has adopted online test delivery in four key courses General Chemistry I and II (CHEM 101/CHEM 102), General Biology (BIOL 101) and Introduction to Environmental Science (ENVS 101). The major advantages for the Department of Natural Sciences (DNS) are time saved by faculty in administering, grading and returning exams, and cost to our students. Online versions of the courses were established in DNS at the Univ. of Maryland Eastern Shore (UMES) utilizing Blackboard CE 6. During the creation of these assessments a commercially available exam creation/web-translation program, Respondus®, (Respondus, Inc.) was used to convert and import questions into the Blackboard system. This helped to overcome certain Blackboard limitations with respect to scientific question types.

While stand-alone commercial testing software programs are available, it was decided that Blackboard has the advantage that questions relevant to current issues can be created and posted to the test bank daily and that the students have 24 hour access from any computer. Professor-created questions are easier to adapt and tailor to their student’s learning styles and vocabulary, and to the pace of the course.
A mixture of question types was utilized; however, application-based questions with multiple attempts and extra time allotments were found to encourage self-study and self-examination.

Blackboard offers the advantage of a number of online testing formats and these can be used discriminately by science disciplines to target assessment areas. During this project the different disciplines varied in their respective approaches. Biology and environmental science made greater use of verbal communication tools, the predominant question formats tended to be fill-in-the-blank and essay. Chemistry utilized more mathematical formulas, which generated more automatically-graded multiple choice and calculation questions.

A disadvantage to any online testing is supervision during exams, which can be addressed by trusting the honor code, using open book exams and making the questions application-based, using IP address-specific restrictions to a supervised site or proctoring using computer visually-supervised exams. Biology and chemistry used open book, application exams and trust the honor code.

Student commentaries were elicited finding that while students were initially intimidated with the format, once accustomed they responded positively. The benefits noted by students were extended time for submissions, multiple submissions, the relaxed atmosphere, flexibility with work/class schedule and cost.
RESULTS OF TWO STUDIES EXAMINING
STUDENTS AND E-LEARNING

NICOLE BUZZETTO-MORE

University of Maryland Eastern Shore
USA

ABSTRACT

Learning that is facilitated by electronic technologies can take on many forms; however, regardless of the form the preponderance of literature indicates that it fosters deeper levels of learning supporting a more constructivist approach fostered by web-based instruction where learning is a more authentic self-directed experience (Connolly and Stansfield, 2007; DeVillers, 2007; Anastasiades & Retalis, 2001; Buzzetto-More & Sweat-Guy, 2006; Koohang & Harmon, 2005; Lewis, MacEntee, DeLaCruz, Englander, Jeffrey, Takach, Wilson, & Woodall, 2005).

In 2007 a comprehensive study was conducted (Buzzetto-More, 2008) that examined the e-learning perceptions and preferences of students. During this study, a series of courses were specially designed to be intensive hybrid learning experiences. The Blackboard CE 6 Course Management System was adopted and paper-less learning experiences created. The results of the analysis indicate that students find course Websites to be helpful resources, that enhance the understanding of course content, and which will continue to have an impact on higher education in the future. The examination of individual e-learning components indicated that students responded favorably to most available features. The strongest preference noted in this study was towards the online submission of assignments with students overwhelmingly noting that they like having the ability to check their assignment grades online.

In order to get a broader and less controlled opinion base, an additional survey was administered in the spring of 2008. It was sent via email to students enrolled in key courses across the University of Maryland Eastern Shore campus. A total of 374 students completed the survey. The survey was designed to assess students’ technology access, skills, and usage; prior experiences with e-learning; course delivery preferences; perceived satisfaction with e-learning; and perceptions of, and preferences towards, various e-learning components. The survey contained a mixture of mixed scaled, five point Likert scaled, multiple choice, and open ended questions. The data was entered into, and analyzed using, SPSS.
Responses to this study have shown that students perceive the use of course Websites as a course enhancement positively. When individual course components were examined, students responded the most favorably to the online delivery of lecture notes, syllabi, assignments, announcements, feedback and progress reports, handouts and study guides, grade book, quizzes and exams, email, and links to relevant resources. Crosstabulations indicated that familiarity and frequent exposure to course website usage had the most positive impact on students’ interest in the future pursuit of e-learning, and overall positive feelings towards course websites.
In order to examine perceived faculty satisfaction with the status of e-learning as well as the professional development training offered and desired at the University of Maryland Eastern Shore information was gathered through the administration and analysis of an online questionnaire. The survey was distributed to faculty via an email sent from the Office of the Vice President of Academic Affairs. Included within the email was an invitation and a link to visit the Zoomerang website where the survey was hosted.

While across the board, faculty wanted to see an increase in the professional development opportunities offered and with a strong interest in faculty mentoring, grant training, and research and scholarship; the most popular area of interest was e-learning and technology training. As a result of the strong interest in e-learning design and pedagogy and overall technology training, the Center for Instructional Technology plans on expanding their training offerings.
WEB based procedures developed over the last couple of decades have been shown to be successful with on-line arithmetic and lower level math courses. Beginning in 2004, the University of Maryland Eastern Shore redesigned their remedial college algebra course into a hybrid e-learning format that included online homework grading and submission, quizzes and practice tests, lecture notes, and additional. The benefits of this format was examined and proven to be pedagogically beneficial (Ukoha, 2007).

The University of Maryland Eastern Shore is faced with an increasing number of under-prepared students requiring remedial mathematics instruction. In order to meet the growing population of students which require remedial algebra, the Department of Mathematics and Computer Science has designed a fully online course designed with the goal of preparing students for higher level mathematics studies. While many in the academic community question the efficacy of utilizing e-learning strategies with student requiring remedial instruction, in this presentation we show how the unique challenges of a remedial college algebra on-line course can met.
AN EXAMINATION OF THE PRACTICES AND VALUES PROMOTED BY COMMON COURSE MANAGEMENT SYSTEM FEATURES

Terry Smith

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ABSTRACT

Bjorn Hoffman (2006) said in the International Journal of Media, Technology and Lifelong Learning, “Technology raises general questions of values and is generally value-laden through its inherent function. Every technology has a function, and every function is related to a purpose and a value.” With this statement in mind, it is crucial that educators examine the philosophical values of pedagogical technology features, and many are doing so. For example, an in-depth investigation of student perceptions of various e-learning features was recently published in the Interdisciplinary Journal of E-Learning and Learning Objects (Buzzetto-More, 2008).

One of the most pervasive e-learning tools used now in universities is Course Management Systems (CMS), and this presentation will focus on this particular tool. The presentation will discuss common CMS features, including some specific to Blackboard CE, focusing on the practices and values promoted by those features. Recommendations for modifications that Blackboard should strongly consider when creating the new version, representing the merger between the WebCT and Blackboard systems, will also be presented.
USING AN ON-LINE HOMEWORK MANAGEMENT SYSTEM IN AN INTRODUCTORY ACCOUNTING COURSE: ONE INSTRUCTOR’S EXPERIENCE

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ABSTRACT

While the value of homework can be disputed, many educators would agree that student engagement and involvement are important elements in learning. This may be especially true in an introductory financial accounting course, where comprehension of the details of simple procedures is designed to lead to a broader understanding of relatively complex processes. Requisite to success is that students get “on-board” early in the course, since each chapter builds on earlier material.

In many accounting classes, involvement and comprehension are achieved through completion of homework. While merely doing homework is a valuable experience for students, getting timely assessment and feedback is necessary for guidance and motivation. For many accounting educators using traditional paper-based manually assessed homework methods, the continuous task of grading assignments to provide useful and timely feedback can be time consuming and overwhelming.

In the fall of 2006, McGraw-Hill’s Homework Manager, an internet based system, was introduced into the introductory financial accounting course offered at UMES. This system is designed to be used with certain McGraw Hill textbooks, and provides for online completion of end of chapter exercises and problems. When the assignment is completed, it is graded immediately and a record is maintained. The system has many features that provide great flexibility in presentation of assignments and the timing and detail of feedback. For example, students can be given instant, on demand feedback for each answer, encouraging a trial and error approach that minimizes required comprehension.

While students generally have reacted very favorably to Homework Manager, analysis has shown no significant increase in exam scores that can be attributed to use of the system. Experimentation continues, using the flexibility features mentioned above, in an effort to achieve a balance between ease of use and provision of a meaningful learning experience.
Welcome to the Center for Instructional Technology. The Center for Instructional Technology at UMES assists faculty and students in all aspects of e-learning including hosting, training, development, and support of the Blackboard CE 6 Learning Management System, the Blackboard Portfolio System, Respondus, and Tegrity. Additionally, the Center for Instructional Technology runs an official Microsoft IT Academy and Certification Testing Center as well as supports the Eastern Shore E-Learning Symposium. Founded in 2006, the Center for Instructional Technology is supported by a grant awarded through Title III.

We are located in 1106 Wilson Hall and are open Monday through Friday during normal business hours and can be reached at 410-651-7574. The Director is Mr. Kaye Pinhey kdpinhey@umes.edu.

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SERVICES OFFERED

BLACKBOARD
The UMES Center for Instructional Technology supports the integration of Blackboard into curriculum by: creating and providing faculty and student manuals, delivering both faculty and student training, supporting course websites, assisting faculty in the creation of course websites, providing a supportive workspace, facilitating curriculum development, providing a mini-grant program, multimedia development, online course review, and offering one on one instructional design consultations.

TEGRITY
The UMES Center for Instructional Technology support the use of Tegrity by providing a location and the necessary technology for faculty to record Tegrity sessions which involve the capturing of audio/video lectures synched with the screen captures from the instructors computer.

RESPONDUS
The UMES Center for Instructional Technology provides and assists faculty with usage of the Respondus test generation software for the creation of question databases, and/or online examinations.

TRAINING
The UMES Center for Instructional Technology provides training in, and support using the Microsoft Office Suite, select UMES Systems, and various instructional technologies instruction including: Outlook, HawkWeb, Excel, Word, Blackboard, Tegrity, WebDAV, WebQuests, DreamWeaver, Acrobat, WS_FTP, image editing, Publisher, and Internet Explorer.

MICROSOFT IT ACADEMY AND CERTIFICATION TESTING CENTER
The Center for Instructional Technology has established an official Microsoft Academy and is fully licensed to administer certification exams to UMES faculty, staff, and
students. The available certification tests include: MS Word 2007, MS Access 2007, MS Excel 2007, MS PowerPoint 2007, and MS Outlook 2007. For pricing information and/or to pay for the tests, please visit auxiliary enterprises at http://www.umes.edu/auxiliary/ and select campus center.

RESOURCE MATERIALS

The Center for Instructional Technology produces and makes available detailed manuals for both faculty and student which include:

Faculty Resources
- Designing Effective Instruction Using the BlackBoard CE 6 Learning Management System
- Portfolio Based Assessment: Using the Blackboard Portfolio System

Student Resources
- Student User Manual for Blackboard
- Student Guide to the Blackboard Portfolio System

EASTERN SHORE E-LEARNING SYMPOSIUM

In order to support the development, examination, and usage of technology as it impacts education, the Center for Instructional Technology at the University of Maryland Eastern Shore is pleased to sponsor each summer the Eastern Shore E-Learning Symposium. Authors are required to submit an abstract of 250-750 words. All submissions will undergo a double blind peer review prior to acceptance. For more information, please contact Nicole Buzzetto-More (nabuzzetto-more@umes.edu) or Kaye Pinhey (kdpinhey@umes.edu) with the UMES Center for Instructional Technology.
The University of Maryland Eastern Shore (UMES) is a land-grant, historically black college founded in 1886 as the Delaware Conference Academy. Since its beginning, the institution has had several name changes and governing bodies. It was Maryland State College from 1948 until 1970, when it became one of the five campuses that formed the University of Maryland. In 1988, it became a member of the then eleven campus (now thirteen) University of Maryland System.

The campus is located on 620 acres of land. There are approximately 3,300 students enrolled; 93 percent are undergraduates. Students have various backgrounds and come from thirty states and fifty-five other countries. Fifty-five percent of the students live in on-campus housing. All students may keep cars on campus.

UMES is located in the small town of Princess Anne on the Eastern Shore of Maryland. The town dates back to 1733 and has many buildings and landmarks of historic interest. The quiet community environment is excellent for learning, yet it is only 3 hours by car from the abundant cultural and recreational facilities of Washington, D.C., Baltimore, Philadelphia, and Virginia Beach. The state's famous seaside resort, Ocean City, is only 1 hour from the campus. The campus is located 13 miles south of the town of Salisbury, which provides shopping and recreational facilities.

**Mission Statement**

University of Maryland Eastern Shore (UMES), the State’s Historically Black 1890 Land-Grant institution, emphasizes baccalaureate and graduate programs in the liberal arts, health professions, sciences, and teacher education. In keeping with its land-grant mandate, the University’s purpose and uniqueness are grounded in distinctive learning, discovery, and engagement opportunities in agriculture, marine and environmental
sciences, technology, engineering and aviation sciences, health professions, and hospitality management. Degrees are offered at the bachelors, masters and doctoral levels.

UMES is committed to providing access to high quality values-based educational experience, especially to individuals who are first-generation college students of all races, while emphasizing multicultural diversity and international perspectives. The University serves the education and research needs of businesses, industries, government and non-government organizations. The University is committed to meeting the economic development needs on the Eastern Shore; workforce development needs of the State; international development priorities of the nation; and commercialization and entrepreneurial ventures of the University, through engagement activities, and partnerships.

UMES is a teaching/research institution that nurtures and launches globally competent citizens. It will continue to embrace its interdisciplinary curriculum, sponsored research initiatives, rural and economic development priorities, and community engagement. UMES will continue to expand its partnerships and collaborative arrangements with the University System of Maryland Institutions, other universities, community colleges, public schools, government, and other external agencies and constituencies.
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TurningPoint 2008 is the 4th generation release of Turning Technologies' Interactive PowerPoint software. New features include:
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- Multi-line LCD display – largest viewing screen on the market
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Advanced Learning & Assessment Tools - TurningPoint’s comprehensive functionality and reporting allow you to go beyond basic student polling to in-depth analysis of responses including tracking demographic information, ranking against criteria for decision making, comparative results that facilitate pre and post assessment, conditional branching and more.

Ease of Implementation - Comprehensive support and service coupled with intuitive software, to ensure the successful implementation of student response technology at any level from a single course to a campus-wide standardization.

Distance Learning - Turning Technologies' remote polling software extends TurningPoint functionality for student polling at remote locations. Ideal for video conference based classes or satellite broadcasts.

Open Architecture - Leverage the benefits of other educational technologies. TurningPoint student response systems integrate effectively with other learning management systems including Blackboard and WebCT.

Accessibility - As the industry leader in accessible student response technology, we develop response systems for real world users and offer accessibility options for students with disabilities.

Braille ResponseCard® RF
- Braille characters accompany each of the ResponseCard keys.
- ResponseCard vibrates to confirm if response is received or not.

vPad - Virtual Keypad
- Software Interface can be read by screen readers such as Window-Eyes.
- Includes all of the functionality of traditional keypads and opens the possibility of constructed responses through the use of a full keypad.
- Numerical response selection via “on-screen” click of the mouse or keypad on supported devices.

Training & User Community - Turning Technologies offers complimentary web-based training sessions with a certified software trainer for a variety of skill levels. Onsite training can also be arranged for campus staff. Discover new approaches to interactive learning with our best practices, podcasts, and case studies available online.

Turning: Attendance into Involvement Participation into Assessment
**TurningPoint Advanced Assessment Tools**

**Demographics and Groups** - Organize and report response data by demographics, assigned group and/or by student.

**Conditional Branching** - Alter the sequence of slides in your presentation according to actual student responses.

**Reporting** - The Report Wizard organizes participant response data at the individual, group or section levels. More than 20 reports available.

**Data Slicing** - View student responses in real-time grouped by demographic type for an individual question.

**Comparative Results** - Ideal for pre and post assessment - present a question – later in the session present the same question and automatically display a side-by-side comparison of the results.

**Ranking Wizard** - TurningPoint supports enhanced decision making capabilities through the TurningPoint Ranking Wizard. The Ranking Wizard easily allows you to create “lists” of items, issues, priorities or goals and rank them against specific “criteria” supporting either static scale or paired comparison.

**Participant Monitor** - At anytime during your presentation instantly see how students are responding to questions and how they compare to the overall group.

**Scoring, Competitions and Teams** - Assign points to correct answers. Track points by students or assigned teams. Display competitive standings through dynamic scoreboards. Use Speed Scoring to reward participants for the fastest response.

**On the Fly Slide** - Insert slides without leaving your presentation.

**Data Portability** - TurningPoint’s open architecture and export wizards make it possible to move student information and course curriculum between TurningPoint and your learning management system.
WHY USE AN SRS?

A TURNINGPOINT STUDENT RESPONSE SYSTEM IS A POWERFUL LEARNING TOOL-IDEAL FOR USE IN ANY HIGHER EDUCATION COURSE, CLASSROOM, OR LECTURE HALL.

Take a look at the many benefits available when using TurningPoint in your learning environment.

- Engage students in active learning.
- Encourage students' critical thought processes requiring synthesis of knowledge by providing them a way to answer questions.
- Improve class attendance and student participation.
- Encourage student preparation prior to class (reading of class materials).
- Quickly determine whether homework or reading assignments have been completed before the class.
- Improve instructor understanding of students' comprehension of curriculum.
- Provide students with immediate feedback about the accuracy of their understanding of the curriculum.
- Provide instructor with instant feedback of students' understanding of concepts and content knowledge.
- Provide instructors with the ability to customize instruction based on student responses.
- Use analysis of student responses as the basis for class discussion.
- Traditional large lecture hall teaching methods are not suitable for all students. Meet the needs of diverse learning styles in large general education classes.
- Track student progress toward academic standards.

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