TechTrendsetter Highlight

March 25, 2025

Agenda

Introductions

Tech Trendsetters:

Dr. Samantha Allen

Dr. Abdul Momin

Dr. Shelia Hurley

Q & A

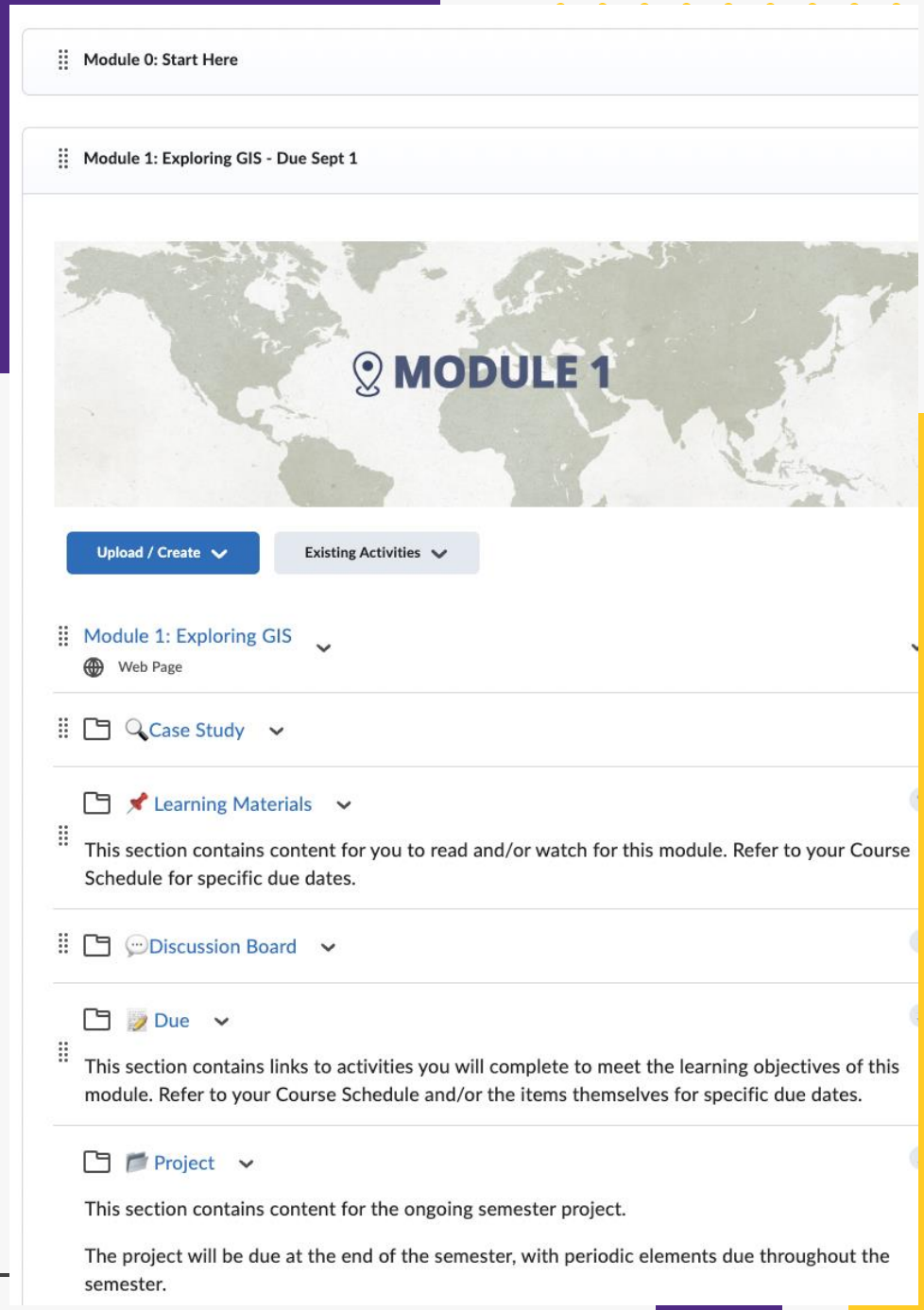
Tech Trendsetter Presentation

Samantha Allen, PhD | Lecturer

ESS 6200 Fundamentals of Environmental Spatial Analysis

Course Navigation

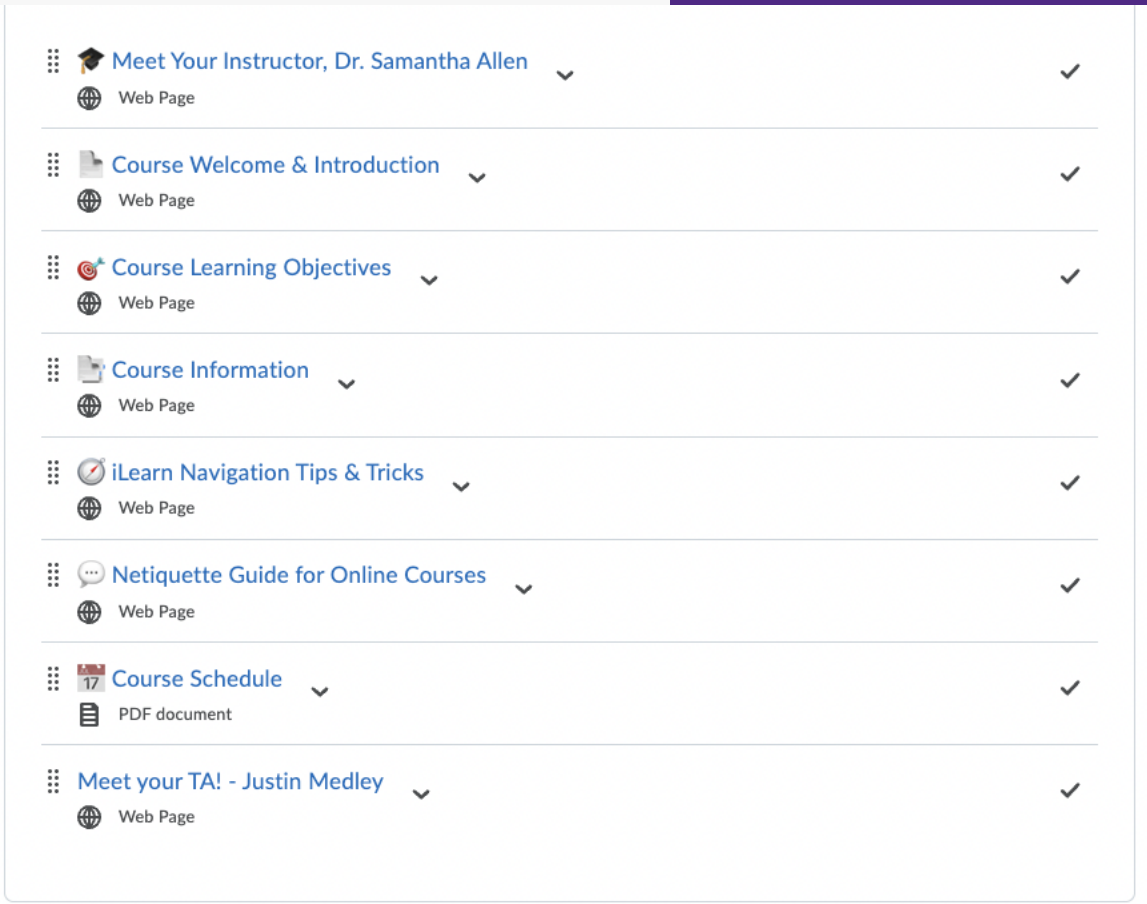
- Course is divided into 12 Modules, with an additional Module 0 that houses the course syllabus, intro video and links to important university policies and resources
- At the beginning of each module, I reinforce the learning objectives and how the module-specific content aligns with the course objectives
- Predictable course design for each module creates a case study, followed by learning materials, a hands-on tutorial using a real-world scenario and a discussion post



3-2-1 Discussion Post Format

- The OLC workshop “Increasing Interaction and Engagement” provided meaningful examples of how to increase student engagement, including insight into creating AI-proof discussion questions.
- 3-2-1 Format:
  - **3 things you learned:** Share three new insights or pieces of knowledge you gained from this week's materials or activities. How did these concepts expand your previous understanding?
  - **2 real-world applications:** Identify two ways the concepts from this week can be applied in real-world scenarios in your area of interest or otherwise.
  - **1 question you still have:** Pose one question that remains unanswered or that you’re curious about after this week's content. How do you think this question applies to your understanding of spatial analysis concepts?

Learner Support



- With the help of Mallory & the CITL, I was able to include helpful resources within the Module 0 of Ilearn
- For course specific help, we hosted in-person and virtual online office hours, as well as an ongoing Q&A discussion board

Learner Assessment

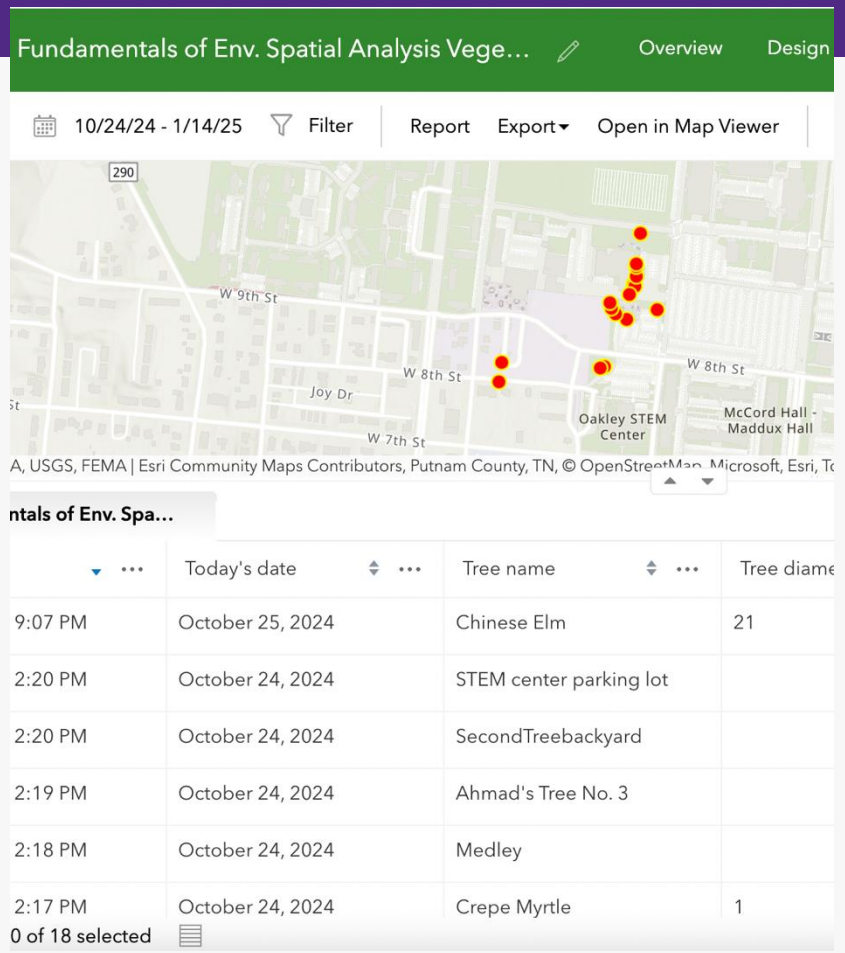
- As part of the OLC, we designed our course schedule, going through each item to align it with the course goals and learning objectives
- It was helpful to focus on having a mix of formative and summative assessments to gauge student learning in case I needed to adjust or review content

- **Formative Assessments**
  - Discussion Posts
  - Questions on Homework
  - Proposal and outline for Class Project
- **Summative Assessments**
  - Quizzes
  - Exams
  - Class Project

Rubrics for Assessment

	Excellent	Good	Needs Improvement	Not Present
Content and Insight (12 Points)	Provides thorough analysis with original, insightful ideas; highly relevant and adds substantial value. (6 points)	Offers good analysis with relevant ideas; contributes meaningfully to the discussion. (4 Points)	Minimal analysis; insights are superficial or not well connected. (2 Points)	No relevant content or insight. (0 Points)
Clarity and Organization (3 Points)	Exceptionally clear and well-organized; ideas flow logically with a strong structure. (3 Points)	Generally clear and organized; ideas are mostly logical and structured. (2 Points)	Unclear or poorly organized; ideas are difficult to follow. (1 Point)	Unclear and disorganized; ideas are incoherent. (0 Points)
Engagement with Peers (3 Points)	Actively engages with peers; provides constructive feedback and responds to multiple posts. (3 points)	Engages with peers; provides feedback and responses to some posts. (2 Points)	Limited engagement; minimal feedback or responses. (1 Point)	Minimal or no engagement; lacks feedback or responses. (0 Points)

Technology Use



Technology Use

- **Video Note for Announcements and Discussion Posts**

Initial discussion posts are due on Thursdays, and responses are due by Sunday. Major assignments are due on Sunday at midnight CST. Please discuss any necessary accommodations with Dr. Allen. Students may work ahead in the course if there are anticipated absences. For specific due dates, see the Weekly Schedule in Module 0.

Video Note Instructions

Here is the link for how to record a video note within iLearn. Scroll all the way to the bottom of the Tn Tech webpage for Student Video Presentations for Submitting a Video for a Discussion Topic. For more convenience, I have also listed the simple steps here:

Steps for Recording a Video within iLearn:

- Step 1: Select the Insert Stuff button (see picture below).

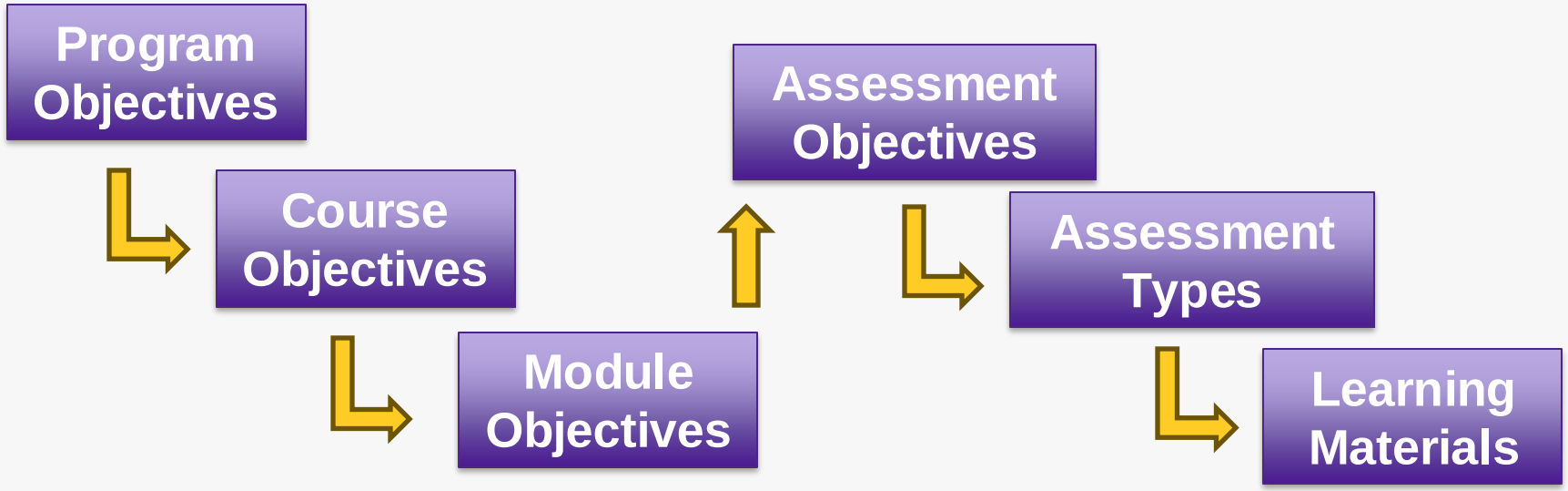
Enter a subject

Technology Use

- Video Quizzes
- Integrating YouTube Videos into the ILearn platform
- AI for help with Rubric and Assessment creation
- Integrate Rubrics into the iLearn Platform for increased efficiency in grading
- Recorded in-person technical workshops
- Use of mobile-friendly apps for increased transferability and student access to technology for distance learners

OLC Foundation Course

- Organization is Key!
- The effort to organize your course in a hierarchy is so beneficial



Key Learning Points

- Elective 1 – ***Giving Effective Feedback***
- Often times time is the constraint on giving the feedback we want – By having systems in place, we maximize our time and feedback for students

- Elective 2 – ***Increasing Interaction & Engagement***
- Course design, scheduled feedback and questions that encourage meaningful responses increase student engagement

- Elective 3 – ***ADA & Digital Accessibility***
- Accessibility is for all and improves the student and often faculty experience by putting in the work ahead of time.

Thank you!

Samantha Allen, PhD
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Course Facilitator: Dr. Arifa Garman
Course Mentor: Leah Chuchran-Davis
CITL Instructional Designer: Mallory Matthews

Tennessee TECH

Tech Trendsetter Presentation

Dr. Abdul Momin | Assistant Professor

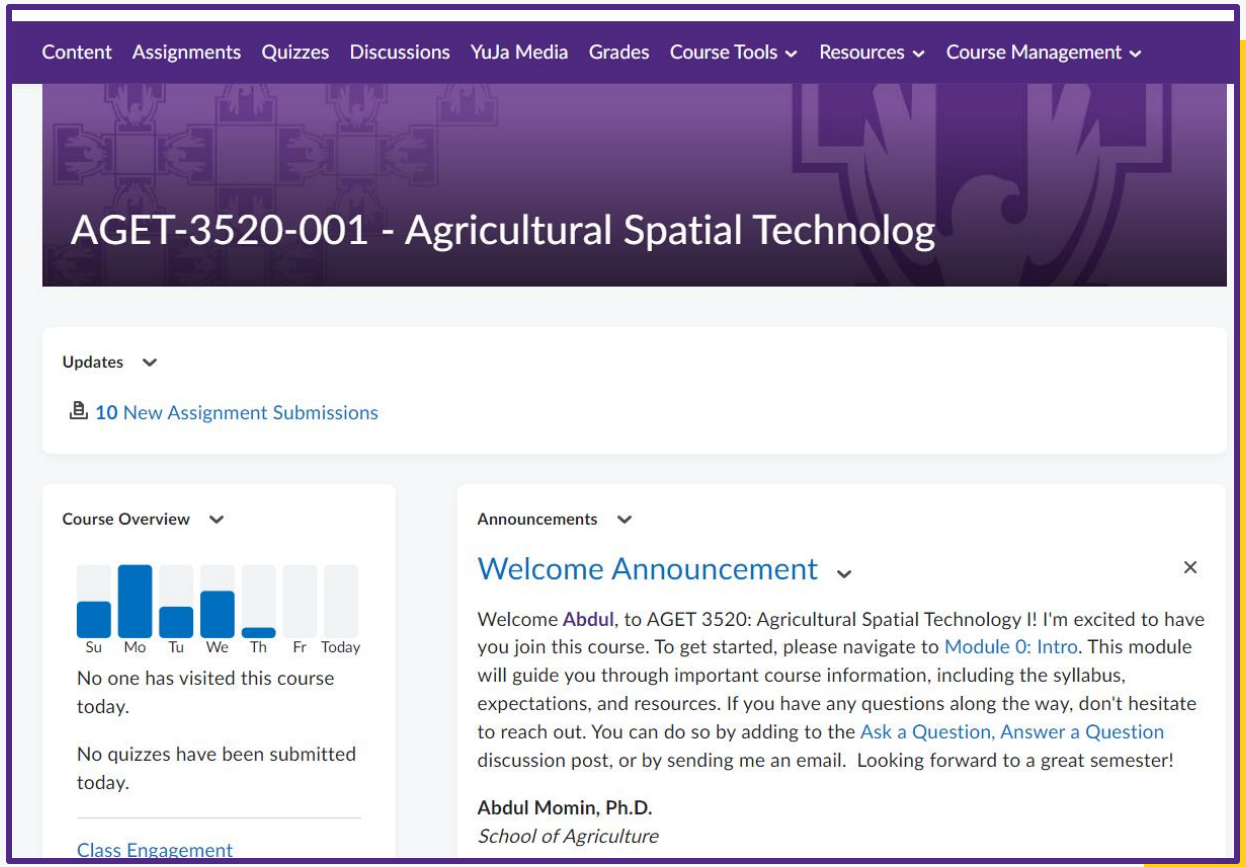
AGET 3520 Agricultural Spatial Technology

Presentation Overview

- Course Navigation
- Instructional Design
- Learner Support
- Learner Assessment
- Technology Use
- Key Learning Points: Foundation Course
- Key Learning Points: Elective Courses

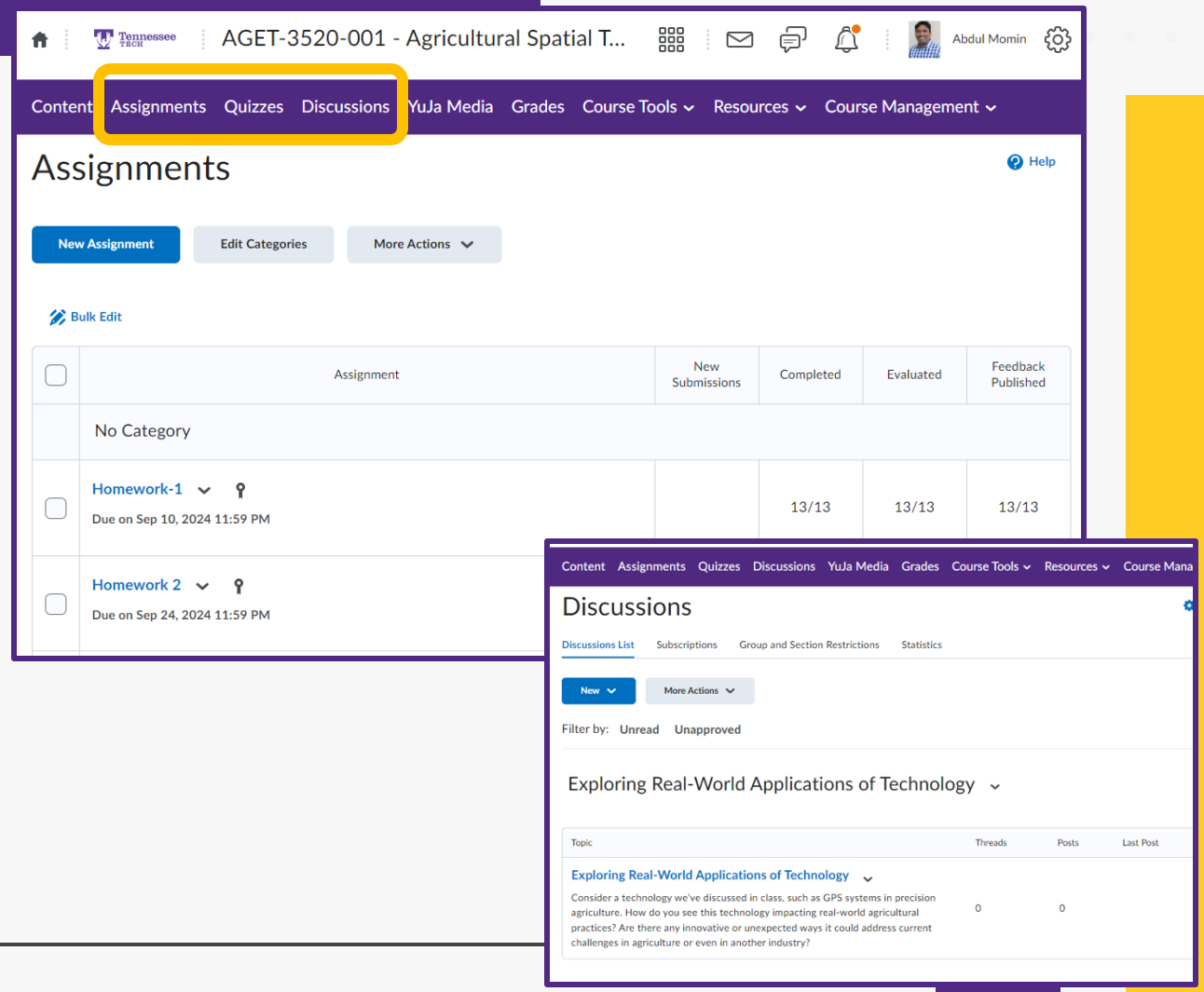
Course Navigation

- The course design is intuitive, with easy-to-follow modules.
- The syllabus provides detailed instructions on navigating the course.
- An introduction message guides students on how to locate course materials.



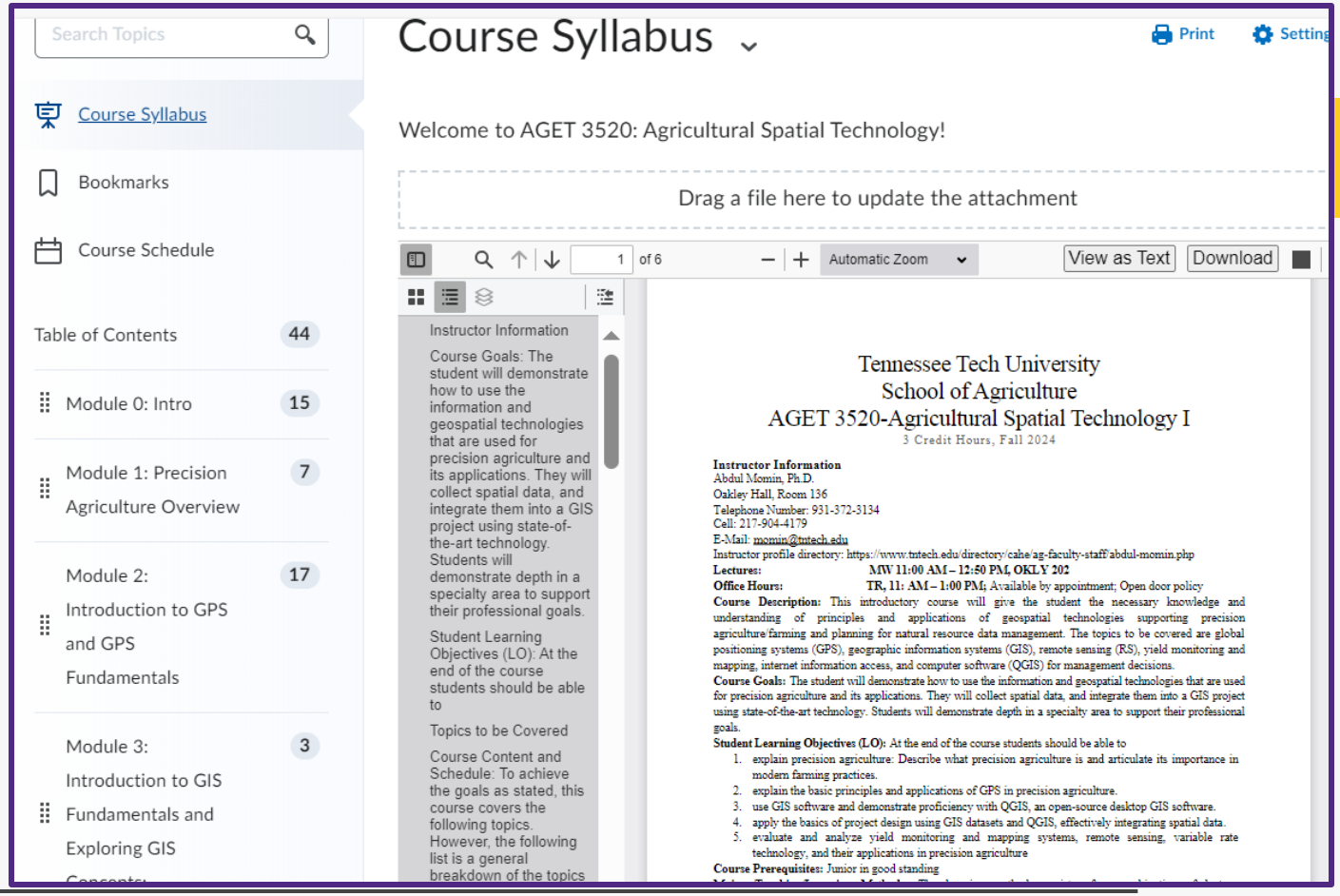
Instructional Design

- Use multiple activities to encourage interaction (e.g., quizzes, discussion boards, assignments).
- Activities align with learning objectives to ensure deeper understanding.
- Regular feedback is provided to keep students engaged and on track.



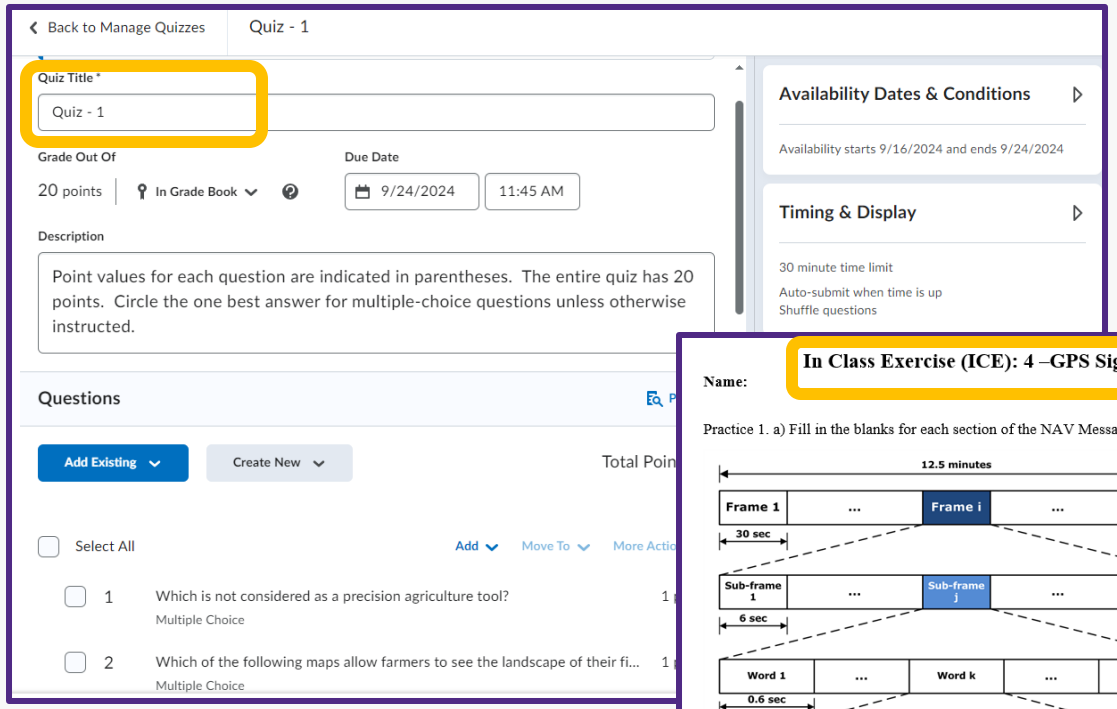
Learner Support

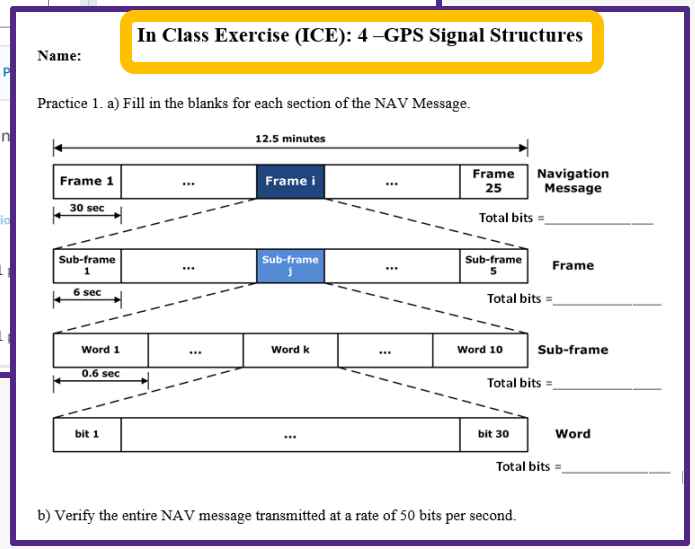
- Provide clear directions for accessing institutional resources.
- Course-specific support e.g., office hours, Q&A forums, and instructional videos.
- Contact details for quick support are prominently displayed.



Learner Assessment

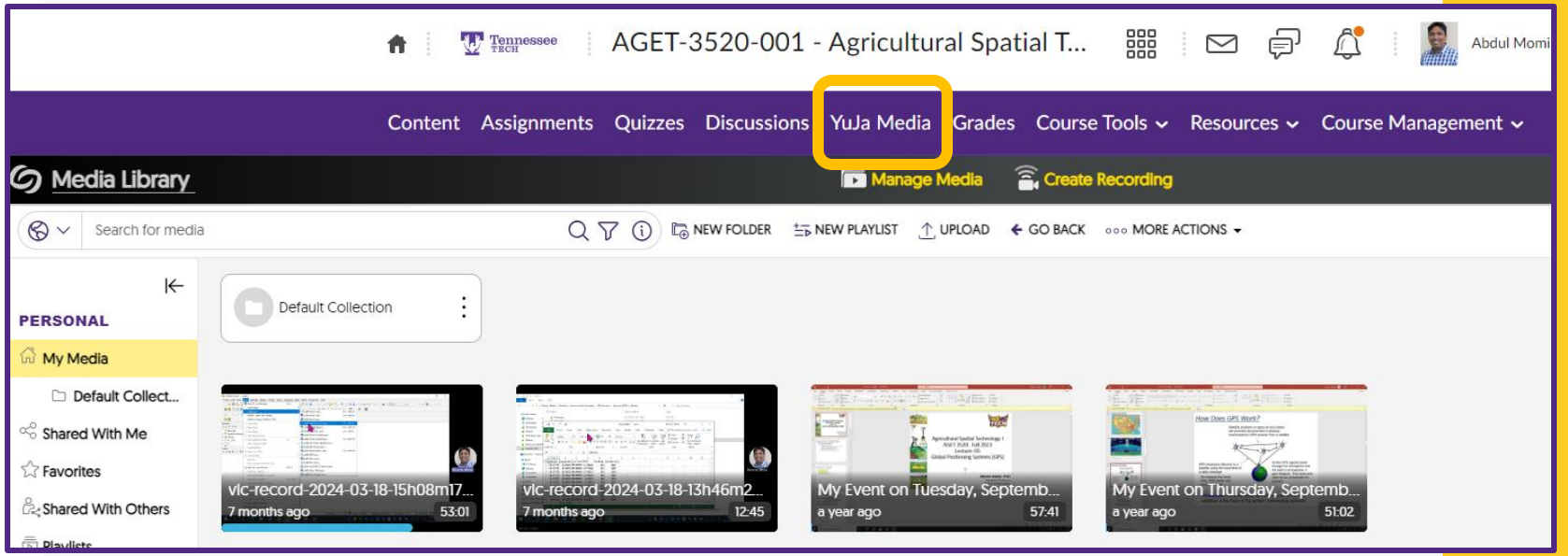
- Multiple assessments (quizzes, projects, presentations) cater to different learning styles.
- Assessments are directly linked to course objectives, ensuring skill mastery.
- Opportunities for both formative (e.g., lecture reviews, in-class-exercise, group problem-solving) and summative (e.g., exams, final projects) assessment.





Technology Use

- Use of iLearn for content management, announcements, communications, quizzes, exams, and grading.
- YuJa for lecture capture and video quizzes to increase engagement.
- GIS software and GPS tools support hands-on learning.



Key Learning Points: OLC Foundation Course

- Basic Course Materials
- Clear Course Objectives
- Organized Structure
- Interactive Activities

Key Learning Points: OLC Foundation Course

- **Basic Course Materials**
  - Syllabus provided in multiple formats for easy access and clarity.
  - Course Design Plan outlining objectives, lessons, assignments, and activities.
- **Clear Course Objectives**
  - Course objectives are clearly stated and guide lesson planning and activities.
  - Ensures alignment and helps maintain focus on learning outcomes.
- **Organized Structure**
  - Breaking down complex topics into manageable sections made it easier to stay on track.
  - Modular format supports focused learning and progression.
- **Interactive Activities**
  - Engaging activities, such as quizzes, discussions, and group projects, encourage active participation and enhance understanding.

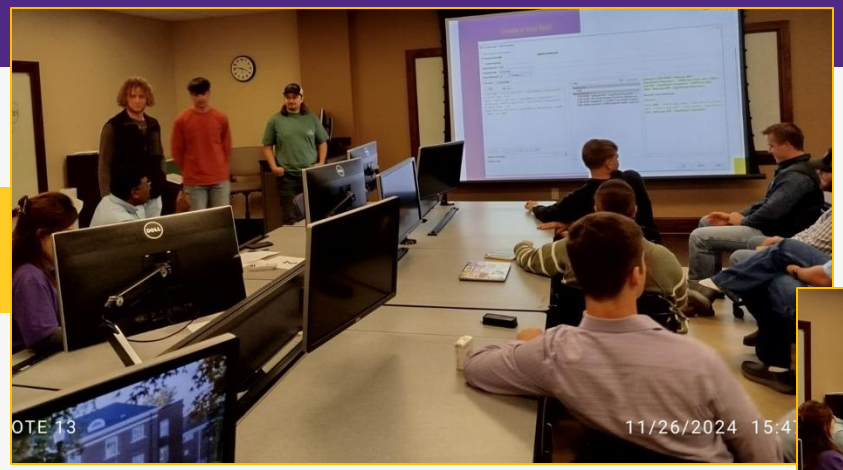
Key Learning Points: Elective Courses

- **Elective 1 –** Americans with Disabilities Act (ADA) and Digital Accessibility
- **Key Learning Points**
  - Understanding ADA Compliance
  - Types of accommodations needed for different visible and non-visible disabilities
  - Content must be accessible to all students, regardless of ability.

- **Elective 2** – Applying Quality Rubrics to Courses and Programs
- **Key Learning Points**
  - Understanding Quality Rubrics
  - Apply rubrics to learning modules and courses
  - Continuous improvement through feedback-based updates.

- **Elective 3** – AI-Powered Course Design
- **Key Learning Points**
  - Understanding GenAI
  - Application of GenAI tools to course building tasks and increase productivity
  - For instance, used HyperWrite to create draft syllabus

Key Learning Points: Applying Quality Rubrics



Scoring Rubric for AGET 3540 Oral Presentations

Evaluator:

Group:

Title: Using Drone Tech and QGIS for Vegetation Analysis

Category	Scoring Criteria	Score	Total Points
Time (2.5 pts)	0 / 1 / 2 / 3 / 4 / 5	2.5	
Organization (1.5 points)	The type of presentation is appropriate for the topic and audience.	.5	1.3
	Information is presented in a logical sequence.	.5	
	Presentation appropriately cites required number of references (min 1).	.3	
	Organization Total	1.3	
Content (2.5 points)	Introduction is attention-getting; establishes a framework for presentation.	.5	2.2
	Technical terms are well-defined in language appropriate for the audience.	.2	
	Material included is relevant to the overall message/purpose.	.5	
	Appropriate amount of material; points made reflect the relative importance to the chosen topic.	.5	
	There is an obvious conclusion summarizing the presentation.	.5	
	Content Total	2.2	
Delivery (2.5 points)	Maintains good eye contact with audience	.5	
	Speaker uses a clear, audible voice.	.5	
	Delivery is poised, controlled, and smooth. You can tell they practiced.	.5	
	Good language skills and pronunciation are used.	.5	
	Visual aids are well prepared, informative, effective, and not distracting.	.5	
	Delivery Total	2.5	
Overall Impression (1 pts)	Comments: very good.	1	
	Total Points	9.5	

Reflections

- Overall, **a great learning experience**!
- Initially had limited teaching experience, but now feel more confident in delivering **interactive lessons**.
- Developed a stronger understanding of **engaging classroom strategies**, both online and in-person.
- **Next steps:** Apply and integrate OLC principles into current teaching practices. For instance, use GenAI to analyze student feedback and improve future assessments.

Acknowledgement

CITL: Instructional Designers
&
Supporting Staff

Thank you!

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Tennessee TECH

Photo courtesy: TN Tech News

Final OLC Presentation

Nursing Research 4300

Agenda

- Course Elements
  - Navigation
  - Design
  - Learner Support
  - Technology Use
- Key Learning Points
  - Foundations Course
  - Electives
- Reflections

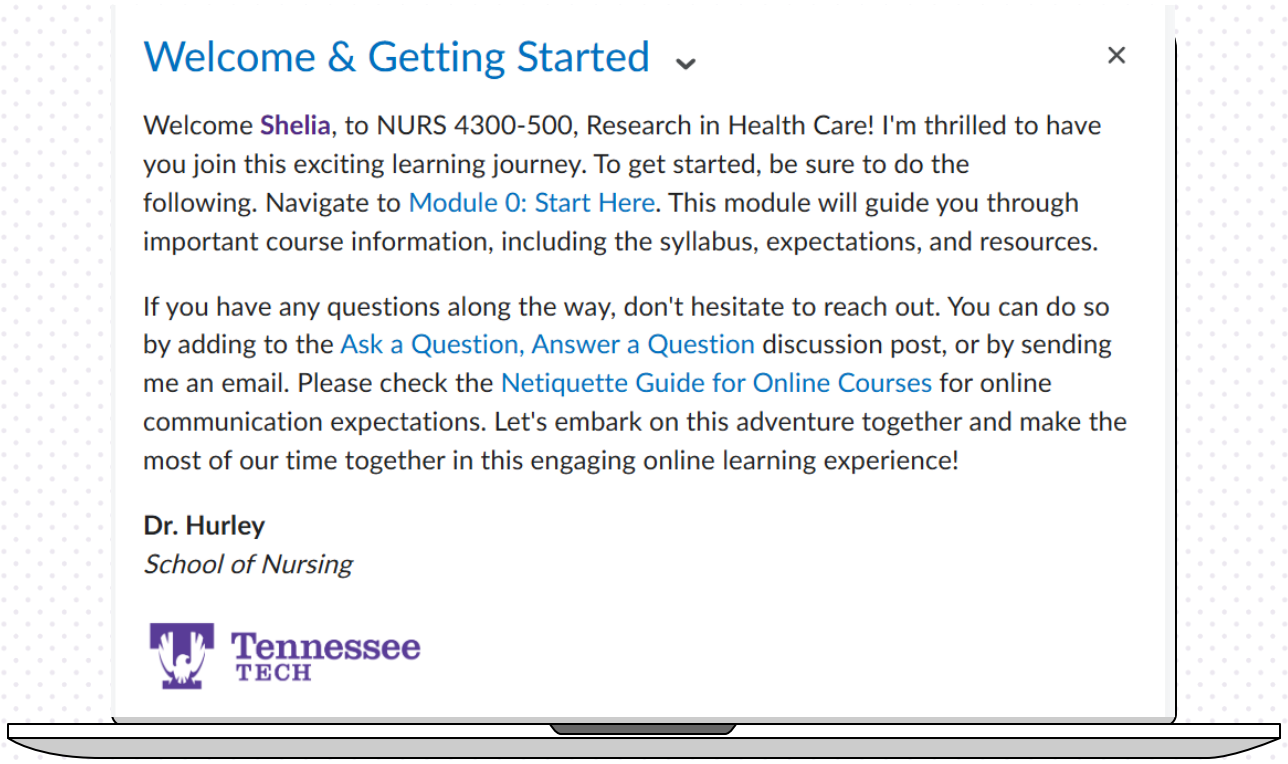
1.

Course Elements

I included several design elements related to the foundations course and the OLC rubric.

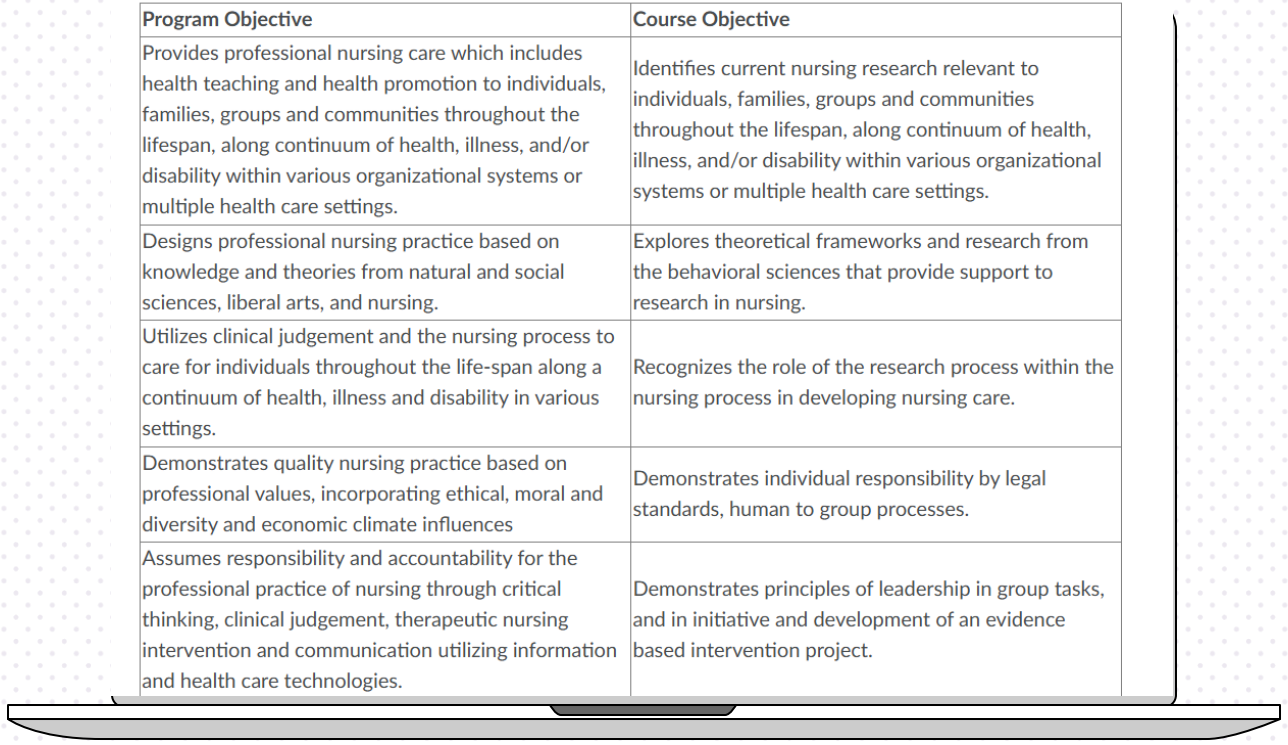
Navigation: Course Homepage

Announcements direct newer learners to where to begin; modules are along the left side for quick access.



Navigation: Module Design

With two clicks, students are at the module home page with the module's learning requirements and activities.

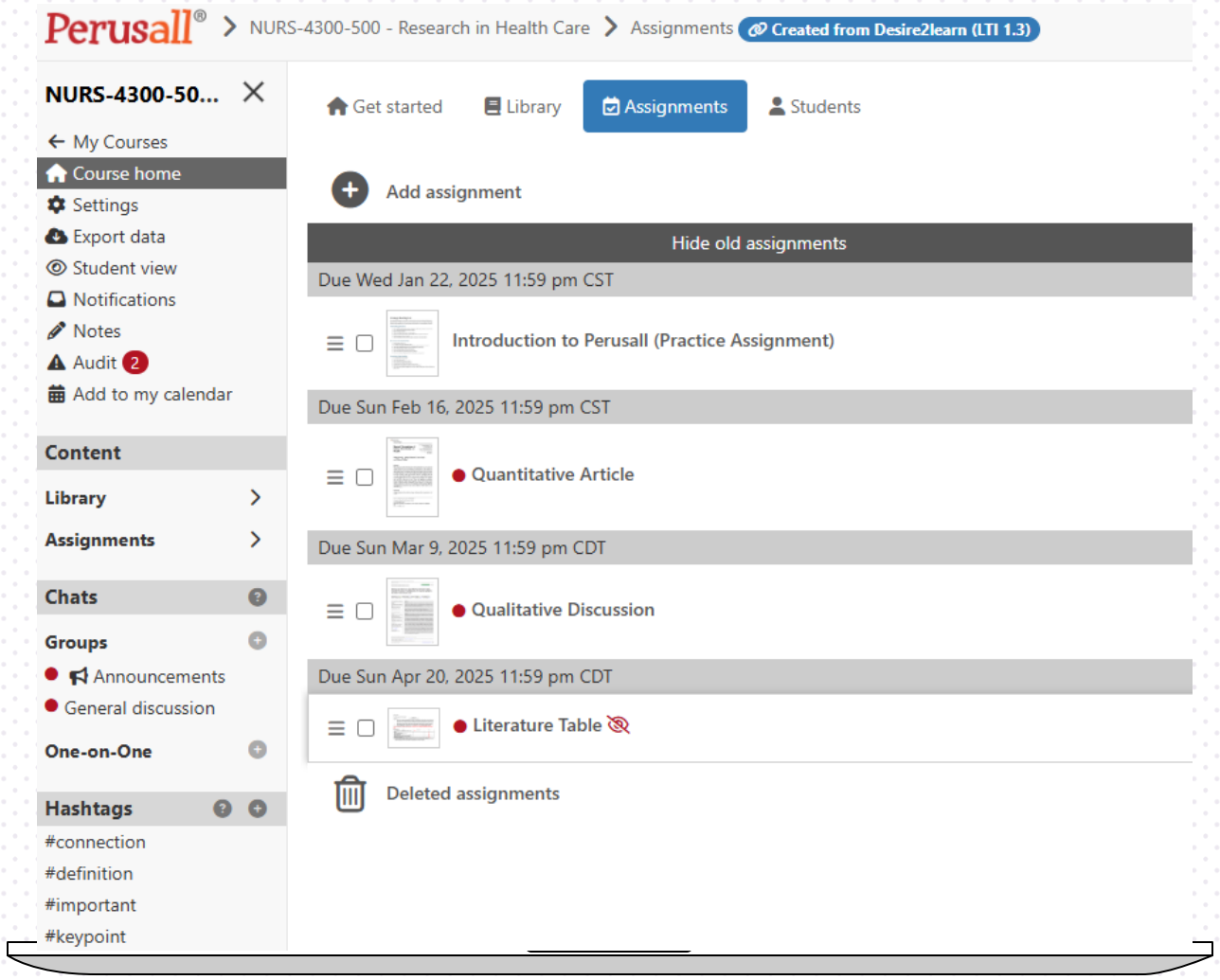


Course Learning Objectives

The learning objectives in this course are aligned with the larger Nursing program objectives. See their relationships below.

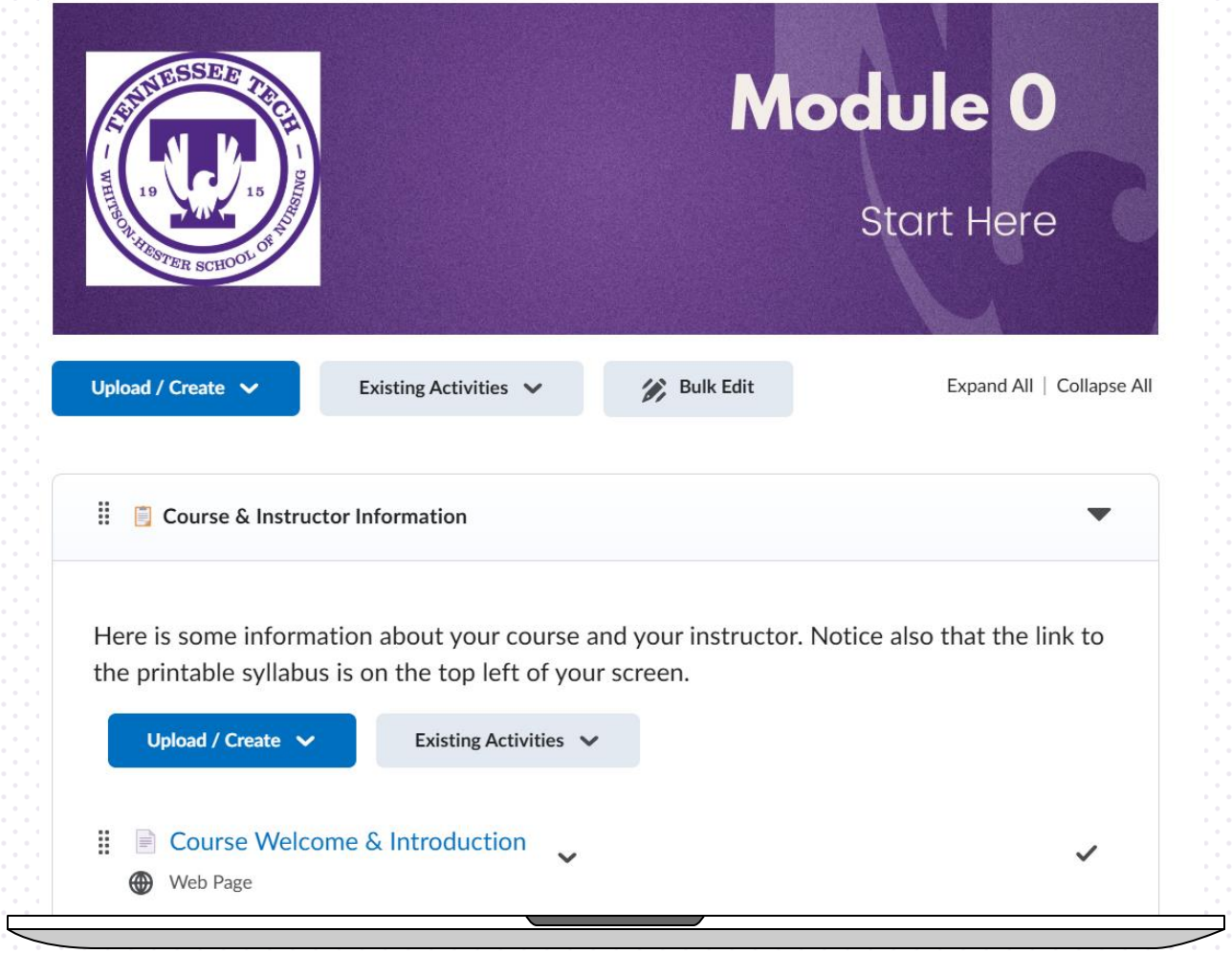
Program Objective	Course Objective
Provides professional nursing care which includes health teaching and health promotion to individuals, families, groups and communities throughout the lifespan, along continuum of health, illness, and/or disability within various organizational systems or multiple health care settings.	Identifies current nursing research relevant to individuals, families, groups and communities throughout the lifespan, along continuum of health, illness, and/or disability within various organizational systems or multiple health care settings.
Designs professional nursing practice based on knowledge and theories from natural and social sciences, liberal arts, and nursing.	Explores theoretical frameworks and research from the behavioral sciences that provide support to research in nursing.
Utilizes clinical judgement and the nursing process to care for individuals throughout the life-span along a continuum of health, illness and disability in various settings.	Recognizes the role of the research process within the nursing process in developing nursing care.
Demonstrates quality nursing practice based on professional values, incorporating ethical, moral and diversity and economic climate influences	Demonstrates individual responsibility by legal standards, human to group processes.
Assumes responsibility and accountability for the professional practice of nursing through critical thinking, clinical judgement, therapeutic nursing intervention and communication utilizing information and health care technologies.	Demonstrates principles of leadership in group tasks, and in initiative and development of an evidence based intervention project.

Design: Addition of Perusall to engage students



Learner Support

Technical and other support information and links is included in the campus template.



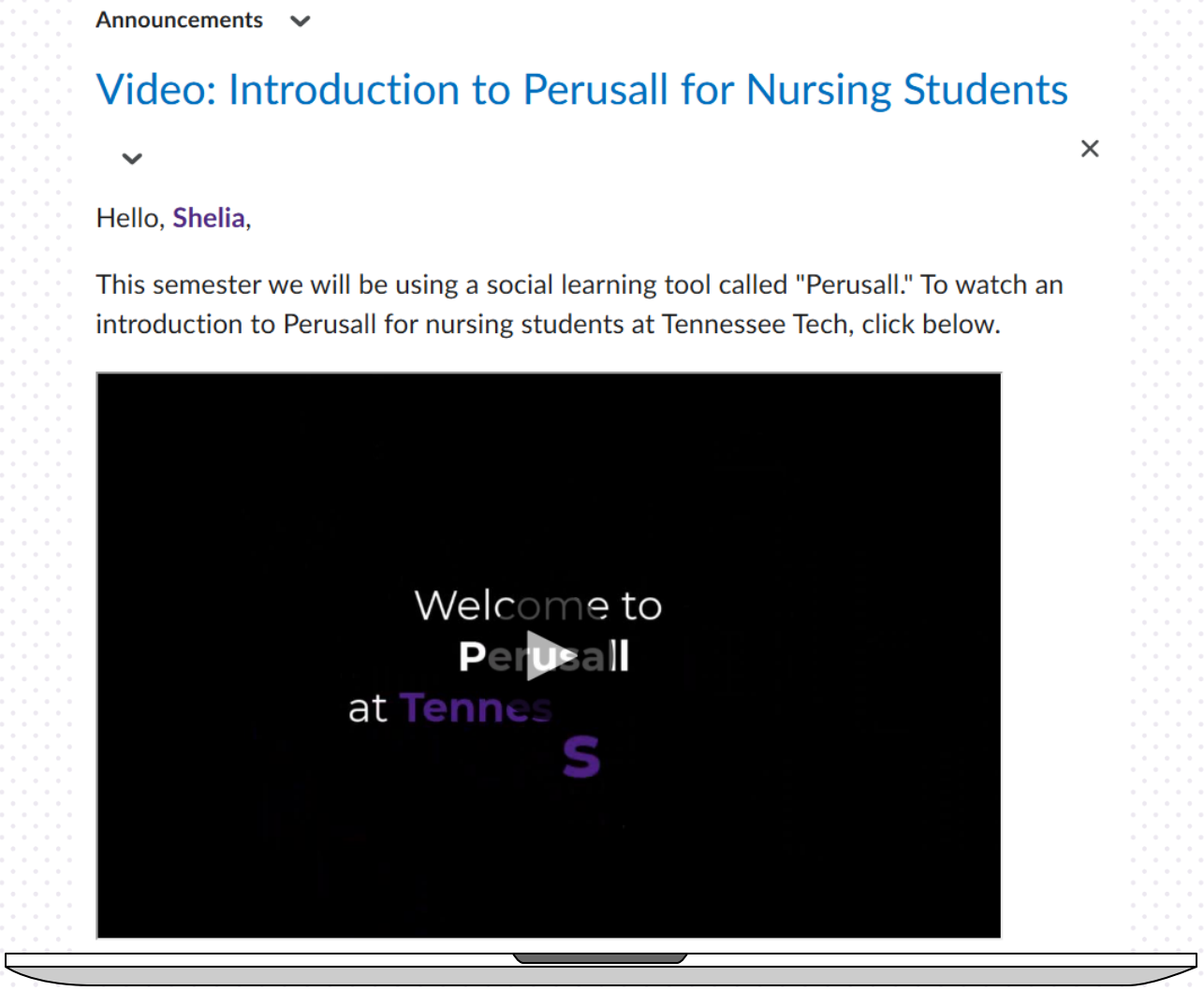
Learner Assessment

Multiple assessment activities relevant to objectives.

Content	Percentage of Total Grade
Quizzes	25%
Literature Resource Table	15%
Article Assignments	20%
Citi Training Assignment	5%
IRB Assignment	5%
Peer Critique	5%
Final Poster Presentation	20%
*Attendance/Discussion Board	5%
TOTAL	100%

*Attendance/Discussion Board is measured by initial posting of a

Technology Use



2.

Key Learning Points

I took the foundations course and three electives.

Foundations Course

- Accessibility - improve by having more variety in teaching.
- Objectives- clearly link to assignment indicating how the student is achieving the objectives.
- Course Content- provide more video instruction and options for live sessions.

Electives

ADA and Digital Accessibility

- Offer multiple means of engagement (interactive content, discussion forums).
- Provide multiple means of representation (text, audio, video with captions).

Facilitating Online Group

- Importance of aligning group activities with course learning objectives.
- Strategies for structuring group work to maximize engagement and outcomes.
- Designing collaborative projects that are meaningful and achievable in an online environment.

Increasing Interaction & Engagement

- Designing activities that promote active learning (e.g., problem-based learning, case studies, interactive discussions).
- Creating opportunities for student-generated content and peer collaboration.
- Writing engaging discussion prompts that promote critical thinking.

3.

Reflections

Is more technology better?

Student Resistance

- **New Tool Learning Curve –** Students unfamiliar with Perusall may struggle with its features.
- **Preference for Traditional Discussions –** Some students may prefer discussion boards or face-to-face engagement.

Addition of Peer Review Assignment

- **Active Learning:** Engaging with peers encourages students to articulate their understanding, leading to deeper cognitive processing.
- **Diverse Perspectives:** Exposure to different viewpoints broadens students' comprehension of research methods and ethics.
- **Critical Thinking & Reflection:** Evaluating peer contributions fosters analytical skills and ethical reasoning.

Thank you!

Any questions?

You can find me at
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