

TEACHING INNOVATION SYMPOSIUM

Friday, November 15, 2019

Fordham University
140 West 62nd Street
New York, New York 10023

Gabelli IT · Gabelli Dean's Office · University Director of Online Learning

SCHEDULE

TIME	EVENT	PRESENTER	ROOM
8:30 – 9:20	Breakfast		G76
9:20 – 9:30	<i>Welcome and Introduction</i>	Dean Donna Rapaccioli, PhD	G76
9:30 – 9:45	<i>Keynote</i>	Anne Fernald, PhD	G76
9:45 – 9:55	Break		
Concurrent Presentations			
9:55 – 10:40	<i>Theoretical Underpinnings of Project-Based Learning</i>	Tamim Suha, EdD	G71
	<i>From Course-Work to Real-Work: A Three-Component Framework for Designing Authentic Projects</i>	Kiran Budhrani	
9:55 – 10:40	<i>Multimodal Interactive Tools for Online Discussions and Assessment</i>	Enilda Romero-Hall, PhD	G74
9:55 – 10:40	<i>Real-Life Application of IDS Principles as an MIS Candidate</i>	Mauricio Cadavid, EdD	G72
9:55 – 10:40	<i>Designing for Change: Using Design Thinking to Innovate in School Curriculum. Case Study of University Innovation Fellows</i>	Bozena Mierzejewska, PhD Darr Fuchs	G73
10:40 – 11:55	Break		
Concurrent Presentations			
10:55 – 11:40	<i>Role of Technology in Teaching Online</i>	Steven D'Agustino, PhD	G73
	<i>Maintaining Instructor Presence in Your Online Course</i>	Nate Turcotte Jessica Briskin, PhD	
10:55 – 11:40	<i>From Course-Work to Real-Work: A Tale of Two Faculty Who Implemented Real-World, Authentic Projects</i>	Kiran Budhrani	G71
10:55 – 11:40	<i>Getting Specific: Discipline-Specific PBL in General Ed</i>	Francesca Astiazaran	G72
10:55 – 11:40	<i>Making Multimedia Content Accessible to All</i>	Lindsay Karp	G74
11:40 – 12:50	Lunch		G76

AFTERNOON SCHEDULE

TIME	EVENT	PRESENTER	ROOM
Panel and Workshops			
12:50 – 1:50	<i>Online Course Development and Delivery</i>	Panelists: Su-Je Cho, PhD Hooman Estelami, PhD John Fortunato, PhD Dana Marlowe, PhD Moderator: Steven D’Agustino, PhD	G76
12:50 – 1:50	<i>Designing Microlearning Modules That Matter</i>	Mohammad Shams Ud Duha	G72
12:50 – 1:50	<i>Everyone is a Leader: Empowering Students to Lead</i>	Elizabeth Ostler	G71
12:50 – 1:50	<i>Transitioning From Face-to-Face to Online Teaching</i>	Pauline Muljana	G73
12:50 – 1:50	<i>Project-Based Learning in Traditional Course Design</i>	Suha Tamim, EdD	G74
1:50 – 2:10	Break		
Demos and Workshops			
2:10 – 3:10	<i>Location Intelligence: Carto</i>	Shawn Hill	323
2:10 – 3:10	<i>Interactive Video Lessons: PlayPosit</i>	Guillermo Gomez Mendez Maribette Ramirez	214
2:10 – 3:10	<i>Write it. Don’t Cite it! Wikipedia Projects to Increase Digital Citizenship Skills: Wikipedia</i>	Kristen Treglia	334
2:10 – 3:10	<i>How to “Jam” and Leverage the Power of G Suite for Higher Education: G Suite Jamboard</i>	Nicole Zeidan	213
2:10 – 3:10	<i>Topic: Learning Technologies</i>	Nate Turcotte Jessica Briskin, PhD	G72
2:10 – 3:10	<i>Topic: Student Engagement</i>	Su-Je Cho, PhD	G71
2:10 – 3:10	<i>Topic: Course Design</i>	Pauline Muljana	G73
2:10 – 3:10	<i>Design Essentials of Online Learning Environments</i>	Suha Tamim, EdD	G74
3:10 – 3:40	Closing		
3:40 – 4:00	Event Organizer and Presenters Meeting		

SESSIONS

Theoretical Underpinnings of Project-Based Learning

Suha Tamim, Ed.D. 9:55-10:40 a.m.

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

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

Kiran Budhrani 9:55-10:40 a.m.

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

Multimodal Interactive Tools for Online Discussions and Assessment

Enilda Romero-Hall, Ph.D. 9:55-10:40 a.m.

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

Real-Life Application of IDS Principles as an MIS Candidate

Mauricio Cadavid, Ed.D. 9:55-10:40 a.m.

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

Maintaining Instructor Presence in Your Online Course

Nate Turcotte, Jessica Briskin, Ph.D. 10:55-11:40 a.m.

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

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

Kiran Budhrani 10:55-11:40 a.m.

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

Getting Specific: Discipline-Specific PBL in General Ed

Francesca Astiazaran 10:55-11:40 a.m.

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

Making Multimedia Content Accessible to All

Lindsay Karp 10:55-11:40 a.m.

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

Designing Microlearning Modules That Matter

Mohammad Shams Ud Duha 12:50-1:50 p.m.

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

Everyone is a Leader: Empowering Students to Lead

Elizabeth Ostler 12:50-1:50 p.m.

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

Transitioning from Face-to-Face to Online Teaching

Pauline Muljana 12:50-1:50 p.m.

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

Project-Based Learning in Traditional Course Design

Suha Tamim, Ed.D. 12:50-1:50 p.m.

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

Interactive Video Lessons: PlayPosit

Guillermo Gomez Mendez, Maribette Ramirez 2:10-3:10 p.m.

PlayPosit is an interactive video learning tool that enables faculty to embed various types of questions such as multiple choice and instructions into videos to engage students. As students watch your videos, they will benefit from reading your just-in-time instructions and assess their learning by answering the in-video questions. As a result, students will have a more engaging and productive learning experience with your video content. In addition, students' responses to your questions can be recorded and automatically graded in Blackboard's Grade Book. Join our session to learn more about this teaching tool. **Keywords:** *PlayPosit, Video Lesson, Student Engagement, Interactive Lesson, Multimedia*

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

Kristen Treglia 2:10-3:10 p.m.

Did you know that Wikipedia is the 7th most visited website online, yet there is a disturbing lack of diverse race and gender content not to mention underrepresented topics and languages?

Kristen Treglia, Senior Instructional Technologist of Fordham IT, will discuss how faculty and students can share their scholarly expertise with the world by evaluating articles, analyzing the content and quality of sources, and increasing the coverage of underrepresented peoples and topics. **Keywords:** *Digital Citizenship, Wikipedia, Collaboration, Writing for the Web, Scholarship, Digital Literacy, Information Literacy, Gender*

Location Intelligence: Carto

Shawn Hill 2:10-3:10 p.m.

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

Carto (a New York and Madrid mapping startup) is a major player in the field of Location Intelligence and has partnered with Fordham University to provide faculty, staff, and students with

access to their powerful platform. This workshop will introduce attendees to the basics of Carto and show how publicly available data from NYC's Open Data Portal can be used to produce maps that can provide insight into spatial trends.

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

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

Nicole Zeidan 2:10-3:10 p.m.

If you haven't heard, Google has changed the name of their application suite from Google Apps to G Suite, with some exciting additions. Attend this session to learn more about G Suite and Jamboard. Throughout this session, you will learn more about available resources for G Suite and the benefits for your courses. Whether you are a G Suite pro or a beginner, we will cover how the everyday usage of G Suite, including the Jamboard, will boost the productivity and collaboration among students, faculty, and staff. **Keywords:** *G Suite Tools, Collaboration, Instruction, Efficiency, Jamboard*

KEYNOTE SPEAKER



Anne Fernald Ph.D.

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

Keynote 9:30 a.m. – 9:45 a.m.

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

PRESENTERS



Francesca Astiazaran

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

Getting Specific: Discipline-specific Project Based Learning in General Education 10:55 a.m. – 11:40 a.m.

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



Jessica Briskin, Ph.D.

Assistant Professor of Instructional Technology, Bloomsburg University

Maintaining Instructor Presence in Your Online Course
10:55 a.m. – 11:40 a.m.

Consultation: Learning Technologies 2:10 p.m. – 3:10 p.m.

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



Kiran Budhrani

Instructional Designer, UNC Charlotte
Ed.D. Candidate in Educational Leadership,
University of North Carolina Charlotte

From Course-Work to Real-Work: A Three-Component Framework for Designing Authentic Projects
9:55 a.m. – 10:40 a.m.

From Course-Work to Real-Work: A Tale of Two Faculty Who Implemented Real-World, Authentic Projects
10:55 a.m. – 11:40 a.m.

Kiran Budhrani is a Doctoral Candidate in Educational Leadership and Instructional Designer at the University of North Carolina Charlotte. She provides 1-to-1 consultations with faculty on online course design and active learning. Her current research is in the area of design epistemology, specifically examining course design knowledge and practice among faculty-designers using visual blueprints. Her research interest extends into exploring online teaching competencies and learning innovation in international settings. Kiran resided in the Philippines before 2014, where she was an assistant professor for the Instructional Systems Technology program at De La Salle University-Manila.



Mauricio Cadavid, Ed.D.

Senior Instructional Designer, California State University San Bernardino

Real-Life Application of IDS Principles as an MIS Candidate
9:55 a.m. – 10:40 a.m.

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

over 150 Chinese students. In all, the majority of what he does directly relates to his passion for learning and teaching and the development of lifelong learners.



Su-Je Cho, Ph.D.

Professor of Education and Division Chair of Curriculum and Teaching, Graduate School of Education, Fordham University

Panel: Online Course Development and Delivery
12:50 p.m. – 1:50 p.m.

Consultation: Student Engagement 2:10 p.m. – 3:10 p.m.

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



Steven D'Agustino, Ph.D.

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

Role of Technology in Teaching Online 10:55 a.m. – 11:40 a.m.

Moderator: Online Course Development and Delivery
12:50 p.m. – 1:50 p.m.

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



Hooman Estelami, Ph.D.

Professor of Marketing, Gabelli School of Business, Fordham University

Panel: Online Course Development and Delivery
12:50 p.m. – 1:50 p.m.

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



John Fortunato, Ph.D.

Professor of Communications and Media Management, Gabelli School of Business, Fordham University

Panel: Online Course Development and Delivery
12:50 p.m. – 1:50 p.m.

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

Dr. Fortunato is the author of five books and has published scholarly articles in the *Journal of Sport Management*, *Public Relations Review*, *Texas Review of Entertainment & Sports Law*, *Rutgers Law*

Review, Atlantic Journal of Communication, Fordham Intellectual Property, Media & Entertainment Law Journal and Child & Youth Care Forum. He has served on the editorial boards of the Journal of Global Academy of Marketing Science, International Journal of Sports Marketing and Sponsorship, Journal of Brand Strategy, International Journal of Sport Communication and Journal of Sports Media.

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



Shawn Hill

Instructional Technologist for Digital Scholarship and Pedagogy, Fordham University

Location Intelligence 2:10 p.m. – 3:10 p.m.

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



Lindsay Karp

Senior Instructional Technologist, Fordham University

*Making Multimedia Content Accessible to All
10:55 a.m. – 11:40 a.m.*

Lindsay Karp is a Senior Instructional Technologist and manager for Fordham University's Faculty Technology Services. She develops technology resources, presents new and emerging technologies to faculty and staff, and teaches how to incorporate these new technologies in the classroom. She is the

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



Dana Marlowe, Ph.D.

Clinical Professor and Director of Academic Excellence and Teaching Innovation, Graduate School of Social Service, Fordham University

Panel: Online Course Development and Delivery
12:50 p.m. – 1:50 p.m.

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



Bozena Mierzejewska, Ph.D.

Associate Professor of Communication, Fordham University

Designing for Change: Using Design Thinking to Innovate in School Curriculum. Case Study of University Innovation Fellows
9:55 a.m. – 10:40 a.m.

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

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

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



Shams Ud Duha Mohammad

Ph.D. Student in Learning Design and Technology,
Purdue University
Former Faculty of English, BRAC University,
Bangladesh

Designing Microlearning Modules That Matter
12:50 p.m. – 1:50 p.m.

Mohammad Shams Ud Duha is currently pursuing his Ph.D. in Learning Design and Technology at Purdue University, USA. He is also the recipient of the prestigious Andrews Fellowship at Purdue. Prior

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



Pauline Muljana

Ph.D. Student in Instructional Design and
Technology, Old Dominion University
Former Instructional Designer, California State
Polytechnic University Pomona

Transitioning from Traditional to Online Teaching
12:50 p.m. – 1:50 p.m.

Consultation: Course Design 2:10 p.m. – 3:10 p.m.

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



Elizabeth Ostler

Manager of Graduate Enrichment Program,
Gabelli School of Business, Fordham University

Everyone is a Leader: Empowering Students to Lead
12:50 p.m. – 1:50 p.m.

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



Enilda Romero-Hall, Ph.D.

Associate Professor of Education, The University
of Tampa

*Multimodal Interactive Tools for Online Discussion and
Assessment* 9:55 a.m. – 10:40 a.m.

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

interaction, formal and informal learning in online social communities, and online/blended/multimodal education.

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



Suha Tamim, Ed.D.

Clinical Assistant Professor in Curriculum Studies,
University of South Carolina

Theoretical Underpinnings of Project-Based Learning
9:55 a.m. – 10:40 a.m.

Project-Based Learning in Traditional Course Design
12:50 p.m. – 1:50 p.m.

Consultation: Design Essentials of Online Learning Environments
2:10 p.m. – 3:10 p.m.

Suha R. Tamim is a Clinical Assistant Professor in the Curriculum Studies program in the Department of Instruction and Teacher Education at the University of South Carolina since 2015. Previously, she taught at the University of Memphis in the Instructional Design and Technology program from 2012-2015 and at the American University of Beirut in the Faculty of Health Sciences from 1986-1990.

Suha Tamim worked as an instructional design and educational consultant for St. Jude Children's Research Hospital, Crew Training International, and Just for Women Clinic in Memphis, TN.

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



Kristen Treglia

Senior Instructional Technologist, Fordham University

Write it. Don't Cite it! Wikipedia Projects to Increase Digital Citizenship Skills 2:10 p.m. – 3:10 p.m.

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

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

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



Nate Turcotte

Ph.D. Candidate in Learning, Design, and Technology, Penn State University
Research Assistant for the Dutton e-Education Institute

Maintaining Instructor Presence in Your Online Course
10:55 a.m. – 11:40 a.m.

Consultation: Learning Technologies 2:10 p.m. – 3:10 p.m.

Nate Turcotte is a doctoral candidate in the Learning, Design, and Technology program at the Pennsylvania State University in State College, Pennsylvania. He spent the last four years as a graduate

assistant for the LDT program, which included several instructional design related tasks and teaching an undergraduate class that had both residential and virtual offerings. He is now a graduate assistant for the Dutton e-Education Institute which serves as the learning design unit for Penn State's College of Earth and Mineral Sciences. Currently, his research explores teaching and learning across formal and informal technology-enhanced learning settings.



Nicole Zeidan

Instructional Technologist, Fordham University

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

2:10 p.m. – 3:10 p.m.

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

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

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

This inaugural event is brought you by Gabelli IT, the Gabelli Dean's Office, and the University Director of Online Learning. For RSVP or more information, please visit our web site at [Teaching Innovation Symposium](#). If you have questions or comments regarding this event, please do not hesitate to email Gabelli IT at teachinginnovation2019@fordham.edu.