

Friday, June 27 11:00am – 12:30pm

Engaging in Field-Based Learning

Just as we innovate in our classroom to encourage engagement and interaction, so too the 2014 NACTA Planning Committee is looking to innovate our meetings. We have asked each of these authors to participate in an in-depth discussion regarding their programs and the larger perspective of how to engage students in field-based learning. This workshop will showcase the various field-based programs from across North America and encourage discussion on innovating such a program, its impacts, and student perspectives. The format of the 1.5 hour workshop will include an introduction to the programs and a panel-led participative discussion on engaging in field-based learning.

panelist	program affiliation	original presentation title	co-authors
Alison Harmon	Montana State University	Towne's Harvest Practicum at Montana State University: The Added Value of Field-Based Learning on a Campus Farm	William Dyer, Bruce Maxwell, Macdonald Burgess, Kara Landolfi
Marilyn Swisher, Rosalie Koenig	University of Florida	Designing Experiential Learning Materials to Make the Best Use of Teaching Farms	Corey Hanlon, Grady Roberts, Pablo Morales-Payan, Michelle Schroeder-Moreno, Geoff Zehnder
Matt Raven, Laurie Thorp	Michigan State University	Learning Runs Through the Bailey GREENhouse and Urban Farm	Madeline Judge, John Biernbaum
Christopher Estepp	Sul Ross State University	Self-Efficacy in a Natural Resource Field Studies Course	Bonnie J. Warnock
Patrick Certain	Montana State University	Building Perennial Legacies on Student Farms	Mac Burgess, Bill Dyer, Alison Harmon, Charles Holt

One-on-One Mentoring

This workshop is designed to give graduate students and assistant professors a chance to sit and talk with faculty, one-on-one, who are at different levels in their careers. Interested workshop attendees will have an opportunity to talk with deans, department heads, full professors and associate professors in order to acquire different perspectives about career choices in academia. A series of tables will be set up with 'hosts' at each table. During the first 10 minutes of the workshop each host will introduce themselves. Attendees will then select a host to visit. After 20 minutes, attendees will be asked to switch to a different table to allow them to visit multiple tables.

Innovative Classrooms

This is a walking workshop through the classroom innovations happening at Montana State University. You'll visit a Technology Enhanced Active Learning (TEAL) classroom and the brand-new Innovative Learning Studio at the MSU library. Learn from faculty and staff about the implementation of the classrooms and the innovative teaching techniques utilized.

Diana Cooksey & Ritchie Boyd – TEAL classroom

Justin Bartels – Innovative Learning Studio

Saturday, June 28 2:30pm – 4:30pm

Speeding with Technology

Just as we innovate in our classroom to encourage engagement and interaction, so too the 2014 NACTA Planning Committee is looking to innovate our meetings. Prepare for some active learning! This workshop will showcase various technologies and how they are utilized for learning in our own classrooms. The format of the 2-hour workshop will include in the first hour a 'speed dating' session to briefly (5 minutes for each group) describe the technologies and in the second hour a discussion and engagement on how instructors use the technology in/for the classroom and the results they have observed.

presenter	technology	original presentation title	co-authors
Laura Ingwers	Twitter	Twitter and the classroom: Two birds not of the same feather.	Natalie Kincy, Dennis Duncan
Christian Baldwin	Blogging	Blogging about Turfgrass Weeds: A Strategy to Improve Students' Writing Skills in a Turf Weed Management Course	Gaea Hock, James D. McCurdy
Gaea Hock	Poll Everywhere & Word Clouds	Utilizing Poll Everywhere to Create Word Clouds	
Tammy Stephenson	electronic textbooks	The evolution of electronic textbooks in higher education -- what do our students think?	Dawn Brewer
Tobin Redwine	Instagram	Describing Social Media Footprints of High-Impact Experiences using Instagram	Tracy Rutherford, Gary Wingenbach, Victor Salazar
Dan Stein	Doceri Interactive Whiteboard App	Incorporation of the Doceri Interactive Whiteboard App into the Classroom	Ranjith Ramanathan
Chad Miller	Google Maps	Evaluating Student use of Google Maps™ as a Study Resource for Plant Identification Courses	Matthew S. Wilson
Elise Lofgren	LinkedIn	Social Media and Equine Science: The Effect of LinkedIn on In-Class Engagement and Grades of Equine Higher Education Students	Alyx M. Shultz, C.A. Shea Porr
OP McCubbins	Snapchat	Enhancing Laboratory Awareness with Snapchat	Ryan Aderson, Trent Wells
Kelsey Hall	Pinterest	Learning by Pinning: Assessing Higher Level Thinking through Pinterest	

Interested in blended teaching environments or flipping your classroom?

This workshop will discuss key steps to consider before deciding to upload course content online. The workshop format will start with an overview presentation about online learning followed by personal accounts and stories about the challenges and lessons learned when developing online content. The remainder of the workshop will consist of a panel discussion with faculty who have uploaded content, the challenges they encountered, benefits from the experience, and applicable software for recording course content. Speakers include online instructors Kimberly Moore, William Kern, and Brian Pearson, and instructional technologist Amanda Buckley.