

2019 Dialogues in the Disciplines

Contrasting Low Tech - High Tech Approaches to Assessing and Advancing Learning in the Classroom

Agenda Friday, March 29, 2019

8:30 - 9:30AM: Room 227	<p style="text-align: center;">Pre-Conference Session (free for all registered attendees)</p> <p style="text-align: center;">Mindfulness and the Classroom</p> <p>Confucius said, “<i>The expectations of life depend upon diligence; the mechanic that would perfect his work must first sharpen his tools.</i>” Research indicates that faculty and students who practice mindfulness report having energy and focus. Come join us in learning the theory and application surrounding the new, exciting world of mindfulness. The facilitators will demonstrate how to embed mindfulness into online, ground and hybrid courses. Mindfulness is a low-tech, yet robust strategy every faculty can implement within his/her day to allow for both optimal teaching and optimal learning. You will leave the session with ideas to implement immediately in your work. It is our hope that you will experience increased energy and focus as you create more space to think and breathe, while you participate in today’s conference.</p> <p><i>Presented by: Parth M. Desai and Kelli Goodkowsky, both from Goodwin College</i></p>
8:30 – 10:00AM Community Rm., 1 st fl.	<p style="text-align: center;">Continental Breakfast, Registration and Networking</p>
10:00 – 10:15AM Community Rm., 1 st fl.	<p>Welcome to Goodwin College <i>Melissa Quinlan, Senior Director of Institutional Research and Assessment, Goodwin College</i></p> <p>Introduction and Opening Remarks <i>Steven Bloom, Associate Vice President for Academic Affairs, Lasell College and NEean President</i></p>
10:15 – 11:15AM Community Rm., 1 st fl.	<p style="text-align: center;">Opening Session</p> <p style="text-align: center;">How Boomers and Gen Xers Use Low and High Tech to Know Millennials and Gen Z Students are Learning</p> <p>This session will begin with an overview of the changing demographics and the implications for higher education classrooms. What are the characteristics and behaviors of our Millennial and Generation Z students and how might these behaviors</p>

and characteristics impact how we conduct our classroom and employ technology? Participants will then be engaged in conversations centered around i) the increasing importance of frequent and varied feedback in the classroom, ii) the incorporation of classroom-based assessment techniques that may or may not rely on the use of technology, iii) the use of assessment data collected at the classroom level through formative assessments to supplement summative assessment efforts at the program and institution levels, and iv) the use of technology for advancing and assessing learning for all students.

Presented by: Kem Barfield, Three Rivers Community College

11:20AM – 12:20PM

Concurrent Sessions

Room 410

A) A Fun Classroom: How to Use Games and Energizers to Engage Students and Monitor their Learning

In this session, the facilitator will involve participants in the use of classroom-based activities designed to engage and energize students while providing the classroom instructor with information to monitor learning. The use of music, the kahoot game, group energizers, and more will be discussed.

Presented by: Syamak Moattari, Worcester State University

Room 411

B) Navigating Technology in Course Room Management to Enhance Assessment of Student Learning

As technology becomes more prevalent within higher education, it is critical to utilize technology to improve instructor access to assessment data for the purposes of enhancing student learning. This session will focus on how the Management and Leadership and Business Administration programs at Goodwin College have implemented and integrated technology in the classroom to measure and advance learning. The presenters will provide concrete examples of how to incorporate technological-based formative assessments. They will demonstrate how technology can be used to map trends in the assessment data allowing for targeted curricula or pedagogical changes to improve learning. Lastly, the presenters will show how instructors can use technology to support UDL (Universal Design for Learning) initiatives in the classroom by allowing students to demonstrate their learning in multiple ways using multiple mediums.

Presented by: Matthew Connell and Michael J. Wolter, both from Goodwin College

Room 511

C) Formative Classroom Assessment Techniques: Using Quick Quizzes

This session will explore low tech, medium tech, and high tech methods of assessing students in class using quizzes. Some methods explored include Total Physical Response, Quick Poll, PowerPoint Games, Socrative, and Poll Everywhere.

Presented by: Sarah Strout, Worcester State University

12:25 – 1:15PM

Lunch

Community Rm., 1st fl.

1:20 – 2:20PM

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2:30 – 3:00PM

Facilitated Discussion with the Presenters

Community Rm., 1st fl.

Goodwin College Details

Wifi Access: Please access the public wifi through the student network. No password required.

Building Map: Room locations may be found on this map; [Goodwin College, map of main building](#)

Please stop by the registration desk if you have any questions or need assistance.

Kem Barfield

Associate Dean and Director of Educational Technology
Three Rivers Community College
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Kem Barfield is the Associate Dean and Director of Educational Technology at Three Rivers Community College. He administers the distance learning and institutional research programs and supports all aspects of the academic program. He has promoted technology usage for both on-campus and online courses, portfolios, advising, and assessment. He provides workshops to faculty and staff in the use of technology and social media. At Three Rivers, he has worked in concert with a group of faculty and staff co-leaders to move the general education assessment process from a small paper-based program to one that has aimed not only at assessing, but also at spreading institutional knowledge of assessment throughout the campus.

Matthew Connell

Assistant Professor
Goodwin College
MConnell@goodwin.edu

Matt Connell is an Assistant Professor of Business Administration at Goodwin College and currently serves as the program director. He earned a bachelor's in Business from Evergreen State College, a master's in Special Education from St. Joseph College, a doctorate in Educational Leadership from the University of Hartford, and an MBA from the University of Connecticut. His doctoral studies focused on Group Emotional Intelligence and its effect on organizations.

Parth M. Desai

Assistant Professor and Director of Rehabilitation
Goodwin College
PDesai@goodwin.edu

Parth M. Desai is a dedicated assistant professor within the occupational therapy assistant program at Goodwin College. Parth believes educators at all levels should practice mindfulness to help achieve optimal student engagement and performance. Parth uses a distinct style of teaching based on universal design for learning and hopes to empower and energize other educators to teach in a holistic and engaging environment. Parth also practices as the Director of Rehabilitation with a concentration in geriatric clients. Whether it is teaching students to become robust clinicians or facilitating skill based occupational therapy services, Parth strongly believes by being mindful and *in the moment* is the successful recipe to achieving optimal outcomes.

Kelly Goodkowsky

Program Director, Histologic Science
Goodwin College
KGoodkowsky@goodwin.edu

Kelli Goodkowsky builds reflective practice, universal design for learning and mindfulness into her work with students. Her philosophy for educating students is grounded in her belief that educators must view the classroom environment through a holistic lens that supports student learning. Previously the Supervisor for Histology and Cytology at Holyoke Medical Center, Kelli brings over 25 years of experience supervising surgical pathology laboratories. Kelli earned the award of Teaching Fellow through her participation in Universal Design for Learning and currently teaches in the Histology and Health Science Programs at Goodwin College.

Syamak Moattari

Chair, Department of Health Sciences
Worcester State University
smoattari@worcester.edu

Syamak Moattari completed his M.D. degree as a general practitioner, a Certificate in Integrated Environmental Management from Brown University, and a Doctor of Public Health in international health from Boston University. He currently is the chair of the Department of Health Sciences at the Worcester State University. He has expertise in the following subject areas: global health, environmental health, and Non-Profit Organizations. Dr. Moattari has worked in the US and internationally with a number of organizations, including but not limited to Brown University, the University of Florida, Boston University, the Harvard Initiative for Global Health, the Small Grants Program of the Global Environmental Facility (SGP.GEF) at United Nations, Institute for war and peace reporting, the Eurasia Foundation and the Worcester State University. He is currently working on Urban Health issues with particular attention to violence and injury prevention in urban settings.

Sarah Strout

Assistant Vice President for Assessment and Planning
Worcester State University
sstrout@worcester.edu

Sarah Strout is the Assistant Vice President for Assessment and Planning at Worcester State University. In her career, Dr. Strout has been a tenured professor of Psychology, a chair of a department, wrote two instructor manuals for an introductory textbook, and has created and directed two centers for teaching and learning.

Michael J. Wolter

Associate Professor and Program Director
Goodwin College
MWolter@goodwin.edu

Michael J. Wolter is an Associate Professor and Program Director of Management and Leadership at Goodwin College. He earned a bachelor's in General Studies and a master's degree in Organizational Management from Eastern Connecticut State University, and his Ph.D. in Organization and Management from Capella University. His dissertation research was focused on employee motivation and leadership styles in remote call centers. Dr. Wolter also has done previous research in generational differences, classroom engagement, and was a Universal Design for Learning Fellow.

THANK YOU!

The New England Educational Assessment Network
thanks Goodwin College for hosting the
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