This series will introduce faculty to several strategies and methodologies to improve teaching skills.
A. Introduction

As technology becomes ubiquitous, and new student generations are increasingly familiar with its use in daily life and education, there is an increasing need/demand for technologically savvy educators. Aware of this challenge, the Faculty Instructional Technology Services office has been working on developing a set of workshops aimed at developing some skills and knowledge in this area. Ultimately, we would like to increase faculty awareness of existing tools and technologies, and at the same time, increase their skills to effectively use them in our educational environment.

This first draft summarizes the relevant issues and technologies our department has recognized through our daily contact with faculty. All topics have been designed for people with a basic understanding of each tool, but we have also designed workshops for intermediate (see green lines on the table), and advanced (see blue lines). With your feedback we will be able to improve the relevance and impact of this curriculum.

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Levels: B (Basic), I (Intermediate), A (Advanced)_
Technical Workshop Series:

A. Blackboard

**GOAL:** To train faculty how to use the various tools in Blackboard.

**Facilitators:** Jason Nicosia & Steve Bayley

**Description:** Blackboard is an Online “Learning Management System” (LMS), used throughout the world for teaching and learning. The Blackboard system is available 24 hours a day, 7 days a week, from wherever you connect to the Internet. The 3 system modules that comprise Blackboard are the Learning System, the Community System, and the Content system.

The Learning System module is used to organize and deliver the content of a course. Blackboard learning tools include the assignments tool, a grade center, folders and items to organize the course content as well as a variety of ways to customize the course menu and how course content is delivered.

Blackboard can facilitate communication between the student and faculty through a variety of collaboration tools. These tools include the Electric Blackboard: a complete virtual learning environment, announcements, e-Mail, discussion forums, groups, the digital drop box, the chat tool, and a whole host of other exciting and useful applications that have been purchased to enhance student-faculty communication.

The Blackboard Content system is unique in that it can be used to upload all types of files that can then be linked to the Learning System module. The Content System helps with file management and provides a safe and secure place to store files.

**Learning System**

BEGINNER SESSION

**NOTE:** Trainer should create a sample course in which all participants are enrolled. This will allow users to practice in a safe environment, and they will also be able to practice communicating with each other.

**Trainer Task Outline:**

- Introduce the Blackboard Learning System.
- Briefly show an example course to showcase how Blackboard can be used to organize course materials. Emphasize the importance of the standardized template.
- Go over basic beginner tasks including:
  1. Introduce the Blackboard Learning System
  2. Show how to access Bb – including password changes
  3. Review Bb Interface
     a. Tabs, Course/Organization Navigation
     b. Display View versus Edit View
     c. Control Panel
  4. Review the Control Panel:
     a. Adding/Removing Items in Course Menu
5. Content:
   a. Adding Items (both with and without attached documents)
   b. Adding Folders & Links
6. Communication
   a. Adding / Removing Announcements (Permanent vs non-Permanent)
   b. Sending Email to All Users, Individual Users, Groups
7. Course Tools
   a. Staff Information
   b. Calendar

• Ask questions throughout the workshop to ensure users understand topics covered.

Participants Will:

1. Become familiar with the Blackboard interface.
2. Add minimally 1 of each of the various content options to their course (or test course).
3. Add their faculty information to their course (or test course) while adhering to the standardized template.
4. Create 2 announcements for their course (or test course) – one of which will be a “permanent” announcement.
5. Practice sending emails via Blackboard Email: 1 email to all users, 1 email to an individual user.
6. Create 2 calendar events for their course (or test course).

INTERMEDIATE SESSION: COMMUNICATING IN BLACKBOARD

NOTE: Trainer should create a sample course in which all participants are enrolled as well as at least one sample student account. This will allow users to practice in a safe environment, and they will also be able to practice communicating with each other.

Trainer Task Outline:

• Discuss ways to communicate with students through Blackboard, when each tool is appropriate and how to utilize each tool:
  1. Announcements
     a. Permanent versus non-permanent announcements
  2. E-mail
     a. To all users, single users
  3. Messages
  4. Discussion Board
  5. Collaboration
     a. Virtual Classroom
     b. Chat
  6. Digital Dropbox
  7. Setting Up Groups and Communicating With Them
     a. Email
     b. File Exchange
     c. Virtual Classroom (White Board / Chat)
     d. Discussion Board
  8. Rave

Participants Will:

1. Discuss how to incorporate Blackboard communications tools in their course(s).
2. Add 2 announcements – one permanent, one not permanent.
3. Send 3 emails – one to all users, one to all students, and one to a single user.
4. Send 2 messages (participants should message each other, not the sample students).
5. Create 1 new forum and post an introductory message.
6. As per the trainer’s instructions, participants will all enter one forum and post at least 1 original message and 1 reply message to another posting.
7. Create 1 new collaboration session.
8. As per the trainer’s instructions, participants will all enter one Virtual Classroom collaboration session.
9. Will send messages to each other via the chat window and when asked to do so some participants will add to the drawing on the white board (time permitting).
10. Will send 1 file to another participant via the Digital Dropbox. Participants will also review 1 file that has been left in their Dropbox.
11. Will set up at least 1 group which includes all communication options and add at least 2 sample students to the group. Users will then send 1 email to one of the groups created.
12. Will walk through the process of setting up Rave alerts.
ADVANCED SESSION

NOTE: Trainer should create a sample course in which all participants are enrolled as well as one sample student for each participant. Trainer should also have developed at least one sample assessment and assignment – with tracking turned on – and completed both with all student accounts so participants will be able to view the Grade Center and adjust grades.

**Trainer Task Outline:**

- Review how to customize the UCHC Tab – adding, removing, reorganizing and hiding modules
- Show users how to customize the course and explain when doing so is acceptable based on standardized template requirements.
  1. Buttons versus menu (Participants should just watch this step)
  2. Changing button/menu colors (Participants should just watch this step)
  3. Adding/Removing Items in the Course Menu
- Review each of the following alternative assessment tools (assume participants have prior knowledge of the Blackboard test tools)
  1. Assignment Tool – add 2
  2. Digital Dropbox – add 1 file
  3. Self & Peer Assessment
  4. Questionmark Assessment (Overview)
- Explain Adaptive Release and place “grade” restrictions on one of the assignments added so that a student must complete the first assignment before they can see the second assignment.
  o As a sample, log in as a student and complete the assignment – and show how the other assignment becomes visible. (Participants do not need to complete this step – they should just watch the trainer.)
- Review the Grade Center
  1. How to add and modify columns
  2. Viewing/Scoring Assignment and Assessment results
- Explain and show the Performance Dashboard
- Review additional course tools
  1. Blackboard Scholar
  2. Tasks
  3. Glossary
  4. SafeAssign

**Participants Will:**

1. Add at least 1 new module to their UCHC tab and reorganized it.
2. Watch how to change buttons/menus in a course.
3. Add at least 1 new content area to the navigation menu.
4. Add at least 2 assignments to their content area.
5. Add at least 1 file to the digital drop box and retrieve 1 file from their own drop box.
6. Become aware of the option to add Questionmark Assessments to their course.
7. Add Adaptive Release restrictions to one of their Assignments.
8. Add at least one new column to the Grade Center. They will then modify their new column.
9. View and score at least one assignment and one test result.
10. Review student progress through the Performance Dashboard.
11. Become aware of the various additional course tools.
12. Add at least one task to the course.
Content System

**NOTE:** Trainer should create a sample course in which all participants are enrolled.

**Trainer Task Outline:**

- Introduce the Content System and show how to access it and the benefits of using it.
- Explain the difference between the different Content Areas – My Content, Course Content, Organization Content, Institution Content, and Portfolios
- Show how to Create Web Folders
- Show how to add/manipulate content items:
  a. Adding Removing Folders, Items, Links, Packages
  b. Downloading Items/Packages
  c. Moving/Copying Items
  d. Emailing Items
  e. Bookmarking Items
  f. Setting Item Permissions
- Go to the sample course and show how to add an item from the Content System to a course.
- Go back to the content system and update the content item – then return to the sample course to show how it has been automatically changed.

**Participants Will:**

1. Become aware of the content system and the different Content Areas
2. Become aware of how to set up Web Folders
3. Will add at least one of each of the following to the sample course content area:
   a. Folder
   b. Link
   c. Item
4. Will practice downloading the items as individual files and as a package.
5. Will add a package of files (the ones downloaded) to the sample course content area.
6. Will change and over-write 1 document.
7. Will move 1 item into another folder.
8. Will copy 1 file into their “My Content“ area.
9. Will email themselves a copy of one of the content items.
10. Will set a bookmark for one of their content items.
11. Will set permissions for one of their content items in the sample course content area.
12. Will go to the sample course and add a link to one of their Content Items.
13. Will return to the Content System and update the item linked in the sample course in the previous step.
Library Workshop: Linking Library eResources in Blackboard

**GOAL:** To enable faculty to link various types of online resources in Blackboard.

**Facilitators:** Medical librarians

**NOTE:** Trainer should have specific examples to illustrate the points for the session.

**Trainer Task Outline:**

- Review the major types of library online resources:
  - eJournals (fee-based, free, open access)
  - eBooks (fee-based, copyright-free)
  - Databases (fee-based, free)
  - eMedia (fee-based, free)

- Explain various access methods and related issues
  - Access by password, by site, with/without password
  - Access by site, with/without remote access
  - Unlimited Access by site vs. Limited Access by site and number of users

- Show and explain how to link various types of eResources in Blackboard
  - Linking eJournals (Generic linking; DOI linking)
  - Linking Databases (by site, by password, by both site and password)
  - Linking eBook content and Linking eMedia

- Ask questions throughout the workshop to ensure users understand topics covered.

**Participants Will:**

1. Familiarize with the major types of eResources.
2. Understand how access types predetermine linking methods.
3. Create links in Blackboard for each of the major types of online resources:
   - eJournals
   - eBooks
   - Databases
   - eMedia
B. Questionmark

GOAL: To train faculty how to build assessments through Questionmark.

Facilitators: Timberley Barber

Description: Questionmark Perception is an online exam development and delivery program which allows users to create pools of questions which can later be used to build assessments. Questionmark Perception offers numerous question types including (but not limited to) multiple choice, true/false, matching, numeric answer, essay, text match, select a blank, and Likert scales.

Four different assessment types allows you to customize the student experience for self-learning (students receive immediate feedback) or formal test taking. Exams can be tailored so that questions are presented all at once or one at a time.

Questionmark also has a robust set of reporting tools which allow instructors to collect assessment and question performance statistics including standard deviation, p-values, and item discrimination. The advanced statics can be used to determine which assessments and which questions are more reliable and valid.

Workshops for Questionmark are divided into 2 tracks:

1. Web-based Authoring (for basic authoring)
2. Authoring Manager (client software) (for more advanced authoring)

Questionmark Web-based Authoring and Authoring Manager workshop sessions are divided into Beginner, Intermediate, and Advanced sessions. Review the Trainer Task Outline for each session to see which segments of Questionmark are covered in each.

Web-Based Authoring

BEGINNER SESSION

NOTE: Trainer should create a sample assessment folder and a sample question topic which includes at least 10 prebuilt questions. Trainer should also have a sample Blackboard course ready in which all participants are enrolled.

Trainer Task Outline:

- Review what Questionmark is and the benefits of using it.
- Show how to access the online authoring via Enterprise Manager.
- Review the Authoring Interface.
- Briefly review the different Question Types.
- Show how to add a new Topic Folder.
- Show how to add a question (Question Wizard) and add at least 1 of each of the following question types:
  1. Yes/No
2. True/False
3. Multiple Choice
4. Multiple Response
5. Likert Scale

- Show how to edit a question.
- Show how to add an Assessment.
  1. Explain the different types of assessment: Exam, Test, Quiz, and Survey
  2. Explain the difference between Open and Secure assessments. Explain the Secure Browser.
  3. Show how to add each of the following to your assessment:
     a. Time Limits
     b. Templates – uchcdefault versus qxquchc
     c. Questionmark Secure Browser
     d. Add/Remove Questions
     e. Assessment Feedback
- Show how to try out an assessment.
- Show how to edit an assessment.
- Log into Blackboard and show how to add a Questionmark assessment to Blackboard and to set the following:
  1. Limiting access period
  2. Limiting attempts
  3. What score to show (first/last/best) – and when it is applicable
  4. Creating the column in the Grade Center

**Participants Will:**

1. Add 1 new question topic folder and 1 of each of the following question types:
   a. Yes/No
   b. True/False
   c. Multiple Choice
   d. Multiple Response
   e. Likert Scale
2. Create an assessment using the questions built in step 1 and include a time limit and end of assessment feedback.
3. Add the assessment to a sample Blackboard course.

**INTERMEDIATE SESSION**

**NOTE:** Trainer should create a sample assessment folder and a sample question topic which includes at least 10 prebuilt questions. Trainer should also pre-build an assessment with at least one essay for each participant (prepared and ready to be scored later) and take it with several sample students (at least one sample student for every participant).

**Trainer Task Outline:**

- Review the Enterprise Manager Authoring Interface.
- Briefly review the different Question Types.
• Show how to add a new Topic Folder.
• Show how to add a question and add at least 1 of each of the following question types:
  1. Numeric
  2. Text Match
  3. Essay
• Show how to edit a question.
• Show how to use the Scoring Tool to grade essay questions:
  o Create a rubric
  o Assign a rubric to a question
  o Grade the essay question
• Show how to use the Score Editor to edit the score for a student
• Show how to use the Results Remover to remove scores. Explain the dangers of doing so and when it is appropriate.
• Show how to use access the Reporting Tools.
• Explain the different Report types.
• Run an Excel report on the sample exam.
• Run a coaching report on the sample exam.
• Show how to create a new Coaching Report template.
  o Explain the different “reportlets”: Question, Topic, & Comparison.
  o Adjust the header, question, topic, & comparison reportlet settings.
• Run a coaching report on the sample exam using the new Coaching Report Template.

Participants Will:

1. Add 1 new question topic folder.
2. Build one of each of the following questions types:
   a. Numeric
   b. Text Match
   c. Essay
3. Build a rubric and assign it to their essay question(s). Rubric should contain at least 3 dimensions.
4. Use the Scoring Tool to score a sample essay from a pre-completed sample exam.
5. Use the score editor to edit the score for a sample student who completed the sample exam.
6. Become aware of the Results Remover tool and when it is appropriate to use it.
7. Run an Excel report on the sample exam.
8. Run a coaching report on a sample student’s results from a sample exam.
9. Create a new Coaching Report template using the Report Manager and will adjust the header and reportlets to include the following:
   a. Header: Participant Name, Assessment Name, Total score, Percent Score
   b. Question Reportlet: Show all questions in the order presented to student and include:
      Question Wording, Answer Given, Actual Score, Maximum Score
   c. Topic Reportlet: Show score in points only and include: Topic name, Topic description, and Number of Questions
   d. Comparison Reportlet: Compare Assessment Scores only and just show Raw Score and Average in the form of a Graph.
10. Using the same sample student and sample assessment, run a new Coaching Report using the new template.
BEGINNER SESSION

NOTE: Trainer should create a sample assessment folder and a sample question topic which includes at least 10 prebuilt questions. Trainer should also have a sample Assessment Topic folder prepared in which participants will add their assessments. Trainer should also have a sample Blackboard course ready in which all participants are enrolled.

**Trainer Task Outline:**

- Review what Questionmark is and the benefits of using it.
- Review the Authoring Manager Interface.
- Briefly review the different Question Types.
- Show how to add a new Topic Folder.
- Show how to add a question (Question Wizard) and add at least 1 of each of the following question types:
  1. Essay
  2. True/False
  3. Multiple Choice
  4. Multiple Response
- Show how to edit a question using the Question Wizard.
- Show how to edit a question using the Question Editor.
- Show how to add an Assessment Folder.
- Show how to add an Assessment via the Assessment Wizard
  1. Explain the different types of assessment: Exam, Test, Quiz, and Survey
  2. Explain the difference between Open and Secure assessments. Explain the Secure Browser.
  3. Show how to add each of the following to your assessment:
     a. Time Limits
     b. Templates – uchcdefault versus qxquchc
     c. Questionmark Secure Browser
     d. Add/Remove Questions
     e. Assessment Feedback
- Show how to edit an assessment through the assessment editor.
- Log into Blackboard and show how to add a Questionmark assessment to Blackboard and to set the following:
  1. Limiting access period
  2. Limiting attempts
  3. What score to show (first/last/best) – and when it is applicable
  4. Creating the column in the Grade Center
- Try out the assessment.

**Participants Will:**

1. Add 1 new question topic folder and 1 of each of the following question types:
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1. Essay
2. True/False
3. Multiple Choice
4. Multiple Response

2. Add 1 new assessment topic folder.
3. Create an assessment using the questions built in step 1 and include a time limit and end of assessment feedback.
4. Add the assessment to a sample Blackboard course.
5. Try out the assessment.

INTERMEDIATE SESSION

NOTE: Trainer should create a sample assessment folder and a sample question topic which includes at least 10 prebuilt questions. Trainer should also pre-build an assessment and take it with several sample students.

Trainer Task Outline:

- Review the Authoring Manager Interface.
- Briefly review the different Question Types.
- Show how to add a new Topic Folder.
- Show how to add a question (Question Wizard) and add at least 1 of each of the following question types:
  1. Select a blank
  2. Matching
  3. Numeric
  4. Text Match
- Show how to edit a question using the Question Editor.
- Add an Assessment via the Assessment Wizard
- Edit the Assessment via the Assessment Editor
  o Discuss and add additional Question Blocks
  o Discuss and add a Jump Block
  o Add an additional Outcome
- Show how to access Enterprise Manager.
- Show how to use access the Reporting Tools.
- Explain the different Report types.
- Run a coaching report on the sample exam.

Participants Will:

1. Add 1 new question topic folder.
2. Build one of each of the following questions types:
   a. Select a blank
   b. Matching
   c. Numeric
   d. Text Match
4. Edit the assessment and add at least 1 additional Question Block, and 1 Jump Block.
5. Run a coaching report on a sample student’s completion of a sample exam.
ADVANCED SESSION: SCORING & REPORTING

NOTE: Trainer should create a sample assessment folder and a sample question topic which includes at least 10 prebuilt questions. Trainer should also pre-build an assessment (with at least one essay question for each participant – unprepared so participants can assign rubrics to and score the essays) and take it with several sample students (at least one sample student for each participant).

**Trainer Task Outline:**

- Show how to access Enterprise Manager.
- Show how to use the Scoring Tool to grade essay questions:
  - Create a rubric
  - Assign a rubric to a question
  - Grade the essay question
- Show how to use the Score Editor to edit the score for a student
- Show how to use the Results Remover to remove scores. Explain the dangers of doing so and when it is appropriate.
- Show how to use access the Reporting Tools.
- Run an Excel report on the sample exam.
- Run a coaching report on the sample exam.
- Show how to create a new Coaching Report template.
  - Explain the different “reportlets”: Question, Topic, & Comparison.
  - Adjust the header, question, topic, & comparison reportlet settings.
- Run a coaching report on the sample exam using the new Coaching Report Template.

**Participants Will:**

1. Create a rubric for scoring an essay question and assign it to a sample essay from a sample assessment.
2. Grade 3 sample student submissions for the essay question using their rubric.
3. Change the scores for a sample student using the Score Editor.
5. Create a new Coaching Report template using the Report Manager and will adjust the header and reportlets to include the following:
   a. Header: Participant Name, Assessment Name, Total score, Percent Score
   b. Question Reportlet: Show all questions in the order presented to student and include:
      Question Wording, Answer Given, Actual Score, Maximum Score
   c. Topic Reportlet: Show score in points only and include: Topic name, Topic description, and Number of Questions
   d. Comparison Reportlet: Compare Assessment Scores only and just show Raw Score and Average in the form of a Graph.
6. Using the same sample student and sample assessment, run a new Coaching Report using the new template.
C. Aperio Virtual Microscope

**GOAL:** To train faculty how to use the Aperio Virtual Microscope to digitize slides and to enhance instruction in the classroom.

**Facilitators:** Jason Nicosia

**Description:** Virtual Microscopy is revolutionizing the educational laboratory experience for our students by allowing each student unlimited access to the same set of high-quality slides, including those containing rare specimens that would once have been limited to in-lab only access. In addition, the slides are categorized for easy student access and the students view the entire slide, not just a static image of a single area on the slide. As virtual microscopy becomes more advanced, slides can be scanned using oil immersion or fluorescence techniques, which allow the entire educational community to make use of virtual microscopy.

The Aperio Virtual Microscopy system consists of three parts: the microscope instrument which scans the slide and digitizes it, the Spectrum web application which allows the categorization of digitized slides, and the ImageScope software for Windows computers, which allows a digitized slide to be viewed in a simulated microscope environment.

Please see our training schedule for the Aperio Virtual Microscopy system where you will learn how each part of the system works as a whole to provide you and your students with the best and most cutting edge virtual microscopy experience.

BEGINNER SESSION – ORGANIZING SLIDES IN SPECTRUM

**NOTE:** Trainer should create a course & lesson in Spectrum which contains several slides. Trainer should also set up participants with accounts in Spectrum that can access the sample course & lesson.

**Trainer Task Outline:**

- Introduce the Aperio Virtual Microscope.
- Explain how Aperio works:
  - a. Images stored online and accessed via Spectrum.
  - b. Images open through a client on the computer called Image Scope. Explain where users can go to download the Image Scope client.
- Show how to access Spectrum.
- Introduce the interface and show how to access the sample course & lesson.
- Show how to search for slides.
- Show how to create a course/lesson/specimen.
- Show how to move/copy slides.
- Show how to tag slides

**Participants Will:**

1. Log into Spectrum and navigate to a sample course/lesson.
2. Create a new course and add at least 2 lessons to the course and add at least 1 new specimen.
3. Copy at least 3 slides from a sample course into the new course/lesson/specimen they just created.
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4. Search for a slide (as per instructor instructions) and copy the slide into their new course.
5. Tag the slides which were placed in their course.

INTERMEDIATE SESSION – USING IMAGESCOPE

NOTE: Trainer should create a course & lesson in Spectrum which contains several slides. Trainer should also set up participants with accounts in Spectrum that can access the sample course & lesson.

**Trainer Task Outline:**

- Introduce the Aperio Virtual Microscope.
- Explain how Aperio works:
  a. Images stored online and accessed via Spectrum.
  b. Images open through a client on the computer called Image Scope. Explain where users can go to download the Image Scope client.
- Show how to access Spectrum.
- Introduce the interface and show how to access the sample course & lesson.
- Show how to search for slides.
- Open 1 slide.
- Introduce the Image Scope interface.
- Show how to zoom & navigate the slide.
- Show how to annotate the slide using:
  a. Pen
  b. Ruler
  c. Shapes
  d. Arrows
- Show how to remove & edit annotations.
- Discuss how annotations can be saved.
- Show how to open multiple images at once & how to view them side by side.
- Show how to set up and join a conference. Have participants join your conference.
- Show how conference works by navigating through a slide.
- Show how to assign control to a participant and how to grab control back.
- Show how to enable the mouse pointer.
- Show how to record a “walk-through”.

**Participants Will:**

1. Log into Spectrum and navigate to a sample course/lesson and select 1 slide to open.
2. Zoom and navigate through the slide and add at least one of each of the following annotations:
   a. Pen
   b. Square
   c. Circle
   d. Arrow
3. Edit at least one of the annotations so that it is a different color than the others.
4. Return to Spectrum and open at least 2 images at once and view them side by side.
5. Become aware of how to set up a Digital Conference.
6. Join a Digital Conference prepared by the trainer.
7. Time permitting, each participant will be allowed to lead the conference.
8. Record a short walk-through on a slide of their choice.

ADVANCED SESSION – SET UP AS A ONE-ON-ONE OR SMALL GROUP

NOTE: Trainer should have several sample slides which can be scanned by participants.

**Trainer Task Outline:**

- Show how to prepare a slide for scanning.
- Show how to access the Aperio Scanning Software.
- Show how to Scan the slide:
  1. Turn on the light box.
  2. Inserting the slide into the scanner.
  3. Adjusting White Balance
  4. Adding Reference Points
- Show how to access scanned images online through Spectrum.

**Participants Will:**

1. Prepare a slide for scanning.
2. Scan a slide, making sure to follow scanning procedures (checking white balance, setting up reference points).
3. Locate the scanned image and open in Image Scope.

D. Student Annotated Interactive Virtual Image Notebook (SAIVIN)

**GOAL:** To train faculty how to use the SAIVIN system to create online image albums.

**Facilitators:** Josh Simon

**Description:** Do you use images in your teaching? Would you like to increase their educational impact? The Student Annotated Interactive Visual Image Notebook (SAIVIN) is a web-based program which enables professors to share images, annotations and notes with their students. For students, this program allows them to take notes and add their own annotations, build their own collections and study groups. The application also allows users to send their annotated images and questions to their professors via email. You can use any image on your computer, thumb drive, or disk. You can even upload images captured on the MDL classrooms (H, I, N, P, & Q) microscopes. For more information and access to instructions on using SAIVIN, go to http://fits.uchc.edu/fdc/saivin.html

SAIVIN sessions are broken down into Beginner, Intermediate and Advanced sessions. Please read the “Trainer Tasks” to see what will be covered in each session.

**BEGINNER SESSION**

NOTE: Trainer should have several sample albums prepared in advance to show participants the different types of albums. Trainer should also have several image files ready for users to add to the system.

**Trainer Task Outline:**

- Introduce participants to the SAIVIN System – what it is and how it can be used.
• Show participants how to access SAIVIN.
• Introduce the SAIVIN interface.
• Explain the difference between Edit Mode and View Mode and how to toggle between them.

EDIT MODE:
• Show how to add new albums.
• Show how to add images to albums; show how to add multiple images at once to albums.
• Show how to “prepare” albums:
  o Reordering Images
  o Adding Labels
  o Removing Images
  o Copying Images
• Show how to view albums:
  o Selecting Albums
  o Reordering Albums
• Introduce the Zoomify image viewer interface and tools.
  o Showing / Hiding Tool bars
  o Zooming & Navigating Images
  o Viewing / Adding / Removing Labels
  o Bookmarking Images
• Show how to give and remove course access to albums via Course Management.

VIEW MODE
• Explain the difference between Professor Annotated, Personal, and Overlay Albums.
• Briefly show how different tools are made available/unavailable when an album is opened in the 3 different modes.
• Show how the student view allows students to Email the professor.
• Show how students can add images to their own image collections.
• For image collections, show how to:
  o Add/Remove Collections
  o Remove / Reorder / Copy images

Participants Will:
1. Create 2 new course albums (assigned to belong to the sample course prepared by trainer).
2. Add at least 3 new images (provided by trainer) to one of the albums.
3. Add labels to each of the images.
4. Copy at least one image into the second album.
5. View an album and open an image in the Zoomify image viewer.
6. Add at least 3 labels to the image and then remove at least 1 of them.
7. Give course access to the album via Course Management.
8. Become aware of and preview the 3 different album types in View Mode: Professor Annotated, Personal, and Overlay Albums.
9. Create at least 1 image collection and add at least 2 images to the collection.

INTERMEDIATE SESSION
NOTE: Trainer should have several image files ready for users to add to the system.

Trainer Task Outline:
- Review Edit versus View Mode and toggling between them.
- Review creating new albums.
- Review adding images to albums.
- Review the Zoomify image viewer interface and tools.
  - Showing / Hiding Tool bars
  - Zooming & Navigating Images
- Introduce advanced image viewer interface tools.
  - Viewing / Adding / Removing Points of Interest
  - Viewing / Adding / Removing Notes
  - Viewing / Adding / Removing Labels
- Review allowing class access to albums via Course Management
- Show how to set up “Message of the Day” via Course Management
- Explain the function of Groups.
- Show how to manipulate groups:
  - Create/edit/remove groups
  - Add/remove group members
  - Viewing Albums
    - Explain the difference between Group Albums versus Group Overlay Albums
- Show how to do a search of SAIVIN database

**Participants Will:**

1. Create a new album and add at least 3 images (provided by trainer) and provide labels for those images.
2. View the album and select an image to view in the Zoomify image viewer.
3. Add the following to the image:
   - At least 2 Points of Interest
   - At least 2 Notes (1 for each Point of Interest)
   - Add 6 Labels – 2 arrows, 2 circles, 2 polygons
   - Change 1 circle and 1 polygon to have a background
   - Change 1 circle to be a rollover
4. Set class access to the album.
5. Set up a “Message of the Day” for the course.
6. Create at least 1 group which contains at least 4 sample group members and at least 2 of the training participants.
7. View a Group Album.
8. Search the SAIVIN system for one of the images uploaded in step 1.

**ADVANCED SESSION**

**SESSION SHOULD BE SET UP AS SMALL GROUP IN ONE OF THE MDL CLASSROOMS WHICH HAVE THE DIGITAL MICROSCOPES.**

**NOTE:** Trainer should have at least one microscope slide for the session – preferably one per participant.

**Trainer Task Outline:**

- Show how to turn on the Microscope.
- Show how to project Microscope image.
- Show how to take snap shots of a slide:
1. Saving to a flash drive
2. Saving to SAIVIN
   - Show how to find and retrieve saved images from SAIVIN.
   - Review adding/editing albums.
   - Review copying/moving images.
   - Review how to add labels to images.

Participants Will:
1. Turn on the microscope and insert a slide (provided by trainer).
2. Project the image of the slide over the projector.
3. Take 2 snapshots of the slide saving one on a flash drive (provided by trainer) and one to SAIVIN.
4. Create 1 new album in SAIVIN.
5. Locate the saved image in SAIVIN.
6. Move their copied image into the new album.
7. Copy at least 2 other participants’ scans into the new album.
8. Add labels to all moved/copied images in the album.

E. PowerPoint

GOAL: To train faculty on how to create presentations using PowerPoint.

Facilitators: Timberley Barber

Description: PowerPoint is presentation software program developed by Microsoft which can be used to create slides (presentations), handouts, notes, and outlines. This session will cover the basic technical skills necessary to build a presentation in PowerPoint including: using templates; inserting slides; using animations/transitions, add/edit text boxes, links, images, charts, tables, drawing objects, and movie/sound clips. Also covered with be presentation optimization and file naming standardization for Blackboard.

NOTE: Trainer should have several sample files including a movie/sound clip for the session.

Trainer Task Outline:
- Explain when PowerPoint presentations are effective.
- Review Interface components:
  - Normal View (Slides/Outline)
  - Slide Sorter
  - Slide Show
  - Notes
- Show and explain the relevance of the “Slide Master”.
  - Show how to apply design “templates” and customizing layout look and feel via the “Slide Master”
  - Show how to customize the header & footer via the “Slide Master”.
- Show how to insert new slides and change the slide format.
- Show how to add, edit, and format each of the following slide objects:
  - Text boxes
Skills / Pedagogy / Best Practices Workshop Series:

A. Writing Effective Learning Objectives

**GOAL:** Participants will increase their awareness about the importance of effective Learning Objectives and practice creating clear concise Learning Objectives.

**Facilitators:** Timberley Barber

**Description:** Learning objectives are statements which describe what a student must do to demonstrate that learning has taken place. These objectives should be specific, clear, and should focus on student behaviors as well
as the criteria for how well the student must perform the behavior to prove that they have learned. This session will cover the basic rules for developing effective behavioral learning objectives.

**Trainer Task Outline**

- Discuss the purpose of Learning Objectives.
- Discuss the characteristics of clear, effective Learning Objectives.
- Present examples of good/poor Learning Objectives.

**Participants will:**

1. Analyze 5 examples of Learning Objectives and determine which 3 are the most effective.
2. Compose 3 action/evaluation based Learning Objectives for a course they are teaching.
3. Complete a post-test of 5-10 questions about writing effective learning objectives.

**B. Enhancing Online and Classroom Lectures with Media**

**GOAL:** Participants will learn about and identify advantages and disadvantages of various media types and media driven applications while evaluating applicability in the curriculum.

**Facilitators:** Josh Simon

**Description:** A picture is worth a thousand words and a video is thousands of pictures. Multimedia allows us to improve classroom learning in ways never before achieve. In our experience, these technologies enabled us to go beyond traditional static media and become increasingly interactive. Interactive multimedia gives us a way to show and imprint knowledge that lectures alone cannot do. This demonstration will show how to effectively incorporate interactive multimedia into a teaching environment. Among other things, we will demonstrate how we integrated virtual microscopy in our exams. We will also show how to utilize audio, video and even 3D models in a learning setting.

**NOTE:** Trainer should have several sample good and bad examples of use of media.

**Trainer Task Outline**

- Discuss ways to incorporate Media in lectures (PowerPoint, DVDs, Social Media, audio/video).
- Show examples of effective media: simulations (Virtual Patient), images (SAIVIN, EDAM, and Virtual Microscope), audio/video (MP3)
- Lead participants in a discussion about their uses of media in the classroom and beyond.

**Participants will:**

1. Analyze 3 examples of media and list 3 reasons why they are effective or ineffective.
2. Given the media types discussed in the presentation, evaluate the effectiveness and applicability of different media types in their own classes and propose at least 1 example of how to incorporate media in their teaching.
C. Using PowerPoint Effectively

**GOAL:** Participants will learn best practices when creating PowerPoint presentations, identify the advantages and disadvantages of PowerPoint, and evaluate when PowerPoint presentations are an effective solution.

**Facilitators:** Timberley Barber

**Description:** PowerPoint is presentation software program developed by Microsoft which can be used to create slides (presentations), handouts, notes, and outlines. Many times, presentations suffer from misuse of the various tools available within PowerPoint. This session will discuss how and when to use PowerPoint as well as the ways of building and delivering your PowerPoint presentation to be the most effective.

**NOTE:** Trainer should have several good and bad examples of effective PowerPoints.

**Trainer Task Outline:**

- Discussion of advantages/disadvantages of PowerPoint presentations
- Discuss examples of effective and ineffective PowerPoint presentations.
- Discuss ways of improving presentation effectiveness through media, animations, color schemes, content chunking.
- Discuss presentation “overkill.”

**Participants will:**

1. Given 3 example presentations, write a brief paragraph about what makes the example effective or ineffective.
2. Select 1 of the 3 example presentations and write 3 suggestions for improvement.
3. Complete a 5-10 question post-test on effective PowerPoint practices.

D. Using Classroom Equipment

**GOAL:** Introduce faculty to classroom technologies and how to use them in their lectures.

**Facilitators:** BMC

**NOTE:** Session should be conducted in small groups in an MDL which has access to all equipment discussed. Trainer should pre-build an evaluation with 2 questions which users can vote on with the Personal Response Remotes. Trainer should also compile a list of technologies with contact information for each.

**Trainer Task Outline:**

- Discussion of advantages/disadvantages of incorporating technologies.
- Discuss examples of when classroom technologies can benefit instruction.
- Discuss how to use the various classroom technologies, including:
  - Personal Response Systems
  - Classroom AV Equipment (Projectors, Computers, etc.)
  - Mediasite
  - Digital Microscopes
- Provide and review a guide with technologies available in classrooms and a contact person for each.

**Participants will:**

1. Become aware of the various technologies provided in the classrooms.
2. Given a scenario, will write down 2 ideas for how to incorporate classroom technology.
3. Given a Personal Response System remote, users will answer 2 sample questions in order to see how the system functions.
4. Discuss at least 2 ways to incorporate the classroom technologies into their curriculum.

**E. Using Technology in Individual and Group Projects**

**GOAL:** Participants will learn best practices for integrating technology into individual and group projects.

**Facilitators:** Timberley Barber & Josh Simon

**Description:** This informational session will give participants some ideas for incorporating technology into individual and group project assignments. Participants will get an overview of using various tools including the Blackboard Learning Management System, the Student Annotated Interactive Visual Image Notebook (SAIVIN), and the Virtual Patient System and how to use them to facilitate learning. Participants will also see examples of and get tips on when and how to use each of the tools presented.

**NOTE:** Trainer should have brochures for FITS Systems as well as some sample assignment/projects prepared using each of the technologies discussed.

**Trainer Task Outline**

- Provide scenarios where technology and group work can be combined.
- Discuss useful ways to incorporate technology in individual and group projects (webquests, simulations, etc).
- Describe and demo FITS projects such as SAIVIN, Virtual Patient, and EDAM.
- Guide participants in a discussion about typical individual/group projects currently offered in their classrooms.
- Discuss ways to incorporated the Blackboard Community System (Portfolios) into course projects and curriculum.

**Participants will:**

1. Work in groups to brainstorm 3 ways to include technology in an example group project.
2. Write 1 new assignment for their current course that incorporates technology.
3. Complete a post-test of 5-10 questions about the use of technology in individual/group projects.

**F. Using the SAIVIN System and Virtual Microscopy to Enhance Instruction**

**GOAL:** Participants will gain an understanding of the SAIVIN program and the Virtual Microscope and techniques for using and incorporating them into their curriculum and the benefits of doing so.

**Facilitators:** Jason Nicosia & Josh Simon
Facilitators: Timberley Barber

**Description:** This session will discuss how to develop effective assessment and test items. It will focus on common test item building mistakes and the “tell-tale” signs that give away the correct answer to a testwise student. Participants will be given tips on how to avoid making their test items too easy or too hard and will be given the most common guidelines for building test items. The session will focus mostly on various types of multiple choice test items.

**NOTE:** Trainer should have several good and bad sample questions.

**Trainer Task Outline:**
Facilitators: Timberley Barber & Josh Simon

Description: Online assessments are becoming more and more popular. The online format allows for more flexibility in incorporating media into exams. This session will provide a basic overview of the Questionmark Perception Online Exam Software and how to use it effectively. Also covered in this session will be a discussion of using Virtual Microscopy (digitized slides) in online exams as well how to use Virtual Patients to assess learning.

NOTE: Trainer should have at least one sample assessment with several sample questions in order to show the different question types available and how the student will see the assessment. Trainer should also have at least one sample virtual patient exercise to demonstrate how the virtual patient works.

Trainer Task Outline

- Provide an overview of the Questionmark program.
- Discuss the advantages/disadvantages of online testing.
  - Discuss how media can be used within Questionmark – including Virtual Microscopy images
- Discuss how Questionmark can be used to facilitate summative & formative assessments & surveys.
- Discuss ways to incorporate Questionmark into the class.
- Show examples of tests generated in Questionmark – including tests that incorporate secure browsing.
- Provide contact information for setting up Questionmark tests.
- Discuss how to use Virtual Patients and simulations to further student assessments.
- (Ask group if they feel a Questionmark tool training session would be beneficial.)

Participants will:

1. List 2 scenarios when online exams could be useful.
2. List at least 1 scenario when a virtual patient or simulation could be useful.
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3. List at least 1 advantage and one disadvantage to online testing.
4. List at least 1 advantage and one disadvantage to virtual patients and simulations.

I. Online Teaching with Blackboard

GOAL: Participants will assess and understand the benefits of using Blackboard as a file storage/distribution tool, communication vehicle, and online assignment/testing tool.

Facilitators: Jason Nicosia & Steve Bayley

Description: This introductory course in the Blackboard series will provide participants with an overview of the Blackboard Learning Management System. The 3 system modules that comprise Blackboard: Learning System, Community System, and Content system will be shown along with the various tools available on the UCHC Blackboard installation. In future hands-on Blackboard sessions, we will provide opportunities for participants to practice hands-on using the system modules and tools shown in this session.

NOTE: Trainer should create a sample course in which participants are enrolled so they can practice some of the skills introduced in the session. Trainer should have several sample files which users can add to their Blackboard course shell.

Trainer Task Outline:

- Introduce Blackboard and briefly discuss the 3 different systems: Learning System, Content System, and Community System.
- Discuss the advantages and disadvantages to incorporating Blackboard into the classroom environment.
- Explain the differences between fully online and hybrid courses.
- Introduce the standardized template and explain what customizations are possible.
- Review adding instructor/staff information to a course.
- Provide tips on when and how to use Blackboard effectively
- Show how to add Items (both text only and document links) and Folders.
- Provide timesaving tips for Blackboard Discussion and Assignment monitoring/grading
- Explain how to use the Discussion Tools, Assignment/Test Tools, and File Uploading.
- Explain the benefits of standardization of tools and organization.
- Lead participants in a discussion about the limitations and personal hesitations people have about using Blackboard in the classroom.

Participants will:

1. Discuss perceptions of Blackboard as a course enhancement tool.
2. List 2 ways that the Blackboard system could be incorporated into their current (and future) courses.
3. Participate in a mock online discussion – post 1 original thread and respond to 2 other participant threads.
4. Add their instructor information to their course shell – adhering to the standardized template.
5. Create 1 folder in their Blackboard course shell – adhering to the standardized template.
6. Add one text-only item into their Blackboard course shell – adhering to the standardized template.
7. Upload 1 file into their Blackboard course shell – adhering to the standardized template.
8. Complete a 5-10 question post-test on the benefits of using Blackboard.

J. Improving Student Communication

**GOAL:** Participants will become familiar with the Blackboard Discussion & Collaboration Tools and the advantages/disadvantages of using the tools.

**Facilitators:** Jason Nicosia & Steve Bayley

**Description:** In this second introductory course in the Blackboard series, we will highlight the learning and collaboration tools available within Blackboard. These tools include the Electric Blackboard: a complete virtual learning environment, the online chat tool, and whole host of other exciting and useful applications that have been purchased to enhance student-faculty communication. In future in-depth training classes, we will provide you with hands-on opportunities to try out the communication tools presented in this session.

**Trainer Task Outline:**

- Discuss best practices and advantages/disadvantages for using Blackboard Discussion Tools & Collaboration Tools
- Discuss time saving tips for using Discussions.
- Discuss benefits of using Podcasts to present or supplement your materials
- Discuss the benefits of recording lectures and providing student (or patient?) access (MP3 & Media Server).
- Discuss how to use the SAIVIN system to communicate with students.

**Participants will:**

1. From a list of 5 discussion topics, identify which 2 might benefit students in an online format.
2. Participate in a mock online discussion – post 1 original thread and respond to 2 other participant threads.
3. Participate in an online collaboration – post a minimum of 3 messages.
4. Add 1 Discussion Board and 1 Collaboration Session to a Blackboard shell.
5. Using SAIVIN,
6. Complete a 5-10 question post test about the various communication tools.