



**IACTE 2020
Fall Virtual Conference**

Education in a Digital Environment

October 22, 2020

Conference Session Descriptions

Pre-Conference Sessions

All pre-conference sessions will be offered as pre-recorded presentations. Links to recordings will be made available the week of the conference.

Iowa Department of Education

Dr. Ann Lebo, Director

Iowa Department of Education

Dr. Larry Bice, Administrative Consultant
Dr. Kris Kilbarda, Education Program Consultant
Dr. Maryam Rodszabo, Education Program Consultant

Iowa Board of Educational Examiners

Joanne Tubbs, Lead Administrative Consultant

Iowa Teacher of the Year

George Anderson, Cedar Rapids Kennedy High School

A few notes on regarding our virtual conference...

- Attendees will register for conference sessions.
- Zoom meeting links will be provided the week of the conference.
- Please do not share links on social media.
- Zoom meetings will utilize the waiting room feature.
- All sessions will be recorded and shared post conference.

Session 1 – 8:30AM-9:15AM (concurrent sessions)

Multimedia Instruction: Supporting working memory through technology-enhanced learning tools.

Dr. Gabriela Olivares, University of Northern Iowa

Michelle Ploof (M.A.), Northeast High School, Maryland

During the current health crisis, educational practitioners transitioned into the world of virtual teaching and learning. In an instant, teachers were required to navigate online platforms and apps to design curriculum and classroom activities to foster content retention and the understanding of concepts. In order to be successful at this endeavor, it is necessary to understand how memory works and how multimedia can serve as a successful instructional strategy. The purposes of this session are twofold: 1) to discuss the principles of multimedia instruction and its relation to working memory and 2) to provide examples of appropriate classroom activities using technology-enhanced learning tools. Participants will become familiar with best technology-orientated practices that promote retention and understanding of concepts for school-aged children.

How can I support/encourage college students with disabilities?

Kathryn Kurz, Briar Cliff University

Presentation with examples of accommodations, modifications, and various behavioral ideas.

Using the Owl as A Tool for Simultaneous Face-to-face and Online Instruction

Dr. Dawn Behan, Mount Mercy University

Marcie Van Note, Mount Mercy University

During this session, you will learn about the OWL, a tool that is used in all Mount Mercy University classrooms, to simultaneously instruct students who are present in the classroom (Face-to-Face) as well as those who are Zooming in (or dialing in) from a remote location. Learn how the virtual seminar and online learning has replaced much Face-to-Face instruction as we deal with the COVID pandemic. We will also provide tips on how to make the OWL the most efficient tool in the classroom for capturing students at a distance (even international students) and those who are present in the physical college classroom. Discussion will take place, and you will take away ideas on this new approach to technology at a time when social distancing and wearing masks has become part of our culture.

Session 2 – 9:30AM-10:15AM (concurrent sessions)

Meeting them where they are: Leveraging on-line tutoring to support K-12 immigrant and refugee students

Dr. Aliza Fones, University of Northern Iowa

The preparation of teachers to work with immigrant and refugee students and communities is lacking in many teacher education programs. This session explores the use of on-line tutoring to prepare pre-service ELL teachers to work with immigrant and refugee students. This is part of a larger project to create a sustainable model that not only prepares pre-service teachers for this important work, but also establishes a partnership between the university and community-based organizations, and provides better academic opportunities for immigrant and refugee students. Using an on-line model allows us to better meet students where they are (both literally and figuratively), and provide support to a population of students that is often not supported by more traditional means.

Using Protocols to Structure Learning Opportunities in a Remote Space

Dr. Amanda Clark, Central College

This session will introduce participants to multiple discussion protocols that can be adapted to a remote learning situation. Too often teachers put students into groups, or breakout rooms in the case of remote learning, without the structures and supports to deeply engage with the content. As identified by the National School Reform Faculty (NSRF), protocols promote deep conversations and meaningful reflections through active listening. Participants will experience elements of each protocol. We will leverage the collective wisdom in the room during the discussion portion of the session to brainstorm opportunities to implement these protocols in the college classroom.

Teacher Performance Assessment in Virtual Learning Environments

Dr. Will Coghill-Behrends, University of Iowa

Dr. Kari Vogelgesang, University of Iowa

How is your EPP responding to the demands of completing candidate performance assessment in a Virtual Learning Environment? (VLE) As EPPs transition clinical experiences and student teaching experiences to be responsive to candidate needs during the pandemic, what challenges and opportunities does this present for us to rethink, improve, and ensure that we are producing candidates who are as effective and “experienced” as they were prior to the pandemic. This session will include presentation of some key ideas around educational experiences in VLE’s for our teacher education candidates and opportunities for attendees to engage in conversation about where we go from here and what this might mean for us in the long term.

Session 3 – 10:30AM-11:15AM (concurrent sessions)

Secret's Out! Top Ten Least Known Awesome Tools for Educators!

Dr. Dennis McElroy, Graceland University

Do teachers really need to be experts in innovative technology tools? In this interactive session, we will showcase a crowdsourced list of the least known, most awesome innovative tools every teacher needs. We will engage in a rich discussion about using these tools to motivate and engage students.

Rethinking Field Experiences in a Global Pandemic

Ashley Jorgensen, University of Northern Iowa

Megan Balong, University of Northern Iowa

While the COVID-19 pandemic has created many challenges in the areas of teacher education and field experiences, it has also created opportunities to adapt and learn new ways to teach, connect, and build community in the classroom and online. In this three-part session, you will see how a field experience supervisor created an online field experience for teacher education students to form “Quarantine Connections” with K-12 students learning at home last spring. Next, we will explore some of the creative ways pre-service teachers are gaining rich teaching experience in both in-person and online ways this fall. Finally, we will explore a website created by two field experience supervisors as a way to increase meaningful opportunities in the classroom while monitoring a pre-service teacher’s progress through evidence-based opportunities in a six-week field experience.

Amplifying Student Voices through a Philosophy of Education Podcast

Dr. Patti Strukel, Waldorf University

In the session, I would share how I have designed this activity and made it more accessible to our students. Generally speaking, the students draw on their reading, experiences, clinical observations, and vision of their future class environments as they respond to a series of questions related to their philosophies and how they see themselves as future educators. In addition to students using technology in a new way, they learn about the range of educational podcasts that exists as they listen to examples prior to creating their work.

Session 4 – 11:30AM-12:15PM (concurrent sessions)

Human-Centered Design in Teacher Preparation: A Case of a Learning Technology Course

Dr. Evrim Baran, Iowa State University

Dr. Dana AlZoubi, Iowa State University

Teacher education programs around the world experienced emergency transition to remote teaching due to the COVID-19 pandemic. As a response to this emergency transition, we employed a human-centered design approach as a frame to guide our transition to remote teaching in Spring 2020 and help preservice teachers generate creative solutions to the emerging pedagogical problems. We will present a case of a Learning Technology course offered to preservice teachers enrolled in the Learning Technologies minor at a Midwestern university. Our human-centered design approach supported preservice teachers' transition to remote teaching through practicing several design mindsets (e.g., empathy, creative thinking, collaboration, and embracing ambiguity) and realizing the importance of learning technologies in addressing unprecedented issues and problems emerged due to the pandemic. Preservice teachers highlighted the role of learning technologies in addressing this shift in educational settings and generated solutions while maintaining an optimistic mindset during the COVID-19 pandemic. In this session, we will present several human-centered design teaching strategies that can be integrated into other teacher preparation contexts.

The 5 C's of Teaching in the Time of Crisis

Amy Mayer, Regents Alternative Pathway to Iowa Licensure, RAPIL

Deb Wretman, University of Iowa, RAPIL

Dr. Mariana Colombo, University of Iowa, RAPIL

Dr. Will Coghill-Behrends, University of Iowa, RAPIL

Communication, Continuity, Content, Compassion, and Connections form the basis of teaching success in the present reality. This session will explore and unpack the ideas behind the 5 C's and offer EPPs suggestions for modeling high impact practices in online teaching that support student success and engagement. Effective teaching in a time of repeated traumas requires that faculty attend to fundamental ideas of fostering connection and support in all aspects of the course and program delivery. This interactive session will invite EPP faculty to consider their own instructional programming in light of the current realities facing our students with the goal that teacher candidates will emulate these ideas in their own future classrooms.

The Virtual Field Experience: Enhancing Teacher Preparation Through Simulated Classroom Experiences

Dr. Denise Crawford, Iowa State University

Dr. Anne Foegen, Iowa State University

Dr. Linda Lind, Iowa State University

With the limited opportunities for practicum and field experiences for preservice teachers in PK-12 settings, we sought solutions that would offer candidates opportunities for exposure to working with students while practicing teaching strategies

and classroom management skills. We started using a simulated teaching environment (simSchool) as a supplement to coursework to help fill the void of not being able to place all of our preservice teachers in classrooms. We will share a little about the simulated environment, our approach to implementation, initial reactions from preservice teachers and instructors, and our plans and goals moving forward.

Session 5 – 1:00PM-1:45PM (concurrent sessions)

Lessons Learned from Wartburg College Student Research on the Social Emotional Development and Motivation: Gaining Insight through Educator Surveys, Zoom Focus Groups, and Interviews.

Dr. Kelly Krogh Faga, Wartburg College

Dr. Stephanie TeKippe, Wartburg College

[Three eight-minute presentations about the data collected in May of 2020.](#)

- ***Social and Emotional Development of K-5 Educators and Students During a Crisis***
Mattie Barr | Sarah Briggs | Olivia Klass | Paige Morrison | Annie Place
- ***Emotional Support Animals and the Reduction of Anxiety in College Students During Remote Learning***
Caitlin Dreismeier | Elizabeth Martin
- ***Remote Learning's Effect on Motivations***
Emma Hanson | Broke McCoy | Jennifer Steen | Chloe Zierke | Emma Huisman

Teaching the "un-teachable" online!?

Dr. Michelle Swanson, University of Northern Iowa

Have to move to online teaching? Does it seem like an impossible task for your content? Participants in this session will learn about techniques and means of teaching online -- even the most difficult of topics and subjects. Methods classes, classes with high levels of discussion and participation, and lab courses are found to be extremely challenging when asked to move online. This session will have both teaching suggestions and ideas as well as questions and brainstorming for your unique situation.

Creating an Inclusive Classroom through UDL using Essential Google Tools

Dr. Leigh Zeitz, University of Northern Iowa

Dr. Sarah Bryans-Bonge, University of Northern Iowa

Magda Galloway, University of Northern Iowa

Open the door to creating and engaging and inclusive classroom! During this interactive session, you'll explore three main principles of Universal Design for Learning (UDL), access helpful checklists and resources, and discover how free Google tools can help you implement the responsive and flexible benefits of Universal Design for Learning.

Keynote Speaker

Embracing Uncertainty: Preparing Teachers for Success in a Changing World

Dr. Torrey Trust, University of Massachusetts Amherst, ISTE Teacher Education Network Past President

How do you prepare teachers for success when it is hard to envision what teaching will be like in 6 months, a year, or a decade? This interactive keynote will focus on four key mindsets that can help you and the pre-service teachers you work with tackle challenges, adapt to potential shifts in the educational landscape, and be ready to teach in any situation, format, or setting with whatever technology tools and resources are at hand. The keynote will feature real world examples, research, and a wealth of new ideas and tools that you can immediately apply to your practice.



Torrey Trust, Ph.D. is an Associate Professor of Learning Technology in the Department of Teacher Education and Curriculum Studies in the College of Education, where she is the coordinator of the Learning, Media and Technology master's degree program and Digital Media Design & Making in Education online graduate certificate program. Her research and teaching focus on how technology can support teachers in designing contexts that enhance student learning. Specifically, Dr. Trust studies educators' professional growth through digitally-enhanced professional learning networks (PLNs), the influence of social media on teaching and learning, how makerspaces and 3D printing facilitate new learning experiences, and the design and use of open educational resources in college and graduate level courses. Dr. Trust has served as a professional learning network leader for the International Society for Technology in Education (ISTE) for five years, including a two-year term as the President of the Teacher Education Network from 2016 to 2018. Dr. Trust's research, teaching, and service to the field of educational technology has received noticeable recognition, including the 2016 ISTE Online Learning Network Award, 2017 Outstanding Research Paper Award for the Journal of Digital Learning in Teacher Education, 2017 American Educational Research Association (AERA) Instructional Technology Special Interest Group Best Paper Award, 2017 ISTE Emerging Leader Award, 2017 Association for Educational Communication & Technology (AECT) Division of Distance Learning Crystal Award (2nd Place), and 2019 AERA Technology as an Agent of Change for Teaching & Learning (Special Interest Group) Early Career Scholar Award. In 2018, Dr. Trust was selected as one of the six recipients worldwide for the ISTE Making IT Happen Award, which "honors outstanding educators and leaders who demonstrate extraordinary commitment, leadership, courage and persistence in improving digital learning opportunities for students."