2018 EDUCATOR EXCELLENCE SUMMIT

June 13-14

Bringing out the best in educators through Leadership, Collaboration and Reflection

Schedule

ECU College of Education
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<td>8:15-8:30</td>
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<td>Mrs. Heather Whitehead</td>
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<td>Classroom Harmony in Critical Times</td>
<td>Dr. Judy Smith and Dr. Kristen Cuthrell</td>
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<td>10:15-11:00</td>
<td>17 Ways to Reduce Cognitive Overload</td>
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<td>Instructional Shifts for Inquiry Teaching in Social Studies</td>
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<td>The Scope To Cope: Fostering Therapeutic Communication &amp; Helping Skills</td>
<td>Dr. Gwendolyn Tyson</td>
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<td>Using Self-Directed Learning to Encourage Leadership, Reflection, and Collaboration in Students</td>
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Session Descriptions for June 13th

8:30-9:15

Promising Practices to Support Dual Language Development and Developmentally Appropriate Academic Language in Early Care and Education Classrooms

*Mrs. Heather Whitehead - LEP Pre K Coordinating Teacher - Wake County Public Schools System*

The purpose of this session is to extend and enrich the knowledge, skills, and attitudes of the participants focusing on fostering innovative practices grounded in theory, research, or best practices that support young Dual Language Learners success. The content and materials listed below will be referred to as well as “investigated” throughout the presentation:

- WIDA’s “Promising Practices: An Overview of Essential Actions to Support Dual Language Development in Early Care and Education Settings”
- WIDA’s “The Early English Language Development (E-ELD) Standards”
- NC Foundations for Early Learning and Development
- Creative Curriculum, 5th Edition/ Teaching Strategies Gold

The participant will be highly engaged through a multitude of 21st Century Methods & pedagogies:

- Dynamic learning experiences
- The 4 Cs
- Inquiry-Based Learning
- Problem-Based Learning

Interactive session where participants will examine, question & apply new knowledge about enhancing the academic language of young English learners through research-based strategies and early learning language development standards. *Speight 242*

8:30-10:05

Positioning Students as Competent through Number Talks and Science Talks in Immersive Classroom Simulation Activities

*Dr. Carrie Lee – Assistant Professor, Mathematics Education – College of Education, ECU*

*Dr. Tammy Lee – Assistant Professor, Science Education – College of Education, ECU*

In this session we will discuss the implementation of Immersive Classroom Simulation Activities (ICSA) within mathematics and science contexts to help teacher develop key discourse strategies. Next, participants will engage in a Number Talk, which are short classroom discussions focused on building students’ flexibility with numbers. A number talk session will be examined to reflect on the impact of the ICSA on a variety of content and pedagogical skills. Specifically, implications for improving student positioning within discussions will be discussed. *Speight 225*

9:20-10:05

Classroom Harmony in Critical Times

*Dr. Judy Smith – Harmony Ambassador – College of Education, ECU*

*Dr. Kristen Cuthrell – Rural Education Institute Interim Director – College of Education, ECU*

Presenters will share details of the Sanford Harmony Social and Emotional Learning Program. The session will incorporate PowerPoint, video clips, and resource materials including storybooks, a stuffed alien named "Z" for PreK-2, games for Grades 3-6, and quick connection cards for all grades to communicate, collaborate, and build community. Attendees will practice strategies of "Meet Up" and "Buddy Up" that are paramount for implementation of the Sanford Harmony Program. Finally, presenters will share Frequently Asked Questions about the program and engage in Q&A with audience participation. *Speight 242*
10:15-11:00

17 Ways to Reduce Cognitive Overload

Dr. Todd Finley – Associate Professor, English Education – College of Education, ECU

Cognitive overload is strain on working memory that occurs when students are faced with too much information to process. Learn about 17 specific and practical strategies—from strong slideshow principles to the "modality" effect-- that reduce cognitive overload and boost retention of new skills and knowledge. Speight 242

10:15-11:50

Utilizing Teacher Leadership in Critical Incidents to Ensure School Safety: Beginning the Conversation with Mursion®

Dr. Dana Espinosa – Associate Professor – Department of Kinesiology, ECU
Dr. Tracy Carpenter-Aeby – Professor – School of Social Work, ECU
Dr. Victor G. Aeby – Associate Professor – Department of Health Education & Promotion, ECU

The Parkland, Florida mass school shooting on February 14, 2018 at the Marjory Stoneman Douglas High School was the deadliest school massacre in American history with 17 people killed and another 17 wounded. The recent episode of school violence has instilled fear in school districts and stimulated changes in policies and drawn attention to school safety across the country. One of the most effective practices may be to utilize existing teacher leadership to reduce fear, provide stability, and ensure safety for students during critical incidents. By evoking Standard 1 (Teachers demonstrate leadership), school districts and communities may join to create safe environments for students. The objective of this proposal is to begin dialogue between K-12 teachers and administrators using a simulated scenario in Mursion®. The one-hour session will begin by testing participants' knowledge of responses to school emergencies using the critical incidence responses test (Public Schools of North Carolina, DPI, 2015, pp. 13-14) as a pre-test. Next, participants will view a 17-minute training video (Critical Incident Response for School Faculty and Staff) and participate in a discussion of the key points of the video using Mursion®. Lastly, the participants will demonstrate a better understanding of what to do in the event of an active school shooter via post-test. Hopefully, this exercise will bring attention to the issues of critical incidents responses to school violence as well as highlighting the necessity for competent teacher-leaders. Repeats June 14th Speight 225

11:05-11:50

Instructional Shifts for Inquiry Teaching in Social Studies

Dr. Jennifer Gallagher – Assistant Professor – College of Education, ECU

This session will explore what it means to use inquiry in K-12 social studies teaching. How can we help students develop the skills of thinking like a historian or thinking like a geographer through inquiry? How can inquiry increase engagement and authenticity of social studies curriculum and pedagogy? The C3 framework, published by the National Council for Social Studies will be used as a starting point for these discussions and multiple classroom-ready examples will be provided. Speight 242

12:50-2:25

Addressing Bullying Behavior with INSPIRE® Modules/Mursion®

Ms. Holly Fales – eTTPA Coordinator – College of Education, ECU

Bullying exists in many of our schools and most teachers view it as a problem that needs to be addressed quickly and effectively. When it comes to bullying, we don’t always know the best way to intervene, or what can be done to make sure it does not happen again. That is the purpose of this session. We will learn how to effectively address bullying and help all students involved learn and grow. Speight 225
The Scope to Cope: Fostering Therapeutic Communication & Helping Skills

Dr. Gwendolyn Tyson – Director of Student Development & Counseling Center – College of Nursing, ECU

Students enter every stage of the educational system with unhealthy, maladaptive, or non-existing coping skills (Deasy, Coughlan, Pironom, Jourdan, & Mannix-McNamara, 2014; Donoghue, Almeida, Brandwein, Rocha, & Callahan, 2014; Gould, Lake, Kleinman, Galfalvy, Chowdhury, & Madnick, 2018; Sotardi, 2016). Considering the weighty consequences, it is reasonable to assume that this type of coping or a lack thereof is likely to cause undue stress on teachers, administrators, counselors, and other students in the environment. This session will open the dialogue and explore therapeutic communication and helping skills that offer hope to efficiently manage this concern (Beaty-O’Ferrall, Green, & Hanna, 2010; Hill, 2014; Kottler & Kottler, 2007; Potter, Perry, Hall, & Stockert, 2017). Additional resources for incorporating simple, yet collaborative coping exercises in our daily environments will be considered.

Break

2:35-3:20

Developing a Culturally Competent Pedagogy

Dr. Lori Flint – Associate Professor, Special Education – College of Education, ECU

Research and personal experience show that students are more interested, likely to stay engaged, and more successful when they see themselves reflected in the curriculum. In this session, participants will learn how to choose appropriate materials, provide student choice, and differentiate curriculum so learners will want to learn, making teaching easier. Participants will also be provided with resources that will help them implement more culturally relevant and responsive teaching. Please come with questions!

Speight 242

2:35-4:05

Motivating Students with INSPIRE® Modules/Mursion®

Dr. Kristen Cuthrell – Rural Education Institute Interim Director – College of Education, ECU

Trying to inspire someone is a lot like trying to make someone happy, or trying to make someone fall in love with you: the harder you try, the less likely you are to be successful (Thrash et al., 2014). At the same time, inspiration is really important to the educational process (Musser et al., 2013). Whenever a student - at any level - is motivated to work toward a goal or achieve some outcome, it’s usually because, somewhere along the line, they were inspired. So how can we resolve this tension? How can we promote inspiration while knowing that we can’t make someone be inspired? In this session, we’re going to identify research-based strategies you can use to create a classroom environment that fosters and nurtures student inspiration.

Speight 225

3:25-4:05

Using Self-Directed Learning to Encourage Leadership, Reflection, and Collaboration in Students

Dr. Kevin Currie-Knight – Teaching Assistant Professor – College of Education, ECU

Self-directed learning (SDL) is an approach where students learn to take responsibility for their own learning by identifying desired learning goals and designing projects to meet their learning needs in collaboration with a facilitating teacher. North Carolina Professional Teaching Standards 1 and 5 are about teachers taking responsibility for student learning and professional growth respectively. We believe that by giving students practice having responsibility for their own learning, they will get practice with the leadership and reflection skills needed for success toward these standards. We will describe how SDL is being used in one teacher education course to foster leadership (NC Teaching Standard 1) and critical reflection (NC Teaching Standard 5) skills in teacher candidates. First, we will present data to illustrate that SDL is an effective pedagogical approach to foster leadership skills and reflective practice. Next, we will
describe how SDL works in this undergraduate teacher education course. Lastly, we will give several case studies to illustrate how SDL has fostered these traits in teacher candidates. We will close by giving concrete advice on how others can leverage SDL in college (and k-12) classrooms. 

**Notes:**
# Thursday, June 14th

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<td>Delivering Effective Feedback to Students</td>
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<td>INSPIRE® Modules/Mursion®</td>
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<td>11:40-12:50</td>
<td><strong>Lunch - Mursion® Users Panel – Speight 203</strong></td>
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<td><strong>Final Wrap-Up – Speight 203</strong></td>
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*Mursion® Lab Speight 225
*Teacher Leader Workshop Dr. Charlie Brown Begin in Speight 202
*Teacher Leader Workshop Dr. Charlie Brown Continues in Speight 225
Session Descriptions for June 14th

8:20-9:55

Bias in the Workplace

Ms. Toya Jacobs – Diversity and Inclusion Program Manager – Office for Equity and Diversity, ECU
Interactive discussion led by Toya Jacobs, Diversity and Inclusion Program Manager with the ECU Office for Equity and Diversity. This session will help participants acknowledge personal biases and give guidance in creating a more welcoming workplace. This training introduces participants to bias, discrimination and harassment in the workplace and will help them develop tools and resources for responding to these situations both formally and informally. Speight 202

Delivering Effective Feedback to Students with INSPIRE® Modules/Mursion®

Ms. Holly Fales – edTPA Coordinator – College of Education, ECU
Most educators would agree that delivering specific, high quality feedback to students is important. In fact, research confirms that effective academic feedback is essential to student learning (Ruddell, 2009). However, teachers often struggle to provide high-quality feedback to their students. Three main reasons why they may have difficulty are: they often forget to give feedback, they’re unsure when or how to give good feedback, or it was not modeled for them when they were students themselves. Consequently, we may see teachers say, “Good job”, “Great work”, or “Not quite” and think that it’s effective academic feedback, when it’s not. Speight 225

Break

10:05-10:50

Shared Instructional Leadership: A Framework for Trust

Dr. Bryan Zugelder – Assistant Professor – College of Education, ECU
Instructional leadership is a role of the principal, but a principal cannot do it alone. To create a culture where all voices matter, deliberate work on trust is necessary. This interactive session showcases how teachers and administrators build trust to ultimately create a school where all teachers are leaders. Speight 202

10:05-11:40

Utilizing Teacher Leadership in Critical Incidents to Ensure School Safety: Beginning the Conversation with Mursion®

Dr. Dana Espinosa – Associate Professor – Department of Kinesiology, ECU
Dr. Tracy Carpenter-Aeby – Professor – School of Social Work, ECU
Dr. Victor G. Aeby – Associate Professor – Department of Health Education & Promotion, ECU
The Parkland, Florida mass school shooting on February 14, 2018 at the Marjory Stoneman Douglas High School was the deadliest school massacre in American history with 17 people killed and another 17 wounded. The recent episode of school violence has instilled fear in school districts and stimulated changes in policies and drawn attention to school safety across the country. One of the most effective practices may be to utilize existing teacher leadership to reduce fear, provide stability, and ensure safety for students during critical incidents. By evoking Standard 1 (Teachers demonstrate leadership), school districts and communities may join to create safe environments for students. The objective of this proposal is to begin dialogue between K-12 teachers and administrators using a simulated scenario in Mursion®. The one-hour session will begin by testing participants’ knowledge of responses to school emergencies using the critical incidence responses test (Public Schools of North Carolina, DPI, 2015, pp. 13-14) as a pre-test. Next, participants will view a 17-minute training video (Critical Incident Response for School Faculty and Staff) and participate in a discussion of the key points of the video using Mursion®. Lastly, the participants will demonstrate a better understanding of what to do in the event of an active school shooter via post-test. Hopefully, this exercise will bring attention to the issues of critical incidents
responses to school violence as well as highlighting the necessity for competent teacher-leaders. Repeated from June 13th Speight 225

10:55-11:40
Somewhere Over the Rainbow- Do you have the courage, brains and heart to build collaborative relationships?
Mrs. Nicole Moore – Instructional Consultant – College of Education, ECU
This session will discuss the different personalities of educators and how to maneuver clashing personalities. Building a more positive environment within the teaching community that results in a respectful collaborative culture. How to navigate crucial conversations within groups that have diverse dispositions. Speight 202

Lunch - Mursion® Users Panel – Speight 203
How and why is Mursion being used for professional development, research, and training?
Panelists:
Ms. Kim Hazelgrove – Beginning Teacher Coordinator – Lenoir County Schools
Ms. Angie Walston – K-2 Teacher Talk Coach – Edenton-Chowan Schools
Dr. Alana Zambone – Associate Dean for Research – College of Education, ECU
Dr. Kermit Buckner – Professor, Educational Leadership – College of Education, ECU
Moderator:
Ms. Christine Wilson – Mursion@ECU Coordinator – College of Education, ECU

12:50-1:35
Googlizing the North Carolina Digital Learning Competencies
Mr. Jason Whited – Instructional Technology Consultant – College of Education, ECU
North Carolina introduced new digital learning competencies (DLC’s) in July. Teachers now face the challenge of trying to incorporate them into their classes. This workshop will look at how Google helps teachers meet and use these competencies. Teachers will explore new products and learn how they align with DLC requirements. This workshop will take a look at the new digital learning competencies and how by using Google teachers can not only fulfill these requirements but exceed them. It will examine the different products and how they match up with the new DLC’s. Beyond exploring the different Google products, it will also give examples of how they can be used in the classroom. Attendees will leave the session with a better grasp of the new DLC’s and how Google can make the transitions to them easy. Speight 203

12:50-2:25
Effective Parent Communication with INSPIRE® Modules/Mursion®
Ms. Holly Fales – edTPA Coordinator – College of Education, ECU
The more that teachers reach out to parents in sincerity and good faith, the more likely they are to increase their level of involvement and perceive their children’s school as a welcoming and supportive place (Lewis, Kim, & Ashby-Bey, 2011; Patrikakou & Weissberg, 2000; Seitsinger et al., 2008). Research has shown – time and again – that there is a strong, positive relationship between parent involvement and student achievement (Epstein & Sheldon, 2002; Galindo & Sheldon, 2011; Henderson & Mapp, 2002; Kim et al., 2013; Ross, 2016). This session will teach you some effective strategies to use when communicating with parents. Speight 225

8
12:50-4:05 – Special Registration Required

Teacher Leader Workshop

\textit{Dr. Charlie Brown – Teaching Instructor – College of Business, ECU}

Leaders matter greatly. But in searching so zealously for better leaders we tend to lose sight of the people these leaders lead. If you have not heard the term “followership” before, or not thought twice about it, you are not alone. It usually appears as a “non-word” when documents are spell-checked on the computer. It is not a new concept—just one that is often overlooked or forgotten.

Why followership is overlooked is an intriguing concept. Without followers, would there be leaders? Who would they lead? Who would become the leaders if they were not first the followers? Leadership and followership is a supportive bond: Leaders depend on followers and vice versa. Think about it: Organizations and projects succeed or fail partly on the basis of how well their leaders lead, but partly also on how well their followers follow. In the words of one renowned project leader: “Project bosses are not necessarily good leaders; team members are not necessarily effective followers. Many bosses couldn't lead a horse to water. Many subordinates couldn't follow a parade. Some people avoid either role. Others accept the role thrust upon them and perform it poorly.”

Leadership and followership are closely intertwined. Effective followers can shape productive leadership behavior just as effective leaders develop employees into good followers. In this presentation, we examine the important role of effective followership, including the nature of the followers’ role, different styles of followership that individuals express, and how effective followers behave. We also explore how followers develop personal potential to be more effective. We also look at what followers want from leaders and examine the leader's role in developing effective followers through feedback and coaching. Speight 202 then move to Speight 225 at 2:25.

1:40-2:25

Recruiting your support in the preparation of our education candidates through practicums, internships, and co-teaching

\textit{Dr. Nicole Smith – Office of Clinical Experiences & Alternative Licensure Lead Coordinator – College of Education, ECU}

Preparing candidates for the role of a teacher is a priority of the university and we rely on field experiences through practica and internship to provide them with opportunities to practice their skills and to learn from teachers in the field. How can you be a teacher leader to support efforts to train new teachers? This session will share the process for field placements, criteria to host a practicum or internship student, brief overview of internship expectations, and offer highlights on co-teaching that is a model utilized for some of our internship placements. Speight 203

Break

2:35-3:20

Manipulate Your Classroom with Resources from the Teaching Resources Center of Joyner Library

\textit{Ms. Hazel Walker – Education and Outreach Librarian – Academic Library Services, ECU}

This session will highlight resources and services offered by the Teaching Resources Center of Joyner Library at East Carolina University to educators in the Latham Clinical Schools Network. Topics will include Preschool through Grade 12 curriculum materials, textbooks, and outreach services. Active learning will be discussed and participants are encouraged to use resources of the Teaching Resources Center to provide active learning in the classroom. Speight 202

Climbing the SAMR ladder with Google Apps for Education

\textit{Mr. Jason Whited – Instructional Technology Consultant – College of Education, ECU}

SAMR (Substitution, Augmentation, Modification, Redefinition) is the hot topic guide to introducing technology in your curriculum. This workshop will introduce the participants to the SAMR model and
Google Apps for Education. It will then start the climb up the introduction ladder by looking at Substitution and Augmentation. Speight 203

3:25-4:05

From Camo to Classrooms: The Leadership Capacity of Military Veterans as Teachers and the College of Education’s Student Veterans’ Resource Alliance

Mr. Clay Smith – Special Populations Coordinator – College of Education, ECU

As a result of heightened military enlistments following 9/11, military veterans are now separating from service in record numbers (Whiteman et al., 2013). Of those separating, more veterans than ever are enrolling in higher education using military-connected tuition assistance (Smole & Loane, 2008; Student Veterans of America, 2017). And for many, careers in education are a natural calling to extend instructional experience obtained while in the military (Lawson & Lyon, 2017; McCree, 1993). This session will explore military veterans as a viable pool to meet teacher staffing needs, leveraging their instructional experiences, leadership capacity, and poise against desirable characteristics of candidates in educator preparation programs. Further, this session will inform participants of value-added components of staffing classrooms and schools with military veterans. Specifically, the session will introduce the ECU College of Education’s Student Veterans’ Resource Alliance (SVRA); a college-based resource group designed to enhance the experience of military veterans enrolled in ECU’s educator prep programs. Focused in academic enrichment opportunities, professional development training, and outreach events, the COE SVRA aims to be a formal bridge from service separation and initial enrollment to degree matriculation and teacher licensure. This session will track the progress of the COE SVRA, discussing implementation, collecting feedback, and projecting implications of the group on the educator preparation landscape in eastern North Carolina. Speight 202

Introduction to Open Education and Open Educational Resources

Mr. Dan Zuberbier – Teaching Assistant Professor – Academic Library Services, ECU

What is meant by “open” education and open educational resources (OER)? Chances are you’ve engaged with both without even knowing it! This session will introduce attendees to the idea of “openness” in education and how it can impact their teaching and student learning. OER will also be introduced, along with other types of educational resources, and the different types of Creative Commons licenses will be reviewed. Speight 203

Notes: