Teaching/Undergraduate and Graduate Education Symposium: Beyond PowerPoint: Use of Technology in the Classroom

896   AG*IDEA: A national consortium of universities for offering distance education program in agriculture.   K. L. Esbenshade*[1] and D. L. Boggs[2], [1]*North Carolina State University*, *Raleigh*, [2]*Kansas State University*, *Manhattan*.

AG*IDEA (Agriculture Interactive Distance Education Alliance) is a national consortium of universities offering programs and courses in agriculture and related disciplines. Chartered in 2008, AG*IDEA consists of 15 member universities, with 15 additional universities intending to join. AG*IDEA is an affiliate of Great Plains IDEA operating under their policies and guiding principles, and has a Board of Directors, an Executive Committee, and annual meetings. Institutional membership requires approval of the administrative head for agriculture, and the institution's chief academic and fiscal officers. Programs (such as degrees, certificates, concentrations, etc.) are developed by faculty and approved by the Executive Committee, and include proposed coursework, a budget and an assessment plan. Courses and programs are approved at each university, where students enroll, pay a common price which includes tuition and fees, and obtain their degrees. Programs in Agricultural Education, Agricultural Mechanization, Food Safety and Defense, Grasslands Management and Swine Science have been approved to be offered through AG*IDEA. Other programs in various agricultural disciplines are under development. Information regarding the national consortium can be obtained at www.agidea.org.

Key Words: distance education, AG*IDEA, academic programs

897   Using cell phones to engage your audience.   P. A. Curtis* and M. O. Kloepper, *Auburn University*, *Auburn, AL*.

Get your audience involved without the expense of proprietary response systems. Two applications that can be used in your class or for your presentation will be showcased. Attendees are encouraged to bring a cell phone to use during this presentation. Learn how to make this conference more engaging and informative for yourself and others.

898   Use of e-portfolios for outcomes assessment in the animal sciences.   C. M. Wood*, J. W. Knight, and E. A. Dunnington, *Virginia Tech*, *Blacksburg*.

The Department of Animal and Poultry Sciences (APSC) at Virginia Tech (VT) has been conducting outcomes assessment since 1991. Currently, each degree program must develop a mission statement that relates directly to student learning outcomes; specific learning outcomes that may be revised based upon information collected; direct and indirect measures of the learning outcomes; and findings for measures assessed. Examples of student work are an excellent source of direct measures of learning outcomes but the collection, storage and analysis of such work can be daunting. E-portfolios, an electronic version of traditional collections of student work, are one method of addressing these concerns. E-portfolios, which can be maintained indefinitely, are 2-dimensional matrices into which electronic files are loaded. They are an integral part of Scholar, VT's implementation of Sakai, an open-source educational software package. The APSC assessment e-portfolio consists of 7 columns that correspond to the undergraduate program's specific learning outcomes (communication skills, leadership skills, critical thinking and reasoning, independent learning, subject matter expertise, and knowledge of contemporary issues) plus capstone activities, and 15 rows representing courses and other sources of electronic evidence such as extracurricular accomplishments. Collection of student work began fall semester 2009. A total of 262 students enrolled in 2 courses submitted 3 pieces of evidence: a 4-year plan of study, a resume and a cover letter. Initial feedback from instructors and students indicate that placing files into the e-portfolio is straightforward. Development of procedures for optimizing use of the e-portfolio in outcomes assessment is in progress. We believe that e-portfolios are an excellent model for documenting student learning based on faculty-defined outcomes and for assessing student development over time. Additionally, students have the opportunity to construct their own e-portfolios using the evidence they placed into the APSC matrix.

Key Words: outcomes assessment, student learning, e-portfolios

899   Use of SoftChalk to create professional appearing content that will creatively engage students.   M. O. Kloepper*[3,4], P. A. Curtis[3], and D. R. Mulvaney[1,2], [1]*Coll. of Agr., Auburn University*, *Auburn, AL*, [2]*Anim. Sci.*, *Auburn, AL*, [3]*Poult. Sci.*, *Auburn, AL*, [4]*IT Specialist*, *Auburn, AL*.

Creating content for e-learning can be cumbersome, time consuming and challenging for faculty. In addition, less than meritorious results may be obtained after considerable amount of time and effort. Our objective is to discuss the merits and experiences of using SoftChalk as a powerful tool to create and advance web-based learning environments. SoftChalk is a simple and easy to use tool that shows provides easy to use steps for organizing classroom and module content. Output can be customized to look both interesting and professional in a matter of minutes. Educational content can be placed online and accessed by student or other viewers. Packaging educational materials with SoftChalk puts fun and enjoyment into digitizing course content, scientific research results, and expert information. The presenters will show various examples of content created with SoftChalk and enable participants' valuable insight into relevant applications for enhancement of teaching and learning. *Partially supported by USDA NIFA Higher education Challenge grant 2007–38411–18136 - Development of a distance education consortium among southern universities*.

Key Words: Soft Chalk software, e-learning, web-based teaching

900   Using Second Life for poultry science.   M. O. Kloepper* and P. A. Curtis, *Auburn University*, *Auburn, AL*.

A 3-dimensional poultry space has been created digitally and includes a farm, egg processing facility, processing line, and more. This teaching resource has been created by using a virtual world platform, Second Life. Usage of 3-D applications for educational purposes is on the rise but many educators are unaware of the potential for utilizing this format. On-site tours of poultry facilities are difficult, if not impossible, to obtain. Virtualization provides an inside look of plant operations safely and comfortably. It provides a method for close inspection of angles not allowed or possible in a real world facility. Imagine *seeing* a piece of equipment in action, from all sides, zooming in and out, as well as up and down, from any perspective that you want by moving your computer mouse. 3-D digital world components are imagined. Consider it an "explosion of creativity". This presentation will showcase the virtual space called Eagle Island in Second Life, highlight its history, animations and 3-D teaching resources, discuss collaborative efforts using the virtual space, and share plans for future endeavors.

901   On-line text, a new technology use in animal science courses.   G. M. Hill* and J. E. Link, *Michigan State University, East Lansing*.

Meeting the demands of freshmen courses in animal science has resulted in innovation and utilization of new technologies. With the ever changing type of student that enrolls in beginning courses, faculty members are challenged to provide up-to-date materials, a broader look at animal agriculture, and the latest technologies. Faced with the reality that introductory animal science books are limited in number, incomplete for the species to study and not up-to-date, we pursued the opportunity to write our own book that matched our lecture and laboratory lessons and could be improved even within the semester of use. Our on-line publisher is Great River Technologies of Dubuque, Iowa. We began by taking photographs in all our laboratories, creating illustrations to demonstrate difficult concepts, developing ideas for interactive exercises, writing questions for self-study and outlining and writing the text. Photographs needed to be of high quality and resolution for their utilization, and we were required to obtain permission from students in the photos to be used in the text. These photos were not used as a substitute for laboratory periods, but to support the laboratory sessions and provide study materials. The publisher provided a portion of the finished artwork and contacted publishing houses for permission to use illustrations and artwork of others. The publisher contacted bookstores on our campus and arranged for students to purchase an access code from the store or directly from the publisher via credit card. The price was the same for students regardless of purchase location and overall, less than the cost of a textbook. Limitations for such a project include making materials simple enough for the naïve student yet challenging for those with a livestock background, working with artists who have no concept of animal agriculture, allotting time for preparation, and finding areas that are not as completely covered as anticipated.

Key Words: undergraduate education, on-line text

902   Asynchronous distance education in feed science.   C. R. Stark and P. R. Ferket*, *North Carolina State University*, *Raleigh*.

The growing demand for courses in the field of animal feed manufacturing, combined with diminishing classroom space initiated the development of a distance education (DE) curriculum in the Feed Science program at North Carolina State University (NCSU). Feed industry businesses are looking for cost effective methods to train middle management and production employees while limiting their time away from the workplace (AFIA, 2007). Feed Manufacturing Technology (FM 425), the first DE course offered in Feed Science at NCSU, has been offered since 2005 over 15 semesters to 201 students, both on- and off-campus. The total enrollment in FM 425 has more than doubled (40 versus 17 students) in the last 5 years (2005 to 2010) as compared with the previous 5 years (2000 to 2004). In addition to the increased enrollment, 34% of the students who enrolled in the DE courses were on-campus. The asynchronous instructional format allowed students the flexibility to view on-line lectures, watch videos, complete assignments, and take exams at their own pace. Students indicated they enrolled in DE courses because the courses were not constrained to a scheduled place or time. The addition of the Feed Mill Operations and Leadership (FM 460) course in the fall of 2008 increased the DE enrollment in the Feed Science curriculum by 28%. The success of these courses has led to the development of 7 new DE courses in the Feed Science curriculum, which can be applied toward an undergraduate or graduate certificate in Feed Science (www.feedmill.ncsu.edu). The Feed Science DE program has a consistent course format within all courses regardless of the instructor. Each learning module contained an introduction, video lecture, lecture notes, assignment, and self test. There was no difference in student evaluation responses between students who took the DE courses versus all the other on-campus courses. The success of these courses confirm that DE can be used to expand and develop specialized programs such as Feed Science, while providing extension and outreach opportunities to the feed industry.

Key Words: asynchronous, distance education, feed science