

Congratulations to the 2011 Award Winners! Instructional Incentive Award for Classroom Innovations

Funded by the Office of the Vice President for Academic Affairs, the Instructional Incentive Awards Program provides support for purchasing equipment or technology that will be used in the classroom to enhance student learning.

Cindy Bird (Language Learning Leadership) to purchase the "Wide Range Achievement Test (WRAT-4)." "The project is to train students to use the Wide Range Achievement Test (WRAT-4) Assessment as a diagnostic tool for students with writing difficulties. Students will first complete the test themselves, learn to evaluate results, develop a writing intervention plan for themselves, and then use the WRAT-4 as a means of monitoring progress."

KimMarie Cole (English) and Mary Beth Sievens (History) to purchase an "Interactive white board." "Our students who prepare mini-lessons and teaching demonstrations will have access to and become familiar with a piece of technology that is widely used in the schools they apply to. The faculty who teach these courses will be able to introduce and reinforce the best ways to use these technologies to support the learning of History and English. An additional benefit to the board is that it allows us to both demonstrate and require effective integration of technology into classroom activities in ways that are not currently possible"

Justin Couchman (Psychology) to purchase headphones, microphones and audio distortion device for cognitive psychology experiments. "This equipment will allow students to experience auditory (both general sound and speech-specific sounds) the way they were presented in the experiments they are studying. It will also allow me to demonstrate these phenomena in a way that actually produces an effect."

Rob Deemer (School of Music) to purchase an Ergotron LX Desk Mount LCD Arm. This can be attached to a monitor that will allow for the students to watch what I am doing from their seats around the table without standing over my shoulder. The monitor will mirror what is on my monitor and the arm will allow for ease of movement, including the ability to swivel 90° to view large ensemble scores that are up to 17" in length."

Timothy Frerichs (Visual Arts & New Media) to purchase papermaking equipment. "The equipment will enable students from the Special Topics Course: Book Arts (offered in Spring 2012), to create handmade sheet paper to be used in a series of artist books and possibly a broadside sheet. Students will form Western style paper of purchased cotton and linen pulp. Established book arts programs stress papermaking as an element of their curriculum."

Phil Hastings (Visual Arts & New Media) to purchase Canon T3i Digital SLR (DSLR) cameras. These cameras will "equip students with tools that can better help them create professional work. The DSLRs will bypass much of the daily frustrations that make the creative process difficult in our lab and allow us to transition to the new editing software with more opportunities for success."

Tina Hastings (Visual Arts & New Media) for the purchase and implementation of an electronic database system called PastPerfect. "PastPerfect is used by many state, local history and cultural institutions for the management of collections. Students will gain a hands-on, real world experience while learning the software and learning about collections

management policies and procedures. The benefits would include a cross-disciplinary group of students including students from Visual Arts and New Media, Art History, History and Museum Studies. Access to this software for learning purposes will allow students to list a familiarity with the software on resumes and can help with future job prospects depending on ultimate career goals."

Jane Jackson (Communication) to purchase DSLR (digital single lens reflex) camera package. These cameras, like the Red and motion picture film cameras, require a dual system where the sound is recorded on a separate device and synchronized in post-production. This post-production experience would also be valuable for students in the post-production and sound design classes. Students will gain experience in shooting with a dual system that is part of standard industry practice and learn to light a set or location within the parameters of HD video. In the post production phase, students will learn the HD workflow, synching sound to video, converting video files to different formats, compressing files and authoring both standard DVDs and bluRay."

Timothy Manastersky (Sport Management & Exercise Science) to purchase Flip Video, Go Pro Surf Hero and an external hard drive. It is imperative that students in the Technology in Sport course are offered opportunities to have 'hands on' experiences with new video technology, as well as the ability to create their own end products with a means to store and save their work. With this grant our students will be able to increase the volume and quality of work they are able to complete in a semester. Rather than using small groups, we would be able to use partners. With greater access will come more time on the equipment, leading to a greater level of proficiency."

Dani McKinney (Psychology) to purchase a high quality model of the brain that students can use to see in three dimensions. This can be for use in the courses, Physiological Psychology, Cog Neuro and also in Introductory to Psych. I believe having this 3-D model of the brain that contains individual pieces will enhance the learning experience of the students in these courses."

Scott Medler (Biology) to purchase ten copies of a virtual cadaver software program. This system is unique, because unlike models and other computer programs, the VHD presents students with a real cadaver. The VHD could transform our A&P labs by replacing cats that are currently used for dissection. Students in more advanced courses will also use the software for independent projects focusing on specific anatomical or physiological systems."

Franklin Nawrocki (Sport Management & Exercise Science) to purchase an emergency oxygen administration kit for use in the scuba diving program. The oxygen kit would be used during teaching to expand the diving rescue portion of the scuba diving course by providing a necessary training aid. Having an oxygen unit at a dive site and being properly trained in its operation is vital when treating diving emergencies such as arterial gas embolism and other lung overexpansion injuries, decompression sickness and near drowning cases. The students would now have an expanded opportunity to learn the value of emergency oxygen in the treatment of various diving maladies."

Susan Royal (School of Music) to purchase PneumoPro. PneumoPro is a device for the flute that facilitates correct and consistent placement of the air column, making an invisible air stream visible and taking the mystery out of tone production. "It allows both the student and instructor to evaluate technique more effectively, judging flexibility of embouchure (how the mouth is formed) and speed and direction of the air. Additionally (and importantly), students

can use the device silently, which allows them to practice while the instructor works with other students. This equipment will help students learn faster, more efficiently, and provide a greater understanding of what they are doing.”

David Rudge (School of Music) to purchase “World Music” instruments for his Free Improvisation class, MUS119. “The class has become very popular, attracting both non-majors who feel they have no official outlet to express themselves, and majors who have yet to find their own path to spontaneously do this. The size of the class has grown from 8 students to over 50. Given the current size of this course, the number of instruments is not adequate.”

Dawn Ruth (Geosciences) to purchase petrographic thin sections (thin sections that show the basic rock types). “This project aims to introduce bigger picture concepts into the petrology class at SUNY Fredonia. While students will still learn the important facts about the samples they are investigating, they will be challenged to make connections about rock types and geographic/tectonic settings. This opportunity allows the student to get a deeper sense of petrology. If we can link the concepts and rock types to specific locations, it seems likely the students will retain knowledge better.”

Dale Tuggy (Philosophy) to purchase Camtasia Studio software. “I intend to use this technique to deliver lecture content for future “blended” courses, as well as for web-only courses during summer sessions. I will explore the usefulness of this software by using it to create screencast lectures in 2012-13, and will be able to share with colleagues what I've learned about screencasting, and specifically about doing it with free tools vs. doing it with Camtasia Studio.”

Arthur Wang (Sport Management & Exercise Science) to purchase a CJ Aquatic Spinal Board. “They are necessary for the pool, should anyone have a spinal injury while in the pool. If I were able to acquire more spinal boards, there would be less waiting around for students to practice. It would also bring the pool up to date on equipment for the pool.”

Awards are granted by The Professional Development Center Advisory Board using a blind review process. The Board, which consists of 13 voting members, uses a rubric based on the criteria set forth in the call for proposals to rank all proposals received. For more information on the Instructional Incentive Award, please visit: