



HETS
BEST PRACTICES
SHOWCASE

Celebrating Technology Innovation
for Hispanic Success in Higher Education

2023 BEST PRACTICES SHOWCASE PROCEEDINGS

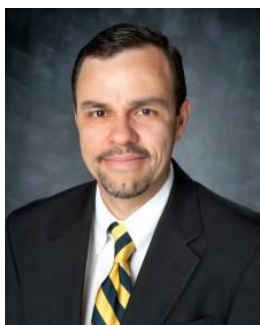
February 2nd & 3rd, 2023

Ana G. Méndez University, Carolina Campus

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Message from the Chairman



On behalf of the Hispanic Educational Technology Services Consortium, (HETS), I am delighted to present the 2023 Best Practices Showcase proceedings focused on celebrating technology innovation for Hispanic success in Higher Education. This historic event brings together, for the eighth time in HETS chronicles, an unprecedented number of expert academicians, to highlight the most prominent opportunities to enhance Hispanic higher education, through the savvy use of technology.

The HETS Consortium is overly excited to have been able to attain for this event, the presence of more than 20 member institutions, from Puerto Rico, United States and Colombia. Also, this event included, for the first time, a forum of talented students who showcased innovative projects they had been working on within the academia. We also welcomed attendees from other institutions and organizations who took advantage of the presentations shared. All presentations at the Best Practices Showcase, including the open plenary, were transmitted live.



HETS, has distinguished itself, as a forefront organization, in the integration of technology, for the advancement of higher education, and learning opportunities for the Hispanic community. Moreover, the HETS Consortium has elevated collaboration to a new rank, featuring local and national speakers and showcased more than 20 best practices in the tracks of Access, Retention, Online Learning and Technology Integration, and the new track for students regarding Technology Integration. These sectors have been represented in this, the 2023 HETS

Best Practices Showcase, validating, the importance of collaboration for the success of Hispanic students, and our community.

We invite you to read these proceedings and plan to collaborate in this effort next year to benefit from this insightful experience. If you would like more information about the Best Practices Showcases, please submit your interest to info@hets.org. We are confident these proceedings will attract more participants to submit their proposals.

Don't miss the opportunity to be part of this initiative!

Sincerely,

A handwritten signature in black ink, appearing to read 'Carlos Morales'.

Dr. Carlos Morales

HETS Chair

President, Tarrant County College – TCC Connect Campus

Message from the Executive Director



Greetings everyone!

We are so proud to celebrate our 30 years of history during the 2023 Best Practices Showcase with our members, collaborators, and peer organizations and institutions. Thank you for your constant support!

As a pioneer organization in the use of technology in higher education, HETS is delighted to continue serving your academic community during this new academic scenario, with its expertise and services. The Best Practices Showcase is an opportunity for academic leaders from member institutions to share their vast knowledge and expertise.

My gratitude to the Executive Committee for supporting the decision to meet again in person during these activities, but also in expanding our reach by conducting the Conference virtually, allowing us to transmit live and record all presentations to make them available through HETS website. Moreover, for the first time, we opened a new track to forum talented students who showcased innovative projects they had been working within the academia.

As we continue to work together, we will remain carrying out our mission, focusing on the transformation of teaching and learning through technology, and the success of Hispanic students. We hope these proceedings give you a sense of the event and provide you with opportunities to network with other key leaders, and that you may take away important tools, resources, and lessons to continue enhancing your practice and providing new opportunities for Hispanics in Higher Education. Enjoy!

Best regards,

A handwritten signature in black ink, appearing to read "Yubelkys Montalvo".

Dr. Yubelkys Montalvo
HETS Executive Director

About the 2023 Best Practices Showcase

The Hispanic Educational Technology Services Consortium (HETS) highlighted and celebrated the outstanding work of its member institutions that meaningfully and strategically use technology to achieve Hispanic student success during the HETS Best Practices Showcase (BPS) held on February 2 and 3, 2023 at the Ana G. Méndez University, Carolina Campus, Puerto Rico. The schedule included four major tracks focused on Access, Retention, Online Learning and Technology Integration in Higher Education, and a new Student | Technology Integration track.

Hybrid Modality

During the 2023 Best Practices Showcase, presenters and participants had the opportunity to attend in-person or connect virtually. The Conference's main purpose was to find solutions to many common issues and even establish new possibilities for collaboration with other institutions and potential partners.

News and video playlist

We invite you to visit the following link: [HETS Best Practices Showcase » HETS](#) with the news about the event to access the links to watch the videos. Also, a playlist with all videos is available at our YouTube channel, you can access it here: [2023 BPS video playlist](#).

Conference Proceedings

For the second time in the Best Practices Showcase Conferences, HETS invited presenters to submit their abstracts for inclusion in the BPS Conference Proceedings (including Virtual Presentations). This allows HETS BPS presenters to share their work. This BPS Conference Proceedings is an Open Access research repository that contains the permanent records of the research generated.

Showcase Tracks

HETS has defined a “best practice” as an innovative approach or strategy that, with the effective use of technology, has proven to increase recruitment, promote student success, improve student retention and completion, and provide institutions with viable, effective, and efficient approaches for Online Learning and Technology Integration in Higher Education. Certainly, HETS member institutions are experts in dealing with the Hispanic population and finding ways to provide them with opportunities to succeed. During the 2023 Best Practices Showcase, we opened a space to share this expertise on the following tracks:

Access

This track targets innovative projects that focus on increasing Hispanics’ access to higher Education and Internationalization initiatives. The project is expected to have had success in demonstrating ways to facilitate Hispanics’ understanding and awareness regarding available opportunities to access and succeed in Higher Education.

Retention

This track is intended to showcase innovative practices that strategically use technology to support, drive, and optimize retention of Hispanic students in online courses and promoting the effective development and implementation of assessment efforts through the innovative and strategic use of

technology in Distance Learning. This track considered projects that use technology to track, measure, support, and assess Hispanic student learning success and projects that demonstrate how their approach has had a significant impact on their success, especially in supporting and increasing Hispanic student retention in online courses or programs.

Online Learning and Technology Integration

This track is intended to showcase innovative practices that strategically use technology to support, drive, and optimize online courses or programs and promote effective development and design through the innovative and strategic use of technology in Distance Learning.

Student | Technology Integration

For this special occasion of HETS 30th Anniversary, a new track was created specifically by students for students to share their innovative projects. This track was intended to showcase those projects that strategically use technology to support, drive, and optimize their academic goals and/or extracurricular initiatives.

ACCESS TRACK ABSTRACT PRESENTATIONS

**DEMANDA DE CUPOS EN LA EDUCACIÓN SUPERIOR A DISTANCIA DE PUERTO RICO:
ANÁLISIS RETROSPECTIVO Y PROSPECTIVO**

Presentadora

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Resumen

Este estudio presenta los resultados de una investigación que aborda la demanda histórica y futura de educación superior a distancia (ESaD) en Puerto Rico. Los resultados indican que la demanda de cupos en esta modalidad ha estado en constante aumento, lo que sugiere la necesidad de aumentar la oferta de cupos en la ESaD en Puerto Rico para satisfacer la demanda actual y futura.

Además, se presenta un modelo estadístico con variables contextualizadas que pronostica la demanda futura de cupos en la ESaD en base a la tasa de migración neta y el índice de ingreso personal. Este modelo proporciona información valiosa para la planificación de ofertas académicas institucionales y la toma de decisiones en cuanto a la oferta de ESaD en Puerto Rico.

Finalmente, se realizó un análisis de correlación entre la demanda de cupos y la oferta de la ESaD en Puerto Rico, encontrando que no hay un equilibrio entre la oferta y la demanda. Esto significa que hay una alta demanda de cupos en la ESaD que no está siendo satisfecha por la oferta actual de instituciones educativas. En conclusión, este estudio destaca la importancia de la educación superior a distancia en Puerto Rico y la necesidad de aumentar la oferta de cupos en la ESaD para satisfacer la demanda creciente. Además, el modelo estadístico presentado ofrece una herramienta útil para pronosticar la demanda futura de cupos en la ESaD en base a factores externos como la migración y el ingreso personal. Este estudio proporciona información valiosa para la planificación y toma de decisiones en cuanto a la oferta de ESaD en Puerto Rico.

Palabras claves

Educación superior a distancia, demanda de cupos, proyección de matrícula, oferta académica.

EL VIAJE DE HILDA: UNA HISTORIA DE ÉXITO, ACCESIBILIDAD E INCLUSIÓN

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Resumen

Mejorar la accesibilidad del contenido de nuestros cursos es fundamental para que exista una igualdad de acceso a una educación de alta calidad. La Universidad de Texas Rio Grande Valley (UTRGV) trabaja arduamente por una accesibilidad digital que satisfaga las necesidades de aprendizaje de todos nuestros alumnos para que tengan éxito. Todo esto en conjunto enriquece sus vidas dentro y fuera del salón de clase. UTRGV es una universidad dedicada al servicio de los hispanos en el sur de Texas. En Estados Unidos todavía existen barreras para que los alumnos con discapacidad accedan a una educación de calidad que ofrezca igualdad de oportunidades. Por esta razón, si realmente queremos satisfacer las necesidades de accesibilidad en los cursos en línea, debemos hablar con nuestros alumnos para entender sus necesidades. De esta manera podremos hacer las adaptaciones curriculares necesarias y usar las tecnologías adecuadas. Esto ayudaría en gran medida a los departamentos encargados de proveer desarrollo profesional sobre accesibilidad. Concientizaría también a la población de maestros y alumnos en nuestra universidad. La investigación nos da muchas buenas prácticas, pero escuchar a nuestros alumnos y entender sus experiencias nos ayuda a transformar su educación. La historia de Hilda Hernández es un ejemplo de éxito, accesibilidad e inclusión.

Palabras claves

Accesibilidad, inclusión, éxito académico

LEADERSHIP IN UNDERGRADUATE RESEARCH IN BIOLOGY: AN INNOVATIVE APPROACH FOR ASSESSMENTS

Presenters

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Abstract

Development of an undergraduate bioresearch group (UBG) of students and mentors has, during a period of 13 years has been a successful strategy to enhance the research training opportunities among students in biology and associated disciplines. A total of 38 students have participated in a model for research based on a series of hierarchical steps along research design, management, and assessments. The research model used is significant to develop mentorships within temporal and spatial limitations and promote multidisciplinary and interdisciplinary liaisons. The outcomes of the period reported assess successfully the model followed. Research integrations and collaborations amongst biology and associated disciplines play a major role to impact the opportunities for students to attend graduate and/or professional schools, professional faculty development, and the institution vision and mission to prepare successful science citizens.

Key Words

Leadership, research, assessments, modeling

RETENTION TRACK ABSTRACT PRESENTATIONS

STUDENT RETENTION AND ENGAGEMENT THROUGH SMALL BUSINESS INTERNSHIPS

Presenters

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Abstract

In the Fall of 2021, a small business internship program was piloted at LaGuardia Community College that connects historically underrepresented college students with local small businesses. The project targets small business owner engagement, provides a rigorous matching and curation process, offers a comprehensive training curriculum, and fair wages for interns, aligns Work-Based Learning elements, and provides students with career engagement and exposure. By providing resources and pathways, the project creates a win-win situation in communities, addressing challenges small businesses and college students face. The rigorous matching and curation process saves time and effort for small business owners while providing students with higher engagement and commitment. The project also provides timely training, individualized coaching, and other resources to guide both small business owners and students through a successful internship. The program offers interns a fair wage to ensure greater diversity and equity within the program. Overall, the program is designed to incorporate elements of Work-Based Learning to provide students with increased career opportunities and exposure. The project can be considered a best practice and should be replicated due to its unique components and ability to address challenges faced by small businesses and college students in communities.

Key Words:

Small business engagement, first-generation students, student retention, internships, experiential learning, work-based learning, career exposure, professional development, skill building, community engagement, economic growth

IMPLEMENTACIÓN DE UN PROGRAMA 100% EN LÍNEA DESDE LA VOZ DE LOS PROTAGONISTAS

Presentadores

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Resumen

La Universidad Albizu implementó el primer programa 100% en línea de su oferta académica utilizando el Modelo ADDIE. El grado de Maestría en Neuropsicología como un estudio de caso le ha permitido a la universidad realizar investigación sobre los procesos establecidos, áreas de oportunidad e identificar mejores prácticas a la luz de las experiencias de los protagonistas. A través de grupos focales, tanto de facultad como de estudiantes, se pudieron identificar las necesidades de unos y la satisfacción de otros. Se recopiló información sobre el proceso de acompañamiento y diseño de cursos con los docentes expertos y la satisfacción de los estudiantes en varias áreas como la calidad de los contenidos, pertinencia de estos, el diseño de la instrucción y los métodos de evaluación e interacción, entre otros. El análisis de la información recopilada contribuyó a reevaluar el currículo del programa, la cantidad de actividades por curso, así como los criterios de evaluación. Producto de este proceso se han creado guías e instrumentos para garantizar un diseño de la instrucción ágil, pertinente y razonable para el perfil de estudiantes matriculados en el programa. A través de reuniones con los administradores académicos se abordó la experiencia de un equipo que llevó a cabo la transición de un programa académico presencial al totalmente en línea, incluyendo los servicios al estudiante. A través de testimonios y ejemplos prácticos, los protagonistas compartieron los desafíos y soluciones que encontraron durante todo el proceso, desde la conceptualización hasta la implementación y evaluación del programa. Se identificaron estrategias para involucrar a los estudiantes y garantizar la calidad de la educación en línea, destacando la importancia de la colaboración y el liderazgo para lograr el éxito en este tipo de iniciativas. Este proceso ofreció una valiosa perspectiva sobre cómo abordar la transición a la educación en línea y las lecciones aprendidas.

Palabras claves

ADDIE, aprendizaje digital, educación a distancia

HOW DO I PUT THE “I” IN RSI?

Presenters

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Abstract

TCC Connect Campus eLearning Instructional Design offered an explanation and break down of the application of Regular and Substantive Interaction (RSI) for its faculty following the clarification of the law that went into effect on July 1, 2021. The presenters shared concrete classroom experience examples as well as independent-study courses that allow Connect faculty to apply RSI principles in their instruction. The session included concrete examples and best practices that would apply to an RSI audit as well as checklists that can be used by faculty coaches or administrators to help guide faculty in the application of RSI principles in their course.

Key Words:

Regular and Substantive Interaction, RSI

RELACIÓN ENTRE LAS DESTREZAS DE INFORMACIÓN CON LA ANSIEDAD BIBLIOTECARIA EXPERIMENTADA POR ESTUDIANTES SUBGRADUADOS EN LA MODALIDAD A DISTANCIA.

Presentadora

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Resumen

Se presentaron los hallazgos de la disertación doctoral de la autora, en la que se llevó a cabo una investigación cuantitativa con el propósito de examinar la percepción de estudiantes subgraduados a distancia de una universidad en Puerto Rico sobre su nivel de dominio de las destrezas de información, e indagar cómo se relaciona con la ansiedad bibliotecaria que experimentan. Se administró un cuestionario electrónico a 50 estudiantes, cursando su segundo año en adelante, de un bachillerato totalmente a distancia. El cuestionario estaba conformado por dos instrumentos: la Escala de Percepción para las Destrezas de Información de Doyle, Foster y Yukymenko; y la Escala de Ansiedad Bibliotecaria en Entornos Virtuales, basada en la escala desarrollada por Bostick. De acuerdo con los resultados obtenidos, los participantes mostraron una percepción alta sobre su nivel de dominio de las destrezas de información, e identificaron experimentar niveles leves de ansiedad bibliotecaria. Los hallazgos sugieren que, mientras mayor dominio percibían los participantes en cuanto a sus destrezas de información, menores niveles de ansiedad bibliotecaria identificaban experimentar. Estos resultados refuerzan en la importancia del desarrollo de las destrezas de información en los estudiantes a distancia, con el propósito de reducir sus niveles de ansiedad bibliotecaria. Por lo que se recomienda implementar estrategias y herramientas tecnológicas adecuadas para desarrollar estas destrezas en dicha modalidad, como por ejemplo, crear *LibGuides*, desarrollar módulos instruccionales, crear objetos virtuales de aprendizaje, implementar servicios como el bibliotecario integrado, o diseñar un curso como parte del currículo académico. La importancia radica en que, entre los múltiples beneficios al desempeño del estudiante que se resaltan en la literatura, se encuentra que, el desarrollar las destrezas de información en los alumnos a distancia les ayuda a disminuir sus sentimientos de aislamiento, lo que podría redundar en disminuir las bajas en esta modalidad de estudio.

Palabras claves

Ansiedad bibliotecaria, Destrezas de información, Educación a distancia

ONLINE LEARNING AND TECHNOLOGY INTEGRATION TRACK ABSTRACT PRESENTATIONS

VISUALIZACIÓN DE DATOS EN INSTITUCIONES EDUCATIVAS UTILIZANDO MICROSOFT POWER BI

Presentadora

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Resumen

El objetivo principal de la ponencia fue estimular el interés en el uso de tableros o “dashboards” de los miembros de las instituciones educativas que brindan servicios a estudiantes hispanos. Un tablero es una herramienta que presenta de manera visual la información. Se puede ver como un resumen de datos recopilados y presentados de una manera que sea fácil de comprender. Los tableros pueden ser diseñados en varios programas, siendo Microsoft Power BI el líder en el mercado de las herramientas de inteligencia de negocios. Los beneficios de Power BI en las instituciones educativas son variados. En la Universidad de Puerto Rico en Ponce, se diseñaron más de 70 tableros, los cuales fueron agrupados en varias categorías: matrícula, estudiantes de nuevo ingreso, tasas de retención y graduación, empleados, ayudas económicas, grados conferidos y cursos. La Oficina de Planificación y Estudios Institucionales diseñó los tableros en Power BI como parte de la transformación en el proceso de divulgación de datos institucionales. Los tableros permiten que personal docente, no docente, estudiantes, personal administrativo, comunidad universitaria, agencias de acreditación y comunidad en general puedan visualizar datos de una manera innovadora y fácil. En los tableros se presentan indicadores relevantes de los estudiantes, personal docente y no docente, además de compartir las experiencias de la Institución.

Palabras claves

Power BI, tableros, dashboard, visualizaciones, planificación

BIBLIOTECA DE ADMINISTRACIÓN DE EMPRESAS RESEARCH TOOLKIT (BAERT) DE LA UNIVERSIDAD DE PUERTO RICO EN RÍO PIEDRAS (UPR-RP)

Presentadores

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Resumen

El proyecto del BAE *Research Toolkit* (BAERT) surge de la búsqueda de nuevas metodologías de enseñanza para las Competencias de Información (CI). Conscientes de los cambios en las modalidades del ofrecimiento de cursos en la facultad de empresas de la institución, en la disciplina y la disminución de personal de la biblioteca, se realizó una modificación en las estrategias y modalidades de enseñanza de las CI a través del BAERT. El BAERT se elabora siguiendo las disposiciones de la *American Library Association (Association of College and Research Libraries)*, que en el 2016 estableció los marcos de referencia (*Frameworks for Information Literacy for Higher Education*) para definir las prácticas de conocimiento de las CI. En términos metodológicos, se realizó una identificación y evaluación de proyectos similares al BAERT analizando aspectos como: sílabo de los cursos, contenidos, estructura, formato, audiencia meta, plataforma y aplicaciones tecnológicas, entre otras y se determinó la población meta. Se realizó una evaluación de las plataformas de implantación utilizando el criterio de visibilidad y accesibilidad y optamos por *LibGuide* y *LibWizard de Springshare*. El contenido instruccional preparado fue actualizado y complementado con nuevo material en diversos formatos. El proyecto fue presentado ante los profesores de los cursos medulares y la coordinadora de avalúo. Se recabaron recomendaciones y se realizaron los ajustes necesarios para su implementación. El BAERT tiene cinco módulos, con ejercicios de práctica. El estudiante debe aprobar los módulos identificados por la facultad con una puntuación de 75% o más para recibir un certificado de aprobación. La herramienta autodirigida, permite al estudiante tener mayor control de su tiempo y disponer de mayor contenido instruccional que en un taller ofrecido en horario lectivo. Los bibliotecarios a su vez pueden concentrar sus esfuerzos en la creación de nuevos contenidos e incorporar nuevos temas para atender otras necesidades curriculares.

Palabras claves

Alfabetización informacional asincrónica; Alfabetización informacional para negocios; Curso de alfabetización informacional, Cursos en línea

ESTUDIO CUALITATIVO DESCRIPTIVO SOBRE LAS COMPETENCIAS TECNOLÓGICAS Y LA PLANIFICACIÓN PEDAGÓGICA DE LOS DOCENTES DE EDUCACIÓN DE CARRERAS OCUPACIONALES EN ENTORNOS VIRTUALES.

Presentador

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Resumen:

En este estudio cualitativo descriptivo se auscultó las competencias tecnológicas y la planificación pedagógica de los docentes de educación de carreras ocupacionales en entornos virtuales en una escuela del Departamento de Educación de Puerto Rico (DEPR). Empleando una triangulación con las técnicas de investigación de entrevista digital exploratoria, entrevista digital explicativa y revisión documental se pudieron obtener datos fidedignos, relevantes y confiables los cuales contestaron las tres preguntas de investigación. Con la participación de siete docentes ocupacionales en la entrevista digital exploratoria, seis en la entrevista digital explicativa y un total de doce documentos en la revisión documental, entre otros hallazgos, el estudio pudo describir cómo es se da el proceso de planificación de los docentes ocupacionales e identificó que, entre otros, factores (a) conocimiento, (b) uso y dominio de la tecnología, (c) recursos, (d) normas y protocolos, (e) estándares y objetivos, (f) creatividad e innovación, inciden en el tipo de planificación para entornos virtuales. Se concluyó que hubo cumplimiento a las directrices de cómo el docente ocupacional debe llevar a cabo el proceso de planificación pedagógica, que hay conciencia de que el Siglo XXI demanda un perfil profesional con altas destrezas tecnológicas y que existe la necesidad de conocimiento uso y manejo de algunas destrezas tecnológicas, plataformas digitales y taxonomía del aprendizaje.

Abstract:

In this descriptive qualitative study, the technological competencies and pedagogical planning of occupational career education teachers in virtual environments in a school of the Puerto Rico Department of Education (DEPR) were monitored. Using a triangulation with the research techniques of exploratory digital interview, explanatory digital interview and documentary review, it was possible to obtain reliable, relevant and reliable data which answered the three research questions. With the participation of seven occupational teachers in the exploratory digital interview, six in the explanatory digital interview, and a total of twelve documents in the documentary review, among other findings, the study was able to describe how the planning process of occupational teachers occurs and identified that, among others, factors like (a) knowledge, (b) use and mastery of technology, (c) resources, (d) norms and protocols, (e) standards and objectives, (f) creativity and innovation, influence in the type of planning for virtual environments. It was concluded that there was compliance with the guidelines on how the occupational teacher should carry out the pedagogical planning process, that there is awareness that the 21st century demands a professional profile with high technological skills, and that there is a need for knowledge, use and management of some technological skills, digital platforms and taxonomy of learning.

Palabras claves

Competencias, competencias tecnológicas, planificación, docentes ocupacionales, educación a distancia y entornos virtuales.

Key Words

Competences, technological competences, planning, CTE teachers, distance education and virtual environments.

FULLY INTEGRATED MUSCULOSKELETAL POINT OF CARE ULTRASOUND TRAINING FOR CHIROPRACTIC STUDENTS

Presenter

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Abstract

There is a rapidly growing body of evidence supporting the use of diagnostic ultrasound (DXUS) to detect and/or exclude soft tissue pathologies. The modality has impressive sensitivity, specificity, and diagnostic accuracy for a large variety of musculoskeletal lesions, often approaching or exceeding that of MRI for superficial structures. Musculoskeletal complaints underly a large number of primary medical office visits; unfortunately, first year medical residents are often inadequately prepared to evaluate and/or manage these conditions without additional training. DXUS training in undergraduate medical programs has been shown to augment the acquisition of knowledge and technical skills in anatomy and clinical diagnosis. The Doctor of Chiropractic Program (DCP) at Universidad Central del Caribe (UCC) is assimilating ~85 hours of fully comprehensive musculoskeletal point of care ultrasound training, which have been specifically selected by a specialist in diagnostic imaging for best uses in chiropractic practice. The training is intended to give chiropractic students the necessary knowledge and skills to inform appropriate patient selection, to identify normal anatomic structures with DXUS, and to simultaneously distinguish pathological findings in the soft tissues. This training is assigned as part of the coursework already required of DCP students, including anatomy, physiology, histology, clinical diagnosis, and diagnostic imaging courses. Training involves the use of an online asynchronous learning platform, digitized virtual reality simulated patients, and motion sensing sham ultrasound probes. Students also participate in presential laboratories where their psychomotor skill development is directly observed and assessed. UCC is uniquely poised to benefit from the incorporation of musculoskeletal DXUS training, due to its interdisciplinary educational approach. DCP students have the opportunity to collaborate directly with students and faculty in the UCC School of Medicine in this regard. In the long term, this may encourage more meaningful collaborations between chiropractors and medical physicians, in Puerto Rico and beyond.

Key Words:

Point of care ultrasound, sonography, musculoskeletal, chiropractic education

AN EXPLORATORY EVALUATION OF STUDENT ENGAGEMENT THROUGH CONTENT ANNOTATION IN A LARGE, ASYNCHRONOUS, GRADUATE LEVEL ONLINE COURSE AT A PREDOMINATELY HISPANIC INSTITUTION

Presenter

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Abstract

The purpose of this presentation was to present mixed methods evaluation of student engagement through content annotation in a large, asynchronous, online course. Student interaction (with peers and content) in asynchronous online courses must be carefully planned so that instructor and peer responses can be managed, valued, and are additive to the course content. Face to face (in the same physical location) or online synchronous courses allow for discussions and clarifications in real time. However, at least during the nascent stages of online asynchronous courses, student questions and/or discussions regarding course content were conducted through email or online discussion boards. Responses using these methods can be delayed and require repetitive responses by the instructor and/or students. For example, referencing a specific portion of a reading or other students' comments can be laborious. Grading comments and responses, even using rubrics, is time consuming. Arguably, these tools still the dominate methods of student interaction. Some have used social media platforms such as Facebook and Twitter to increase student to student and student to instructor interaction. The platforms do allow for quasi-real time interaction between students and instructors. Because of linked profiles, student privacy has been identified as one problem with using these publicly available platforms. Additionally, students must be specific as to what course content they are referencing in any comment. Most recently, technologies have been developed to increase interaction with peer students, instructors, and the course content. The current evaluation report uses Perusall to examine the annotation behavior of students. This evaluation analyzed 2200 student annotations from a 100 student, asynchronous research methods course taught in a 7-week format. Findings describing student engagement with course content, other class members, and instructors. Implications of this evaluation were discussed.

Key Words:

Online Learning; Technology; Annotation tools

WELCOME TO THE CSUSB CANVAS INSTITUTE: PREPARING FACULTY FOR LMS TRANSITION

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Abstract

Our project was to develop a professional development course on the Canvas Learning Management System (LMS) for CSUSB faculty. The course was designed to help faculty become more familiar and comfortable with Canvas. The course introduced basic features and tools of Canvas including three integrated learning apps (VoiceThread, GoReact, and PlayPosit). The course was a facilitated, mostly self-paced asynchronous online experience in Canvas. Participants “learn Canvas by doing Canvas.” The course is co-facilitated by a CSUSB Instructional Designer and CSUSB faculty member with expertise in Canvas. The course began with a 2-hour online synchronous “boot camp” led by the facilitators. There were no costs to developing the course itself as it used resources already available to us. However, each participant who successfully completed all requirements received a \$1000 stipend. Faculty facilitators received a \$2000 stipend each. The course was part of a more comprehensive approach to preparing faculty for an LMS transition from Blackboard to Canvas. Participants needed to complete all course activities with a score of 90% or better and complete an exit survey. The course first ran in Summer 2022. The course was also offered in Fall 2022 and Spring 2023. Initial exit survey data from the Summer and Fall 2022 iterations indicated that the course was successful in increasing instructor confidence in using Canvas. As a Hispanic-Serving Institution, everything that the instructional design team does to help faculty teach will directly affect our 70% Hispanic student population.

Key Words

Canvas, faculty development, professional development, LMS transition

STUDENT | TECHNOLOGY INTEGRATION TRACK ABSTRACT PRESENTATIONS

ENTREPRENEURSHIP FOR THE FUTURE

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Resumen

Entrepreneurship for the Future es un proyecto educativo-empresarial que tiene como objetivo transformar la Escuela 2da Unidad Manuel Martínez en Vega Baja en un ecosistema de emprendimiento que incluye a los estudiantes, la facultad y la comunidad. El modelo incluye un componente de capacitación en temas de emprendimiento, integración de actividades emprendedoras y tecnológicas en la sala de clases, apoyo en iniciativas empresariales y un desarrollo agrícola que garantiza la sustentabilidad y apoderamiento del proyecto. Entrepreneurship for the Future incluye varios aspectos de tecnología que se ponen en práctica para realizar el proyecto y como parte de la transferencia de conocimientos y herramientas que se les brinda a los participantes. Las herramientas de vanguardia han sido seleccionadas utilizando como base los componentes de las herramientas TIC (Tecnología de Información y Comunicación). Esta iniciativa atiende a una comunidad de estudiantes hispanos en el municipio de Vega Baja, Puerto Rico. Esta comunidad se beneficia de la oportunidad de desarrollar iniciativas de emprendimiento y llevarlas hasta la implementación. Adicional se capacitará a los maestros que impactan directamente a estos estudiantes brindándoles herramientas tecnológicas de vanguardia para transformar sus cursos en unos tecnológicos, atractivos y dinámicos. Como resultado final esperamos el desarrollo de iniciativas emprendedoras e integración de actividades de emprendimiento en cada una de las clases ofrecidas, lo que significa convertir las escuelas del impactadas en ecosistemas de emprendimiento. Esto con el propósito de mejorar la calidad de vida de los hispanos que participan de Entrepreneurship for the Future.

Palabras claves

Tecnología, Escuela, Emprendimiento, Modelo Educativo, Empoderamiento

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LUNAR 3D PRINTER

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Abstract

Since the first trip to the moon, where our human footprint was placed, we have encountered many advances and developments, which have brought us closer to our neighboring planets. Space travel requires that payloads be limited to a certain range. This restricts the number of materials that can be sent outside the Earth's atmosphere to create habitable modules. On future missions, crew members at base camp will be exposed to cosmic radiation and meteorites. This is why our team of students from different branches of engineering is designing and developing a concrete printing machine with materials accessible on the moon and a mixture of these to build structures on lunar surfaces. Materials such as regolith are the most abundant on the lunar surface. This is why knowing the density of this material, it will be possible to create a mixture that only by adding cement and water, we can build buildings strong enough to protect our astronauts and everything that is established on the moon. The design is based on an ordinary 3D printer, with movements in the three axes and division of regolith passing through different sieves, until it reaches the exact number of fineness, to join a mixture of cement and water and in turn be able to print a structure.

Key Words:

Lunar 3D printer, Additive, Space exploration