PROGRAM BOOKLET

August 1—2, 2018
Continuing Education and Conference Center
University of Minnesota

Partners:

Facilitated by:

College of Continuing & Professional Studies
University of Minnesota

www.mnelearningsummit.org
Welcome to the 2018 Minnesota eLearning Summit!

On behalf of the conference committee, welcome to the 2018 Minnesota eLearning Summit. The Summit is where innovators, leaders, and educators across P–20 educational institutions, libraries, and workforce communities gather to exchange knowledge and ideas, as well as to further enhance collaborations across disciplines, departments, institutions, and educational systems.

We are excited to have this year’s conference at the University of Minnesota Twin Cities campus and to welcome two distinguished keynote speakers, Bryan Alexander and Goldie Blumenstyk. Their insights provide two different, but important, aspects of the changing educational landscape. The centerpiece of the conference is the program itself, and we are pleased to present a conference program showcasing the varied aspects of teaching and learning with technology.

The Summit demonstrates the ongoing collaboration of the Minnesota Learning Commons and its members: the University of Minnesota, Minnesota State, and the Minnesota Department of Education (MDE). These sponsors ensure the quality of the Minnesota eLearning Summit and are committed to seeking and promoting the best and most promising eLearning practices within our community, throughout the year.

This year we are pleased to again host two exciting events. The Poster, Exhibitor, and Networking Reception will take place on the first afternoon of the conference. And look forward to the Minnesota eLearning Summit Excellence Awards, recognizing teachers, faculty, administrators, and staff engaged with exceptional eLearning experiences, practices, and projects.

Thanks again for joining us at the 2018 Summit. We hope you will enjoy a great learning and networking experience.

2018 MN eLearning Summit Program Co-Chairs

Lesley Blicker, Minnesota State Colleges and Universities  
Mary Jetter, University of Minnesota  
Jeff Plaman, Minnesota Department of Education

Mark Your Calendars for the 2019 Minnesota eLearning Summit!

July 31–August 1, 2019  
Continuing Education and Conference Center,  
University of Minnesota

Welcome from the University of Minnesota!

The College of Continuing and Professional Studies welcomes you to the Saint Paul campus of the University of Minnesota! The College offers degree and credit programs for both undergraduate and graduate students, with extensive online courses available to meet the needs of busy students; continuing education, such as project management and supervisory skills, for working professionals; and personal enrichment programming for lifelong learners. The College also offers conference planning and implementation services for researchers, professional associations, and other interest groups. To learn more visit ccaps.umn.edu.

We are pleased to host the 2018 Minnesota eLearning Summit and look forward to learning from K–12 and post-secondary educators who are excited about and committed to online learning. Thank you for attending, and enjoy the Summit!

Partners

Facilitated by

Disability accommodations will be provided upon request. This publication is available in alternative formats. Please call 612-301-2448. The University of Minnesota shall provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

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Location
The 2018 MN eLearning Summit will be held August 1–2, 2018, at the Continuing Education and Conference Center, University of Minnesota, 1890 Buford Avenue, Saint Paul, MN 55108.

Registration, exhibits, and posters will be held in the second floor lobby. Lunch will be held in the Dining Hall. Keynote presentations will be held in Room 135 and concurrent sessions will be held in rooms in the building.

Registration and Information Desk
University of Minnesota staff will be at the registration desk in the second floor lobby during the times listed below.

Registration Desk Hours
Wednesday, August 1 7:30 a.m. to 4:00 p.m.
Thursday, August 2 7:30 a.m. to 4:00 p.m.

Name Badge
Your name badge is your entrance ticket to all keynote presentations, poster presentations, and sessions.

Refreshment Breaks
Continental breakfasts, lunches, and refreshment breaks will be available throughout the conference.

Social Media #mnsummit2018
Follow the Minnesota Learning Commons Twitter account—@mlcorg—for updates and valuable information. Join the conversation by using the conference hashtag in your tweets: #mnsummit2018.

Excellence Awards
The Minnesota eLearning Summit committee is pleased to announce the third Minnesota eLearning Summit Excellence Awards. The Excellence Awards will recognize teachers, faculty, administrators, and staff engaged with exceptional eLearning experiences, practices, or projects.

This year, the committee will present awards on Thursday, August 2 at 12:15 p.m. in Room 135, immediately following the keynote presentation.

AWARD CATEGORIES

Innovation
Given to organizations or individuals who demonstrate exceptionally creative methods or technologies to address important student needs. The drive for creative and continuous improvement is paramount to innovation. A nomination to this category should demonstrate a break with conventional processes to address needs and go beyond marginal improvements. This innovation can be within a course, a program, or project at the individual, institutional, or community level.

Collaboration
Given to organizations or individuals who demonstrate exceptional collaboration within a course, department, institution or school, or system of institutions. Collaboration denotes communication among learners, instructors,
administrators, internal and external experts and mentors, researchers, and community members. A nomination to this category could include creative collaboration within a course, department, or institution; collaboration could also involve external agencies, corporations, K–12 schools or school districts, colleges and universities, and/or consortiums. Especially welcome are nominations for collaborations between secondary and postsecondary institutions or systems.

**Impact**

Given to organizations or individuals who, through their work, construct or reflect an extraordinary impact on teaching and learning, service to students, institutional effectiveness, leadership or other desired outcome. A nomination to this category should be able to be replicated by others either internally to the nominee’s institution or externally by others. It should have wide influence and scope. Additionally, it should be worthy of being considered an effective practice with broader implementation.

**Guidebook**

The Minnesota eLearning Summit will use the Guidebook mobile application this year. Attendees will be able to plan their days with a personalized schedule; browse all keynote, concurrent, and poster presentations, presenter biographies, exhibitors, and maps; and participate in the Summit backchannel by posting on Twitter or Facebook before and during the conference.

The app is compatible with iOS and Android devices. Windows Phone 7 and Blackberry users can access the same information via our mobile site.

guidebook.com/guide/105565

To get the guide, for iOS and Android users:

- Download ‘Guidebook’ from the Apple App Store or the Android Marketplace
- Scan the following image with your mobile phone’s QR-Code reader

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**Exhibitors**

Exhibitors will be displayed during the Summit in the Upper Level Lobby. We recommend viewing exhibits during breaks and open sessions. View a full list of exhibitors on page 3.

**Returning This Year! Poster, Exhibitor, and Networking Reception!**

We hope you'll stick around at the end of the first day to meet with poster presenters, visit our exhibitors, and network with your colleagues. We'll serve snacks and beverages, with a cash bar available. Join us for the reception, then make plans for dinner afterward to avoid that late-afternoon traffic!

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**Minnesota Learning Commons Roundtable Presentations**

Please join the Minnesota Learning Commons Special Interest Groups (SIGs) for the opportunity to engage with your colleagues throughout the state on relevant topics including quality and best practices, accessibility, and innovation in the design, development, and implementation of online courses and programs. Participants will also help identify opportunities to continue the dialogue throughout the year via Minnesota Learning Commons SIG.

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**Continuing Education Units (CEUs)**

Summit attendees will receive 1.10 University of Minnesota Continuing Education Units (CEUs) signifying 11 hours of course participation. A CEU certificate will be mailed to attendees after the conference.

One CEU is defined as 10 contact hours of participation in an organized continuing education program. A permanent record of CEUs earned will be maintained by the University of Minnesota. Participants who wish to receive CEUs are expected to attend all scheduled sessions of the Summit. Forms will be collected at the end of the day on Thursday. If you need to leave early, drop your form at the registration desk, and your CEU hours will be adjusted.

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**Selected Presentation Materials Will Be Available on the Minnesota eLearning Summit Website**

To access materials, click on the “2018 Presentation Materials” link on the Minnesota eLearning Summit website at www.mnelearningsummit.org.

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**Poster Session Schedule**

Presenters set up posters: Wednesday, August 1, 8:00 a.m.

Posters available for viewing: Wednesday, August 1, 8:00 a.m.–5:30 p.m., Thursday, August 2, 8:00 a.m.–3:00 p.m. Presenters should be near their assigned poster areas and be available for discussion with attendees during the poster session times listed in the final program (breaks and Wednesday poster session with presenters from 4:00–5:30 p.m.).

Presenters remove posters: Thursday, August 2, 3:00 p.m.

Posters will be set up in the Upper Level Lobby. View a full list of poster presentation on page 29.
RETURNING THIS YEAR FOR PRESENTERS

Opportunity to showcase your high-quality presentation beyond your institution in the year ahead

One of the important goals of the Minnesota eLearning Summit is to promote the widespread sharing of ideas on teaching, learning, and technology. To accomplish this, we are asking that presenters post their materials on the Summit content repository. You will also have the option of assigning one of the three commonly used “Creative Commons” licenses to allow for further dissemination.

1. Access the form by locating the presentation materials section on our website at mnelearningsummit.org. To submit your information, you will need to log in using a Google Account.
2. Fill in information about your presentation.

Note: Information submitted using the form will be uploading to the repository within 1–2 weeks of the conference.

For Questions About Your Presentation Submission:
Shane Nackerud
snackeru@umn.edu

Cell Phones, Mobile Devices, and Tablet Devices
Please mute your cell phones, mobile, and tablet devices while in all meeting rooms. Also, please turn the sound on your laptops to mute.

Internet Access
The University of Minnesota uses the eduroam server. If you access the internet using eduroam at your home institution, log in to eduroam at the Continuing Education and Conference Center using your full email address and password.

Guests on campus may use the UofM-Guest network at no charge. After connecting, launch a web browser to accept the Terms of Use to use the internet.

Thank You to Our Exhibitors

Blackboard Inc.
Blackboard
Carolina Biological Supply
Credo Reference
eScience Labs
CogBooks
CogBooks
Connecting Point Computer Center
Gale Cengage Learning
ProctorU
Gale Cengage Learning
HP, Inc.
ProctorU
Read Naturally
Reading Plus

Parking for Summit Participants

Parking is free at Lot S104, just adjacent to the Continuing Education and Conference Center. When entering, press the help button and let the attendant know you are attending the Minnesota eLearning Summit.

Exhibitors

The Minnesota eLearning Summit has invited companies and organizations to exhibit throughout the Summit. We encourage participants to visit the exhibitors during breaks and open sessions throughout the Summit. Exhibits are located in the Upper Level Lobby, near the registration desk, and poster presentations.

Exhibitor Setup: Wednesday, August 1, 8:00–8:30 a.m.
Exhibit Takedown: Thursday, August 2, 3:00–4:00 p.m.

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July 31–August 1, 2019
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<td>7:30–8:30 a.m.</td>
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<tr>
<td>8:30 a.m.</td>
<td>8:30 a.m.</td>
<td>Welcome to the Summit: Lesley Blicker, Minnesota State; Mary Jetter, Center for Educational Innovation, University of Minnesota; Jeff Plaman, Minnesota Department of Education</td>
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<td></td>
<td>Room #135</td>
<td>Welcome from the University of Minnesota: Bob Stine, Interim Dean, College of Continuing and Professional Studies, University of Minnesota</td>
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<td></td>
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<td>Introduction of Speaker: Tim Anderson, System Director for Student Success Technologies, Minnesota State</td>
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<td>Closing Comments and Dismissal: Rebecca Ropers-Huilman, Vice Provost for Faculty and Academic Affairs, University of Minnesota</td>
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<tr>
<td>9:45 a.m.</td>
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<td>Break, Posters, and Exhibits</td>
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<td>10:00–11:00 a.m.</td>
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<td>MnLC Innovations Special Interest Group Select MnLC Innovations SIG member(s): Bob Rubinyi, University of Minnesota Roundtable</td>
<td>MnLC Digital Literacy Special Interest Group Select MnLC Digital Literacy SIG member(s): Jeff Plaman, Minnesota Department of Education Roundtable</td>
<td>Zooming to Infinity and Beyond: Using Zoom in Innovative and Experimental Ways Eric Mistry, Meg McBride, Sarah Larson College of St. Scholastica Oral Presentation</td>
<td>Q &amp; A with Bryan Alexander Bryan Alexander Consulting, LLC</td>
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<tr>
<td>11:00 a.m.</td>
<td>Break, Posters, and Exhibits</td>
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<td>11:15 a.m.–12:15 p.m.</td>
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<td>MnLC OER Special Interest Group Select MnLC OER SIG member(s): Karen Pikula, Minnesota State System Office; Jon Voxx, ISD 287; Matt Lee, David Ernst, University of Minnesota; Dan McGuire, The Stone Arch Bridge Initiative for Education Resources Roundtable</td>
<td>Beyond Carrots and Sticks: A Round-Table Discussion on Getting Faculty Involved in Quality Assurance Activities Elizabeth McMahon, Northland Community and Technical College Roundtable</td>
<td>Meeting the Needs of Diverse Learners in Online Learning Kelly Dietrich, Andrea Miller, Minnesota Transitions Charter School; Erin Wanat, Indigo Education Panel</td>
<td>Enhanced eBooks: Bold New Frontier or Barren Wasteland? Kelly Vallandingham, University of Minnesota College of Veterinary Medicine Oral Presentation</td>
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<td>12:15 p.m.</td>
<td>Lunch—Dining Room</td>
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<td>1:30-2:45 PM (15 minute transition between half-hour presentations)</td>
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<td>Augmented and Virtual Reality Integrations and Extensions Eric Mistry, Jane Sims, College of St. Scholastica Roundtable</td>
<td>Journey from Classroom to Online Instructor: Strategies and Success Stories Ben Stanerson, Bobb Virgin, Minnetonka High School Roundtable</td>
<td>Beyond Textbooks and Coursepacks: Using the LMS to Make Course Materials More Affordable Greg Argo, Glen Hinck, Trent Brager, University of St. Thomas Oral Presentation</td>
<td>Collaborative Efforts to Foster Active Learning and Team-based Learning in Higher Education Classrooms: Using Participate as an Audience Response Tool Sha Yang, Steve Panizza, University of Minnesota Oral Presentation</td>
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<td>2:45 p.m.</td>
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#mnsummit2018
Wednesday, August 1, 2018

MINNESOTA ELEARNING SUMMIT - PROGRAM AT A GLANCE

10:00–11:00

11:00 a.m.–12:15 p.m.

12:15 p.m.

1:00–1:30 p.m.

1:30–2:45 PM

8:30 a.m.

Track 5

Track 6

Track 7

Track 8

Track 9

42A

42B

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77

55

What Makes a Question Effective?
Treden Wagoner,
University of Minnesota
College of Education and Human Development
Oral Presentation

Creating and Sharing Visual Learning Frameworks and Concept Maps for Effective Teaching
Mark Hilliard,
University of Minnesota
Workshop

Visual Thinking Strategies
Brad Hokanson, Frances Trice,
University of Minnesota
Workshop

Adopting OER Means Adapting Your Curriculum Adapting Process
Karen Pikula,
Paul Preimesberger, Central Lakes College; Kristin Lindholm, Kyle Bergem, Dan Modenes, Pine River-Backus High School
Panel

Creating Curated Digital Content Using Drupal
Greta Bahnemann,
Scott Hreha, Minitex
Oral Presentation

Experience Accessibility
Kristin Jorenby, Julie Maxson, Robert Bilyk, Katelyn Strangstalien, Belo Cipriani,
Metropolitan State University
Workshop

#ClassroomClips—Inclusive and Expressive Media Creation
Andy Leiser, ISD200: Hastings Public Schools
Workshop

Use of TechScaffold for Supporting Decision-Making in Selecting Apps and Sharing Projects Using Apps
Richard Beach, Greg Klotz, University of Minnesota
Panel

Building Bridges: Improving Student Success
Ian Singer, Credo Reference
Exhibitor Showcase Session
Lab Kits for Distance Learning Science Courses
Stephanie Songer, Carolina Biological Supply Company
Exhibitor Showcase Session

Moderator:
Shana Crosson,
University of Minnesota

Moderator:
Yingfah Thao,
Minnesota State

Moderator:
Scott Schwister, Northeast Metro 916 Intermediate School District

Moderator:
Matt Lee,
Minitex, University of Minnesota

Moderator:
Lesley Blicker,
Minnesota State

Creating an Online Interactive Tool to Help Veterinary Students Select Optional Classes Based on Their Career Goals
Perle Bayer,
University of Minnesota
Oral Presentation

Using-Text-to-Speech Technology to Improve the Quality of Learning Online
Karen LaPlant, Hennepin Technical College; Dr. Sheri Hutchinson, North Central University
Oral Presentation

A Synergistic Approach to Active Learning in Large Classes: Aligning Classroom, Students, and Online Components with Mutually Reinforcing Strategies
Scott Sinkins, Auburn University
Oral Presentation

Islandora for OER A D.A.M. Good Idea!
Alex Kent, PALS: a Program of Minnesota State; Tim Anderson, Minnesota State System Office
Oral Presentation

Digitizing An Aging Multimedia Collection: Digitizing VHS-based Class Materials
Plamen Miltenoff, Thomas Herget, Rachel Wexelbaum,
Saint Cloud State University
Oral Presentation

Testing, Testing, 123. Is This Test Really Online That Fast?
Karen LaPlant, Hennepin Technical College; Dr. Sheri Hutchinson, North Central University
Oral Presentation

Micro Credentials for Intrinsic Motivation
Amy Cooper,
Concordia University
Oral Presentation

The Key to Quality Inclusive eLearning
Scott Ready, Heather Woods,
Blackboard
Exhibitor Showcase Session
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<td>3:00–4:00 p.m.</td>
<td>D</td>
<td>Creating an Interdisciplinary Online Textbook: A Case Study, and an Invitation to Contribute Amanda Bemer, Lori Baker, Lisa Lucas Hurst, Southwest Minnesota State University <strong>Panel</strong></td>
<td>Prerequisite Knowledge and Tool for Assessing Students' Readiness for Online Learning Benjamin Agbo, University of Minnesota <strong>Oral Presentation</strong></td>
<td>Sure, We'll Be the Guinea Pigs... Taking on a Personalized Learning Environment for the Online Classroom Amy Limbyblin; Emily Matson, Sarah Keene, Rothenberger Institute, University of Minnesota <strong>Oral Presentation</strong></td>
<td>An Approach to Measure Instructional Design Capacity Nathan Lenifer, Joel Johnson, University of Northwestern–St. Paul <strong>Oral Presentation</strong></td>
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<td>4:00–5:30 p.m.</td>
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<td><strong>Poster, Exhibitors, and Networking Reception</strong> 4:00–4:30 Poster Session with Authors at Boards</td>
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<td>7:30–8:30 a.m.</td>
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<td><strong>Registration &amp; Breakfast</strong></td>
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<td>8:15–9:15 a.m.</td>
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<td>Creating Multi-media Discussion Boards to Increase Student Engagement Mary O'Brien, Winona State University <strong>Oral Presentation</strong></td>
<td>1:Button Studio Scott Spicer, Mike Williams, University of Minnesota <strong>Oral Presentation &amp; Workshop</strong></td>
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<tr>
<td>9:15 a.m.</td>
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<td><strong>Break, Posters, and Exhibits</strong></td>
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<tr>
<td>9:30–10:30 a.m.</td>
<td>F</td>
<td>Breaking the Silos: Fostering Online Course Development through Interdisciplinary Faculty Cohorts Jenny Hanson, Monica Devers, Kaycee Rogers, Augsburg University <strong>Panel</strong></td>
<td>New Academic Technologies Support the HyFlex Course Delivery Model Glori Hineck, Jim Shovein, Lisa Barke, Dan Hoisington, University of St. Thomas <strong>Oral Presentation</strong></td>
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<td>11:00 a.m.</td>
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<td><strong>Room #135</strong> Welcome and Comments: Karen Hanson, Executive Vice President and Provost, University of Minnesota; Kimberly Lynch, Interim Associate Vice Chancellor, Academic Affairs, Minnesota State Introduction of Speaker: Paula Palmer, Director of Career and College Success, Minnesota Department of Education Keynote Presentation: Mapping the New Education Landscape Goldie Blumenstyk, The Chronicle of Higher Education Closing Comments and Dismissal: Greg Keith, Chief Academic Officer, Minnesota Department of Education</td>
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<td>12:15 p.m.</td>
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<td><strong>Awards Presentation</strong></td>
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<td>12:45 p.m.</td>
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<td><strong>Lunch—Dining Room</strong></td>
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<td>1:45–2:45 p.m.</td>
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<td>Scaling up a Successful Campus-based Initiative for a Large, Diverse, and State System. Karen Pikula, Kimberly Johnson, Minnesota State System Office <strong>Oral Presentation</strong></td>
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<td>Faculty Support for Online Course Design: Flexible Not Flimsy Mary O'Brien, Winona State University <strong>Oral Presentation</strong></td>
<td>Making It Personal: Reaching Diverse Learners with Differentiated Instruction. Sheri Hutchinson, North Central University; Karen LaPlant, Hennepin Technical College <strong>Oral Presentation</strong></td>
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<td>2:45 p.m.</td>
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<td>4:00 p.m.</td>
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#mnsummit2018
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- **Accessibility, UDL, and You**
  - Elizabeth McMahon, Northland Community and Technical College
  - Oral Presentation

- **A Faculty Jump-Start for Advising and Assessing Credit for Prior Learning (CPL)**
  - Bilal Danesh, Robert Blyk, Metropolitan State University
  - Workshop

- **Teach From the Heart: Digital Style—Using Social Media to Create Digital Culture in a 1:1 MacBook Air High School**
  - Kurt Reynolds, Jeff Mumm, Lincoln High School
  - Workshop

- **Faculty Technology Development: What Do Faculty Really, Really Want?**
  - Pamela Gades, Debi Race, Chlene Anderson, University of Minnesota
  - Oral Presentation

- **Infuse Spatial Thinking Into Your Curriculum**
  - Kate Carlson, Shana Crosson, University of Minnesota
  - Oral Presentation

- **Developing Creative Thinking Skills**
  - Brad Hokanson, University of Minnesota
  - Workshop

- **Approaching System-Wide Accessibility as a Collaborative Learning Community**
  - Jeff Plaman, Chris Reynolds, Kim Wee, Minnesota Department of Education
  - Panel

- **Pick the Lock! Designing Creative (and Free) Digital Breakouts**
  - Wendy Wolfe, Breck School
  - Oral Presentation

- **One Isn’t Just Like the Other: The LMS as Influencing Factor in Usability and Course Template Design**
  - Sara Harley, Solen Peyissa, Ellyn Buchanan, University of Minnesota School of Public Health
  - Oral Presentation

- **Outer Space, AR, and ClassFlow, Oh My!**
  - Brittany Vernier, David Lewis, Promethean Education Consultant
  - Exhibitor Showcase Session
    - Reading Plus Silent
    - Reading Proficiency
    - Anthony Ferro, Reading Plus
    - Exhibitor Showcase Session

- **Telepresence Robots In (and Out of) the Classroom**
  - Norb Thomes, Winona State University
  - Oral Presentation

- **How to Develop a MOOC in Three Months and Live to Tell About It**
  - Nathan Lentfer, Adam Minnie, Amy Wegner, Taylor Murphy, University of Northwestern–St. Paul
  - Oral Presentation

- **Implementing WCAG 2.0 in Course Design**
  - Martin LaGrow, Renee Albrecht, Ellucian
  - Workshop

- **Defining and describing learning: A World Cafe Guided Discussion**
  - Brad Hokanson, University of Minnesota
  - Workshop

- **10 Tech Tools for the 21 Century Educator**
  - Kelsey Johnson, Lincoln High School - Thief River Falls
  - Oral Presentation

- **Assuring ADA Compliance in Digital Design**
  - Martin LaGrow, Scott Marshall, Ellucian
  - Roundtable

- **Essential Key Components to Successful Student Engagement in Online Learning**
  - Kathy Enger, Northern Lights Library Network; Lin Enger, Minnesota State University Moorhead
  - Workshop
**Session A**

**10:00–11:00 a.m.**

**A-1  Room #135AC**

- **MnLC Digital Literacy Special Interest Group**
  - Select MnLC SIG member(s): Jeff Plaman, Minnesota Department of Education
  
  The Digital Literacy Special Interest Group will facilitate a discussion and share resources for promoting digital literacy. Learners at all levels engage with digital resources and use digital tools to communicate, create, and collaborate. How might we ensure that our students have the necessary skills to thrive in a modern learning environment? What promising practices exist? How might we leverage our partnerships to improve digital literacy? Understand the scope of Digital Literacy in education. Network with interested educators from K–12–HELearn about promising practices that are being implemented.
  
  **Topic Area(s):** Digital Learning Resources; Student Success

- **MnLC Innovations Special Interest Group**
  - Select MnLC Innovations SIG member(s): Bob Rubinyi, University of Minnesota

  This roundtable is your chance to engage with other like-minded faculty, staff, and administrators from K–12 and higher education on the topic of innovations in digital learning. Join members of the Minnesota Learning Commons Innovation Special Interest Group at this roundtable discussion to share your ideas and hear how others are approaching these key areas. We will explore some of the major issues issues that were identified by K–12–HELearn about promising practices that are being implemented.

  **Educause’s “2018 Key Issues in Teaching and Learning”** (www.educause.edu/eli/initiatives/key-issues-in-teaching-and-learning) will be referenced in the roundtable. Participants will 1) gain a better understanding of major teaching/learning/innovation issues that are currently being addressed by K–12 and higher education educators, 2) have an opportunity to share and get feedback on some of the emerging trends they are facing in their work environment, and 3) be able to network and exchange approaches with educators from other educational sectors and institutions that are addressing common interests.

  **Topic Area(s):** Adaptive & Personalized Learning; Assessment & Analytics; Badging & Alternative Credentialing; Other
Putting the Q in OERs
Elizabeth McMahon, Northland Community and Technical College

As the support for adopting Open Educational Resources (OER) continues to grow, consideration for the importance of Q or quality as part of the adoption or integration of OER into a course becomes increasingly important. In this session, we will discuss aspects of quality in an open resource that should be considered prior to adoption and will discuss how to use the Quality Matters standards as a guide for integrating OER into an online or blended course in order to create a learning environment that leads to student success. Describe the importance of considering quality in the adoption of OER. Identify several quality considerations when choosing OER. Using the Quality Matters standards as a guide, explain several best practices for integrating OER into an online or blended course.

Topic Area(s): Online & Hybrid Learning; Open Education Resources; Quality Design in Teaching

Creating and Sharing Visual Learning Frameworks and Concept Maps for Effective Teaching
Mark Hilliard, University of Minnesota

Visual Learning Frameworks and Concept Maps model how experts think and organize information. They can provide students with additional structure and context, which they can use in helping themselves in organizing and learning course content. Well-built visual frameworks can act as a visual outline or concept map to your content, and they can be useful to illustrate complex relationships that may be difficult to describe or explain with common verbal or text-based instruction. Mastering complex content requires that students integrate existing knowledge concepts with newly introduced concepts and demands students understand how all the key concepts are related. While text outlines and audio descriptions are useful, visual diagrams like Learning Frameworks or Concept Maps can be a powerful additional tool to help students organize and clarify concept relationships in new, intuitive, and memorable ways. Providing both textual and visual models when presenting complex topics to students offers them new Learning Frameworks and richer context to help them master content. This workshop will demonstrate how faculty at the U of M Medical School and other professional colleges are using low-cost, web-based “mind mapping” tools to create Learning Frameworks and specialized Concept Maps to provide contextual information to help improve student learning. You will see these tools in action, receive a tutorial on how to install and use them (assuming Wi-Fi is good), navigate examples of frameworks UMN professional faculty have created, and be challenged to begin designing and building Learning Frameworks and Concept Maps for your own use in student instruction. 1. Be able to describe how Learning Frameworks and Concept Maps can be used in education to supplement and extend traditional text/video based instructional teaching methods. 2. Understand how to implement practical applications of Learning Frameworks and Concept Maps for instruction and possible assessment and educational progress. 3. Master how to install and use free or low-cost mind-mapping software tools to create and share the Learning Frameworks or Concept Maps with faculty and students.
Adopting OER Means Adapting Your Curriculum—Adopting Process
Karen Pikula, Paul Preimesberger, Central Lakes College; Kristin Lindholm, Kyle Bergem, Dan Moddes, Pine River-Backus High School

In this panel discussion, college and high school concurrent enrollment partners will share personal narratives on their collaborative work to adopt OER for concurrent enrollment courses. They will discuss the OER Learning Circle model that supported their work, the benefits of collaborating across institutions, and the challenges and successes that they experienced in the OER adoption process. They will share their reasons for adopting OER, the real and expected benefits of OER, and how OER promotes teacher engagement in a content area, supports individual teaching styles, and meets diverse student needs.

Takeaway: 1. Participants will learn how OER requires revising the traditional K–12 curriculum adoption process. 2. Participants will leave this session with ideas on how to develop a process for exploring and adopting Open Educational Resources for their courses at their learning institutions. 3. Participants will leave this session with knowledge of the shared experiences of high school and college faculty who have reviewed, adopted, compiled, and authored OER for their courses. 4. Participants will leave this session understanding the value that high school and college faculty place on the opportunity to adopt, create, and curate OER.

Read Naturally combines three research-based strategies (teacher modeling, repeated reading, and progress monitoring) into one powerful strategy that has accelerated the reading development of Title I, special education, ELL, and mainstream students nationwide for over 20 years. Read Naturally supports vocabulary development and promotes comprehension as students work through each step of the strategy, using nonfiction stories to improve reading fluency. Educators can easily differentiate instruction to meet a wide range of instructional needs by individually placing each student at an appropriate level and goal. The presentation includes an explanation of the role fluency plays in overall reading proficiency and the research-based strategies to develop fluency in beginning and struggling readers. For this presentation, the Read Naturally strategy is demonstrated using Read Live, Read Naturally’s web-based software, but the three strategies of teacher modeling, repeated reading, and progress monitoring can be applied to materials already found in many educators’ classrooms. The strategy was originally piloted in Minneapolis Public Schools, and studies confirm the effectiveness of this approach to reading intervention. Learn how three research-based strategies have been developed into a series of steps that improve fluency, support vocabulary, and promote comprehension in developing readers—and learn why each step is critical to achieve maximum results. Learn how Read Naturally’s research-proven strategy has significantly accelerated the reading achievement of Title I, special education, ELL, and mainstream students nationwide for over 20 years. Experience the strategy by walking through the steps using the web-based software, Read Live.

Engagement, Outcomes, and Insight: Adaptive Learning Can Save You Time and Improve Your Course
Nic Rebne, CogBooks

Courses powered by adaptive learning from CogBooks have been shown to increase student engagement and student outcomes while providing instructors and institutions critical insight into student learning.
Session B

11:15 a.m.–12:15 p.m.

B-1  Room #135AC

**MnLC OER Special Interest Group**
Select MnLC OER SIG member(s): Karen Pikala, Minnesota State System Office; Jon Voss, ISD 287; Matt Lee, David Ernst, University of Minnesota; Dan McGuire, The Stone Arch Bridge Initiative for Education Resources

The mission of the Minnesota Learning Commons is to provide access to effective and efficient online learning provided by Minnesota public education partners. Mission and vision driven, the MnLC relies on its membership and partners, the Minnesota State Colleges and Universities, University of Minnesota, Minnesota Department of Education, and public K–12 schools to accomplish its annual goals. Goals are accomplished through the collaboration of the faculty, administration, and staff of the partners membership. This roundtable will serve as a platform to share the work of the 2017–2018 OER SIG (Special Interest Group), SIGs provide structure for intersystem information, resource, and expertise sharing and collaboration around the SIG topics. The goal of a SIG is twofold: to illuminate the current practices happening at our institutions, and to leverage collaborative opportunities between the partner institutions. Members of the MnLC OER SIG will share accomplishments on their core work objective for this year as well as objectives of interest for future OER SIG work. Members will facilitate discussions on the current main work objective, discussion on future OER SIG work and on topics that attendees see as relevant in raising OER awareness, increasing OER adoption, and in creating or curating OER resources in K–12 and higher education in Minnesota. Attendees will participate in discussions on: 1. Current work of the 2017–2018 OER SIG. 2. Objects of shared interest for future OER SIG work. 3. Sharing of topics they see as relevant in raising OER awareness, increasing OER adoption, and in creating or curating OER resources in K–12 and higher education in Minnesota.

**Topic Area(s): Quality Design in Teaching**

B-2  Room #135BD

**Meeting the Needs of Diverse Learners in Online Learning**
Kelly Dietrich, Andrea Miller, Minnesota Transitions Charter School; Erin Winata, Indigo Education

This presentation will cover what makes an eBook “enhanced” and the challenges of producing and selling this type of eBook. Tools for creating and disseminating an enhanced eBook will be reviewed. Like any learning object, the enhanced eBook has its supporters and detractors, and the decision to use one as a learning tool should be thought through. Considerations for using this type of eBook in the online learning environment will be covered with recommendations for preparing faculty for what can actually be accomplished. This type of eBook has its own set of issues and research that suggests it can actually detract from learning. However, in certain areas of education, the enhanced eBook resolves issues related to demonstration of techniques that make it a highly valuable tool. The presenter will have sample enhanced eBooks for viewing and stories of success and failure at getting them into the hands of students. Objectives: 1. Understand what constitutes an enhanced eBook. 2. Learn what tools are available for the production and dissemination of an enhanced eBook. 3. Evaluate whether an enhanced eBook project is a worthwhile project.

**Topic Area(s): Content Authoring Tools; Digital Learning Resources; Effective Teaching Practices; Learner Engagement Strategies; Mobile Learning**

B-3  Room #156

**Enhanced eBooks: Bold New Frontier or Barren Wasteland?**
Kelly Vallandingham, University of Minnesota College of Veterinary Medicine

This presentation will cover what makes an eBook “enhanced” and the challenges of producing and selling this type of eBook. Tools for creating and disseminating an enhanced eBook will be reviewed. Like any learning object, the enhanced eBook has its supporters and detractors, and the decision to use one as a learning tool should be thought through. Considerations for using this type of eBook in the online learning environment will be covered with recommendations for preparing faculty for what can actually be accomplished. This type of eBook has its own set of issues and research that suggests it can actually detract from learning. However, in certain areas of education, the enhanced eBook resolves issues related to demonstration of techniques that make it a highly valuable tool. The presenter will have sample enhanced eBooks for viewing and stories of success and failure at getting them into the hands of students. Objectives: 1. Understand what constitutes an enhanced eBook. 2. Learn what tools are available for the production and dissemination of an enhanced eBook. 3. Evaluate whether an
B-4 Room #32

**Six Ways to Engage Online Students**
Karen LaPlant, Hennepin Technical College; 
Dr. Sheri Hutchinson, North Central University

Join us to explore a high-tech and high-touch method for supporting online students to make them feel engaged as part of their campus community. Throughout this session, you will walk through six different methods that helped to increase online students’ participation in virtual activities. Improve your student engagement and success rates by one or more of the following: 1. Zoom 2. Atomic Learning (LearnIt, Dolt, ProveIt) 3. Cengage (Mindtap) and/or Pearson (MyIT Lab) 4. ReadSpeaker 5. Ted Talks/YouTube 6. Office365. We will demonstrate how we use these products in a variety of blended and online courses with the result of engaging students with access to rich learning applications. LTI Integrations and Definitions, Web Conferencing with Zoom, Student Self-Help with Atomic Learning Publishers, LTI: Pearson and Cengage Mindtap, Text to Speech with ReadSpeaker, Videos in Ted Talks, and/or YouTube Office365, Widget in D2L Brightspace. With Q/A at the end.

**Topic Area(s):** Learner Engagement Strategies

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B-5 Room #42A

**Creating Curated Digital Content Using Drupal**
Greta Bahnemann, Scott Hreha, Minitex

The presenters will provide an overview of the process of creating curated sets of digital content and presenting that content using Drupal. One example of curated digital content is the Minnesota Digital Library's Primary Source Sets program. This Drupal-hosted project includes primary source materials selected around a historic or literary topic, including additional resources for exploration and study. While the concept of curated content can be easily expanded to include larger projects such as online exhibits, the focus of this presentation is on creating smaller sets of digitized materials. Other applications can include: selecting digital materials for a course webpage, displaying digitized materials associated with a specific anniversary or date, or creating a collection highlight page. The second half of the presentation will include an overview of Drupal. Small sets of digitized materials can be created easily and efficiently using Drupal. It can also be more flexible in terms of presentation and workflow than other digital curation tools like Omeka or CONTENTdm. Users will leave this presentation with ideas for creating curated digital content using Drupal. 1. Understand the importance of manipulating digital content in unique ways to engage and inform an audience. 2. Learn how to leverage an open source platform such as Drupal to create simple, curated sets of content for a specific purpose. 3. Know how to select the proper digital tool for your curation project.

**Topic Area(s):** Digital Learning Resources; Learner Engagement Strategies

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B-6 Room #42B

**Experience Accessibility**
Kristin Jorenby, Julie Maxson, Robert Bilyk, Katelyn Strangstalien, Belo Cipriani, Metropolitan State University

Most online instructors have taken steps to make their course materials accessible to all students, but few have experienced their course from the perspective of a student with audio, visual, or other impairment. Faculty may wonder what is it like to navigate an online course with a screen reader and ask other related questions: How do students use screen readers? Are screen readers more or less the same? Do students use screen readers and other assistive devices in the same way? What is it like for a hearing-impaired student to view a video and read a transcript? The Experience Accessibility workshop will enable instructors to enter a student’s perspective as they navigate a learning management system and negotiate assignments with a disability. Instructors will hear the student’s thinking on the best strategy to use to find their course, how to find their place in that course, and how to complete its assignments. Finally, in an effort to help instructors be more savvy consumers of online learning interactions offered by publishers and websites, the workshop will conclude with the analysis of an accessible learning interaction and a demonstration of the ingredients and considerations that go into making learning activities both interactive and accessible. List three obstacles that visually impaired students experience when navigating learning management systems and engaging with course content. List three obstacles that hearing-impaired students experience when navigating learning management systems and engaging with course content. Describe how visually impaired students use assistive technology. List the considerations that go into making learning activities both interactive and accessible.

**Topic Area(s):** Accessible & Inclusive Technologies

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B-7 Room #52

**#ClassroomClips—Inclusive and Expressive Media Creation**
Andy Leiser, ISD200: Hastings Public Schools

If a learner must both read and write to be considered literate, a digitally literate learner must both consume and create content. This process should be inclusive and expressive and should showcase creativity. Most users of technology are heavy consumers who watch, listen, read, and share the work of others. In this session, we will bring some balance to that consumption and explore a free iOS resource that empowers users to create videos that share a story, engage a viewer, and boast accessibility features unmatched in the mobile learning environment. Join me for a hands-on, Bob Ross-style create-and-learn session using the Clips app by Apple. Learners will create new and inclusive content. Learners will publish and communicate their creations to authentic audiences. Learners will collaborate and share their innovative vision for this resource.

**Topic Area(s):** Accessible & Inclusive Technologies; Adaptive & Personalized Learning; Content Authoring Tools; Digital Learning Resources; Mobile Learning; Student Success
Use of TechScaffold for Supporting Decision-Making in Selecting Apps and Sharing Projects Using Apps
Richard Beach, Greg Klotz, University of Minnesota

Given the challenge of selecting apps for use in instruction, this presentation describes use of the free TechScaffold.com tool designed to help in-service and preservice teachers make decisions for selecting relevant apps to foster students’ learning. This tool is designed to scaffold teachers’ decision making for based on three components: 1) Apps: for selecting relevant apps from a database of a thousand apps based on formulating purposes for using apps based on objectives, subject, grade level, expertise required, platform, and costs; 2) Community: teachers share user ratings of and recommendations for certain apps based on different criteria; and 3) Projects: users upload projects illustrating use of apps in the classroom to share with other users. Presenters will discuss how this site can be tailored to meet the particular needs of schools/districts or university teacher education methods courses, or curriculum objectives for assisting teachers’ decision-making process. Attendees will be asked to participate on the site to openly share their comments and feedback related to potential use of the site, as well as to provide suggestions regarding further needed revisions of the site for professional development. Learn use of Techscaffold.com for planning instruction using apps.

Topic Area(s): Effective Teaching Practices

Exhibitor Showcase Sessions

Room #55

Building Bridges: Improving Student Success
Ian Singer, Credo Reference

Are your high school students ready for the rigors of college research? Are new students coming to your university ready to succeed, or are they being overwhelmed by the college experience, particularly with information literacy? Do faculty complain that they spend more time, with increasing frustration, providing basic research instruction to new students? Are you building bridges to address these issues with your local/regional secondary/post-secondary colleagues? In this presentation, Credo Reference’s General Manager will present the details of an innovative collaboration between Credo and Arkansas State University, who are working together to bring information literacy resources and instruction to local high schools in support of college readiness. This presentation will cover a number of issues, including how the library engaged and garnered administration support, including developing a concurrent info lit course, how to establish meaningful partnerships with local high schools, and the metrics used to validate progress. Topics of discussion will include ways in which the library can do more to enhance its strategic importance relative to administration goals; an overview of the established goals and how success will be tracked in areas including college preparedness, retention, graduation rates, GPA, and recruiting. Participants who have in place, or are trying to develop, similar programs will be encouraged to share their experiences and everyone is welcomed to provide feedback. Participants will gain new ideas on how to deepen faculty, administration, and secondary/post-secondary engagement and partnerships to better prepare students for college success, even before they arrive on a college campus. Student Engagement & Instruction (InfoLit and College Readiness), Success & Retention Collaboration (secondary & post-secondary).

Topic Area(s): Digital Learning Resources; Online & Hybrid Learning; Social & Collaborative Learning; Student Success; Other
Session C

C-1 Room #135AC

Augmented and Virtual Reality Integrations and Extensions
*Eric Mistry, Jane Sims, College of St. Scholastica*

This roundtable will focus on the practical, existing side of Augmented/Virtual Reality (AR/VR). After an initial demo period of some existing applications and technologies (such as AR anatomy models, the Merge Cube, and others), we will guide a discussion around making these experiences possible and pedagogically valuable in our institutions. Participants will be able to compare various tools and will be encouraged to share stories of success, failure, and experimentation. Participants will learn about practical applications of AR/VR and how to bring them into their institutions. Participants will connect with each other to create collaborative projects between institutions. Participants will be exposed to a large quantity of valuable experiences surrounding the relatively nascent field of AR/VR.

*Topic Area(s): Accessible & Inclusive Technologies; Content Authoring Tools; Digital Learning Resources; Diversity & Inclusion; Effective Teaching Practices; Learner Engagement Strategies; Mobile Learning; Online & Hybrid Learning; Quality Design in Teaching; Social & Collaborative Learning*

C-1 Room #135AC

Journey from Classroom to Online Instructor: Strategies and Success Stories
*Ben Stanerson, Robb Virgin, Minnetonka High School*

Over the past several years, teachers at Minnetonka High School have been developing high-quality online courses that enable students to accelerate their learning, maximize their schedules, and experience online learning in a supportive environment. Tonka Online now offers 50+ supplemental, NCAA approved online courses for high school students. The foundation of our online program is involving quality teachers and leveraging their teaching expertise in an online platform. This session will detail ways we have intentionally developed our program and encouraged our teacher leaders to envision the potential of online learning. Our goal is to share lessons we have learned and learn from others in a discussion based format. Join us for a conversation about effective teacher training, course design, online teaching expectations and standards, and more. Discussion and sharing of ideas to support online instructor competencies. Discussion around quality online programing and expectations. Classroom to Online Teacher: Strategies to help transition classroom teachers to successful online instructors.

*Topic Area(s): Effective Teaching Practices; Learner Engagement Strategies; Quality Design in Teaching; Student Success*

C-2 Room #135BD

Beyond Textbooks and Coursepacks: Using the LMS to Make Course Materials More Affordable
*Greg Argo, Glori Hinck, Trent Brager, University of St. Thomas*

Our University Libraries and Information Technology Services are collaborating on an effort to implement and market to faculty a cloud-based tool that directly addresses the affordability of course materials. The Resource Lists tool is built on top of the Libraries’ existing system and is used to deliver readings directly to students via the Canvas LMS. This integration allows students, both online and on-campus, easier access to existing library resources. It also allows faculty a streamlined way to manage course readings and copyright considerations, collaborate with librarians, and use system metrics to analyze which materials students are engaging with. In this session we will discuss the partnerships that led to a successful implementation and will demonstrate the ease of using and creating a Resource List. 1. Describe the benefits of a cloud-based system that leverages existing library content: streamlines management of readings, increases affordability for students, and delivers student engagement metrics. 2. Identify key strategies and interpersonal approaches that can be used to develop partnerships in the implementation of a new system spanning multiple departments. 3. Determine the usefulness of this type of product for their own institution.

*Topic Area(s): Digital Learning Resources; Online & Hybrid Learning*

C-3 Room #52

Collaborative Efforts to Foster Active Learning and Team-based Learning in Higher Education Classrooms: Using ParticiPoll as an Audience Response Tool
*Sha Yang, Steve Panizza, University of Minnesota*

The College of Pharmacy at the University of Minnesota delivers its courses in a dual campus model using interactive television and has been making efforts to foster active learning and team-based learning across campuses. In the past, the College adopted the Turning Point clicker system for faculty to collect student responses in class. However, there were some disadvantages of using this technology. For instance, students have to pay for the clickers themselves, students may forget to bring their clickers to class, and their clickers may run out of power. In addition, Turing Point adopted a new cloud-based approach to their product, so now was the time to consider alternatives. Due to such disadvantages, the College planned to change to a different audience response system to leverage its dual-campus program delivery. Multiple parties (faculty, TA, IT department, and Office of Teaching Learning Assessment) in the College got involved in the discussion and selection process. The whole team checked and compared a dozen of audience response systems in terms of their applicability, usability, and affordability, and finally selected the technology ParticiPoll. This new tool was very cost effective, and no cost was added to the students. This presentation will introduce how the College chose ParticiPoll, how it works, how it is supported, and how the faculty apply it and think about it.

*Topic Area(s): Digital Learning Resources; Effective Teaching Practices; Learner Engagement Strategies*
Creating an Online Interactive Tool to Help Veterinary Students Select Optional Classes Based on Their Career Goals
Perle Boyer, University of Minnesota

The Doctor of Veterinary Medicine (DVM) program is a four-year-long curriculum, which offers numerous elective courses in addition to the mandatory course load. Faculty realized that the optional courses covering food animal health and production were unknown to the students. To help reduce this discrepancy, a roadmap was created for the students to visualize what additional classes they could take to prepare for a career in food animal practice. The constraints of the roadmap were that it needed to be easily updated, accessible by students on their own schedule, interactive, self-paced, and accessible to students with disabilities. We will discuss the steps that lead to design of the Food Animal Career roadmap, and you will be guided through the creation of the online interactive tool using Adobe Captivate. Professional programs can be confusing for students. A tool summarizing the classes’ portfolio can help them choose. Students’ feedback to the online career roadmap was overwhelmingly positive. Creating this tool started the discussion among faculty of content continuity between semesters and avoiding unnecessary repetitions.

Topic Area(s): Online Administration & Management

Interactive InDesign: An Easy, Bulletproof Application for Creating Sophisticated Interactive Content
Frances Trice, University of Minnesota

Surprisingly, many designers and desktop publishers currently working in Adobe InDesign are unaware of the application’s simple interface used to create interactive content. This content can be exported to a variety of different formats, including interactive PDFs and SWFs, the latter requiring the installation of Adobe Flash player. While the features of each format support different functionality, such functionality may include rollover buttons, animations, video, and audio in addition to static content. Moreover, this interactive content may be uploaded to a remote hosting site and shared and accessed in much the same way as other web content. However, to get up and running in InDesign requires a matter of hours compared to the much steeper learning curve required to understand the fundamentals of HTML and CSS. Furthermore, because InDesign is an industry standard for professional layout, its graphic design features are second to none yet easy to learn. In short, interactive InDesign is a wonderfully versatile tool not limited to professional designers. Educators and students alike can maximize its many tools to create engaging interactive content that enhances the learning experience. Learning outcomes include: 1.) Understanding the application’s interactive workspace. 2.) Understanding the different export options and end uses of content created in the application. 3.) Understanding how to share the interactive, exported content on the web.

Topic Area(s): Content Authoring Tools; Digital Learning Resources; Quality Design in Teaching

Using Text-to-Speech Technology to Improve the Quality of Learning Online
Karen LaPlant, Hennepin Technical College; Dr. Sheri Hutchinson, North Central University

A leader in cloud-based text-to-speech technology, ReadSpeaker is now integrated within many LMS to provide users of the learning environment with the ability to listen to text content. This helps all learners expand their comprehension and allows for bimodal learning as well as ease of use with modal access. Have you ever wanted to know why your students may not read the materials you post online? Have you considered that students may need a little extra help with reading and writing as they are progressing through your course content? Who benefits from text-to-speech? 1. Learners with learning disabilities. 2. Learners who have literacy difficulties. 3. Learners who multitask. 4. Learners with visual impairment. 5. Learners who access content on mobile devices. 6. Learners with different learning styles. I will demo some of my online courses and show the audience how straightforward it is to integrate ReadSpeaker to create a more open and accessible course in an LMS that engages students!

Topic Area(s): Accessible & Inclusive Technologies

A Synergistic Approach to Active Learning in Large Classes: Aligning Classroom, Students, and Online Components with Mutually Reinforcing Strategies
Scott Simkins, Auburn University

Taking advantage of our new lecture hall design in our new classroom building at Auburn University, I wanted to bring active learning into my 90-student core literature section. The key to this logistical step was a simple design of tiered tables inside an otherwise traditional theater space, which allows students to rearrange themselves to confer. Only by bringing together the new classroom design with the vehicle of our learning management system for distributing content online was I able to engineer a system of student engagement and learning that keeps all 90 students simultaneously active in a way that models good student performance, generates study material, encourages analysis and close reading, prepares students for examinations and papers, and makes collaboration productive. 1. To explore methods and assumptions of literary and cultural analysis. 2. To develop skills in reading and writing. 3. To provide a very broad framework of cultural history in which to read the works.

Topic Area(s): Effective Teaching Practices; Learner Engagement Strategies; Online & Hybrid Learning; Quality Design in Teaching; Social & Collaborative Learning; Student Success
Intentions vs Realities: Updating a Student Rating of Teaching Instrument for Online/Blended Courses
Stephanie Klein, David Langley, University of Minnesota Center for Educational Innovation

Student ratings of teaching are intended to facilitate ongoing improvements in instruction. Centralized student rating programs are driven by institutional goals, with content informed by pedagogy as well as stakeholders such as senior administration, faculty, and students. Knowledge of the theories, principles, and research underlying an effective student rating instrument are not necessarily synonymous with the realities of creating or administering that instrument. For example, committee members responsible for updating an instrument often have disparate backgrounds that affect the decision-making process. In addition, process and logistics may be influenced by institutional goals but are largely driven by resource availability and capabilities, both human and technical (e.g., for online and paper data collection, results calculation, report distribution). Presenters will describe how pedagogy and logistics combined to expand insights to improve online and blended course instruction through the University of Minnesota’s centralized student rating of teaching program. The presenters will also describe how the project team navigated from an idea, through the lengthy item development process, the practical and pedagogical realities of pilot testing, platform- and policy-related factors influencing timelines, and the logistics for eventual system-wide rollout.

Revising a rating instrument frequently involves a clash between the realities of creating or administering that instrument and the decision-making process. In addition, process and logistics may be influenced by institutional goals but are largely driven by resource availability and capabilities, both human and technical (e.g., for online and paper data collection, results calculation, report distribution). Presenters will describe how pedagogy and logistics combined to expand insights to improve online and blended course instruction through the University of Minnesota’s centralized student rating of teaching program. The presenters will also describe how the project team navigated from an idea, through the lengthy item development process, the practical and pedagogical realities of pilot testing, platform- and policy-related factors influencing timelines, and the logistics for eventual system-wide rollout.

Topic Area(s): Accessible & Inclusive Technologies; Effective Teaching Practices; Online & Hybrid Learning; Quality Design in Teaching
Islandora for OER: A D.A.M. Good Idea!
Alex Kent, PALS: a Program of Minnesota State; Tim Anderson, Minnesota State System Office
Come learn about Minnesota State’s implementation of Islandora for access to Open Educational Resources (OERs). This session focuses on the use of Islandora for OERs created by Minnesota State faculty members as a result of innovation grant funding. The presentation will address the project planning phase, implementation, and future plans. Tell Minnesota State stakeholders about the use of this digital asset management system to house OERs. Disseminate information regarding Minnesota State’s progress and future plans regarding Islandora. Provide an opportunity to ask questions regarding Minnesota State’s emphasis on OERs going forward.
Topic Area(s): Open Education Resources

Digitizing an Aging Multimedia Collection: Digitizing VHS-based Class Materials
Plamen Miltenoff, Thomas Hergert, Rachel Wexelbaum, Saint Cloud State University
Among the technologies rapidly becoming obsolete are VHS tapes. In this time of dwindling resources, schools decline to maintain VHS players on the instructors’ stations in classrooms. We will be presenting the step-by-step digitizing process and solutions for VHS digitization as well as the post-digitization options for making the materials available for faculty and students. We will facilitate a discussion to compare our findings and experience with the experiences of others, thus seeking efficiency and quality for an institutional, homegrown VHS digitization project. Have overall understanding of the digitizing process. Look at the nuts and bolts of the digitizing process. Develop an awareness of challenges, options, and opportunities for digitizing VHS tapes. Use fair use and other copyright elements correctly for each situation. Have an understanding of the organization and administration of the process, if homegrown digitizing is required (versus outsourcing to a third party).
Topic Area(s): Adaptive & Personalized Learning; Digital Learning Resources

Testing, Testing, 123. Is This Test Really Online That Fast?
Karen LaPlant, Hennepin Technical College; Dr. Sheri Hutchinson, North Central University
Join us in viewing the easiest test creation software you will ever use. Want a test created quickly? Want to print that same online test for your classroom? Generate your test in five minutes or less. Move your paper-and-pencil test to your LMS with the Respondus Test Generator. Instructors use Respondus 4.0 (Windows-based authoring tool) because it’s easy and saves time preparing online tests. Lots of time! This demonstration session will cover five ways Respondus 4.0 accomplishes that and will also show how to create new quiz questions, use publisher test bank, set personality, and quickly upload to an LMS. Will demo some online courses and show the audience how quick and easy it is to add several different kinds of quizzes to an online course that actively engages students and can provide feedback!
Topic Area(s): Other

Micro Credentials for Intrinsic Motivation
Amy Cooper, Concordia University
Digital badges serve as a form of formative assessment to guide learning over time and help instructors address what needs to be taught. Digital badges are unique because the badge offers clear metadata that shows when the earner received the badge, who offered the badge, and skill criteria, and it is accessible over time (Mozilla, n.d.). The digital badge offers the ability to acknowledge and recognize what can be accomplished beyond typical grades or assessments. The current body of research on digital badges in elementary schools has not been explored, nor has digital badging been explored as it pertains foundational reading skills. While the idea of grades and assessments to guide learning is not new, digital badges are a new trend to address learning for the 21st-century student. In subjects such as reading, math, or science, the digital badge may be used to help students visualize their path toward mastery. This creates opportunity-based learning in which students work toward mastery and the door to achievement remains open. The aim of my study is to understand how digital badges can be used in primary education to improve intrinsic motivation by constructing comprehensive digital badging surveys and teacher interviews. Digital natives need tools that resonate with the way students learn to read while addressing the unique needs of being immersed in a digital culture. Digital badges capture these learning skills over a student’s academic career. A digital badge is a tool that bridges the way students find information to how they are assessed. Digital badges serve as visual guideposts toward motivating one to reach their end goal and engage deeply with consumers of technologically driven times. Participants will understand how digital badging can create student-centered learning. Participants will create a badge that enables scaffolded learning that can be used in their classroom or for their own children. Participants will gain an understanding of why change in assessment and learning is critical to digital natives, and the badge is a tool on the market to remedy this.
Topic Area(s): Badging & Alternative Credentialing
Exhibitor Showcase Sessions

Room #55

**The Key to Quality Inclusive eLearning**  
*Scott Ready, Heather Woods, Blackboard*

For a growing number of colleges and universities, developing an online learning program has become an important element in their strategic mix. Recent research shows that more than half of enrolled students taking at least one online course, and almost 3 million students are taking courses exclusively online. An online program is also a valuable way to offer an inclusive learning environment. An inclusive program provides all students, including those with significant disabilities, equitable opportunities to receive effectual educational services. As many as 60 to 80% of North American undergrads and 9% of graduate students choose not to disclose their disability when they enter higher education. Quality online programs take advantage of the many capabilities offered by technology and interactive tools to make coursework engaging and to best present material to learners. Technology also offers tremendous capability to address the challenges facing learners with disabilities. This showcase session outlines best practices and solutions offered by Blackboard to develop quality, accessible programs. The key to building a quality, inclusive eLearning environment combines technology with accessible content and a strategic plan. An inclusive learning environment goes beyond accessible course content, ensuring that the needs of learners are met throughout an entire learning lifecycle.

**Topic Area(s): Accessible & Inclusive Technologies**

2:45–3:00 p.m.

Break, Posters, and Exhibits

Upper Level Lobby

### Oral Presentation

#### Workshop

#### Roundtable

#### Panel

#### Exhibitor Showcase

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Session D

3:00–4:00 p.m.

**Creating an Interdisciplinary Online Textbook: A Case Study, and an Invitation to Contribute**  
*Amanda Bemer, Lori Baker, Lisa Lucas Hurst,*  
Southwest Minnesota State University

Panel members will describe the process of collaboration that resulted in an online textbook for a 200-level composition course at Southwest Minnesota State University. A unique component of the textbook is its interdisciplinary nature: we will share our process in inviting colleagues to share materials related to reading, writing, research, and documentation in their respective fields. In addition, panelists will share the nuts and bolts of the technology used in creating the textbook, as well as describe the types and extent of labor needed to make the product come to fruition. We will exhibit the final product, and finally, as we move this project into the next phase of becoming a more open educational resource, we will ask audience members to share the project with colleagues and invite professors from other institutions to add content to the resource. Editors will reserve the right to accept and edit submitted materials.

1. Creating an online textbook is a viable, achievable option to expensive textbooks. 2. The content in the online textbook is open and freely available to anyone with online access, which means it can be used as instructors deem appropriate. 3. Once the textbook is created, it becomes possible for content to be gathered from professors from other institutions in order to expand the offering.

**Topic Area(s): Open Education Resources**

D-2  Room 135AC

**Prerequisite Knowledge and Tool for Assessing Students’ Readiness for Online Learning**  
*Benjamin Agbo,* University of Minnesota

Most often, online instructors start and welcome their new students in their classes with the assumption that a new class is an extension of their previous class. In other words, they assume that every student in their new class has the basic skills or knowledge needed to engage in an online learning environment. Similarly, many students enroll in online course due to convenience but at the detriment of considerations such as good fit, being prepared, and being ready. Suffice it to say that many online learners engage in online learning without self-examination to determine whether they have the traits of a successful online learner and the prerequisite knowledge. Thus, this presentation highlights some basic but important traits and prerequisite skills a learner should acquire prior to enrolling in an online course. Using available literature, this presentation isolates the basic traits and knowledge considered sine qua non for online learning. Some of these traits include self-motivation and discipline, the ability to communicate in writing, a willingness to commit four to 15 hours per week per course, and the feeling that high-quality learning can take place without going to the traditional classroom. In addition, an online learner must possess basic computer literacy skills such as knowledge of basic hardware and software, the ability to perform computer operations, internet skills, online communication skills, and basic terminologies. Furthermore, the online learner must have imperative basic knowledge, such as knowledge of the browser, plug-ins, and Java that are relative to the...
An Approach to Measure Instructional Design Capacity  
Nathan Lentfer, Joel Johnson, University of Northwestern – St. Paul

Every instructional design team has a massive amount of work to get done developing new courses, revising existing courses, supporting faculty and more. How do you measure your team’s capacity as a whole and per person? Since 2016, the University of Northwestern’s Online Learning Office has been monitoring and refining our capacity measures, which has helped us with team member allocations and our ability to plan for future programs, courses, and other projects. Join us as we share foundational principles for measuring capacity and some tips for how to adapt them to fit your campus environment.

Topic Area(s): Learner Engagement Strategies; Open Education Resources

Sure, We’ll Be the Guinea Pigs... Taking on a Personalized Learning Environment for the Online Classroom  
Amy LimByblw, Emily Matson, Sarah Keene, Rothenberger Institute, University of Minnesota

In fall of 2017, the Rothenberger Institute (RI) at the U of M contracted with CogBooks (CB), a cloud-based course authoring platform, to house and deliver the content of their online, undergraduate wellness curriculum. CB licenses their platform to educators, allowing them to develop and deliver what could be considered a flexible, media-rich online eBook; the platform features options to integrate videos, interactions, just-in-time learning assessments, discussion boards, and other communication tools. The platform also includes personalized learning pathways and robust analytics, which hold the promise of maximizing student learning outcomes through early, ongoing, and targeted student interventions and evidence-informed opportunities for course design improvements. While the CB tool markets well, has the time and investment been worth it? Is a tool like this really transforming learning outcomes for students, or is it just creating more work for the sake of flashier technology? With a pilot launch in spring of 2018, members from the RI team will present preliminary findings and discuss initial thoughts on their experience transitioning two courses into this tool. Recognize pros and cons to using the CogBooks tool and similar tools in the online classroom. Identify use cases for a course authoring platform, like CogBooks. Recognize how learner analytics can be used to improve learner outcomes.

Topic Area(s): Adaptive & Personalized Learning

Accessibility, UDL, and You  
Elizabeth McMahon, Northland Community and Technical College

In this session, participants will learn the difference between the accessible course design and Universal Design for Learning (UDL). They will review the important role faculty play in designing courses that are accessible and inclusive. Principles of UDL will be introduced along with simple strategies for implementation of UDL principles. Participants will review strategies for creating course content using Word and PowerPoint and course webpages. Handouts and guides will be provided. Explain the difference between and main concepts of accessible course design, accommodation, and Universal Design Learning principles. Identify several practical strategies for implementing UDL principles in your own course. Create accessible course content including course documents (Word, PowerPoint) and LMS content pages.

Topic Area(s): Quality Design in Teaching
Teach From the Heart: Digital Style—Using Social Media to Create Digital Culture in a 1:1 MacBook Air High School

Kurt Reynolds, Jeff Mumm, Lincoln High School

If students had the option to attend any class they wanted—not just the class they had to attend—would your room be empty or would it be full of students? Find out how an English teacher and a Physical Education teacher use social media in their 1:1 high school to spread their message of passion and positivity. With over 50 years of teaching experience between us, we have always sought to teach from the heart. That is a phrase we have referenced in our classes for years. It means that we treat our students like they were our own kids. Sometimes that means tough love, sometimes that means calling home to Mom and Dad, sometimes that means giving them a hug and saying I’m so proud of you, sometimes that means answering a text on an assignment at 11:30 at night because the student has to work six hours after school each day, sometimes that means a fist bump, sometimes that means bringing extra food to keep in our desks because students can’t focus when they haven’t eaten yet, but teaching from the heart ALWAYS means letting students know how much we care. While many educators are hesitant to even mention the dreaded words “social media,” especially when it comes to using it to connect with and interact with students, we embrace it as an essential part of our classrooms, hence the final part of our title digital style. Our presentation will feature a very engaging slideshow that highlights exactly what we do every day in our classes to develop a culture that is second to none. We will show you exactly how we tailor each social media platform to our respective classes so that we connect with both students and their parents. By doing this, we firmly believe that if students could attend any class they wanted, not just the class they had to attend, we would have a room full of students every time. You can too. Find out how to teach from the heart, digital style! Objectives: There are three important things to illustrate to students when it comes to establishing digital culture in your classroom: first, show students that what they learn in class is knowledge that we (and former students) actually use in the world beyond school; second, show students what they learn in our classes will help them, often in unexpected ways; and third, show students that our classes (and what they learn in our classes) will exceed their expectations.

Topic Area(s): Adaptive & Personalized Learning; Effective Teaching Practices; Learner Engagement Strategies; Student Success

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Faculty Technology Development: What Do Faculty Really, Really Want?

Pamela Gades, Chlene Anderson, University of Minnesota Morris; Debi Race, University of Minnesota Crookston

We will share examples of recent faculty development efforts and current trends. What motivates faculty to participate in development seminars and workshops? How does institutional commitment affect faculty motivation for attending development programs? Takeaways include a checklist for designing effective faculty development programs. Participants will engage in group activities and discussion that generates ideas on how to provide flexible technology development programs that faculty will attend. Objectives: Discover what other institutions are doing to meet faculty technology development needs. Identify common barriers to faculty participation. Brainstorm how to overcome barriers and increase faculty satisfaction.

Topic Area(s): Social & Collaborative Learning; Student Success

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Infuse Spatial Thinking Into Your Curriculum

Kate Carlson, Shana Crosson, University of Minnesota

What do maps have to do with storytelling? Everything! Come learn how Story Maps, a powerful digital platform, integrates spatial thinking with storytelling to present information in a compelling, interactive and easy-to-understand format. Story Maps are multidisciplinary applications that require students and instructors to move past a basic text-based project with an instructor as the only audience, to one that requires exploration of multiple means of demonstrating their knowledge, incorporating visuals, spatial information and relationships and digital delivery. Creating a Story Map requires students to think in multiple dimensions of pursuing creative storytelling, combined with innovative use of geospatial technology. Students are given the opportunity to not only apply spatial thinking to their course content, but also by creating Story Maps, they demonstrate their knowledge and understanding in an innovative media that moves students into 21st-century learning technologies. These geospatial technologies are accessible at many levels of learning, from K−12 to higher education, to novice and expert, and can be applied to all subject areas. Determine whether spatial thinking is appropriate for your curriculum. Identify geospatial technology resources available to incorporate spatial thinking in curriculum. Understanding which spatial technology resources are available for your institution.

Topic Area(s): Digital Learning Resources; Effective Teaching Practices; Learner Engagement Strategies; Open Education Resources; Student Success

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Oral Presentation  Workshop  Roundtable  Panel  Exhibitor Showcase

D-7 Room #52

4:00–5:30 p.m.

Poster, Exhibitors, and Networking Reception (4:00–4:30 p.m. Poster Session with authors at boards)
Student/Instructor Authoring of OER Textbooks for Faculty to Engage in Open Pedagogy in Online & Hybrid Learning: Open Education Resources; Quality Design in Teaching

Creating Multimedia Discussion Boards to Increase Student Engagement
Mary O’Brien, Winona State University

In this workshop, you will be introduced to several easy-to-implement discussion techniques that can be used for online, blended, or face-to-face courses. We will explore how to create a structured debate online and how your students can become the expert on the topic using the "Hot Seat" concept, or how students can demonstrate application of course concepts on discussion boards. All techniques will allow you to create a lively and engaging conversation for your online or face-to-face courses. Templates, assignment directions, and examples will be provided. Using and designing engaging group discussions. Create discussion boards that allow for application assessments. Structure discussion boards to assess student learning.

Topic Area(s): Effective Teaching Practices; Learner Engagement Strategies; Online & Hybrid Learning; Quality Design in Teaching; Social & Collaborative Learning

Developing Creative Thinking Skills
Brad Hokanson, University of Minnesota

Creativity is a mental ability that can be enhanced and which is valuable to educators, designers, and institutions. This brief workshop is based on the lessons learned from teaching and researching in the field of creativity. How creativity can be developed in the classroom and through the use of educational technology will be discussed and presented. How we generate new ideas is a critical skill in any field. Instructional and other designers need to creative, to develop new ideas and new methods of education. The idea is twofold: how to make designers and teachers more creative, and how to help them make their students more creative. Creativity is a skill that can be employed on a small or large project, but it must be developed and practiced. This workshop presents classic and new techniques for developing creative problem solving and for the integration of those techniques into the classrooms. Most institutions do not teach creativity or innovation per se; they may examine both topics as academic observers, but courses for the development of creativity in the student is very rare. My experience with teaching a class on creativity for almost 20 years and multiple research sessions demonstrates creativity is a skill that can be taught. At our schools and universities, while we look for our students to be creative, we don’t work at developing those same skills, either in ourselves or in our students. In this workshop, participants will: develop an understanding of creativity and innovation through presentation of examples and research from current classes in creativity, improve their own creativity and problem solving skills through a series of exercises and activities, develop strategies to design and implement creative problem-solving techniques in their courses, both as independent courses in creativity and as elements within instructional design courses.

Topic Area(s): Effective Teaching Practices; Learner Engagement Strategies; Online & Hybrid Learning; Quality Design in Teaching

Using OER Learning Circles as a Support System for Faculty to Engage in Open Pedagogy in Student/Instructor Authoring of OER Textbooks and Online Courses
Karen Pikula, Sarah Kath, Central Lakes College

This presentation will describe the practice of using OER Learning Circles and a Brightspace (D2L) course room as a support system for faculty as they engage in (OER) review, adoption, course redesign, and the authoring of new OER materials. Presenters will explain how that support structure has led to the practice of Open Pedagogy, where students author their own OER textbooks and create their own interactive online (D2L) learning environment that also serves as a repository for their authored materials. Presenters will discuss the benefits of the reciprocal learning/teaching process involved and the educational benefits to both students and instructor. Attendees will leave with: 1. Ideas for creating their own OER Learning Circles and for using Open Pedagogy in their own courses/lessons. 2. Ideas on how to use Open Pedagogy to include learners in creating course content. 3. An example of how one instructor used Open Pedagogy to promote academic and personal growth for both her and her students.

Topic Area(s): Effective Teaching Practices; Learner Engagement Strategies; Online & Hybrid Learning; Open Education Resources; Quality Design in Teaching
**Session F**

**E-5  Room #77**

**Approaching System-Wide Accessibility as a Collaborative Learning Community**

*Jeff Plaman, Chris Reynolds, Kim Wee, Minnesota Department of Education*

This presentation will highlight the approach that’s in progress to engage K-12 systems in addressing the accessibility of digital curriculum and instruction. We will share the process we used in engaging a cohort of “early adopters” in a collaborative learning model as a non-threatening approach to improving each system’s digital accessibility. Attendees will hear from the organizers and cohort participants and will come away with tools they can use to address digital accessibility in their own organizations.

*Topic Area(s): Accessible & Inclusive Learning Technologies; Diversity & Inclusion; Learner Engagement Strategies*

**E-6  Room #55**

**Pick the Lock! Designing Creative (and Free) Digital Breakouts**

*Wendy Wolfe, Breck School*

How do you incorporate collaboration, creation, critical thinking, problem solving, and gamification into one learning activity? Create a Digital Breakout! We will explore how a mashup of Google Sites, Forms, Docs, and Drawings with additional creative webtools can result in a digital puzzle-solving game for learners of all ages. In our session, we will explore an example of a digital breakout designed to investigate primary sources, and walk through a Hyperdoc tutorial outlining the process of designing a customized breakout including: designing locked Google Forms with challenges to complete and puzzles to solve, selecting webtools to incorporate into the challenges, creating badges and clues, and setting up Autocrat to automatically send clues and certificates to breakout participants. All attendees will receive full access to the Hyperdoc tutorial, and those with computers can start creating their own digital breakout right away! Attendees will understand what a digital breakout is. Attendees will understand how to create a digital breakout with Google Forms, Sites, Drawings, Docs, and other free webtools for creation. Attendees will brainstorm their own applications for digital breakouts and, if they have a device with them, start creating one.

*Topic Area(s): Gamification*

**9:15 a.m.**

Break, Posters, and Exhibits

Upper Level Lobby

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**F-1  Room 135AC**

**Breaking the Silos: Fostering Online Course Development through Interdisciplinary Faculty Cohorts**

*Jenny Hanson, Monica Devers, Kaycee Rogers, Augsburg University*

When asked what barriers prevent them from acquiring skills in new learning technologies and creating engaging course content, faculty inevitably answer “time.” This panel, composed of an administrator, faculty director, staff member, and instructor, will share how Garrison and Vaughan’s model of a Community of Inquiry was used to ground an interdisciplinary faculty cohort to create time. Shaped by collaborative practice and innovative course design, informed by best practices, cohort participants were challenged to reframe their teaching, social, and cognitive presences. We will share our experiences from our collegiate roles as we came together to identify, support, and train a core of skilled faculty who have sought to improve the quantity and quality of online and blended courses.

Discuss the benefits of the cohort model from multiple perspectives (Administration, e-Learning Specialist, Faculty Director of Online and Blended Learning, and Faculty). Discover the role the community of inquiry model plays in online course development. Identify the process involved in cohort models of empowering and supporting faculty course development.

*Topic Area(s): Effective Teaching Practices; Online & Hybrid Learning; Quality Design in Teaching; Social & Collaborative Learning*

**F-2  Room #135BD**

**New Academic Technologies Support the HyFlex Course Delivery Model**

*Glori Hinck, Jim Shovein, Lisa Burke, Dan Hoisington, University of Saint Thomas*

Students are increasingly demanding a flexible learning environment that fits their learning styles and busy schedules. The University of St. Thomas is exploring the use of the HyFlex model of blended delivery to meet this demand. HyFlex is a conceptual framework that combines synchronous and asynchronous online components with face-to-face components in a single course and allows students their choice of participation mode each class session. During summer 2017, instructor Jim Shovein delivered FINC 321 in the HyFlex delivery model using an active learning classroom, the Canvas LMS, Zoom web-conferencing, Panopto video platform, a smart board, and with the support of staff from St. Thomas E-Learning and Research (STELAR). Due to advances in cloud technology, this model is now more feasible for widespread adoption, and additional HyFlex courses and programs are under development. In this session we will share our experiences with the HyFlex model and you will have the opportunity to participate in a simulated HyFlex experience.

Participants will be able to: 1. Describe the HyFlex model of course delivery and the technologies needed to support this model. 2. Discuss the perspectives of IT support, faculty, and administrators related to implementation of HyFlex courses. 3. Participate in a simulated HyFlex experience.

*Topic Area(s): Online & Hybrid Learning*
Open Publishing Opportunities: From Classroom Use to Statewide Initiatives
Matt Lee, Minitex/University of Minnesota; Lesley Blicker, Minnesota State; Shane Nackerud, University of Minnesota

Educators are using open-publishing tools to create, remix, and share materials that suit specific educational needs. Attendees at this session will hear how the Minnesota State system office has used Pressbooks to publish an open-source Captioning Toolkit and hear their reflections on using it. We will also discuss a statewide initiative called the Minnesota Libraries Publishing Project that makes the Pressbooks open-authoring tool available to anyone in the state. You'll hear how the tool works and see how educators have used it to create open textbooks, scholarly monographs, and other open education resources. Attendees will be able to assess opportunities for when an open-source authoring tool could be used. Attendees will discover free authoring tools available through the Minnesota Libraries Publishing Project. Attendees will discover strengths (and also any limitations) of using an open-source authoring tool such as Pressbooks.

Topic Area(s): Content Authoring Tools; Digital Learning Resources; Open Education Resources

Telepresence Robots In (and Out of) the Classroom
Norb Thomes, Winona State University

There are times when it is just impossible to be somewhere you need to be. We have all had calendar conflicts, sickness, and travel times prevent us from physically being in attendance at class or another event. This presentation will examine several cases in which telepresence robots have been used by Winona State University to allow teachers and students to beam into another location to take part in classes, tours, and presentations when limitations of the real world would have prevented it. 1. Discuss ways in which telepresence can substitute for physical presence. 2. Generate ideas on how we can break down some of the barriers for teacher and student participation when obstacles arise. 3. Evaluate the educational value of telepresence.

Topic Area(s): Accessible & Inclusive Technologies, Adaptive & Personalized Learning, Digital Learning Resources; Effective Teaching Practices; Learner Engagement Strategies, Mobile Learning; Social & Collaborative Learning; Student Success

One Isn’t Just Like the Other: The LMS as Influencing Factor in Usability and Course Template Design
Sara Hurley, Solen Feyissa, Ellyn Buchanan, University of Minnesota—School of Public Health

In 2016 the University of Minnesota School of Public Health’s Office of E-Learning Services (ELS) underwent a transformation in how we design and integrate templates and quality assurance into online courses. Implementing the results of our usability testing was about relationships as much as process: gaining buy-in from faculty, instructional designers, and TAs. We assumed the work we did would be transferable as the University decided to transition from Moodle to Canvas. However, we found that the LMS constrained and shaped how we need to think about usability in our templates, given the different design choices and decisions between Moodle and Canvas. Our presentation will discuss the details of the template design process, as well as design challenges and opportunities. A framework for implementing a user-tested template in online courses and reevaluating as systems change. Ways student experience may change with a successful template after transitioning to a new system. Why routine usability testing should be incorporated into online course design.

Topic Area(s): Online & Hybrid Learning; Quality Design in Teaching

Exhibitor Showcase Session

Outer Space, AR, and ClassFlow, Oh My!
Brittany Vernier, David Lewis, Promethean Education Consultant

Blast off! Launch into the world of immersive learning with educational apps, augmented reality, virtual expeditions and more— all within the Promethean ecosystem. Differentiated Learning, Creating Engaging Content, Delivering interactive lessons and receiving instant student feedback.

Topic Area(s): Adaptive & Personalized Learning; Assessment & Analytics; Badging & Alternative Credentialing; Content Authoring Tools; Digital Learning Resources; Effective Teaching Practices; Mobile Learning; Open Education Resources; Quality Design in Teaching; Social & Collaborative Learning; Student Success

Reading Plus Silent Reading Proficiency
Anthony Ferro, Reading Plus

Reading Plus is a research-based intervention focused on silent reading proficiency (fluency, vocabulary, comprehension). Our intervention provides guided silent-reading practice, meeting the needs of each student to improve reading comprehension and designed to develop the students’ physical, cognitive, and emotional components of reading. Educators have access to reports for data-driven decision making, Worksheets, videos, and teacher tools.
Mastering the World Through Improv
Ingrid Nuttall, University of Minnesota

Do you ever want to try new things? Do you ever have to convince other people to let you try new things? Well, we have some answers! Explore how improvisational techniques (have you ever seen an Improv show?) can help you—and others—approach your work, teaching and teams with intent. Learn to say “yes, and” to change! You may even have some fun, too.

11:00 a.m. Room 135

Welcome and Comments:
Karen Hanson, Executive Vice President and Provost, University of Minnesota; Kimberly Lynch, Interim Associate Vice Chancellor, Academic Affairs, Minnesota State

Introduction of Speaker:
Paula Palmer, Director of Career and College Success, Minnesota Department of Education

Keynote Presentation:
Mapping the New Education Landscape
Goldie Blumenstyk, The Chronicle of Higher Education

As colleges adjust to new populations, new technologies, and new teaching paradigms, what principles do they need to keep at the forefront to ensure equity for all?

Closing Comments and Dismissal:
Greg Keith, Chief Academic Officer, Minnesota Department of Education

12:15 p.m. Awards Presentation
12:45 p.m. Lunch

Session G
1:45-2:45 p.m.

Scaling up a Successful Campus-based Initiative for a Large, Diverse, and State System
Karen Pikula, Kimberly Johnson, Minnesota State System Office

Minnesota State, a public system of seven universities and 30 colleges serving nearly 400,000 students, has partnered with the Open Textbook Network (OTN) since 2014 to prepare and introduce nearly 300 faculty to OTN and the need, purpose, and possibilities of OER use in the classroom. Many of these faculty have gone on to peer review one or more texts housed in the Open Textbook Library. While there is still need for these basics, there is also growing interest in aiding faculty to move beyond reviewing existing OERs to adopting, redesigning courses, and even authoring their own open texts.

To encourage faculty to adopt and embrace OERs in classroom instruction and design, to consider authoring texts, and to think more broadly about engaging in open education practices, the Minnesota State system has begun to coordinate and expand faculty development efforts and supports. One of these initiatives is the scaling up of the successful campus-based OER Learning Circle that has been used at Central Lakes College in Brainerd Minnesota, as an initiative for Minnesota State’s large, diverse, and complex system. This workshop will introduce the practice of using cross-disciplinary collaborative OER Learning Circles and an online support course room to support faculty in Open Educational Resource (OER) review, adoption, course redesign and the authoring of new materials. The presenters will describe how one learning institution has successfully used this process and how Minnesota State has scaled up this successful campus-based initiative for a large, diverse, and complex system. Time will be included for group interaction and discussion on how participants might initiate an OER Learning Circle process at their institution or higher education or K–12 system.

1. Participants will leave with ideas on how to initiate a OER Learning Circle Process at their institution and how campus-based initiatives can be scaled to become larger projects.
2. Participants will leave with a simple template on how to organize and facilitate a Learning Circle model at their institutions.
3. Participants will leave with samples of simple organizational templates that faculty that can use in their OER review, redesign, or authoring work.

Topic Area(s): Effective Teaching Practices; Open Education Resources; Social & Collaborative Learning

G-3 Room #155A

Faculty Support for Online Course Design: Flexible Not Flimsy
Mary O’Brien, Winona State University

For many instructors designing and teaching an online course can be an intimidating task. Where do you start when designing an online course? How do you move a face-to-face course online? Or how do you engage online students? In this session we will present the WeTeach program, an interactive, collaborative course that supports instructors who teach online or blended courses answer these questions. The WeTeach program includes a flexible model with multiple delivery methods that address faculty’s needs with
personalized custom attention and integrate Quality Matters standards. The WeTeach program addresses the needs of each faculty member by making them the student in an online course and walking them through the course design process. This program helps instructors design high-quality online learning experiences by developing their own skills and provides an opportunity to share online teaching experiences and best practices with colleagues. This program includes multiple pathways and uses several project management tools. It also uses a variety of communication tools and addresses a variety of topics related to online course design and delivery. This program also includes a variety of assessments that allow instructors to develop their technology skills and design components of their own course. During this session we will showcase the programs structure, project management tools and strategies, examples of course assessments, and a broad overview of course topics. Discuss how to incorporate QM standards into a faculty development program. Identify tools to help project manage and build a faculty development program. Discuss techniques to support faculty through the process of building an online course.

**Topic Area(s):** Career & Workforce Development; Effective Teaching Practices; Learner Engagement Strategies; Online Administration & Management; Online & Hybrid Learning; Quality Design in Teaching; Social & Collaborative Learning

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**Implementing WCAG 2.0 in Course Design**

Martin LaGrow, Renee Albrecht, Ellucian

Section 508 has been refreshed, and as of January 2017 the requirements of WCAG have become mandatory. Institutions of higher learning are subject to ADA requirements and must be mindful of how these requirements impact digital learning. ADA compliance is not only mandatory, it provides the best learning experience for all students. Everyone who creates and distributes digital content must be aware of the ADA considerations and best practices. In this workshop, participants will learn about the relevant WCAG standards that apply to online course design, and practice methods to address those standards as they apply to text, images, documents, and digital AV media. Participants will identify WCAG standards that apply to digital learning, particularly in the area of online course delivery, recognize and resolve common accessibility concerns, and practice strategies to improve accessibility in digital content delivery.

**Topic Area(s):** Accessible & Inclusive Technologies; Digital Learning Resources; Diversity & Inclusion; Effective Teaching Practices; Online Administration & Management; Online & Hybrid Learning; Quality Design in Teaching

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**Defining and Describing Learning: A World Cafe Guided Discussion**

Brad Hokanson, University of Minnesota

Much of the value from attending a conference comes from the engagement and interaction with the other participants. Finding time to address larger issues and to share ideas is treasured. This session will provide the opportunity to meet, engage, and connect with others on a topic of interest to us all, the nature of learning. Rather than a traditional presentation with limited questions, the session will consist of a World Cafe discussion. In a World Cafe, participants meet at small tables and engage in discussion in response to a series of questions. Table hosts keep the conversation going and are responsible for recording the ideas and directions of each table. After a brief period (15 minutes) the discussion is summarized at each table and shared with the larger group. All participants, save the host, change tables and sit at a different table, engaging new colleagues. The process continues for a third question as time allows. At the end of the discussion time, notes from the tables are collected and will be sent to all participants in the session in PDF form. As practitioners—whether as university faculty, instructional designers, or classroom teachers—we seldom have the opportunity to reflect on the nature of learning and on our own practice. We understand the power of reflection for our students, in remembering and applying ideas, but we seldom take the time to reflect on our own practice, and on the base ideas of our work. When was the last time you considered the questions of what is learning, what should be learned, or how to recognize that learning has occurred? We need to examine these questions and be open to the ideas of others and their understanding to be effective in our profession. Each of the other participants will bring valuable insights in better understanding creativity. In this workshop, participants will: begin the process of reflecting on their own understanding of the phenomenon of learning; improve their own evidence-based reasoning skills through a series of exercises and activities; develop strategies to design and implement Visual Thinking Strategies in their courses.

**Topic Area(s):** Accessible & Inclusive Technologies; Digital Learning Resources; Diversity & Inclusion; Effective Teaching Practices; Online Administration & Management; Online & Hybrid Learning; Quality Design in Teaching

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2:45

**Break, Posters, and Exhibits**

Upper Level Lobby
Session H

Making It Personal: Reaching Diverse Learners with Differentiated Instruction
Sheri Hutchinson, North Central University; Karen LaPlant, Hennepin Technical College

As an innovative faculty member, you are researching and initiating best practices to use in your classroom. Our learners attend college coming from a variety of cultural and educational backgrounds. Differentiated instruction brings together best practices to instruct, support, and manage a classroom of diverse learners. In this session, you will learn about ways of creating a personal learning space for all your students based on examples from my computer science classroom. We will explore a variety of technologies that lend themselves to assisting you in creating dynamic personal learning spaces. Upon leaving this session you will be able to: Understand the pedagogical philosophy and purpose of differentiated instruction. Identify and experience the various tools/technology through which faculty can implement differentiated instruction. Apply differentiated instruction to your classroom that increases student retention and success.

Topic Area(s): Adaptive & Personalized Learning

10 Tech Tools for the 21st Century Educator
Kelsey Johnson, Lincoln High School - Thief River Falls

Are you looking for new ways to present information, engage students and parents, collaborate with your peers, or even just make your life plain old easier? This session takes you through ten tech tools that can help you in all of these areas. Come join us as we learn, play, and take home some fun new ideas to integrate into our classrooms and schools. 1. Attendees will have a better understanding of emerging classroom technologies. 2. Attendees will gain knowledge, attitudes, and skills necessary for digital age work and learning. 3. Attendees will leave with a variety of tools with which they can implement curriculum and strategies that use technology to maximize student learning.

Topic Area(s): Digital Learning Resources

Assuring ADA Compliance in Digital Design
Martin LaGrow, Scott Marshall, Ellucian

Section 508 has been refreshed, and as of January 2017 the requirements of WCAG have become mandatory. Institutions of higher learning are subject to ADA requirements, and must be mindful of how these requirements impact digital learning. ADA compliance is not only mandatory, it provides the best learning experience for all students. Everyone who creates and distributes digital content must be aware of the ADA considerations and best practices. In this roundtable discussion, participants are encouraged to bring their challenges and solutions for addressing accessibility in online instruction. The focus will be on developing and sharing effective processes for training and implementation of the standards as they apply to text, images, documents, and digital media. Participants will identify relevant WCAG 2.0 standards that apply to distance education, discuss challenges related to implementing ADA standards for online education and digital media, and identify processes and solutions to address and overcome challenges of accessibility in online education.

Topic Area(s): Accessible & Inclusive Technologies; Digital Learning Resources; Diversity & Inclusion; Effective Teaching Practices; Online Administration & Management; Online & Hybrid Learning; Quality Design in Teaching

Essential Key Components to Successful Student Engagement in Online Learning
Kathy Enger, Northern Lights Library Network; Lin Enger, Minnesota State University Moorhead

While there are many successful teaching strategies for engaging students in the online environment, several key components continuously rise to the top. Over years of teaching in online and academic classrooms, the workshop facilitators will share the pedagogics that have proven to work effectively time and again. Learning is an interactive, interactive process. At this workshop, you will learn about the successful strategies employed to engage students online and share some of the strategies you use that lead to successful student engagement. To reiterate one’s own successful teaching strategies. To learn new teaching strategies. To understand what students need to engage in success participatory learning.

Topic Area(s): Effective Teaching Practices; Learner Engagement Strategies; Online & Hybrid Learning; Student Success

Oral Presentation
Workshop
Roundtable
Panel
Exhibitor Showcase

Adjourn
A Typology of Online Pedagogies for the 21st Century
Ann Fandrey, Shana Crosson, Fritz Vandover, University of Minnesota

Online threaded discussions and quizzes are the standbys of interactivity in online teaching and learning, but you may be wondering what other activities you can add to your online teaching repertoire. Novel online pedagogies can expand both instructors’ and students’ thinking about what is possible in online environments while creating spaces for student to practice 21st-century skills (creativity, collaboration, communication, and critical thinking). This poster defines novelty in the context of online learning and maps pedagogies to existing tools that can be used independent of any particular learning management system. Define and list at least three novel online pedagogies. Describe how novel online pedagogies map to 21st-century skills. List at least one LMS-agnostic tool and explain its application and utility within the framework of novel online teaching and learning.

Topic Area(s): Accessible & Inclusive Technologies; Assessment & Analytics; Career & Workforce Development; Digital Learning Resources; Effective Teaching Practices; Learner Engagement Strategies; Online & Hybrid Learning; Social & Collaborative Learning

Educational Gamification: Choosing the Right Gaming Elements
Olugbenga Dosunmu, Glori Hinck, University of Saint Thomas

Gamification is the process of embedding gaming elements—such as leaderboard, points, progress bars, and badges—in learning experiences in order to motivate and sustain engagement that is necessary for a facilitated learning to occur. This definition is based on the assumption that educational gamification can create immersions similar to those of games that will engage students long enough for learning to occur (Codish and Ravid, 2015). However, Kapp, Blair, and Mesch (2014) claimed no gamified learning experiences with a wrong gaming element or wrong combination of gaming elements would be immersive no successful. For this reason, this presentation proposes to help instructors and instructional designers determine the appropriate and effective gaming elements to apply in a gamified learning experience with the following aims: (a) engendering deeper student engagement, (b) improving students’ motivation to lead to a desired positive behavioral change, and (c) increasing students’ interactivity in learning environments. Subjects of analysis may include: Problems necessitating gamification (are they learning-based or not?). Learning activities. Desired and expected behaviors at the end of a gamified learning experience. Learners’ skills and educational levels. 1.Define gamification. 2.Analyze a learning experience and determine whether gamification is appropriate or not. 3.Determine the appropriate and effective gaming elements to apply in a learning experience.

Topic Area(s): Gamification

The Future University of Minnesota Health Sciences Education Center (HSEC): An Interprofessional Health Care Facility, Debuting Spring 2020
Peg Sherven, University of Minnesota

Learn about the University of Minnesota's interprofessional Health Sciences Education Center (HSEC), debuting spring 2020, as well as the collaborative approaches and student feedback loops that were used to gain input and consensus across groups. The University of Minnesota educates and trains 70% of Minnesota's health professionals in medicine, dentistry, advanced practice nursing, pharmacy, public health, veterinary medicine, biomedical research, and allied health professions. The HSEC will include the fusion of active learning classrooms for formal learning, library facilities for knowledge creation, simulation areas for experimentation and immersion, and a collaborative approach to student services. Additional features include a cafe, technology-enabled study spaces, kitchens, comfortable social spaces, reservable space for clubs and organizations, and areas focused specifically on well-being.

Using Moodle as a Repository to Host Curriculum and Evaluation
Lori Hendrickson, Becky Hagen Jokela, University of MN Extension

RentWise is a comprehensive curriculum taught in one-on-one or group settings to those who would benefit from education and skills to become successful renters. This poster will describe the use of Moodle to host the RentWise Facilitator website including curriculum, a community of practice, and evaluation tools for those completing train-the-trainer workshops. The platform provides the ability for facilitators to access and print materials for their workshops and to share ideas and best practices related to their programs, as well as access a Qualtrics evaluation link to create customized reports and generate participant certificates. 1. Describe the RentWise program and the program's community engagement. 2. Understand why Moodle was chosen for this application. 3. Identify the evaluation method using Qualtrics and Moodle.

Topic Area(s): Online & Hybrid Learning