Welcome to the 2017 Minnesota eLearning Summit!

On behalf of the conference committee, we welcome you to the 2017 Minnesota eLearning Summit. This conference is a place where innovators, leaders, and educators cross P–20 educational institutions, library, and workforce communities to meet for knowledge exchange and to further enhance collaborations across disciplines, departments, institutions, and educational systems.

We are excited to have the conference at Normandale Community College this year and to welcome two distinguished keynote speakers, Dr. Nichole Pinkard and Dr. Alec Couros. Their insights address two different but important aspects of the changing digital-learning landscape. The centerpiece of the conference is the program itself, and we are pleased to present a conference program showcasing the many 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 again pleased to host two exciting events: a Poster, Exhibitor, and Networking Reception on the afternoon of the first day of the conference and the eLearning Summit Excellence Awards, recognizing teachers, faculty, administrators, and staff engaged with exceptional eLearning experiences, practices, and projects.

For new and returning attendees, presenters, and exhibitors, we welcome you and hope you will enjoy a great learning and networking experience at the Minnesota eLearning Summit. Thanks again for joining us at the 2017 Summit!

2017 MN eLearning Summit Program Co-Chairs

Lesley Blicker, Minnesota State
Jeff Plaman, Minnesota Department of Education
Bob Rubinyi, University of Minnesota

Welcome from Normandale Community College!

Normandale Community College welcomes you to our campus! Normandale is located in the Southwest Suburbs of the Twin Cities in Bloomington, and has a credit and noncredit enrollment of over 17,000. We offer affordable and excellent class offerings no matter where you are in your academic journey. Normandale has a variety of two-year degrees and certificates in career tracks, is a top transfer institute in the state and region, has four-year partners that allow students to pursue bachelor’s degree offerings without leaving our campus, and has a number of excellent Continuing Education courses. Our online class offerings have experienced rapid growth, as the demand continues to increase.

We are excited to host the eLearning Summit this year and to learn from all of the best practices and great ideas from K–12, college, and university educators and innovators in the Midwest who are committed to effective online and blended learning. To learn more visit www.normandale.edu.

Thank you for attending the Summit!

Partners

Facilitated by

COLLEGE OF CONTINUING EDUCATION
University of Minnesota

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Planning Committee

Lesley Blicker, Director of LMS Learning and Next Generation Technology, Minnesota State
Ellyn Buchanan, Learning Technologist, Office of E-Learning Services, School of Public Health, University of Minnesota
Heather Dorr, Associate Program Director, College of Continuing Education, University of Minnesota
Ann Fandrey, Educational Technologies Consultant, Liberal Arts Technologies and Innovation Services, College of Liberal Arts, University of Minnesota
Katherine Hagberg, Program Administrative Specialist, College of Continuing Education, University of Minnesota
Brad Hokanson, Professor, Department of Design, Housing and Apparel, University of Minnesota
Sheri Hutchinson, Faculty, Minneapolis Community and Technical College
Mary Jetter, Education Program Specialist, Center for Educational Innovation, University of Minnesota
Carla Johanson, Online Supervisor, Online Support Center, Northwest Technical College
Karen LaPlant, retired, Hennepin Technical College
Matt Lee, Reference Outreach and Instruction Librarian with Minitex, University of Minnesota
Tony Leisen, Academic Technologist, Academic Technology Support Services, University of Minnesota
Jo McClure, Program Director, Infinity Online, K−12 Consortium
Zack McGough, Program Associate, College of Continuing Education, University of Minnesota
Mary Mehsikomer, Technology Integration Development and Outreach Facilitator, Technology and Information Education Services (TIES)
Jeff Plaman, Online and Digital Learning Specialist, Minnesota Department of Education
Tracy Quarnstrom, Director of Social Studies, Wolf Creek Online High School
Bob Rubinyi, Senior Analyst for Online Learning, Center for Educational Innovation, University of Minnesota
Scott Schwister, Technology Integration Coordinator, Northeast Metro 916 Intermediate School District
Peg Sherven, Academic Technology Support Coordinator, Academic Health Center - Information Services, University of Minnesota
Scott Wojtanowski, System Director for Innovative Teaching and Learning, Minnesota State

Registration and General Information

Location
The 2017 MN eLearning Summit will be held at Normandale Community College, August 2−3, 2017.

Normandale Community College
9700 France Ave South
Bloomington, MN 55431

Registration will be held in the main entry north, in the Partnership Center. Exhibits, posters, and lunch will be held in the Kopp Student Center. Keynote presentations will be held in the Lorenz Auditorium. Concurrent sessions will be held in the Partnership Center.

Registration and Information Desk
University of Minnesota staff will be at the registration desk in the main entry north, of the Partnership Center, during the times listed below.

Registration Desk Hours
Wednesday, August 2  7:30 a.m. to 3:00 p.m.
Thursday, August 3  7:30 a.m. to 3:00 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.
Follow the Minnesota Learning Commons Twitter account—@mnlcorg—for updates and other valuable information. Join the conversation by using the conference hashtag in your tweets: #mnsummit2017.

Excellence Awards—New Presentation Time!
The Minnesota eLearning Summit committee is pleased to announce the second MN eLearning 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 3, at 12:15 p.m. in the auditorium.

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/school, or system of institutions. Collaboration denotes communication between and among learners, instructors, administrators, internal and external experts/mentors, researchers, and/or 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 or other desired outcome. High, significant, or extraordinary impact on teaching and learning, service to students, institutional effectiveness, and/or leadership are paramount to this award category. 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.

http://guidebook.com/guide/94407

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, or search for "Minnesota eLearning Summit" within the app.

Guidebook

Poster Session Schedule
Presenters set up posters: Wednesday, August 2, 8:00 a.m.
Posters available for viewing: Wednesday, August 2, 8:00 a.m.−5:30 p.m., Thursday, August 3, 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 program (i.e., breaks and Wednesday poster session with presenters from 4:00−5:30 p.m.).

Presenters remove posters: Thursday, August 3, 3:00 p.m.
Posters will be set up in the Kopp Student Center Garden Room. View a full list of poster presentations on page 29-30.

Exhibitors
Exhibitors will be displayed during the Summit in the Kopp Student Center Garden Room. We recommend viewing exhibits during breaks and open sessions. View a full list of exhibitors on page 2.

Returning this year! Poster, Exhibitor, and Networking Reception! 4–5:30 p.m.—Wednesday, August 2, Kopp Student Center, Garden Room.
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, and we’ll have a cash bar available. Join us for the reception, and then make plans for dinner afterward, to avoid that late-afternoon traffic!

Minnesota Learning Commons Roundtable Presentations
Please join the Minnesota Learning Commons Special Interest Groups 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 dialog throughout the year via a Minnesota Learning Commons Special Interest Groups.
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.

Selected presentation materials will be available on the Minnesota eLearning Summit website
To access materials, click on the “2017 Presentation Materials” link on the Minnesota eLearning Summit website at www.mnelearningsummit.org.

*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.

Posting your materials is easy (less than 10 minutes):
1. Go to http://pubs.lib.umn.edu/minnesota-elearning-summit/
   Click on “Submit Presentation” on left sidebar.
2. Use your account from last year, or create a new account by clicking “sign up” and filling out the account information. You will receive an email message with a link to activate your account.
3. Click on the link in the email and follow the instructions on the screen.
   Additional information about your session including description, audience focus, schedule, and biography will be automatically populated when posted on the site.

For questions about your presentation submission:
Katherine Hagberg
cceconf3@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
Access to the Normandale wireless network is accessible to conference participants. To connect to this network, select EventWiFi from the list of wireless networks. Enter the following password: Event

Parking for Summit Participants
Parking is free on the Normandale campus. Participants should park in Lots 3 and 4 and the Parking Ramp. Please view parking locations on the campus map located on page 5.

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 Kopp Student Center Garden Room, near the registration desk, and poster presentations.

Exhibitor Set Up: Wednesday, August 2, 8:00–8:30 a.m.
Exhibit Take Down: Thursday, August 3, 3:00–4:00 p.m.

Mark Your Calendars for the 2018 Minnesota eLearning Summit!
Wednesday–Thursday, July 25–26, 2018
Location Announced Soon!

The College of Continuing Education (CCE) is offering digital badges to participants of the 2017 Minnesota eLearning Summit.
A digital badge serves as verification for employers and peers that you have participated in this professional development conference.
As a Credly Verified Issuer, CCE will publicly issue all earned badges via Credly. After the conference, you will receive an email notification of your achievement.
Instructions for collecting your badge and setting up a Credly account can be found on the Summit website at mnelearningsummit.org.
### MINNESOTA ELEARNING SUMMIT - PROGRAM AT A GLANCE

#### Wednesday, August 2, 2017

<table>
<thead>
<tr>
<th>Time Slot</th>
<th>Session Room</th>
<th>Session</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>8:30 a.m.</td>
<td>A</td>
<td>Welcome</td>
<td>Welcome to Summit: Summit Kickoff. Discussion of OER Learning and Next Generation Technology, Minnesota State, and Bob Rubocy, Senior Analyst for Online Learning, University of Minnesota</td>
</tr>
<tr>
<td>11:00 a.m.</td>
<td>Break, Posters and Exhibits</td>
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<tr>
<td>11:15 a.m. – 12:15 p.m.</td>
<td>B</td>
<td>Paper Sessions</td>
<td>1: Development of a Self-Paced Middle School Digital Fab Lab Course Session Moderators: Boyd Wiiger, Chippewa Middle School; Mounds View Public Schools</td>
</tr>
<tr>
<td>12:15 p.m.</td>
<td>Break, Posters and Exhibits</td>
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<tr>
<td>12:30 p.m.</td>
<td>Lunch</td>
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<tr>
<td>1:00–2:30 p.m.</td>
<td>C</td>
<td>Paper and Lightning Talks</td>
<td>1: A Website to Support Faculty with Teamwork Projects Session Moderators: Elizabeth McMahon and Mary Jetter, University of Minnesota</td>
</tr>
</tbody>
</table>
### Sessions at a Glance

<table>
<thead>
<tr>
<th>Time Slot</th>
<th>Session Rooms</th>
<th>Description</th>
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<tbody>
<tr>
<td>8:15–9:15 a.m.</td>
<td>E</td>
<td>Framing Online Discussions: Getting Quality Posts and Giving Effective Feedback Mariluce Blaser, Minnesota State University; Monica Jancen, Anoka Ramsey Community College</td>
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<td>A Next Generation MOOC for Humor: Smaller, More Effective and Profitable Brad Bikowski, Erin Strong Elliott, and Robert Sabatini, University of Minnesota</td>
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<td>The Culturally Proficient Technologist Doug Johnson, Burnsville-Eagan-Savage Schools, IDIVI; Rachel Gorton, University of Minnesota</td>
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<td>Getting Frogs to Market in a Wheelbarrow: Strategies for Managing Learning Projects with Faculty-Driven Teams Mary Katherine O'Brien and Kelly Yaffe, Department of Education, University of Minnesota</td>
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<td>How Instructional Designers Can Support an Open Movement Nathan Loefly, Adam Minerals, and Amy Vigor, University of Northwestern St. Paul</td>
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<tr>
<td>9:15 a.m.</td>
<td></td>
<td>Got Tech? Building Professional Confidence in Students to Bring Science Out of the Lab, Kim Ballard and Gina Quiriam, University of Minnesota</td>
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<tr>
<td>9:30–10:30 a.m.</td>
<td>F</td>
<td>Rocking the Course Development Boat: How to Build Cross-College Partnerships for Student Success Suzanne Schneid and Ashley Guy, Anoka-Ramsey College</td>
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<td>The Instructor is REALLY In! Amplifying Instructor Presence in the Online Classroom Renee Cederberg, Metropolitan State University; Carol Lacey, Metropolitan State University</td>
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<td>Online Financial Educator Program: Building Capacity and Meeting the Needs of Limited Income Families Lori Rodicans, Mary Jo Karris, Catherine Nolen, and Dang Lin, University of Minnesota</td>
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<td>Authoring Open Textbooks Melissa Folling, University of Minnesota</td>
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<td>Innovation Special Interest Group Roundtable</td>
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<td>10:00–10:30 a.m.</td>
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<td>DIT Capturing in YouTube &amp; MediaSpace Catherine Arct, Minnesota State University Moorhead</td>
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<tr>
<td>10:15–11:00 a.m.</td>
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<td>Leveraging for Success: Engagement in an Asynchronous Non-Credit Mandate Course Sharon Powell, Ellie McGinn, and Kate Wiltchak, University of Minnesota</td>
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<tr>
<td>11:00 a.m.</td>
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<td>Using the TechScaffold Platform for Making Decisions about Using Apps to Support Instruction Richard Beach and Greg Friel, University of Minnesota; John Scott, University of California, Berkeley</td>
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<tr>
<td>11:00 a.m.</td>
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<td>Using a D2L Course Room and Collaborative Learning Circles to Support Faculty in OER Revision, Adoption, Course Redesign, and Authoring Karen Pihlaja and Paul Peinemans, Central Lakes College</td>
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<tr>
<td>11:15 a.m.</td>
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<td>Break, Posters, and Exhibits—Kopp Student Center, Garden Room</td>
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<td>11:45 a.m.</td>
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<td>Lunch—Kopp Student Center</td>
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<td>12:15 p.m.</td>
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<td>Awards Presentation—Lorenz Auditorium</td>
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<td>12:45 p.m.</td>
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<td>Session G—Virtual Reality in Teaching and Learning: Lessons from the Library Platon Michigan State University; Sara schoen and Ann Fendley, University of Minnesota</td>
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<tr>
<td>1:45–2:45 p.m.</td>
<td>G</td>
<td>Accessibility Your Digital Instructional Materials Sara Schoen and Ann Fendley, University of Minnesota; Troy Cady, University of Minnesota; David Smolin, University of Minnesota</td>
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<td>Resilience: Course Design for Today and Tomorrow: Lynn DeLoach, Ryan Elder Melissa Folling, and Troy Cady, University of Minnesota</td>
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<td>Exploring Open - Open Education Programs in Minnesota State Stephen Kelly, Minnesota State; Maran Wolston, Minnesota State University; and Tom Hoxeng, Minnesota State University</td>
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<td>The Dark Side of Online Learning: What We Didn’t Expect About Students’ Lives Stacy Brender, Crowle Community School</td>
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<td>Using Technology to Enable Lightweight Teams Mary Lebow, Anoka Technical College</td>
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<td>Student Success in the Electronic Era: Why Schools Need Media Specialists Now More Than Ever Kathy Engen, Northern Lights Library Network; Glenn Heineman, Roseau Public Schools</td>
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<td>Online Learning for Students with Autism: Promising Practices and Potential Pitfalls Maci Spica and Jeff Ploman, Minnesota Department of Education</td>
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<td>Use Open Source to Impact Your School: The Asian Penguins Sara kooi, Lake Harris, Ana Ying, Lashur Siong, Hooning Xing, and Cheylin Le, Community School for Excellence</td>
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<tr>
<td>2:45–3:45 p.m.</td>
<td>H</td>
<td>Creating a Culturally Proficient School System by Leveraging Technology as a Catalyst for Change Rachel Gorton and Stacie Stansky, IDIVI</td>
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<td>Discussing Discussions: How to Write Discussion Questions to Drive Engagement in the Online Classroom Sara Banks and Ellyn Buchanan, University of Minnesota</td>
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<td>Quality and Best Practices Special Interest Group Roundtable</td>
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<td>Preparing Teachers to Move from Walls to Cyberpace: Challenges and Solutions Marilou Johnsen and Frances Masset-Schultz, University of Minnesota</td>
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<td>Connecting with Your Students through Your Syllabus Mary Jetter and Diane Alexander, University of Minnesota</td>
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<td>Reflective Learning through Discussion Self-Grading Laura Schwartz, Minnesota State University; Monika, NancyRuth Levoil, Southwest Minnesota State University</td>
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<td>Expanding Technical Education Opportunities Through Distance Learning Through Telepresence Classrooms Nancy Lane; Gary, John Smith, and Tim Hoxen, Normandale Community College—Room P2842</td>
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</tbody>
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**Welcome and Comments:** Greg Kroh, Chief Academic Officer, Minnesota Department of Education—Lorenz Auditorium

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**Limited Audience:**

- **Lorenz Auditorium**
  - Introduction Speaker: Kim Jynck, Interim Associate Vice Chancellor for Academic Affairs and Senior System Director for Educational Innovations, Minnesota State
  - Keynote Presentation: Embracing Open/Networking Learning in a Post-Trans Era
    - Alex Couros, Associate Professor, Information and Communication Technologies, University of Regina

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**Closing Comments:** Al Reitz, Director, Center for Educational Innovation, University of Minnesota

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**Oral Presentation:**

- Lowell State University

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**Workshop**

- Roundtable

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**Panel**

- Minnesota State University

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**Sessions highlighted in yellow are geared towards a K-12 audience.**

**Blue indicates a higher education audience.**

**Sessions highlighted in green are suitable for a mixed audience.**
August 2, 2017

8:30 a.m.
Lorenz Auditorium

Welcome to Summit
Lesley Blicker, Director of LMS Learning and Next Generation Technology, Minnesota State; Bob Rubinyi, Senior Analyst for Online Learning, University of Minnesota

Welcome from Normandale Community College
Joyce Ester, President, Normandale Community College

Introduction of Speaker
Rebecca Ropers-Huilman, Vice Provost for Faculty and Academic Affairs, University of Minnesota

Keynote Presentation:
Equity Through Design: Defining the Components of a Community-Based Equitable Learning Infrastructure
Nichole Pinkard, Associate Professor, College of Computing and Digital Media, DePaul University

Closing Comments and Dismissal
Jeff Plaman, Online and Digital Learning Specialist, Minnesota Department of Education

Session A
10:00–11:00 a.m.

A-1 Room P2804

OER for Science and Math
Dan McGuire, SABIER

Workshop participants will examine digital online curricula via hands-on experience as both student and teacher. An overview of the digital content available to schools will be presented examining Open Educational Resources, school district self-created content, subscription, and nonsubscription commercial content. Experience a fourth grade science lesson, first as a student, then as a teacher. Present overview of elementary digital content and examples of each: OER—Open Educational Resources; MPCC; Open Up Resources; Concord Consortium Learning Modules; School District self-created content; Nonsubscription, commercial; OpenEd.com; Other commercial; Examples of Implementation tools.

Open-ended discussion of participants’ experience with various aspects of implementation.

Call to action for next steps of institutional digital curriculum implementation.
from the various institutional roles they occupy (campus leaders, instructional designers, academic leadership). They will also represent a range of initiatives, including programs that incentivize faculty, considering adopting an open textbook, and the creation of a full degree with no textbook costs for students. These varying initiatives were all aiming at academic transformation, and the OTN members all learned important leadership lessons from the obstacles they faced.

A-5   Room P0808A

Web Writing for Online Courses
Ann Fandrey, University of Minnesota

You’ve heard that people don’t read on the web—they scan instead. The wisdom is that we must write for scannability: we must organize the information in the inverted-pyramid style, chunk the content using headings, and bullet-list wherever we can. Those techniques work fine for corporate websites, maybe, but what to do with that serious academic content on your course website or eLearning module? What to do when you’ve got a ton of content you really need your learners to read? This interactive presentation reviews all the basics of writing for the web and shows how to apply those techniques in real-life instructional problems. We’ll also discuss alternative content treatments and a method that can help you decide what treatment is best. Participants also will come away with a handy cheat sheet to use in their own instructional design work. By the end of this presentation, you’ll have a handful of techniques to help you drive those eyeballs from the beginning of your content to the end.

A-6   Room P0808B

From Walled Gardens to Learning EcoSystems
Lesley Bicker, Minnesota State

Nationwide, over 90% of educational institutions are running a learning management system. Yet there seems to be a restlessness with the current LMS design since it matches up poorly with newer teaching and learning models. Is there anything out there that truly differentiates itself from the pack? What do we see peeking over the horizon?

In this session, the presenter will provide perspectives on the future of learning ecosystems. Where do new learning modalities such as microcredentialing and adaptive learning platforms fit in? Time will be allotted to share ideas on the information provided and how you see your institution’s efforts fitting in these future trends.

A-7   Room P0842

Feeling Real: Social Presence within Online Discussion Forums
Karen Moroz, Jennifer Carlson, and Maggie Struck, Hamline University

Research on effective online teaching indicates that social presence enhances learning in an online environment (Bolliger and Inan, 2012). Social presence connects students to the instructor and one another and influences the online learning experience and perceptions of learning (Bibeau, 2001). By establishing social presence of the individual and honoring the social and historical experiences of the collective, a richer, more engaging learning community can be formed. However, social presence is not easily attained in online learning environments (Rovai, 2002). Rethinking the discussion forums within the online learning environment is a possible strategy for increasing social presence. In this session, presenters will share findings and examples of four teaching strategies that emerged from a qualitative action research study that investigated the social presence of students in three different graduate-level online learning communities within a Midwestern urban school of education. The following question guided the study: How does incorporating a variety of discussion forum designs enhance social presence in an online course? Data was collected from online students in the forms of survey data, discussion forum conversations, and facilitator reflection journal. Come engage with key insights acquired from integrating multiple discussion formats into online courses including artifact-based and synchronous conversations. Learn how to enrich social presence through community building and student engagement in a variety formats. Find out more about the relationship between social climate, students feeling like a real person, a student’s sense of membership in a group, and a quality learning experience within online courses.

A-8   Room P2844

Reusable, Relevant, Recordings: Creating Engaging & Evergreen Course Content
Susan Tade, University of Minnesota; Nima Salehi, School of Nursing, University of Minnesota; Kate Conners, Humphrey School of Public Affairs, University of Minnesota

Research indicates that recorded course content that is shorter and more informal in both style and media format has the greatest impact on student engagement. Recording key concepts, facts, processes, principles, and/or procedures that are core to the curriculum can fully leverage reusable, relevant recordings. This session will provide a design framework for creating recordings that are granular and modular which allows you to repurpose recordings in multiple contexts. This makes the content not only reusable and evergreen but creates a recording process that is sustainable and scalable.

A-9   Room P2840

3rd-Party Integrations: Six-Pack to the Rescue
Karen LaPlant, Hennepin Technical College; Dr. Sheri Hutchinson, Minneapolis Community and Technical College

Want to get your online classes ready to show off a marvelous six-pack? Exercise your choice by joining us to hear how two faculty members have been successful with the implementation of this six-pack of third-party LMS Integrations. Improve your student engagement and success rates by one or more of the following third-party tools to be presented: Zoom, Atomic Learning, Read-Speaker, Cengage (Mindtap), Pearson (MyIT Lab), and Office365. We will demonstrate how we use these products in a variety of blended and online courses at both of our institutions with the result of engaging students with access to rich learning applications.
What Does It Mean to Identify as Transgender?: A MOOC on Diversity and Inclusion
Rebecca Graetz, University of Minnesota

The University of Minnesota is working in partnership with Coursera designing a MOOC titled “What does it Mean to Identify as Transgender?: A MOOC on Diversity and Inclusion.” Coursera accepted this MOOC as part of their Educational Social Impact campaign, which will be launched in June 2017. Coursera offers all its courses accessible and free. This MOOC aims to increase awareness in regard to the unique challenges faced by the transgender and gender-nonconforming communities, in addition to providing a general resource for people who may have questions about how to discuss gender identity, the process of transitioning, or changing social dynamics. In light of recent high-profile individuals coming out as transgender as well as media coverage of antigender legislation, this course will be a timely overview that will promote a sense of empathy, curiosity, and compassion.

Structurally, the MOOC will be composed of five modules featuring original video content, curated media, readings, and additional resources exploring a central theme. Each module will feature a short quiz evaluating comprehension of major themes. This presentation will go through the process for approval, how the MOOC was developed including video content, and how the MOOC will be used for future research.

11:00 a.m.
Break, Posters, and Exhibits
Kopp Student Center, Garden Room

Session B

11:15 a.m.–12:15 p.m.
B-1  Room P2804

Development of a Self-Paced Middle School Digital Fab Lab Course
Boyd Weiger, Chippewa Middle School/Mounds View Public Schools

In this workshop, lessons learned from the development of a middle school digital fab lab course will be shared. The course was designed to teach sixth grade (11–12 y.o.) students how to create digital 2-D designs in CorelDRAW x8 and 3-D designs in Autodesk Inventor Professional 2017. Additional design work was done in the browser-based programs SVG-Edit and TinkerCAD. Students then learned how to fabricate their designs on Silhouette Cameo blade cutters, Universal laser cutters, and MakerGear 3-D printers using machinespecific interface software. Additionally, students began work on a video-based reflective digital portfolio and began curating a Personal Learning Network. This required, semester-long course is self-paced and heavily based on student interest to drive engagement. The course is hosted on and makes extensive use of Google Apps for Education (GAFE). The vast majority of instruction is designed as a guided-inquiry process using short video tutorials coupled with assignments designed to help students learn how to use the software and hardware. During the workshop, educators will have access to explore actual digital course materials. Even though the course is hosted on GAFE, the course structure could easily be implemented in Moodle, Blackboard, Desire2Learn, or other similar LMS platforms. The following topics will be discussed: how to (and how NOT to) distribute course materials; managing access to relatively few digital fabrication machines with many students; standards-based assessment that promotes student-driven mastery and self-assessment; developing reflective electronic portfolios; harnessing student expertise within the classroom; promoting student growth in Habits of Mind.

B-2  Room P2802

Self-Care for the eEducator!
Nancy Ruth Leibold, Southwest Minnesota State University; Laura Schwarz, Minnesota State University Mankato

In this interactive session, participants focus on self-care of the eEducator. With virtual borders, it is easy for eEducators to lose track of work boundaries. Educators, being part of the helping professions, have a tendency to give their time to others before taking care of themselves. Work can creep into longer hours and invade personal time. Less personal time can result in fewer self-care activities such as drinking water, healthy eating, physical activity, and fun time. Participants learn about data from the literature regarding emotional intelligence, personality, stress, and burnout in educators. Factors such as gender, years of employment, research requirements, organizational settings, and service levels are examined. Less personal time may eventually impact health. Balance is necessary in the lives of educators to prevent exhaustion and burnout and promote a healthy lifestyle. Strive for a balance of computer time, physical activity, and healthy habits. Through a variety of engaging active learning methods, participants will discover ideas, tips, and strategies focused on care of the eEducator. Attendees will participate in informal (for their eyes only) Self-Tests, eEducator Reflection Exercises, and other activities during the session.

B-3  Room P2808

Innovative Online Education: Parenting in the Age of Overindulgence
Ellie McCann, University of MN Extension Center for Family Development; Allison Holland, University of Minnesota Extension; Dung Mao, University of Minnesota; Kate Welshons, University of Minnesota Extension Center for Family Development; Jean Illsley Clarke, JI Consultants

University of Minnesota Extension’s Parenting in the Age of Overindulgence team needed to gather some learner data, and create learning “paths,” but didn’t want to require log-ins and registration systems. We used a Qualtrics platform to develop three one-hour interactive courses that frame the issue of overindulgence around areas of nutrition, finance, and family relations. Our team has collaborated with Dr. Jean Illsley Clarke to develop an interactive online learning environment to increase parental self-efficacy to reduce parental overindulgence for both practitioner and parent use. In our session, we will take participants through two hands-on learning activities to illustrate how team dynamics and technology are instrumental in the development of online learning modules.
will also be shared. Students who reported directly benefiting from inclusive practices with students. Finally, responses from course evaluations from grading rubrics, grading processes, course policies, and interactions production, citations and sources, exam questions, survey design, inclusivity, including course content, syllabus statements, media matters. Presenters will also discuss areas of opportunity to increase inclusivity in their high-enrollment online courses through the Minnesota Learning Commons Accessibility SIG. Scott Marshall, University of Minnesota.

Inclusivity: Universal Design Strategies for the Online Classroom
Sarah Keene and Amy LimBybliw, University of Minnesota, Rothenberger Institute
Universal design (UD) posits seven core principles to consider in design. Many are familiar with UD strategies, but inclusive classrooms go even further in recognizing the agencies of students with a wide variety of needs and backgrounds. The importance of inclusivity work is backed by the Association of American Colleges & Universities, who in 2005 charged higher-education institutions to work toward “inclusive excellence” by promoting a positive campus climate, establishing diversity as a core component in achieving desired student learning outcomes, linking diversity with quality, and rethinking and modifying pedagogy to reflect and support goals for inclusion and excellence (Williams, Berger, and McClendon, 2005). In addition, research conducted at higher-education institutions have demonstrated that the extent to which students felt their institution had a nondiscriminatory environment positively impacted students' openness to diversity and taking on challenges (Pascarella et al., 1996). In this session, presenters will define and make a case for the importance of inclusivity in the online classroom. Presenters will provide several examples of how the Rothenberger Institute currently practices inclusivity in their high-enrollment online courses throughout course development and facilitation, as well as discuss other inclusive practices that instructors, instructional designers, and teaching or graduate assistants can implement. Presenters will discuss current identity-related and sensitive language and why it matters. Presenters will also discuss areas of opportunity to increase inclusivity, including course content, syllabus statements, media production, citations and sources, exam questions, survey design, grading rubrics, grading processes, course policies, and interactions with students. Finally, responses from course evaluations from students who reported directly benefiting from inclusive practices will also be shared.

Accessibility Special Interest Group Roundtable
Join others from higher education and K-12 institutions who are working in the area of accessibility. Some of the topics that will be up for discussion include web accessibility resources, procurement policies and practices, digital accessibility assessments, and universal design. Come with your additional ideas and issues. Participants will also help shape priorities for continued work over the next year through the Minnesota Learning Commons Accessibility SIG. Sarah Keene and Amy LimBybliw, University of Minnesota, Rothenberger Institute

Using the QM Standards to Create Accessible, Organized, and User-Friendly Courses
Elizabeth McMahon, Northland Community and Technical College; Robin O’Callaghan, Winona State University
Creating an accessible, organized, and user-friendly online or blended course involves more than simply moving materials from a face-to-face course into your institution’s Learning Environment. Since most faculty aren’t experts in the areas of Universal Design for Learning (UDL), instructional design, Learning Environment tools, or andragogy, they sometimes struggle with how to create a course that best supports diverse student needs. This session will demonstrate how using the Quality Matters Standards as a guide for making course design decisions can help you to create (or improve) your online or blended course to make it a more learner-centered course. In this session we will review course examples, teaching strategies, and best practices for using various tools in the Learning Environment, that you can use to create courses that are more accessible, organized, and user-friendly. Participants will be provided with a checklist for use in self-evaluation of current courses.

Making Online Best Practices Work
Kalli-Ann Binkowski, Annette McNamara, and Annika Moe, University of Minnesota
Designing an online course from a face-to-face course took nine months, an instructor, two designers, one academic technologist, a usability lab, and one student worker. Our goal was to use current best practices to make an interactive, authentic learning experience for every online student, with a hands-on lab to boot! Join us to learn how we managed to build this complex course in a way that reduced instructor grading effort and was usable to students.
Let Adult Learners Show What They Know
Brooks Doherty, Rasmussen College

What if colleges gave all students, free of charge, the ability to prepare for their entrance placement assessments? And once admitted, what if students were able to show what they know as soon as they know it, without being tied to a course calendar, before progressing to the next set of learning topics at an individualized pace? What could these mean for adult learners seeking college completion?

This talk will explore new assessment and course design strategies which are focused on the adult learner with limited financial means, today’s new traditional student. Two brief case studies from Rasmussen College include 1) Rasmussen Ready, the entrance placement tool which provides equitable English and math test preparation to all prospective students. This brush-up experience is particularly beneficial for adult learners who haven’t seen a math problem or dissected a sentence in years and cannot afford additional test tutoring. And 2) competency-based education, or CBE, a learning method which respects the knowledge adult learners bring to the classroom via work and life experience and allows them to show what they know as soon as they are prepared to demonstrate. These two innovations—free-of-charge test preparation and competency-based education—are capable of increasing enrollments, readiness, completion, and better preparing all college graduates to flourish in our world and workforce.

How Flippin’ Cool is Google? Using Docs and Forms to Create Engaging Peer Review, a Flexible Syllabus, and Reflective Self-Assessments in a First-Year Writing Course
Jane Turk, Hamline University

In this lightning talk, participants will get a whirlwind tour through the ways that Google Tools helped build student engagement and center student academic skill development a first-year writing-intensive course at Hamline University. The presenter will discuss how Google Tools helped her to flip peer review and encourage a culture of team-based, peer-to-peer writing feedback, create a flexible syllabus that acts as an interactive archive of supplemental course materials, and give students an opportunity for ongoing reflection and self-assessment of their skill development and learning throughout the course, both at the individual and cohort levels.

Session C
1:30–2:00 p.m.
C-1A Room P2804

Building a Master Core Course: A Faculty Team Approach to Blended Course Design
Lisa Abendroth, University of St. Thomas

When our core marketing course was cut from 3 to 1.5 credits, we developed a faculty-team approach to redesign the course. First, the six-person design team jointly determined a framework for the course, including the breadth and depth of topics to be covered, using syllabi from nine different MBA programs. Common course objectives and major deliverables were also established, including a pre-post marketing simulation. Next, seven faculty were selected to develop modules based on their specialty (i.e., what elective they teach). Each module consisted of readings, slides, video lecture, online quiz, and a concept application activity. A common slide template and structure maintained consistency across modules, and faculty were encouraged to promote their elective at the end of each lecture. All modules were loaded into a master Blackboard site. When a faculty is assigned to teach the course, the master becomes their starting point, from which they can personalize delivery through their welcome video, online and in-class discussions and activities, and the selection of cases that play to their strengths. There are many benefits to this model of course design: 1) students exposed to a variety of faculty perspectives and lecture styles, 2) less prep time for core instructors means more time to focus on delivery and learning, 3) greater consistency across sections, 4) elective faculty can hold students accountable for core knowledge and then build onto it, 5) core video library becomes a student resource in electives, 6) elective enrollment should increase, and 7) faculty involved in the project gain experience developing an online course module.
school year. We will share lessons learned from such a venture.

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online LaTeX-based platform similar to Google Docs, and was
Mathematical Ideas. The textbook was written using Overleaf, an
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Kevin Dennis, Kristen Sellke, and Paul Weiner,
Writing a Math Textbook: Flipped Out!
Saint Mary's University of Minnesota

During the summer of 2016, three mathematics faculty members at
Saint Mary's University of Minnesota collaborated on writing a
textbook for a first-year math competency course, Elementary
Mathematical Ideas. The textbook was written using Overleaf, an
online LaTeX-based platform similar to Google Docs, and was
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This allows the teacher to tailor the instruction to a group's academic
needs or learning style. These instructional groups change often
depending on students' previous knowledge and needs around the
current topic of instruction. During "Puma Reads" and "Puma Solves,"
students are grouped between classes and grade levels. Using NWEA
Skills Navigator, teachers are able to identify specific skills that
students are struggling with and address those specific learning gaps.
As students show mastery they move to groups that address the next
skill they need help with. Students work on specific, targeted skills
during this time in small groups with an all-hands-on-deck approach
to staffing. Just as we are creative and flexible in student groupings,
we also play to teacher strengths so we are intentional when designing
our schedules and routines. CICS Irving Park is currently working
toward an all-school Personalized Learning model that focuses on the
four elements of the PLWD.

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Kevin Dennis, Kristen Sellke, and Paul Weiner, Saint Mary's University
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A Virtual Conference? So, How Does That Work?
Robin O'Callaghan, Winona State University; Elizabeth McMahon,
Northland Community and Technical College

When one lives in a large state with low (or no) travel budgets, finding
ways to get individuals together to showcase best practices,
technology integration, and use of Quality Matters to guide course
design decisions is challenging. To solve this challenge, we offered a
virtual, synchronous conference where neither the presenters nor the
attendees were in the same location. This session will describe how it
turned out as well as lessons learned in the organization and delivery
of our first virtual conference. It was a low-budget event and used
tools and ideas that others could easily implement.

Help Your Students Find the Life They Want
Randy LaFoy, Minnesota State

Join your fellow educators in discovering how to help your students
create the life they want. Using the GPS LifePlan, you can assist
students in finding their passion and discovering what they can
do. By the way, GPS LifePlan has helped students stay in school,
graduate, and go to the next level for more than 10 years. Learn how
to maximize the newly created Learning Modules as well as the 700+
links. These links and modules encompass useful resources in Career,
Education, Finance, Leadership, and Personal issues. When the GPS
LifePlan was updated and relaunched, we made sure it was device
friendly. It also continues to be a Creative Commons Site that is
used in classrooms, advising and counseling in colleges and high
schools around the entire state. Learn how easy it is to save critical
assessments and planning information. The session will also share
marketing materials that can be displayed/handed out/shared on your
campus. Some areas include Financial Aid, Career Services,
Veterans, and counseling. See options for other materials that can be
handed out for a quick and easy reference to resources within GPS.
See how one campus added links to the GPS LifePlan on their
webpages. Bring your phone—embrace the opportunities.

Field Trip Technology
Phillip Sexton, Dulwich International High School Suzhou China

Have you ever been on a field trip? Have you wanted to extend
student learning via technology? This presentation is going to provide
you with some tools that were used when ninth grade students were
brought to Shanghai Disney Resort for a day of physics and magic! We
focused on the use of mobile apps and students were actually required
to bring their phones. Notably we used WeChat for communication,
Vidometer to record video and g-force at the same time, and we used
NCSC MyTech as an accelerometer recording device. I will also share
a little bit of my journey in making a custom app that was to be used
in conjunction with paper packets.
**Unlearning as the Key to 21st Century e-Learning**
*Mary Claire Halvorson, Goldsmiths University of London*

The presentation is a challenge to those in the room to unlearn, to become even more effective learners, and so become even more effective teachers. Learning is not linear, and some existing learning can block meaningful new e-learning. This existing learning needs to be "unlearned," I will model in this session examples of innovative curriculum I have delivered on my University of London accredited programmes. In summary, this session will challenge existing shibboleths around e-learning and teaching in Higher Education, based on my experience, mistakes, research, and student feedback. It is about the learners themselves leading in directions previously unthought of, the successful exploitation of new ideas. Samuel Beckett urged, "go ahead and try again, fail better." That is my message, too.

**2:15–2:45 p.m.**

**A Website to Support Faculty with Teamwork Projects**
*Christina Petersen and Mary Jetter, University of Minnesota*

Facultyguidetoteamwork.umn.edu is a site created by the Center for Educational Innovation at the University of Minnesota to guide instructors throughout the process of creating, managing, and assessing team projects. This site is useful for those who are 1) thinking about incorporating a team project into a course they teach, 2) have used team projects in the past and have a question about next steps, or 3) are wondering how to address a challenge they or their students face. The site contains evidence-based recommendations and addresses questions such as, What are the characteristics of a successful team project? How can you introduce a team project to your students to get maximum buy-in? How can you support students during the project process? And how can you assess a team project? The site contains several example projects and multiple resources from UMN instructors who are successfully using team projects in their teaching.

**C-4B Room P2806**

**Using Interactive E-Storybooks on iPads for Shared Reading by Kindergarten Teachers: A Case Study**
*Sha Yang, University of Minnesota-Twin Cities; Victoria Lowell, Purdue University*

Among the tools that support early literacy education, e-storybooks have become an increasingly common part of young children’s reading experiences. This presentation will be about a study that investigated a kindergarten teacher’s use of interactive e-storybooks for shared reading with their students, as well as their attitudes toward adopting e-storybooks as a resource for their reading block. Results indicated that the teachers identified pedagogical objectives, analysed the attributes of the e-storybooks, activated interactive design. In this session, I’ll identify the challenges for ELLs and provide ways to support your ELL students through instructional design. I’ll also share ways to maximize the advantages that online and blended learning offers to ELLs. In addition, I’ll identify aspects of Universal Design for Learning that specifically support ELLs.
animations and games during shared reading, conducted instructional activities around the e-storybooks, and evaluated the costs and benefits of using such a resource. However, they varied in their shared reading methods, hotspot usage, and application of special features in the e-storybooks. One teacher created a more interactive, informational, and engaging technology-supported class. They also encountered both common and unique problems when utilizing the e-storybooks, but overcame these issues. In general, the teachers held favorable views of adopting e-storybooks for their reading block and planned to continue using this tool in the future.

C-5B  Room P0808A

Faculty-Reported Impacts of Participating in QM Course Reviews: A Multi-Year Study
Elizabeth McMahon, Northland Community and Technical College

Over the last several years, over 450 courses from UMN and Minnesota State have been officially certified by Quality Matters (QM) as having met QM Standards through an internationally recognized peer-review process. Most of the institutions in the Minnesota State system have submitted at least one online or blended course for official review. The UMN has also submitted courses for official review. This session will review the results of a study that asked faculty who have had at least one course certified through the official QM Course Review process about their perceptions about impact. This study represented the work of 195 faculty from 27 institutions over a three-year period ending in June 2016. Come to this session to hear what Minnesota higher education faculty reported as the impacts of participation in the official QM Course Review process on: course design improvements to online and blended courses; student learning and course completion; and on face-to-face teaching practice.

C-6B  Room P0808B

Just Click Here: The Influence of Lecture Viewing Reminders on Lecture Viewing and Course Outcomes
Penny Nichol, University of Minnesota; Esther Maruani, University of Minnesota; Thomas Brothen, University of Minnesota

Traditionally structured online classes often contain recorded lectures. Do students watch these lectures? In our experience, lecture viewing is lower than anticipated. How can online lecture viewing be increased? In this presentation, we investigate the impact of sending emails to students in a large introductory psychology course that remind them to watch lectures and which also include direct links to the lectures. We will examine the semesters before the reminders were used, the semester in which reminders were sent to half of the students in the online section and the semester in which all students in the online section received reminders. We will compare lecture viewing and course outcomes (e.g., final grades, exam grades) across and within semesters for the online sections and the hybrid sections of the course to see if an intervention as simple as email reminders can increase lecture viewership and improve course outcomes.

C-7B  Room P0842

Blended Technology: When Online and Paper Collide
Stephanie Klein and Shelly Wymer, University of Minnesota

Everything seems to be going online these days, but sometimes an online solution does not quite fit your situation. Presenters from the University of Minnesota’s Office of Measurement Services will describe several ways we have achieved success by blending low-tech and high-tech methods in K−12 and higher education testing and survey programs. Instructors use online grade books in conjunction with both online quizzes and paper-pencil exams. Standardized K−12 tests are administered on paper, with an online profile generator available to create individual student learning profiles. Teacher evaluations are completed on paper or online according to the needs of the class, then merged into a single online reporting system. Online survey software can be re-purposed to collect and report data captured from paper surveys, phone, or in-person interviews. Some technology blends are smoother than others, and we will discuss challenges and successes. Attendees will have an opportunity to describe testing or survey challenges they are facing, and we will facilitate a brainstorming session on technology blends that support their needs.

C-9B  Room P2844

Course Design: Learning from Teaching
Benjamin Wiggins, University of Minnesota

In my time as the Director of Digital Learning at the University of Pennsylvania, I designed dozens of online courses with faculty. And with each course I completed, I gained practical experience about how to integrate evidence-based teaching techniques into their design. However, finally teaching my own fully online course gave me new, important perspective on why and how some strategies for teaching effectively online are implemented and why and how others get left on the cutting room floor.

In this presentation, I will discuss how I brought lessons learned from my own teaching back into my instructional design work. I’ll share my experience in each role and will offer strategies for improving designer-faculty communication and for recognizing and addressing the institutional pressures and politics that constrain both designers and faculty. It is my hope that my experience and perspective here can help designers and faculty bridge gaps that exist between them so that they may collaboratively create effective online courses.

2:45−3:00 p.m.

Break, Posters, and Exhibits
Kopp Student Center, Garden Room
Session D

3:00–4:00 p.m.

D-1 Room P2804

Creating Academic Technology Competencies and a Faculty Development Curriculum
Nima Salehi, University of Minnesota; Christina Petersen, University of Minnesota Extension; Peg Sherven, Sara Harley, and Christiane Reilly, University of Minnesota

Faculty today need a range of academic technology, pedagogical and course design skills to be effective teachers in today's digital learning environment. What are the key skills they need and what professional development resources should be provided to help them acquire these skills? Developing a competency list can help colleges and universities answer these questions and begin preparing an effective faculty development curriculum. How do you select a list of competencies that are research based, relevant, and support student centered learning? This workshop provides an overview of academic technology, teaching, and course design competencies developed for faculty at the University of Minnesota. The competency list draws from research in the learning sciences and current national standards. During the workshop, participants will discuss, analyze and determine which competencies best meet the needs of their own faculty and educational environment. Participants will then examine a proposed curriculum to help them design or enhance their own faculty development initiatives. This workshop will benefit faculty, academic technology specialists, and administrators who want to facilitate enriched teaching and learning in today's digital learning environment.

D-2 Room P2802

AR Disruption: New Realities for Learning Design
Tracy King, InspirEd

Pokemon Go shattered records and triggered stampedes. It’s caused traffic accidents and inspired new forms of collaboration. While the Pokemon Go phenom was short lived, augmented reality (AR) will forever influence the up-and-coming generations’ expectations for digital interaction. In this session I’ll talk about emerging technologies and draw essential lessons we can utilize to strengthen digital learning design.

D-3 Room P2808

Maximize Learning with Nearpod
Dihanna Fedder, Pine City Public Schools

Experience Nearpod firsthand in this hands-on experience. Nearpod is an invaluable tool in the 1:1 classroom and beyond. With Nearpod educators, leaders and learners can interact, collect data, manage behavior, work independently and so much more. In this session attendees will have the opportunity to participate in a live Nearpod session that incorporates quizzes, polls, open-ended questions, and drawing; create their own accounts; hear tips on work with Google and Nearpod; and learn tips and tricks for managing Nearpod content. Plan on rolling up your sleeves and delving into the wonderful world of Nearpod!

D-4 Room P2806

On Demand Professional Development
Troy Anderson, Elk River School District; Pam Beckermann, Digital Learning Specialist; Paul Beckermann, Digital Learning Specialist

Learn how the Elk River Area School District designed several online learning modules for staff professional development using our learning management system. These self-paced, On-Demand courses allow staff the opportunity to gain an extra day of summer vacation in their contract.

Rather than reporting to school during a fall workshop day, staff can take advantage of "Virtual PD" and work at their own time, pace and place. We will discuss the writing and monitoring process as well as efforts agreed upon by district and union officials. You will also get a preview of the different modules in Schoology ranging from “How to use Google Drive”, “Formative Assessment”, “Seesaw”, “PLC’s” and more! Conversations will focus on benefits, challenges, and feedback from staff and administrators. You will also have an opportunity to gain access to their course catalog.

D-6 Room P0808A

Strategies for Supporting New Immigrant Students on the Use of eLearning Technologies
Benjamin C. D. Agbo, University of Minnesota

The urban cities in the United States are demographically changing from dominant groups to more diversified population resulting from an increase in the immigrant population. For instance, in the Twin Cities of Minnesota, between 1990–2000 and 2000–2012, the immigrant population increased by 125 and 54 percentage points, respectively. This also brings a tantamount increase in the number of new immigrant students in the urban city school classrooms. These students came to the United States with(out) significant knowledge in using information and/or learning technologies. Evidence exists that the knowledge of using information technologies for daily lives does not translate to the effective use of the learning technologies for the purposes of learning. In other words, the assumptions that wide knowledge in information technology use for daily lives, even among digital natives, is a predictor of success in using learning technologies is very far from the reality amid teaching and learning reaching a singularity moment for more than a decade ago. Hence, the purpose of this paper is to examine how new immigrant students acquaint themselves with the learning technologies and the most effective way they could be assisted. The changing in the students’ demography in the Twin Cities, uses of information technologies for daily lives and learning, common general assumptions, and the imperative knowledge for using learning technologies are discussed. Providing remedial lessons on technology skills, learning technology-hub, and mentorship program are but a few suggestions on how to assist new immigrant students in getting acquainted with their new learning technologies.
Beyond Captioning: Tips and Tricks for Accessible Course Design

Jenessa Gerling and Karen LaPlant, Hennepin Technical College

In a world where the landscape and demographics served in education are continually changing, so too must our development of courses that are accessible and accommodating to learners of all demographics including race, ethnicity, culture, socioeconomic status, disability, ability, and much, much more. With a framework surrounding Universal Design for Learning (UDL) and Curriculum, this session will provide tips and tricks for helping develop and deliver online and blended curricula that proactively allow for equal access for all learners.

* Universal Design for Learning (UDL) and Instruction is a set of principles for curriculum development that give all individuals equal opportunities to learn.

Making History Present in the Classroom: Minnesota Reflections’ Primary Source Sets

Greta Bahnemann, Minnesota Digital Library; Lizzy Baus, Minitex, University of Minnesota

Join us as we demonstrate a new digital resource for historical research, Minnesota Reflections’ Primary Source Sets. We will provide a live demonstration of the resource and discuss how and why we created the Primary Source Sets. We will also provide an overview of their related teaching guides, which supply educators and researchers with discussion questions and classroom activities to inspire critical inquiry. This year's session will provide an update on the project, including a summary of new additions of content, as well as an overview of current activities including the addition of guest authors.

Meeting Quality Matters Standard 5.2 with Engaging Discussions Boards

Robin O'Callaghan, Winona State University

In this presentation, you will be introduced to several, easy to implement discussion techniques that can be used for online, blended, or face-to-face courses. This session will also demonstrate how you can structure your discussions to support Quality Matters Standard 5.2, "Learning activities provide opportunities for interaction that support active learning."

We will explore how to create, a structured debate online, how your students can become the expert on the topic using the "Hot Seat" concept, scenario-based discussions, reading reflections, discussion roles, and multimedia discussion boards. All techniques will allow you to create a lively and engaging conversation for your face-to-face courses or online course. Templates, assignment directions, and examples will be provided.
Thursday, August 3, 2017

Session E

8:15−9:15 a.m.

E-1 Room P2804

Remix Instruction with Personalized Learning Playlists
Jessica Gillespie and Thomas Brandt, ISD 279 Osseo Area Schools

Personalized learning offers students some control over the pace, place, and path of their learning. But how can teachers in traditional classrooms adapt instructional practices to enable personalization? The Osseo Area Schools Blended Collaborative initiative empowered teachers to take explore this question. Jessica Gillespie is a French Teacher at Park Center Senior High School in Brooklyn Park, Minnesota. Jessica initiated student goal setting and reflection, personalized learning playlists, and student-directed personal learning time so that students could control their pace, place, and path.

E-3 Room P2808

Framing Online Discussions: Getting Quality Posts and Giving Effective Feedback
Marilea Bramer, Minnesota State University Moorhead; Monica Janzen, Anoka Ramsey Community College

Both Bramer and Janzen have tried many different strategies for online discussions over the years. Setting up and evaluating on-line discussions is a challenge because it is difficult to find a balance between efficiency for the instructor and meaningful feedback that encourages student success and improvement. In the first half of our roundtable, we will discuss our best practices regarding discussion directions and prompts, efficient grading strategies, and discussion rubrics. We will present two contrasting models, one student initiated and one faculty initiated, that can be used in a variety of different disciplines and settings. Despite our different methodology, our goals are the same: to improve the quality of student posts. We require students to draw on both reading and other course materials to reinforce the importance of regular reading in an online course. We also utilize detailed rubrics that provide direction for students, make grading more efficient, and allow us to give more detailed feedback on the assignments. Our focus here will be more on structure, design, and assessment rather than the specific content of the discussions. We will end the roundtable facilitating a discussion by answering questions and eliciting what strategies attendees have also found effective—or even ineffective—in their own courses.

E-4 Room P2806

A Next Generation MOOC for Alumni: Smaller, More Effective and Profitable
Brad Hokanson, Erin Strong Elliott, and Robert Rubinyi, University of Minnesota

The University of Minnesota offers a series of massive online open courses [MOOCs] in a number of disciplines. They are open to the world and free, with some attracting over 60,000 students. Recently the online materials from an existing MOOC were translated into an online course offered directly to University Alumni. Limited in size, a small fee was charged for the course and live online and on-campus sessions were offered. With a goal of increasing connection to the University for alumni, course participation was strong, with a completion rate that was substantially higher than traditional MOOCs. In a panel presentation, the process of conceiving, developing, implementing the course will be examined by the parties involved. Their observations and recommendations for future development of similar online/alumni courses will be discussed. Presenters will include a representative from the Alumni Association, an online learning expert from University central administration, and the faculty member.

E-5 Room P0808A

The Culturally Proficient Technologist
Doug Johnson, Burnsville-Eagan-Savage Schools, ISD191; Rachel Gorton, ISD191

Consider how your school or district might employ these strategies to help everyone more effectively reach students from all backgrounds and cultures:

- Use data to probe questions around diversity and achievement.
- Build content that reflects students’ cultures.
- Personalize learning.
- Secure equal access to learning resources.
- Address language needs.
- Make sure “all” means all when teaching 21st-century skills.

We will share how our district purposefully viewed the five-year technology plan and budget through the lens of cultural proficiency so help assure all student receive access to needed resources and opportunities.

E-6 Room P0808B

Getting Frogs to Market in a Wheelbarrow: Strategies for Managing eLearning Projects with Faculty-Driven Teams
Mary Katherine O’Brien and Kelly Vallandingham, University of Minnesota

This session will focus on effective practices and processes for supporting faculty in the development, design, and delivery of eLearning programs. Particularly acknowledging the unique needs of faculty as they develop online learning initiatives, the presenters will focus on team management skills for faculty, instructional designers, and other support staff, and will suggest methods for establishing timelines and deadlines, delegating tasks, addressing funding constraints, and navigating busy schedules. Drawing upon actual eLearning project management experiences from graduate education and outreach projects in the College of Veterinary Medicine at the University of Minnesota-Twin Cities, the presenters will review tools that can assist in tracking the activities and milestones for a successful delivery of online courses and talk about the selection of tools in alignment with project purpose and scope. Presenters will advocate for the early integration of a project manager’s expertise and project management tools and will share examples of how project management can support successful project execution.

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How Instructional Designers Can Support an Open Movement

Nathan Lentfer, Adam Minnie, and Amy Wegner, University of Northwestern-St. Paul

This session will explain how the instructional designers at the University of Northwestern-St. Paul have supported a growing open textbook movement. UNWSP is part of the Open Textbook Network and has one of the only "Z-Degrees" in Minnesota. We will discuss our strategies for promoting open textbooks in our projects, the types of support that we have supplied and received, our methods for managing adoption and integration of open texts into our LMS and curriculum, and the obstacles that we have faced.

Got Tech?: Building Professional Confidence in Students to Bring Science Out of the Lab

Kim Ballard and Gina Quiram, University of Minnesota

This presentation will discuss the goals, design, development, implementation, and student feedback of a graduate-level course taught for students in the biological sciences on how to use various technology-based presentation tools to communicate their science to different audiences. The need for this type of course was identified through the use of a student survey which found students wanted to take a course which taught presentation skills for biologists. The survey also identified students’ preferred mode of instruction as a blended course with hands-on "lab" time with technology tools in the classroom and supporting resources provided online.

Teaching students the skills of how to clearly and concisely communicate their science to specific audiences for different purposes is the primary goal of this course. Students learn to communicate to the media and other audiences by creating seven presentation types used by professional scientists: self-introductions, soundbites, conference presentations, conference posters, TED talk type assertion-evidence presentations, podcasts, and video shorts. Graduate students in the sciences at all levels potentially benefit from learning these skills. Early in their graduate school careers students can use these skills for class presentations, and grant applications; upper-level graduate students can use these skills to promote their work, to apply for grants and jobs, and to build a professional network (before and after they are on the job market) by connecting with other scientists with similar interests.

Currently, there is an abundance of graduate students in the biological sciences while at the same time, the number of jobs in the academic market continues to decline. Therefore, as educators, we have the responsibility to prepare students for jobs outside of academia. Teaching students how to communicate well using current 21st Century technology tools is one way to achieve the goal of preparing them for careers.

Applied Learning in the Online Environment: Navigating Degree Completion Options for Working Adults and Employers

Thomas Norman and Christine Mollenkopf-Pigsley, Minnesota State University, Mankato

This session will focus on best practices in applied learning in online courses through the experiences of Minnesota State Mankato’s Applied Organizational Studies Program. This unique bachelor’s completion program targets current professionals who seek to combine practical work experience with organizational theory. Developed in collaboration with MSU’s College of Behavioral Sciences and University Extended Education, this unique partnership leverages unique strengths of both university organizations in delivering degree completion programming to working adults and employers.

The program is one of the fastest growing e-learning programs in the university’s extended education department and has been highly successful in retaining students with significant matriculation barriers. Participants will become acquainted with the techniques used to develop curricula and student engagement practices that they may incorporate in any academic discipline to increase applied learning in a virtual classroom.
Session F

9:30–10:30 a.m.
F-1 Room P2804

Free and Fabulous Resources for Learning
Mary Mehsikomer, TIES

There are thousands of high-quality resources for learning on the Internet, but how do you find the best ones for your content area? How do you evaluate the applicability of resources to your curriculum? Participants in this workshop will learn about sources for teaching resources created by national, state, and local organizations to help enhance learning and engage students. Participants will also be provided with a comprehensive list of resources beyond what we have time to explore in the workshop, along with ideas for integrating these with curricula. Best of all, these resources are all free to use as long as you have an Internet connection.

F-2 Room P2802

Rocking the Course Development Boat: How to Build Cross-College Partnerships for Student Success
Suzanne Schriefer and Ashley Gey, Rasmussen College

Achieving high levels of student retention and academic success are key goals in today's higher education environment. Learn how Rasmussen College's Library and Learning Services team identified opportunities for collaboration across departments, fostered partnerships with faculty subject matter experts and instructional designers, and successfully integrated selected resources into courses through the course development process. Perspectives from all parties including faculty and instructional designers will be shared. Methods used to assess the impact of these collaborative partnerships on student academic achievement and retention will also be discussed.

F-3 Room P2808

The Instructor is REALLY In! Amplifying Instructor Presence in the Online Classroom
Renee Cedarberg and Carol Lacey, Metropolitan State University

Effective instructor presence in the online classroom is so much more than organizing and presenting content and responding promptly to student work. How do you convey your personal commitment to what you teach and to the students you teach? Are there techniques you could transition from the traditional to the online classroom? Participants will have the opportunity to engage in active learning as they think creatively about their presence in the online classroom. Two instructors in different disciplines, with significant online and in-person teaching experience, will present a number of strategies to strengthen instructor online presence and foster community in the online classroom in a genuine manner.

F-4 Room P2806

Online Financial Educator Program: Building Capacity and Meeting the Needs of Limited Income Families
Lori Hendrickson, Mary Jo Katras, and Dung Mao, University of Minnesota Extension

The Financial Educator Certificate program (FEC), a 9-month, 10-module online course delivered in Moodle to community professionals. The course is aimed at building the capacity of staff in community-based organizations to more effectively work with clients from diverse backgrounds to manage their financial resources, build assets, and improve financial well-being.

In order to create an effective learning environment, the content of the course must reflect the changing needs that participants are seeing in the communities they serve. To address these changing needs, participants are asked to compile a case study to represent individuals and families that they typically encounter in their work. The case study assignment was designed to allow learners to reflect on their financial education/coaching work with families and to demonstrate their learning by applying financial concepts and tools to a family situation. The teaching team has analyzed these case studies to understand the realities of low-income families who seek support to manage their finances. This workshop will discuss the case study activity, analysis of the case studies to more fully understand the critical information needs of FEC students and their clients, as well as how the team has adapted the program to improve relevancy and develop more effective community-based financial education programs.

F-5 Room P0808A

Authoring Open Textbooks
Melissa Falldin, University of Minnesota

If you can’t find a book that suits your needs, write one! Educators in K–12 and higher education are doing just that. This presentation will cover the process used to write three textbooks in a school district in the pilot year 2016. The process that was developed and refined in the pilot year is now being used in schools to develop additional books. In addition, attendees will be introduced to a guide developed for authors, project managers, librarians and others in order to help them write and publish their own open textbooks.

F-6 Room P0808B

Innovation Special Interest Group Roundtable

This roundtable is your chance to engage with other, like-minded people on the topic of innovations in digital learning. Join members of the "Innovation" special interest group at this round-table discussion. We will introduce the “hot-button” issues that were identified by K-HE representatives—including academic analytics and adaptive learning—and explore other topics and questions that participants bring to the table. Participants will also help determine areas of continued engagement over the next year via the Minnesota Learning Commons Innovation SIG.

Jeff Plaman, Minnesota Department of Education and Bob Rubinyi, University of Minnesota.
Session participants will be given opportunities to employ this tool to share their own planning processes for use of apps in their instruction, as well as provide evaluative comments regarding uses of this tool for supporting instructional design.

**F-10  Room P0840**

**Using a D2L Course Room and Collaborative Learning Circles to Support Faculty in OER Review, Adoption, Course Redesign, and Authoring**

Karen Pikula and Paul Preimesberger, Central Lakes College

This presentation will introduce the practice of using a BrightSpace (D2L) course room as a repository of resources for both “College” and partner “College in the Schools” high school faculty in Open Educational Resource (OER) review, adoption, course re-design and the authoring of new materials. The presenter will describe how her Learning Institution has approached OER adoption, course redesign, and the authoring of new OER materials through faculty participation in cross-disciplinary collaborative OER Learning Circles. She will describe the process the interactive process that Central Lakes College has used to support faculty as they work through each of three pathways in adopting, using, and authoring Open Educational Resources.

11:00 a.m.
Lorenz Auditorium

**Welcome and Comments:**

Greg Keith, Chief Academic Officer, Minnesota Department of Education

**Introduction of Speaker:**

Kim Lynch, Interim Associate Vice Chancellor for Academic Affairs and Senior System Director for Educational Innovations, Minnesota State

**Keynote Presentation:**

Embracing Open/Networking Learning in a Post-Truth Era

Alec Couros, Associate Professor, Information and Communication Technologies, University of Regina

**Closing Comments:**

Al Beitz, Director, Center for Educational Innovation, University of Minnesota

12:15 p.m.

**Awards Presentation**

Lorenz Auditorium

12:45 p.m.

Lunch

Kopp Student Center
Session G

1:45−2:45 p.m.

G-1  Room P2804

Virtual Reality in Teaching and Learning: Lessons from the Library
Plamen Miltenoff, Saint Cloud State University

A case of rudimentary use of 360 Video, Virtual (VR) and Augmented Reality (AR) for academic library orientation is aimed to provide a team of one faculty and the director of the virtual lab with hands-on knowledge and experience regarding the application of these technologies in educational settings:
http://web.stcloudstate.edu/pmiltenoff/bi/

2016 has been considered the breakthrough year for VR and AR. Influential organizations for educational technologies, such as the New Media Consortium, the Pew Internet Project and the EduCause Center for Applied Research, predict a rapidly growing trend of these technologies in K–12 and Higher Ed in the next several years. Considering this trend, the team seeks low-end, pragmatic approach to the application of fairly expensive technologies in an academic environment with ever-shrinking opportunities. Further, the team explores the connection of these technologies with the gamification process in education. The experimentation process included assessment of learning outcomes and further collection of patrons’ opinions to assure student-centered approach for the entire endeavor.

G-2  Room P2802

Accessify your Digital Instructional Materials
Sara Schoen and Ann Fandrey, University of Minnesota

Did you know that just six core skills can reduce barriers to digital content by about 80%? The six core skills—applicable across platforms and media—are easy to learn; all they need is YOU to learn them and incorporate them into your workflows. This engaging, interactive workshop will give you the tools you need to create more accessible digital materials across all your platforms and media. We also give some suggestions for how to advocate for accessibility best practices on your team. Make it your personal goal to open your content to the largest possible audience, starting with this workshop.

G-3  Room P2808

Resilience: Course Design for Today and Tomorrow
Lyn DeLorme, Ryan Elder, Melissa Falldin, and Treden Wagoner, University of Minnesota

Instructional designers wear many hats and juggle many technologies. Course design practices that ensure the best possible student and instructor experience are at the forefront of their work. Very often, these practices are influenced by or tailored to a particular learning management system (LMS). Given the transient nature of the digital landscape, how can instructional designers balance the affordances particular to an LMS with the need to adapt quickly? This discussion begins with how one team considered their approach to course design, in light of the ever-changing technology platforms by employing proactive design strategies to plan for future reuse of the course. Participants will have opportunities to share their experiences and leave the discussion with additional methodologies, strategies, and tips for course design.

G-4  Room P2806

Exploring Open - Open Education Programs in Minnesota State
Stephen Kelly, Minnesota State; Maran Wolston, Minneapolis Community and Technical College; Bryan Christensen, Minnesota State Community and Technical College; Lisa Lucas Hurst, Southwest Minnesota State University; J.C. Turner, Riverland Community College

Educators throughout Minnesota State have been embarking on open education programs through the assistance of development grants from the Minnesota State system office. This panel of open education pioneers will discuss the challenges and advantages of incorporating open education resources into their courses. Come learn some tips and tricks from those who are blazing the trails!

G-5  Room P0808A

The Dark Side of Online Learning: What We Didn’t Expect About Students’ Lives
Stacy Bender, Crosslake Community School

Many who move into the online learning world do not expect to come across extreme students issues. However, sex trafficking, drug use, child abuse, child slavery, and other extreme situations bubble to the surface as issues of non-engagement increase. This presentation will provide case studies, discussions as to what role the online program takes as issues increase, and actual facts of outcomes from situations in the case studies. While this topic may seem unusual, these negative side effects of allowing students to work in isolation must become known in order for practitioners to prepare to respond to students in crisis.

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Literature increases. That literacy levels improve as access to reading materials and essential component for student success. It has been widely shown using digital resource. Most of all, media specialists teach reading, an usernames and passwords to creating multimedia presentations.

Teach along a spectrum of digital literacy skills, from developing terms of credibility, validity, bias, and accuracy. Media specialists students learn about plagiarism and evaluate the sources they find in academics perform in journal articles, books, and reference materials.

Skills teach students to access knowledge through the scholarly work analyzing, synthesizing, and evaluating the information they find and out the information literacy, digital literacy, and library and information science skills. Through media specialists teach the following skills: Information Literacy, particularly in developing grounded theory. Findings show that media specialists teach the following skills: Information Literacy, Digital Literacy, and Library and Information Science skills. Throughout the information literacy, digital literacy, and library and information science skills acquisition process, students are: analyzing, synthesizing, and evaluating the information they find and use, higher order thinking skills (Bloom, 1956). Information literacy skills teach students to access knowledge through the scholarly work academics perform in journal articles, books, and reference materials.

Students learn about plagiarism and evaluate the sources they find in terms of credibility, validity, bias, and accuracy. Media specialists teach along a spectrum of digital literacy skills, from developing usernames and passwords to creating multimedia presentations using digital resource. Most of all, media specialists teach reading, an essential component for student success. It has been widely shown that literacy levels improve as access to reading materials and literature increases.
Session H

3:00–4:00 p.m.

H-1  Room P2804

Creating a Culturally Proficient School System by Leveraging Technology as a Catalyst for Change
Rachel Gorton and Stacie Stanley, ISD191

Burnsville–Eagan–Savage Public Schools has strategically focused on using an inside-out examination approach to redefine their district and provide an underlying systemic framework that drives their decision making - including their technology decisions. We will examine how Burnsville–Eagan–Savage educators are leveraging technology to shift instructional practices to collaborative, student-centered learning environments and how focusing on their values, beliefs & assumptions has fundamentally changed the culture in their buildings and classrooms. Our Cultural Proficiency Continuum is a tool used to identify and discuss policies, decisions, practices, and norms that are Culturally Destructive to our community and provides guidance on how we can shift to Culturally Competent practices that honor and support the learners in their schools. Leave with a heightened understanding of how a system's culture supports or sabotages educational technology efforts; along with tools to drive organizational decision making.

H-2  Room P2802

Discussing Discussions: How to Write Discussion Questions to Drive Engagement in the Online Classroom
Renee Cedarberg, Metropolitan State University

face discussions. What is the goal of your discussion? What purpose do they serve in your course? In this presentation, you will learn techniques that will help you write discussion questions that you will want to participate in with your students. Participants will have the chance to engage in active learning as they review sample questions and develop your own questions for your course.

H-3  Room P2808

Quality and Best Practices Special Interest Group Roundtable
An opportunity to engage with your colleagues throughout the state on topics related to quality and best practices in the design, development, and implementation of online courses and programs. Areas of interest include the use of course rubrics such as Quality Matters, pedagogy/teaching practices, policies and guidelines, and design frameworks. Participants will also help identify opportunities to continue the dialog throughout the year via a Minnesota Learning Commons Quality SIG. Elizabeth McMahon, Northland Community and Technical College and Minnesota Online Quality Initiative.

H-4  Room P2806

Putting Usability Results into Action in the Design and Development of Online Courses
Sara Hurley and Ellyn Buchanan, University of Minnesota School of Public Health

After identifying that the student voice was absent in the online course development process, the University of Minnesota School of Public Health’s Office of E-Learning Services (ELS) underwent a transformation in how we designed and reviewed online courses. Usability testing and relationship-building with SPH students showed us what we were doing well—and what we weren't. The next phase was messy: we had to gain buy-in not only from the faculty but also from instructional designers and TAs. In changing our design process, we were also changing expectations and helping people understand how a template simultaneously supports good instructional design but doesn’t detract from flexibility and innovation in course design. Did it work? The results are in: the template mattered to students. We’ll discuss the details of the template design process, implementation, review, and ways in which the student experience changed as a result.

H-5  Room P0808A

Preparing Teachers to Move from 4 Walls to Cyberspace: Challenges and Solutions
Marlene Johnshoy and Frances Matos-Schultz, University of Minnesota

Teachers who are tasked with teaching online are faced with vastly different curricular demands and considerations from what they are used to in a traditional face-to-face environment. Teachers are expected to create and deliver courses with no experience and little or no support. Online teachers will encounter learners in online courses who have different expectations, different cultural perspectives, and different schedules and lifestyles when they are coming from around the world. In the push to move the classroom experience online, the fact that the delivery of face-to-face and online teaching are not the same is lost in most of these conversations. In response, the presenters developed an online professional development course where participants both experienced online learning as students and applied the lessons learned in transitioning their face-to-face courses online. For four years, CARLA at the University of Minnesota has received funding to develop an online STARTALK course that helps less commonly taught teachers start the transition to online teaching. In this session, presenters will explain the choice for the delivery format (experiential orientation), including a unique lab component—an online language lab designed to give teachers first-hand experience of the challenges faced by an online learner. In addition to showing examples of the tools and activity types used, the roles of the various instructors and participants, the presenters will identify the challenges and strengths of the course in various formats, the changes that were made, and feedback from participants. Even though the course discusses targets language teacher development, the concepts and best practices apply to any content area.
Connecting With Your Students Through Your Syllabus
Mary Jetter and Ilene Alexander, University of Minnesota

Syllabi are often viewed simply as a contract between the instructor and students. As such, syllabi can be uninviting and unhelpful for learning. It’s not surprising that students do not read the syllabus, nor that instructors mention it in passing. Drawing on research and experience, we know that a learning syllabus can foster deeper course understanding and student engagement in online and f2f learning spaces. In this session, participants will consider the learning syllabus as a means for engaging with students and for helping instructors connect with learners and learning. The presenters draw on the “SUCCESS” model (Heath and Heath, 2006), on inclusion strategies, and learning syllabus research to propose syllabus development aiming to foster engagement and learning. The presenters will share templates and resources to consult in revising your syllabus.

Reflective Learning through Discussion Self-Grading
Laura Schwarz, Minnesota State University, Mankato; Nancyruth Leibold, Southwest Minnesota State University

Reflection is a valuable lifelong skill for everyone. From one’s personal life to professional life, education, and beyond, reflection helps in the learning process and assists people to improve upon all areas of life. Reflection is important for learning and self-growth. Reflection helps us to understand what we have done well, why it went well, what can be improved upon and why, as well as provide some insight into how to improve. Faculty can assist learners to develop self-reflection skills through the use of self-reflection activities. In this lively session, the presenters will describe the definition, value, and use of self-reflection. Specifically, the presenters will describe how they have implemented discussion self-grading for online and share successes of this teaching-learning strategy.

Expanding Technical Education Opportunities through Distance Learning in Telepresence Classrooms
Nancy Louwagie, Del Smith, and Tam Huynh, Normandale Community College

Distance learning resources offer students an opportunity to access a type of education that may not otherwise be available to them. Resource-sharing between post-secondary institutions can provide student-learning opportunities that transcend geographic barriers. As part of Project ReVAMP (NSF DUE #1400408), Normandale Community College utilized a telepresence classroom to deliver vacuum technology courses to students at another postsecondary institution as well as multiple industry partner sites. These partnerships help sustain Normandale's vacuum technology program.

4:00 p.m. Adjourn
**POSTER PRESENTATIONS**

*(IN ALPHABETICAL ORDER)*

**Design of an Interactive Roadmap to Present Food–Animal Production-Focused Courses at the University of Minnesota College of Veterinary Medicine**

Perle Boyer and Ryan Rappecht, University of Minnesota

Faculty involved in teaching food animal production and medicine noticed over the years that while face-to-face mentoring of students might be the most effective way to guide them in selecting elective courses, rotations and externships, it is dependent upon faculty members' availability and students' comfort level with reaching out for advice. Moreover, elective classes and opportunities offered early in the curriculum are not always known to the students. Based on these observations, we decided to develop a catalog of elective and selective courses focusing on food animal topics at a destination of veterinary students. This course catalog was designed as an interactive roadmap of metro lines where each line represents a species of interest (beef, dairy, small ruminant, swine, and poultry) and each metro station is a class or a rotation. The roadmap will then be made available to students during their first month of arrival at the College and they will have access to it, as many times as they wish, during the entire duration of the curriculum.

**Keepin' It Cool! Utilizing State-of-the-Art Technology in Commercial Refrigeration**

Travis Dejong, Minnesota State Community & Technical College–Moorhead

Technology in the refrigeration industry is rapidly changing and it is imperative that students acquire the knowledge and skill needed to prepare them for the world of work. This requires instruction that utilizes the equipment used in today’s workplace. This innovation project involves the installation and training on state-of-the-art commercial refrigeration equipment that will better prepare our students for the ever changing work force.

**Gamifying Math Fact Mastery: ThatQuiz/QR Mashup!**

Stephanie Draayer, Osseo Area Schools–Palmer Lake Elementary

Explore the power of thatquiz.org when combined with QR codes to ignite student engagement and fuel academic achievement. Participants are provided with information on how these tools were used to differentiate and personalize learning in math, especially in regard to math fact mastery. Participants learn how these tools gamified the mastery and assessment of basic math facts (addition, subtraction, multiplication, and division) in a third grade classroom and are provided with resources to implement in their classroom or school. Learn how students using this program experienced increased engagement and turned into math fact masters. Participants may interact informally about the program implemented in my classroom with me. Materials will be available for participants to interact with, as well as resources to aid in implementation.

**Airtame Wireless Classrooms and Beyond Made Easy**

Steven Fadally, Ryan Schaefer, and Sarah Bustrom, Lake Superior College

**Virtual Reality Lab**

Gay Hamernik, Rochester Community & Technical College

**The Design Help Site: Online Teaching Support from Soup to Nuts**

Kimi Johnson, University of Minnesota

This poster will demonstrate the UMN CCE Online and Educational Services Team site for guiding instructors through the (online, hybrid, and face-to-face) course design process, helping them maintain their site, providing resources for self-help, and directing instructors when to seek help from the OES Team or Central IT. The poster will detail how to set up an architecture for this type of support site as well as demonstrate the resources contained within it. (No equipment needed, but your radio buttons don’t allow that option above.)

**Welcome to the Conversational Economy—Let’s Build a Chatbot for Minnesota State**

Randy LaFoy and Kavi Turnbull, Century College

**Intention/Reflection Practice in Pharmacy Education**

Sha Yang, representing Kerry Fierke and Gardner Lepp, University of Minnesota

Intention/Reflection is a practice that encourages engagement by identifying and infusing student’s personal interests and motivations into the expected learning outcomes of the course, alongside instructor-identified educational outcomes. Results show 88% of their students indicated that I/R practice was helpful in enhancing the learning experience. The I/R practice has already expanded to three other universities.

**The Impact of Quality Course Reviews on Facilitating Online Learning**

Ruth Lindquist, University of Minnesota

As we move our course content and instruction online it is imperative that we use guidelines and standards to help ensure quality instruction. One standard offered through a University of Minnesota central license is the Quality Matters course design rubric and review. This presentation outlines the results of several online course design Quality Matters reviews for nursing course sites. Faculty who taught using the redesigned course sites will describe the course review process and the impact this has had on teaching and facilitating online learning.

**eOrientation for Flipped Advising**

Melissa Majerus, St. Cloud Technical and Community College

**Expanding and Expediting Credit for Prior Learning**

Pete Neigebauer, South Central College

**Minnesota Career Pathways Mobile App**

Minda Nelson, Brett Underdahl, Isaac Jahraus, and Kimberly Theilen, Century College
A Mindful Path to Equity
Jennifer Sippel, Oana Zayic, and Jay Williams, Minneapolis Community & Technical College

The Course Integrated Student Video Project as Catalyst for Critical Thinking
Scott Spicer, University of Minnesota
This poster presentation will highlight various examples of course-integrated, student-produced video projects spanning UMN campus disciplines, through the lens of projects that served as a catalyst for student critical thinking on important topics. Participants will also be encouraged to discuss with the Media Outreach Librarian, Scott Spicer, possibilities for integrating student video projects into their own curricular contexts, along with pedagogical benefits and considerations.

Using Simulation to Develop Telehealth Skills for Chronic Disease Management
Mary Steffes and Mary Rowan, University of Minnesota School of Nursing
Telehealth, or health care from a distance, has become an increasingly important skill for health care providers. The School of Nursing, seeing a gap between the typical nursing curriculum and the experience of nurses in the field, developed a telehealth simulation for senior students. Readily available technology was used to create the simulation. The simulation experience significantly increased student awareness of the need to use plain language during patient interactions and maintain patient privacy in distant communication. This presentation provides an overview of the project, planning, implementation, technologies used, and implications for learning and adjustments made after initial simulations.

The Mobile Computing Laboratory (McLab)
Norb Thomes, Winona State University
The Mobile Computing Laboratory (McLAB for short) is an open cooperative, designed to promote and assist in the determination of educational value of new technologies. Schools throughout the system work together to evaluate technologies with results documented publicly for all to use. Interested in participating? Funding from the Shark Tank assists in the purchase of equipment.

Toward a Mastery-based Business AS Degree
J.C. Turner, Riverland Community College

Teaching Support from the Digital Arts, Sciences, and Humanities (DASH) Program
Benjamin Wiggins and Cris Lopez, University of Minnesota
Through interaction with staff and the poster, participants will learn about the Digital Arts, Sciences, and Humanities (DASH) program, which supports faculty and graduate students at the University of Minnesota. DASH offers individual consultations with experts, class visits with customized training, web-hosting infrastructure, workshops, guides on digital technologies, project support for ideas big and small, help with assignment design, communities of practice for critically engaging with technology, and prototyping, scripting, mapping, and data visualization assistance. DASH is a partnership of the Center for Educational Innovation, the Institute for Advanced Study, Liberal Arts Technology and Innovation Services, Libraries, and Research Computing.