2015 Minnesota eLearning Summit - Draft Program (updated 6/12/15)

Wednesday, July 29, 2015
8:30 a.m.
Welcome to Summit:
Gail O’Kane, Vice President, Academic Affairs, Minneapolis Community and Technical College

Introduction of Speaker:
Kim Lynch, Senior Director for Education Innovations, Minnesota State Colleges and Universities

Dr. Aaron Doering, Associate Professor and Director, Learning Technologies Media Lab, University of Minnesota

Closing Comments and Dismissal:
Mary Mehsikomer, Technology Integration Development and Outreach Facilitator, Technology and Information Education Services

Session A

10:00 - 11:00 a.m.
A-1
Building Community with Social Media
Bob Bertsch, North Dakota State University

Social media can be used for more than daily announcements and basketball scores. With the right approach, schools can build a community of engaged parents and other citizens. All you need to do is to stop talking at people, start talking with them, and open the door for them to talk to each other. In this interactive presentation, we'll discuss the risks and benefits of being on social media organizationally. We'll talk about positive examples of social media used by school leaders. We'll discuss the notion of "social capital," and share ideas and strategies for a more effective use of social media.

A-2
iChoose: Integrating Academic Choice and Technology
Ryan Bisson, Osseo Area Schools ISD 279

The 21st century classroom should be an open learning environment where motivation, innovation, and differentiation are integrated into daily tasks through the use of various tools - especially with technology. I have successfully accomplished this by creating a framework that incorporates academic choice opportunities for students to collaborate on their learning and show what they know. The goal is to support self-directed, self-aware learners who advocate for themselves and navigate their learning in a technology enhanced classroom.

The goal for this conference session is to share my journey and my resources, and to provide participants with an opportunity to adapt iChoose for use in their own classroom. Participants will learn how to incorporate academic choice opportunities for students using a variety of apps and based on principles of Responsive Classroom, the SAMR model and Bloom’s Taxonomy.
Quality Feedback in the eLearning Classroom
Elizabeth Nelsen, Spring Lake Park Schools

The research is clear: Giving quality feedback is one of the single most effective strategies we can use as educators to help our student learn and grow. In the online/blended classroom, as well as F2F classrooms with devices, we have many more ways to give students quality, timely feedback on their learning. Not only can our feedback be more efficient through the use of technology, but significantly more effective and useful for learners of all ages. During this session, expect to learn about new digital tools and resources, examine how they can be implemented to amplify research based strategies for giving feedback, and engage in hands on experiences to bring your learning to life.

A Digital Story Assignment Using Mobile Devices and WeVideo (a cloud-based video editing program)
Greg Steinke and Jill Zimmerman, College of Continuing Education, UMN

Students’ smartphones don’t have to be a mere distraction. Harness the power of mobile devices to create digital stories online.

In this presentation, you’ll learn from the presenters what it was like to create their first digital story assignment asking students to use their smartphones/mobile devices to capture images, and record audio and video for their digital stories. Students also had access to WeVideo - a cloud-based video editing program, to combine the media they gathered and edit their videos.

Digital stories are a fun, skill-expanding alternative to written assignments and reflections, with the versatility to apply to any field of study. The presenters will share the successes and drawbacks of the assignment and provide resources for faculty and instructional designers who wish to explore digital storytelling assignments for their online or hybrid class.

Championing Open Educational Resources
Jon Fila, Intermediate District 287

In this session we will discuss the quality and availability of Open Educational Resources (OER) and what reservations educators might have about implementing them into curriculum. Research on OER will be presented in a way that will provide some key take-aways for participants to continue the conversation and promote their use moving forward.

Accessibility and Universal Design in eLearning
Scott Marshall, Sara Schoen and Kim Wilcox, University of Minnesota

As a student, what is it like to come to college and learn that many of its resources are not readily accessible? As a service provider, what do you need to know about accessibility?

Our ongoing commitment to Universal Design (UD) and accessibility is key to empowering our students to learn. Through activities, discussions, and reflections, participants in this workshop will begin to learn about and experience ways to apply Universal Design and accessible practices to e-learning.

The Presence Trifecta: Cognitive, Social & Teacher Presence in the Online Classroom
Anastasia Martin, Minnesota Online High School A-55
An effective online classroom is more than a weekly folder with tasks for a student to complete independently. Research clearly supports the importance of teacher presence in an effective online classroom. But did you know that social and cognitive presence are equally important? What exactly are social presence and cognitive presence? Why do they matter? And how do I incorporate them into my online classroom? This session will answer those questions with evidence supported by the research of D. Randy Garrison and provide practical, easy-to-use tools and practices to incorporate the presence trifecta into your classroom tomorrow.

A-8

The Online Financial Educator Certificate Program: Investing in Workforce Capacity to Deliver Community-based Financial Education

_Catherine Solheim and Mary Jo Katras, University of Minnesota_

An ever-changing and increasingly complex financial environment coupled with consumers lack of financial capability has led to a demand for sound, affordable, and accessible financial education. The non-profit sector has been challenged to meet this demand, particularly with populations who are least likely to be adequately connected to the financial infrastructure or who struggle to meet family demands and manage growing levels of debt. Although there is training on specific financial curricula, investment in human capacity - core financial content and teaching skills - was sporadic at best and lacking at worst. Recognizing this need, the Financial Educator Certificate (FEC) program was created. This presentation will highlight: 1) the impetus for developing the FEC; 2) an overview of its design and content in light of learner needs; 3) what was learned from the first two cohorts of learners; and 4) strengths and challenges of this e-learning mode in developing the capacity of nonprofit staff to deliver financial education.

A-9

Mixed Marriage: Integrating Massive Online Courses with Degree Programs

_Brad Hokanson and Jody Lawrence, University of Minnesota_

Most institutions that engage in massive online open courses [or MOOCs] do so to address three principal factors; enhancing institutional recognition, moving technology forward at the institution, and increasing faculty capability in the field of online education. The ultimate goal continues to be the development of a sustainable model that benefits both the learner and the institution. This presentation will highlight the use of a MOOC in conjunction with an online credit course, examining the opportunities and exposing some of the challenges. In Fall 2014 a free massive online course enrolling 52,000 was offered through Coursera. It was combined with a 150 student credit course on creativity at the University of Minnesota. It was hoped the benefits of a MOOC would enhance the learning experience for credit students. Observations of the process, the academic effort, and of the administrative challenges will be presented.

A-10

Engaging Students’ Naturalized Technology Practices: an Anthropologist among Digital Natives

_Mitra Emad, University of Minnesota Duluth_

As an anthropologist applying field methods and ethnography to questions about how undergraduate students best learn, I am interested in engaging my audience in reflecting on their own "naturalized" technology practices, as well as those of their students. I will present both quantitative and qualitative data from an 18-month study I conducted on undergraduate students’ "naturalized technology practices." While contributing to popular and scholarly debunking of the "digital native" idea, I will also report on the pedagogical interventions that I used to engage students as content-creators: flipping the classroom, team-based learning, and integrating digital storytelling assignments. I will offer presentation participants a chance to reflect on, discuss, and even make an artifact based on the implications of my study.
Creating and Expanding Presence and Community in the Online Classroom  
Carol Lacey, Metropolitan State University

Two instructors with significant online and in-person teaching experience will present a number of ideas and strategies regarding developing online presence and fostering community in the online classroom in a genuine manner. In addition, the session will include an activity that will give participants a chance to engage in active learning to identify techniques that instructors currently use in the traditional classroom and consider how to transition these techniques to the online classroom.

11:00 a.m. Break, Posters, and Exhibits – Skyway Level

11:15 a.m. – 12:15 p.m.  
Session B

B-1  
Differentiating Learning in an Online Setting or "How Do You Teach Sped Online?"  
Christie Allison, MN Online High School

My best answer so far - Use the space that is already conducive to people with cognitive delays to give them the time to process information. Teachers can also take advantage of time to provide motivation because we are not limited to the time "before the bell rings". Using the ideas of Dweck and several online programs for skills development, we reintroduce the idea that everyone can learn, and are not fixed in their intelligence, something that most of us lose around middle school. We create scaffolding through digital communication and accessibility that helps us to collaborate with all the stakeholders in each child’s educational plan. In other words, we use tools to create an environment that supports learning – just like every other teacher.

B-2  
Plickers! Real Time Student Assessment Using a Free App for Classroom and Individual Assessment in Your Hand – No Other Equipment Needed.  
We will demonstrate the app and show you how to set up your classroom!  
Sally Mays and Johanna Mueller, Osseo Area Schools and ITEM member

Did we say the app was free? Using only YOUR teacher ipad or iphone you can capture the data for your class and individual students. No other technology required to begin to easily assess and gather data to improve your classroom instruction.  
We’ll show you how to find and download the app.  
We present an actual demonstration of the app and provide some inside tips from our experience.

B-3  
Exploring Affordable Course Content: The University of Minnesota Libraries Partnership for Affordable Content Project  
Shane Nackerud and Kristi Jensen, University of Minnesota

The cost of textbooks and course materials continues to rise and has created financial hardships for many students. In response to this dilemma, the University of Minnesota Libraries created the Partnership for Affordable Content, a competitive grant to help faculty find and use alternative, high-quality, low- or no-cost materials for their courses. The Partnership provides faculty with the opportunity to explore innovative course content options from Open Textbooks to student created course content. Customized teams including library subject and technology specialists and other campus partners focused on teaching and learning will support the creation of innovative, alternative course content. This session will discuss
the initiative including goals, project design, proposals received and reviewed, library team development, and next steps.

B-4

Free and Dirt Cheap Teaching Tech Tools: Priceless!
Nancy Ruth Leibold and Laura Schwarz, Minnesota State University Mankato

Educational technology tools are often quite expensive. With limited budgets for educators to purchase instructional technology programs, it is a challenge to acquire a variety of technology tools to use for instruction. However, there are many free and nominal cost web-based software programs for educators to use to design engaging instructional materials. Participants will explore a variety of free technology teaching tools, such as Glogster, Screen-cast-o-matic, WebQuests, Voki, Animoto, Storybird, Zimmer Twins, and others. A resource for how to select the right tool for the learning goal is also shared. Participants will receive a handout of free teaching tools and the URLs for the websites for the web-based tools.

B-5

5 Words You Never Thought You’d Hear at the eLearning Summit: The Cognitive Science of Clickbait
Ann Fandrey, Cristina Lopez and Alison Link, University of Minnesota

Buzzfeed and other internet news media companies have become notorious for creating pithy, interest-piquing headlines that promise a light, easily digestible, often humorous reward for your click. The content relies heavily on lists, quizzes and community contribution, and in return, community contributors may find their work trending or even going viral. This presentation explores the question: what does Buzzfeed know about human cognition that we in education might adapt, play off of, or steal? What makes us decide to click in and engage with material, or move on to the next thing? Come discover the cognitive science behind clickbait; you won’t believe what happens next!

B-6

Starting an Open Textbook Movement in Your School or Campus: Administrator and Faculty Perspectives
Dan Crane and Tanya Grosz, University of Northwestern - St. Paul

University of Northwestern – St. Paul began a small but growing open textbook on their campus last year; hear about their unique approach, the benefits of open textbook, and strategies and suggestions regarding how you might do the same in your school or campus. The first professor to adopt an open text at UNW – SP was able to successfully adapt a chemistry textbook for use in an introductory chemistry course, and he will share his successes and challenges.

B-7

IT’S ALIVE! Building and Using Reactive Content to Engage and Teach
Meghan Hatalla, Century College

Scalable communication strategies are a dime a dozen, but effective strategies are a little harder to come by. This session will detail how Century College ITS is using branching logic, disintermediation tactics and traditional communication channels to enhance the student experience, and share the tools to do it within your own organization.

B-8

Open

B-9

Motivating and Supporting Students: Designing for Meaningful Learning in a High Enrollment Online Course on Student Wellness.
Amy LimBybliw and Emily Matson, University of Minnesota
The Rothenberger Institute (RI) designs and delivers large enrollment 1 credit online courses. Using Prochaska and Velicer’s (1997) Transtheoretical Model of health behavior as a pedagogical model, RI courses focus not only on knowledge acquisition, but also personal behavior and attitudinal change within wellness-related topics. Through the lens of Moore’s Theory of Transactional Distance, in this session we will examine the role pedagogy plays in shaping design decisions related to interaction in online learning. We will address Holmberg’s understanding of interaction as a guided didactic conversation and the role peer education and Motivational Interviewing can play in this guided conversation. Finally, we will explore how the design considerations of peer education, and an elevated degree of structure balanced with opportunities for learner autonomy can provide a high level of student support and motivation and contribute to meaningful learning experiences in RI courses.

**B-10**

Flipped Learning @ CEHD
*Treden Wagoner, Melissa Falldin and Thomas Nechodomu,* University of Minnesota - College of Education and Human Development

In this presentation, members of the University of Minnesota’s College of Education and Human Academic Technology Services team will share the College's new approach to Flipped Learning for higher education. Topics include benefits, challenges, case studies, and the essentials for flipping a course.

Flipped Learning refers to the process of flipping the traditional order of learning activities, where knowledge acquisition and comprehension activities occur outside of class, so that in-person class sessions are richer, and used for deeper application, analysis, and synthesis of course content.

Higher ed colleagues, join us as we address “What makes a successful flipped learning course?”

**B-11**

The Journey Towards Successfully Flipping the Classroom: A Community of Practice Approach
*Helen Mongan-Rallis,* University of Minnesota Duluth

In this session we will share what we have learned in co-facilitating and participating in a Flipped Classroom Community of Practice. We will (1) Describe how we have used a faculty-facilitated Community of Practice (CoP) model to support 27 instructors in learning how to flip their classrooms (2) Share examples from our Community of Practice instructors about what has worked and what hasn’t as they have been learning how to flip their classrooms (3) Share an analysis of student feedback about their experiences in being in flipped classrooms. (4) Invite participants of the session to share what they have learned in their journey to flipping their own classrooms.

12:15 p.m. Lunch

1:00 p.m. Poster Sessions with Presenters – Skyway Level

**Session C**

**C-1**

Minnesota’s (K-12) Digital Curriculum
*Marc Johnson,* ECMECC

Over 185 districts in Minnesota are collaborating to create a full digital curriculum aligned with the Minnesota Academic Standards for grades 3-12 in the core content areas. The Minnesota Partnership for Collaborative Curriculum (MPCC) is producing high quality courses that everyone owns, shares, and can
update easily with new information. Collaborating districts also receive teacher training for developing and assembling digital curriculum, and incorporating digital resources into classroom instruction. Find out how you can use, participate and influence the creation of curriculum which will be reviewed for effectiveness, rigor, and the inclusion of diverse perspectives.

C-2
How to Produce Instructional Videos like a Broadcaster
Robin O’Callaghan, Winona State University

Whether you’re producing videos for your online course or trying to flip your course this session is for you. We will show you practical and fundamental skills you will need to produce high-quality and polished recorded lectures. This session is not about the technology of recording your lecture but rather about the pedagogy. In this session you will learn what makes a clear and engaging recorded lecture, how to fine-tune your delivery, what to capture and best practices from the broadcast industry and on-air presence. Templates for producing videos for your flipped or online course will be provided.

C-3
Use of Twitter for Promoting Social Presence in Entirely Online Courses
Yun Jeong Park, St. Cloud State

This study looks at the adoption of combined learning tools (synchronous and asynchronous) promoting cognitive, social, and teaching presences within entirely online courses. The process and outcomes of teaching and learning were analyzed by the Community of Inquiry perspective. The session discussion will focus on the impact of twitter used for fostering peer support among graduate students in the educational technology field. The research findings reveal that, compared to the task-focused participation in asynchronous interaction via Desire2Learn and synchronous interaction via Adobe Connect, distinctive patterns are identified during the twitter activity. The students’ perceptions and attitudes toward the twitter features and function will be presented.

C-4
Identifying Quality Science Instructional Material
Doug Paulson and John Olson, Minnesota Department of Education

There are many Open Education Resources available online for teachers to use, but how do we assess the quality of those materials? In this session we will examine several OER materials and learn to assess it using research from the Framework for K-12 Science Education.

C-5
Google Sites: A Creative Alternative to Electronic Portfolios and Classroom Projects
Randy LaFoy, Century College
Carmen Price, Hennepin Technical College

Many programs and colleges in Minnesota require their students (or faculty) to complete an online portfolio. There are many worthwhile programs out there. Over the last year, the two speakers have taught 100s of students how to use Google Sites. Sites can easily integrate many of Google’s other products into an ePortfolio that is easy to create and teach. We will talk about:

- Using Google Site to easily build a template so all students in a program or class will start with the same website.
- Learn how you can use and work with Sites in your classroom (including group projects), your career or your job search.
- We will dig into some of the unusual and fun features of Sites, besides the basics of customizing designs, adding pages, images and text.
- Participants will leave this session with a clear understanding of how they can use this free tool.
C-6
Upgrade Your Teaching Tools
Sheri Hutchinson and Karen LaPlant, Normandale Community College

Grab your laptop or iPad and join us in this interactive session that will test your digital and computing skills! Learn how to identify the skills your students need to successfully complete your class. Explore the classroom of the future and learn how to upgrade your cloud computing knowledge. Discover ways to shorten URL’s, create screenshots quickly, learn to program, remediate computing skills, and use apps in the classroom. Learn how to turn your voice into text—or even text in other languages to quickly share your comments online. Collaborate in the cloud and poll or share files.

C-7
Teaching Complex Topics in Bite-Sized Pieces
Mackenzie Wernet, Anoka-Ramsey Community College

Have you ever noticed that viral videos and other Internet sensations tend to be brief snippets rather than lengthy demonstrations? Digital audiences have short attention spans. As presenters, we have only a very limited time to grab the audience’s attention, give them a reason to care, and deliver our message. When designing online instruction, consider turning your larger lesson into smaller, bite-sized pieces to better address the viewing habits of a digital audience. Benefits of breaking a lesson into small snippets include better-engaged students (who pay attention better), providing students with additional activities and exercises to explore concepts, and the chance to better demonstrate the ways in which small ideas connect together to form a big-picture concept.

C-8
Fostering Critical Thinking with Technology
Laurie Conzemius, Park Rapids Area Schools

One of our main goals in 21st century education is to instill critical thinking in our students. Whether you work with preschool, K-12, or preservice teachers, this session will provide you with websites, webtools, and portable apps that help grow students’ critical thinking abilities. You will come away with plans to help instill deeper meaning, broaden understanding, develop logic and strategy skills, and produce greater evaluation techniques. Suggestions and samples will be provided for use in all content areas and age levels. Bring your laptop or tablet so you can try out the tools during this session.

C-9
Beyond All or Nothing: Different Models of Support for Faculty Teaching with Technology
Sara Hurley and Amanda Rondeau, University of Minnesota

The narrative of technology in education often describes all or nothing scenarios: physical classrooms with chalk and paper or immersive high tech environments where students and instructors could be anyone or anywhere. The reality is close to the middle, with instructors finding a mix of technology useful in meeting educational goals, both in online courses and face to face courses. Colleges are making thoughtful and targeted decisions about how to use technology in classrooms and programs, and there is no singular model for how to support faculty in this work. This session focuses on the models used in both University of Minnesota’s College of Education + Human Development and School of Public Health.

C-10
The Open Textbook Library 2.0
David Ernst and Shane Nackerud, University of Minnesota
The Open Textbook Network is a consortium of institutions working together to improve higher education through the use of open textbooks. Through proven strategies that educate and engage faculty, these institutions are helping faculty make the move from expensive commercial textbooks to openly licensed textbooks that are free and can be customized by faculty to best meet the needs of their students. Started at the University of Minnesota, the Open Textbook Network now impacts dozens of institutions nationally and is beginning to have international reach. Learn how the Open Textbook Network is impacting student affordability and how your institutions can get involved.

C-11

Active Learning: An Essential Element for Student Engagement in Online Course Design and Delivery

Arshia Khan, University of Minnesota Duluth

Student engagement is not only the key to successful teaching but also a challenge, irrespective of the content and format of the content delivery mechanism. Online courses unlike the face-to-face courses present a special challenge of social presence as the only contact between the faculty and the student is via the Internet. Creating an atmosphere where students actively participate in learning activities and are contributors to lively discussions can be achieved by applying a mix of pedagogies. Several collaboration and student engagement tools including mobile learning tools can be used to design and deliver an online course based on active learning pedagogies.

The panel consists of faculty from three different fields: Computer Science, Engineering and Health Informatics. Various mechanisms of student engagement that are founded in classic pedagogies and enhanced with new technologies including the design of online courses that can increase student engagement will be shared from diverse perspectives.

2:45 – 3:00 p.m. Break, Posters, and Exhibits – Skyway Level

Session D

D-1

Social Learning in the Blended Classroom

Karin Hogen, 916 Mahtomedi Academy

Take your blended classroom to the next level of student engagement using authentic texts and tools to allow students a social experience with an authentic, worldwide audience. Simply replacing your textbook with relevant, digital texts is not enough for eliciting the most engagement from students. By adding in social interaction hinging on authentic audience, blended classrooms can elicit the most from their students. Both social interaction and authentic audiences are strategies proven to increase student engagement. Using these strategies in conjunction with relevant, digital texts creates a classroom of impressive student engagement with the content. Learn how to do this in your classroom by using tools including Google Apps for Education, Schoology, Twitter and other online sites.

D-2

eLearning for All: Making Digital Content Accessible

Caitlin Cahill, Orono Public Schools

eLearning provides many opportunities for improving teaching and learning, but it also creates additional issues of accessibility, i.e. ensuring content is usable by all students, regardless of physical disability, learning disability, or access to the internet/specific technology outside of school. This session will show teachers how to make digital content - text, images, videos, online courses, et al. - accessible to all of their students, and provide them with checklists and other resources to evaluate their content. Methods
for creating accessible content will work in Google Apps, Microsoft Office, learning management systems (e.g. Moodle), or using free, web-based tools.

D-3

Minnesota OER Commons: Teaching & Learning in the Erratic Classroom
Andy Mink, ISKME
Jennifer M. Verbrugge, Minnesota Department of Education

Paradoxically, the hyper-abundance of resources in the digital age has created a new kind of inaccessibility for educators. Massive digital archives are not useful without the appropriate guides to help even savvy educators locate, curate, and use resources that advance teaching and learning as well as scholarship. In this session, we will explore best practices and exemplar models for approaching content and curriculum through Open Educational Resources. Relevant for both K-12 and university educators, we will feature the Minnesota OER Commons and focus on powerful tools available for judicious selection and remixing of resources. Participants will be encouraged to identify curricular hingespoints that can be addressed with OER tools in order to apply these concepts directly to their classrooms.

D-4

Unpacking Video Captioning for Accessibility
Pete McCauley, College of Education & Human Development, University of Minnesota

Whether you’re implementing a fully online course, hybrid, or flipping your face-to-face classroom, you’re probably using a lot of video content these days. To be compliant with accessibility standards, it’s important to make captions available to your audience. In this presentation we’ll be giving an overview of captioning options and workflow recommendations for delivering video online. Whether you’re delivering video using YouTube, Vimeo, Moodle, or some other method, we’ll discuss and demonstrate both services available and DIY methods for ensuring that your videos meet accessibility requirements. This presentation is intended for beginner to intermediate users of video captioning tools & services.

D-5

Quality Matters – What’s In It for Me?
Elizabeth McMahon, Northland Community & Technical College

Rubrics/ Peer Review/ Course Design/ Professional Development/ Quality Assurance. QM is more than the sum of its parts! QM involvement provides opportunities and benefits for K-12 or Higher Ed faculty, administrators, peer reviewers, and students but most don’t have the complete picture of what QM is all about. Join the Lead Coordinator for Quality Matters in Minnesota for a quick overview about what QM is and how involvement in this faculty-driven collaborative process can benefit your courses, programs, departments or institutions. This session is meant for anyone interested in developing high quality online or blended courses. It will include time for discussion to share concerns, exchange ideas, and pose questions so you can answer the question of “What’s in it for me?”

D-6

Flying Weasels and Snoring Hummingbirds: Techniques to Discover and Critically Read Quality Images
Jennifer Hootman and Greta Bahnemann, Minitex

Do hummingbirds really snore? Do weasels form friendships with woodpeckers? Is that dress really blue and black or gold and white? Viral images and videos generate huge amounts of traffic and discussion among community via social media, but do we actually understand what we’re viewing? Are we "reading" media accurately? Are we asking ourselves critical questions that will add to our community knowledge base or are we inadvertently spreading misinformation? Join us for a deep dive exploration into effective search techniques to locate quality digital collections using a local Minnesota digital resource (Minnesota Reflections) and “The Google of Digital Collections” (the Digital Public Library of America). We will also
explore strategies for “reading images” with greater accuracy and critical thinking skills. These techniques, criteria, and strategies will provide educators with helpful resources for classroom discussion and research projects.

D-7

Devices in the Classroom - An Aid, Not Hindrance to Learning
Elias Mokole, University of Minnesota Duluth

How do we encourage our students to use technology to collaborate? Is it possible to engage students further by asking them to use their efforts outside of class to enrich the work during class? This presentation will explore creative ways to use technology to enhance collaboration in the classroom as well as encouraging participants to interact and share their ideas with each other via an interactive Google doc.

D-8

Keeping Yourself Organized When Designing Courses
Mary Bohman and Robin O’Callaghan, Winona State University

From planning to implementation of an online or face-to-face course, there are many different ways you can manage a project of this size. Organization and communication are crucial to the success of course design when working in a team. This session will focus on two technology tools, Trello and Evernote, which can be used to enhance communication, organization and manage course design projects. These tools can help when more than one faculty member is creating the course or when working with an instructional designer. The tools are free, easy to use and run on both a PC and mobile devices. Examples will be showcased on how both tools can be used to support communication and track progress, set a timeline, create task lists, assign responsibilities and keep projects organized and moving forward.

D-9

Technology Satisfaction & the Overall University Experience
Peg Sherven, University of Minnesota

What does the ‘student technology experience’ mean at your institution? This session will discuss the University of Minnesota's student technology experience results based on a path analysis of technology factors from the 2013 Student Experience in the Research University (SERU) survey. Our findings have helped us better understand our students’ preferences for technology related to online and hybrid classes, the learning management system, and faculty technology usage. We’ll share how technology satisfaction impacts overall University satisfaction at our campus.

An overview of the need to study undergraduate student technology usage and its impact on the overall University experience will be discussed. Factors include technology obstacles, online course preference, internet self-efficacy, major, learning management systems, and online/hybrid course preference.

D-10  Open

D-11

Benchmarking University of Minnesota Capacity to Support High Quality Online and Blended Programs
Larry Coyle, University of Minnesota

The University of Minnesota's Center for Educational Innovation along with other administrative and academic units, are collaborating on a project to benchmark the University's online and blended programs against best practices in the field, and then examine how programs at other institutions of similar size and type are administered.
Through this effort, a) strengths and gaps will be identified; and b) the highest priority areas for strategic improvements will be compiled to prioritize University and academic unit investments. Specifically to:

- Evaluate existing online education programs
- Provide recommendations to improve online education programs
- Demonstrate to accrediting bodies (both HLC and professional bodies) the breadth of quality in program administration through a rigorous self-study approach using demonstrable artifacts
- Assist in the planning and creation of new high-quality online education programs
- Develop strategic objectives for program improvement
- Make it easier for academic units to bring new programs online

4:00 p.m. Adjourn

Thursday, July 30, 2015

Session E

8:15-9:15 a.m.
E-1
Making Noise in the Library: Rethinking Learning Spaces
Sara Swenson and Lisa Gearman, Edina High School/Edina Public Schools

Do the learning spaces in your library resemble quiet, solitary work areas or do they resemble 21st century active learning spaces where students and staff can shape their own areas for learning, mix up a messy learning environment and create their own unique products? Stretch your thinking with Media Specialists Lisa Gearman and Sara Swenson as they share their journeys to reinventing learning spaces in two different high schools. We’ll share our resources for implementing learning environments that encourage personalization of the learning process in a variety of budget situations.

E-2
Yes, I Can Use That! Understanding Rights and Licenses That Enable Online Learning.
Nancy Sims, University of Minnesota

In this session, we will review only content and resources that you are 100% able to use in online teaching. Most of them will be zero cost to teachers or students. Understand Creative Commons and other open licenses; locate publicly available current resources, including peer-reviewed scholarly content, that is free for reading, linking (and sometimes re-use); and learn about public domain resources, including historical materials and current government documents, that belong to all of us, and are free for all to use!

E-3
Video Postcards: Training at the Speed of Sight
Lyn DeLorme, Instructional Designer, College of Education and Human Development, University of Minnesota

Faster than a workshop, more powerful than a handout and able to reduce email in a single bound, video is a compelling way to meet just-in-time training goals. Video “postcards” - brief video episodes - are a valuable training resource for busy audiences. A short segment of video is easily digested, can be repeated on demand, and stimulates both the visual and auditory centers of the brain, which increases learner retention of information. Participants in this practical session will be introduced to a low-cost, no-studio process for planning and producing videos for instructional and training purposes. This session will also include best practice tips, accessibility guidelines, information about media resources for education, and use case examples.
Ten Steps Closer to an Accessible Course
Catherine Artac, Minnesota State University Moorhead

Overwhelmed with the idea of meeting Section 508 requirements? In this session, we will look at 10 steps you can take toward making your digital content accessible for all users. We will discuss high level topics as well as identify nuts and bolts ideas such as heading levels, alt text, descriptive links, captioning/transcripts, and more. Your takeaways will be both a greater awareness of accessibility issues as well as a number of practical resources to take back home. Specifically, we will:

• Discuss the importance of accessibility in terms of Section 508 and Universal Design for Learning.
• Identify specific ways to make course materials accessible.
• Locate self-help resources for learning more about creating accessible learning materials.

BoSCO: a Tool to Bridge Learning Analytics and Curricular Design
Xavier Prat-Resina, Robert Dunbar and Molly Dingel, University of Minnesota Rochester

The disconnect between data collection and analysis across sectors of academic institutions makes it challenging to incorporate data into curricular design. Understanding the factors related to student persistence and success is unlikely to occur by focusing only on one sector at a time. Facilitating evidence-based course design might begin with the creation of a tool that allows real-time exploration of data across sectors for integration into the traditional course/curricular design. Our paper describes how data from institutional, learning, and what we call “developmental” analytics can be incorporated into course and curricular design by using a purposefully built analysis tool that permits the exploration of student and course objects. This Browser of Student and Course Objects (BoSCO) is being built in a faculty driven-process and can be used as a bridge between the analytics space and the course/curriculum design environments.

Understanding the Resistance of the Faculties to the eLearning Technologies and the Use of Negotiations as a Coping Strategy
Benjamin C. D. Agbo, University of Minnesota, Twin Cities

“Do not bother me with all that complex technologies; let me do my job the best way I know how”. The above statement is a red flag to impending faculties’ resistance to the introduction of eLearning technologies in the classroom. Just as in other organizations, changes to the status quo does not come so easy. Faculties resist eLearning technologies because of some reasons, which include feeling threatened, prior negative experience, stress, among others. This paper focuses on understanding the resistance of the faculties to the eLearning technologies and the use of negotiation as a coping strategy. The author uses “Resistance Models” to examine the degree of the faculties’ resistance. Thus, apathy, passive, active, and aggressive resistance were examined in relation to the phenomenon. Furthermore, the author advocates the use of “Relational Negotiating” and the application of “emotions” when negotiating the introduction and use of eLearning technologies with faculties.

Using Tech to Connect
Jonell Pacyga, University of Northwestern

This session is full of fun and useful ideas empowering teachers in integrating pedagogical technology theory. Content will include rationales for purposeful integration, examples of use of a variety of technology tools with teacher education candidates at UNW, and opportunity to collaborate on
differentiation to meet your learners' needs with available resources- even a new way to present your Power Points!

Other example tools include: Kaltura, Moodle, Flipgrid, VoiceThread, iMovie, Google Suite, Office suite, PollEv, Storify, Haiku Deck, and more.

Thoughtfully integrate these tools as well as others in our ever "updating" world.

E-8

Should We or Shouldn’t We? Assessing the Feasibility of Online Degree Programs
*Stephanie Platteter and Bob Stine*, University of Minnesota College of Continuing Education

Developing and launching new online degree or certificate programs requires an up-front investment in curriculum design, course development, and marketing among other things. It also typically requires a multi-year commitment to ensure that students who start the program can finish it. Therefore, it is important to be disciplined and well informed when entering new program areas to ensure there will be ongoing demand, internal support, and financial viability.

Discover how the University of Minnesota has implemented a disciplined feasibility assessment process to provide information to decision makers to help them make informed choices about where to invest resources. You will learn about the elements that make up a thorough market analysis and the considerations that should be addressed when assessing internal readiness.

E-9

Teaching in the Clouds with Your Feet on the Ground (Mobile Classroom)
*Laurie Burruss*, Pasadena City College

With increasing availability of Internet learning solutions and resources, teacher and learner live somewhere between the cloud and the classroom. Explore creating aggregated learning “playlists” and identifying strategies for implementing “cloud” applications and tools that create “personalized” curriculum, programs, and projects for self-learning, hybrid or flipped classrooms, and online courses.

**Tools/Resources:**
- Evernote – the Personalized Student Digital Notebook
- Learni.st – Annotated URLs and learning documents
- Online libraries such as lynda.com: eLearning, Mobile Solutions, Shared Playlists & Folders
- Wikispaces.org – the FREE LMS
- MOOCs – Archived National Treasures in Education
- Strategy – The 5-Finger Rule for Picking Your Online Tools

E-10

Preventing Chronic Pain: A Human Systems Approach: Results from the MOOC
*James Fricton*, University of Minnesota

The MOOC entitled: Preventing Chronic Pain: A Human System’s Approach on www.coursera.org was developed to blend clinical and scientific knowledge with didactic, creative, and experiential teaching strategies to help participants better understand chronic pain and how a human systems approach can improve prevention and management. To date, there have been 36,086 participants in 2014-2015. Of those who completed an evaluation, 93% of participants believed it changed their life and 85% of health professionals believed it changed the way they care for patients.

E-11

Exploring and Connecting 3D Printing to Teaching and Learning
*Jason Spartz*, Saint Mary's University of Minnesota
3D printing is a part of the digital maker movement and aids in educating future professionals with reshaping the process of prototyping and production for STEAM content areas such as business, health care, engineering, art, and a significant number of other industries. Saint Mary’s University in Winona has been exploring the impact of 3D printing with lesson planning as a method of engaging students in the digital maker movement. Faculty are using 3D models, problem-based learning, and experiential learning to expose students to design concepts, creative work, and innovative technology. This session will describe how 3D printing is being applied to engage students through the use of technology as well as the successes and struggles of incorporating the use of 3D printing in an academic environment. Art, Chemistry, and Education faculty will share their approaches to engage in academic 3D printing experiences with undergraduate students.

9:15 a.m. Break, Posters, and Exhibits – Skyway Level

Session F

9:30-10:30 a.m.

F-1

Achieve’s State Policy Recommendations for OER
Hans Voss, Achieve

In February 2015, Achieve released a set of state policy recommendations for Open Educational Resources (OER). These recommendations are based on more than two years of work with states through the OER Institute, and has developed these recommendations for states to help share key strategies from states that have begun using OER as part of the college- and career-ready implementation plans to continue advancement of OER. Additionally, these recommendations aim to provide helpful information and guidance for states or districts that are interested but have not yet begun an organized effort to support the use of OER in classrooms. This presentation will provide a brief overview of these recommendations as well as the ways in which a number of states across the country, including Minnesota are using OER in their college- and career-ready standards implementation plans.

F-2

Engage Them All (and Know It!): Guided and Interactive Digital Learning Tools
Wendy Wolfe, Totino-Grace High School

How can we increase student engagement and accountability when learning digitally? See actual classroom examples of effective strategies, then learn how to create interactive videos which incorporate questions, assessments and immediate feedback for students while providing data on student success to the teacher. We will also walk through the process to create multimedia-rich, interactive digital "notebooks" for learners while providing instant feedback on student progress and participation for teachers by leveraging customized Google Forms and email filters. Attendees will receive video and editable print instructions for each tool and procedure we explore.

F-3

DocentEDU: Turn Any Website Into an Engaging and Interactive Lesson
Matthew Nupen and Karin Hogen, DocentEDU, NE Metro 916

Learn effective methods for creating engaging online lessons that deepen your student’s understanding without pulling all-nighters. The presentation will focus on using tools like DocentEDU and a freely available online text and other embeddable tools. The teacher co-founders of DocentEDU will explain how to guide students through text by using the tool to enhance online text with a combination of critical
thinking questions, discussions, teacher selected videos, simulations, and more. The result is a lesson which uses existing, free text that is tailored to student’s interests and the lesson’s objectives.

F-4

Building Social Presence and Collaboration in Online Courses: Experience and Examples
{
Kim Ballard and Kimi Johnson, University of Minnesota
}

Incorporating social presence and collaboration in online courses eases the isolation that individual students feel and provides an opportunity for students to construct their own meaning as they work through assignments together. This presentation examines several approaches to building digital classroom community through a variety of collaborative tools, each of which were housed within the Moodle CMS. We will discuss the benefits, complications, and effectiveness of each technology through our own observations and instructor and student feedback.

F-5

Web Accessibility Assessment for Everyone
{
Tonu Mikk, University of Minnesota
}

Learn about web accessibility standards, techniques, and software to assess accessibility of web pages. We begin by identifying common categories of disabilities and potential barriers the Web presents for each category. We then briefly review the Web accessibility standards (WCAG 2.0 and WAI-ARIA). Presentation will provide an overview of Web accessibility checking software and techniques. Demonstration will include a poorly designed web page and how web accessibility was improved.

F-6

5 Ways You Can Use YouTube for Teaching and Learning
{
Greg Steinke and Jill Zimmerman, College of Continuing Education, UMN
}

If your school uses Google Apps for Education - Gmail, Google Calendar, etc., you also have the ability to create a YouTube channel for your course.

In this presentation, you will find 5 ways to use your course YouTube channel to:
- Create video announcements that help to increase the instructor’s social presence in an online course
- Record presentations, whether you want to record a guest expert who’s connecting remotely to your class or for student group presentations
- Export video content from 2 popular mobile applications (create media with mobile apps)
- Search video content for your course using YouTube’s advanced search features
- Annotate and provide feedback on YouTube videos

The presenters will provide resources on the 5 Ways You can use YouTube for Teaching and Learning.

F-7

Flip or Flop! Successes and Challenges of using educreations In Flipped Classroom Learning.
{
Kashif Ahmad, Northwestern Health Sciences University
}

As the usefulness of flipped classroom is becoming evident we will present and discuss the successes and challenges on the use of educreations, a modern e-learning tool (www.educreations.org) that can allow instructors to record live lectures simultaneously allowing them to capture markings in real time. Since there is very little research on measuring the effectiveness on modern technological tools, we decided to conduct a paper based questionnaire (IRB approved) to evaluate whether educreations is a successful tool that can enhance student learning. We surveyed about 150 students taking a graduate level physiology course distributed in two trimesters. We will analyze the results and lead a discussion on challenges of using flipped classroom.
State Authorization for Distance Education, Minnesota Update

*Todd Digby*, Minnesota State Colleges & Universities

*Sandra Ecklein*, University of Minnesota

The requirement that colleges and universities are required to be authorized in every state that online students reside in has added complexity to the process of offering online programs and courses. This presentation will focus on the latest efforts in Minnesota around state authorization for distance education and the State Authorization Reciprocity Agreement. The presenters will share the efforts of both the Minnesota State Colleges & Universities and the University of Minnesota in this area.

**F-9**

*FlexPath: A Case Study in Building Competency-Based, Direct Assessment Offerings*

*Jeff Grann*, Capella University

In October 2013, Capella University launched FlexPath, America’s first federally-approved direct assessment programs at the bachelor degree and master degree levels. Students in these offerings advance by demonstrating competencies according to faculty judged performance across multiple authentic assessments. This approach is unique from traditional programs in which students advance based on credits tied to estimates of instructional time. This case study describes the offering’s development, operations and performance. Particular focus is on the development of a fully-embedded assessment model connecting every academic assessment to a curricular map. Evidence is presented showing that FlexPath students save both time and money compared to credit-bearing programs while maintaining comparable levels of academic achievement.

**F-10**

Remote Proctoring Case Study: Advantages, Disadvantages, Contraindications and Alternatives.

*Mark Kayser*, College of Continuing Education, University of Minnesota

With a majority of courses using an online component, be it a companion site or a fully online course site, the utility of online assessments is undeniable. This talk will explain many of the issues to consider when creating a virtually proctored examination. Addressing more than just the technological concerns, this presentation will also explore the policies, practices, and pedagogical aspects of implementing remotely proctored testing.

**F-11**

The Balancing Act: Team-Creating an eBook as an Alternative Method for Content Delivery

*Tom Nechodomu*, University of Minnesota

Publishing an eBook as a team requires the work of many roles such as author, instructional designer, artistic and graphic designer, editor, marketer, copyright editor, and developer, to name only a few. Maximizing and ensuring the success of each role while leaving room for the criss-crossing of roles among project participants can be an overwhelming task that sometimes feels more like a balancing act. Join this panel discussion to learn how the presenters have been working together to create an eBook with honest and constructive ideas that focus on the challenges they’ve faced and the successes they’ve celebrated. Special focus will be given to the technical, design, and writing aspects of an eBook publishing project as an alternative method for content delivery.

11:00 a.m.

Welcome and Comments:

*Steve Dibb*, Deputy Commissioner, Minnesota Department of Education
Introduction of Speaker:
Allen Levine, Vice Provost for Faculty and Academic Affairs, University of Minnesota

Keynote Presentation: Improving Learning, Increasing Academic Freedom, and Saving Money with "Open"
Dr. David Wiley, Lumen Learning

Closing Comments and Dismissal:
Lesley Blicker, Director of IMS Learning and Next Generation Technology, Minnesota State Colleges & Universities

12:15 p.m. Lunch

Session G

1:45 – 2:45 p.m.

G-1
Microsoft OneDrive and OneNote: Encouraging Students to Study and Learn Anywhere and Anytime in the K-12 Environment.
Ellery July, Minnesota Online High School

Office 365, free for most schools, has helped transform how students, faculty, and administers communicate and collaborate. Two of its most powerful programs, OneDrive and OneNote, have low use but high potential. Both are usable with most smartphones, tablets, as well as desktop versions.

This session will demonstrate to teachers how to create curriculum, class notes, student assignments, confirm student’s off-site learning, and create student study groups with OneNote

OneDrive is a storage, sharing and collaborative tool that teachers can use to push out assignments, create and share group documents, pictures, and videos.

G-2
Using TED and TED-Ed in the Classroom
Carla Staffa, TIES

This session is designed to introduce participants to the wide variety of resources available on the TED website and how to use them in the classroom. During this session, participants will explore the TED website, and use the TED-Ed platform to choose video resources, add discussion prompts, short answers, quiz questions, and further research links to create an interactive flipped lesson to enhance classroom learning and instruction.

G-3
The Value of Assessing Outcomes of Teaching Methodologies to Guide Instructional Design

Instructors choose various teaching methodologies, ranging from classics like essays and group projects to use of new technologies to create interactive websites. Teaching methodologies the presenter has used in teaching a MOOC and in teaching face-to-face include use of social media, lecture capture, podcasts, and facilitated discussion forums. Assessing student use of these materials and learning outcomes achieved by use of those materials can be eye-opening for instructors, as it becomes clear that our teaching tools are not always used in the way we expect. How can we more routinely assess student achievement to refine teaching methodologies employed?

G-4
Learn to Somersault Before You Flip: Using Video without Completely Flipping Your Course
Pamela Gades and Chlene Anderson, University of Minnesota Morris
You’ve heard about flipping the classroom, but you may not be ready to take that step. Consider “somersaulting” instead. Video is an effective way to support your current instructional practice without requiring you to transform your entire model of teaching. Creating instructional videos is a fairly straightforward process ... choose the video style you prefer, find the tools you need, and start recording.

G-5

Google Hangouts Live On Air - Broadcast to the World
Andy Leiser, ISD200: Hastings Public Schools

Leveraging Google Hangouts to broadcast to the world or a specific group. Extend your professional reach and collaborate with anyone, anytime, anywhere. Create a live broadcast in which participants can contribute or watch live with the ability to auto-publish to YouTube for easy sharing and viewing at a later time. Connect remotely with students, families, faculty, and content experts from around the world. Set a time, share the URLs, and present anything. Share student presentations live with family, study groups, and other departments. Connect with your students and audience. Learn how to professionally broadcast for free. Share your story.

G-6

Gamification and BYOD
Plamen Miltenoff, St. Cloud State
Galin Tzokov, Plovdiv University Paisii Hilendarski

BYOD is steadily recognized trend in K12 and higher education. Gamification becomes also increasingly popular.
We apply an existing experiment as a proof of concept (POC): web.stcloudstate.edu/pmiltenoff/bi/
Started as gamified library instruction for mobile devices, we tested the templates in educational leadership classes. Gamifying certain parts of the learning process, e.g. using training quizzes in a Learning Management System (LMS) is not a novel idea. Even the mobile version of LMS, however, does not provide the nimble interface of the mobile template we are using.
Gemifying task[s] performed on mobile devices (BYOD) is an attempt to advance to the next level and seek change in the conceptual thinking: instead of migrating old methodology to new environment and adapting old tasks to new tools, how do we change our didactic as instructors and following constructivism, we seek delivering dynamic, student-centered, anytime-anywhere assignments to students.

G-7

Publish Amazing Interactive Books with iBooks Author
Chris Turnbull, Saint Paul Public Schools

Looking for creative ways to publish student writing or create a textbook tailored for your students to distribute in your classroom or school or even share globally? iBooks Author is the answer! Come learn how to create interactive books with this amazing easy-to-use Mac software and widgets.

G-8

The Open Textbook Network: Building Capacity and Momentum
David Ernst, University of Minnesota

Since its launch in April, 2012, the University of Minnesota’s Open Textbook Library (OTL) has been the most comprehensive source for faculty to find quality open textbooks. Traffic on the OTL has increased exponentially over the past three years, as faculty from nearly every country in the world have used it to find affordable, flexible, openly licensed textbooks. In 2015, a much improved Open Textbook Library was released with many improvements that have made the textbooks in the collection more sustainable, more
professionally formatted, and more easily adaptable by faculty. Learn about the improvements and how they can help faculty in your school make the most of open textbooks.

G-9
Navigating the Wild West of Teaching Online College Courses
Jillian Sorcan, University of Minnesota Duluth

This presentation will focus on learning, instruction, and assessment practices in online college courses. Online courses are becoming a popular option among college students, and institutions are trying to keep up with the demand. However, there are differences between face-to-face courses and online courses that are sometimes overlooked by instructors and students alike, contributing to an unsatisfactory experience. In this presentation, I will discuss trends in online college courses, ways to build community in an online classroom, issues with retention rates, designing a manageable course, and grading and assessment techniques to utilize in an online setting.

G-10
Using VoiceThread to Enhance Learning
Mary Rowan and Nima Salehi, University of Minnesota

A recent university video use and needs survey indicated that faculty and students need and want more understanding of narrated slide or multi-media tools for presentations and assignments. This presentation will provide an overview of how several faculty have used an online multi-media presentation and collaboration tool to enhance teaching and learning. Tool features and strengths, as well as pros and cons will be featured. Strategies for using this tool to establish course community and faculty presence as well as for student individual and group assignments will be described. Techniques for integrating presentations in the online course environment and successfully facilitating student assignment completion will be demonstrated. Samples of instructor and student presentations as well as support guides will be provided through the presentation website.

G-11
High Tech Needs High Touch: Data Analytics as if People Mattered
Jennie Mulhern, Minnesota Online High School

At Minnesota Online High School, administrators and faculty collaborate intensively on using data to better understand school performance and individual students’ needs.

We’ve built a complex set of processes--using PowerPivot, conditional formatting, and other Excel native features--to compile and analyze data from multiple sources so we can check our assumptions about what’s working, develop an institutional view of individual students, and connect each student with appropriate resources.

The professional judgement of teachers and counselors is an essential component. Although our learning environment is technological, login time stamps and points in the online grade book are no match for the high-quality data we collect weekly from faculty members based on the relationships they have with students.

MNOHS received honorable mention in the 2013 Starfish 360 Awards for this work. In this presentation, we’ll demonstrate what we have so far, why it matters, and where we want to go next.

2:45 Break, Posters, and Exhibits – Skyway Level
Session H

3:00 – 4:00 p.m.

H-1
Badges? Yes We Need Some Stinking Badges!
*Cory Klinge*, School District of River Falls (WI)

District 1:1 initiatives are not easy, but they shouldn’t be painful; they should be fun and rewarding for all stakeholders! Join me for a lesson on how to to create a culture of individual empowerment by asking parents, students and staff to gain proficiency in anything and everything important to your district, and then giving them badges for their efforts. Digital literacy? Sure! Character Ed? Great! Professional development? Absolutely! I dare you to not enjoy this gamified and interactive session!

H-2
Open

H-3
Using Digital Tools to Foster Social Practices Contributing to Connected Learning
*Richard Beach*, University of Minnesota

A “connected learning” approach helps students develop their interests and passions through building connections across their peer group, home, community, and school worlds. Drawing on research in secondary schools and the University of Minnesota, this presentation describes uses of digital curation, annotation, blog, wiki, online chat, image/audio/video production, and e-portfolios tools to foster social practices of collaboration, interactivity, multimodal production, online identity construction, and critical inquiry for helping students define connections across events and activities in their different worlds. For example, middle-school students connected school and community worlds through sharing digital sticky-note annotations using Diigo to collaboratively respond to readings on climate change. High school students engaged in an online role-play on Ning to address their school’s blocking websites while University of Minnesota students created a digital magazine addressing concerns with the student union’s policies, projects connecting their peer-group concerns with their school world policy issues.

H-4
Open

H-5
Low-Impact Ways to Bring Tablets into Any Classroom
*Norb Thomes and Mary Bohman*, Winona State University

Tablets are becoming more prevalent in the classroom but there are also many questions surrounding these devices and their role in teaching and learning. Introducing tablets to the classroom can be intimidating to both the teacher and students. However, there are many ways to ease this new technology into the curriculum. This session will introduce a variety of low-impact ways to incorporate tablets into teaching and learning. Discussion will focus on using tablets for audience polling to increase student engagement, incorporating video to update traditional writing assignments, and introduce a variety of tablet applications that support adaptive learning.

H-6
YouTube Your Course
*Susan Tade and James Ondrey*, University of Minnesota

As hybrid and online courses become the norm, it is necessary to incorporate video content into our learning management systems. This may require uploading multiple, large files which is difficult for the LMS to handle. How do we effectively manage all this video content? In this session presenters will share tips and tricks on how to deliver your course video content via YouTube, either on its own or through an
LMS. We will specifically discuss the University of Minnesota LMS, Moodle. Participants will learn about various sharing options and some of the essential tools in YouTube such as captioning and privacy settings.

H-7

Quick Quality WebQuests—Tips to Rapidly Create an Excellent Virtual Educational Activity
Laura Schwarz and Nancy Ruth Leibold, Minnesota State University, Mankato

WebQuests are a creative and interactive teaching/learning strategy that can be used to engage online learners in both knowledge acquisition and application through a constructivist method. Quality WebQuests can however be time consuming to create with faculty often spending upwards of 8 hours to prepare a single virtual learning activity. This session will provide some practical ways to create a quick, quality WebQuest. The presenters will describe methods for both sketching out a sound framework for this virtual activity as well as where and how to find high-quality websites and materials to fill in this framework. The presenters also provide some ideas for websites for WebQuest creation and hosting, and a handout of “tips” for quick, quality creation.

H-8

Learning Design for the Engaged Mind
Tracy King and Maureen Holtzman, American Academy of Neurology

We know that visuals have the potential to make or break an eLearning event, but how do you know you’ve got the right ones? This course will present key principles of graphic and information design that will shift your visuals from blah to bam. While the principles apply to designing visuals across education contexts, examples will be drawn from eLearning courses with an emphasis on screen design considerations. You’ll leave with a guide you can apply when approaching your next visual presentation project.

H-9

The Check: Quality Online Course Design
Melissa Falldin, Thomas Nechodomu and Treden Wagoner, University of Minnesota - College of Education and Human Development

After evaluating existing course design evaluation tools and rubrics the College’s Academic Technology Services (ATS) team developed The Check. The Check is the College of Education and Human Development’s guide to creating instructionally effective and user-friendly online learning environments (online courses, hybrid courses, and sites that augment face-to-face courses). The Check can be used at any point in the course development process—when designing a new course or to evaluate an existing course. The ATS team will share The Check with attendees, discuss its development, and encourage dialog on its incorporation into course design best practices. In addition, the presenters will discuss case studies in which The Check has been used in their own instructional design practice and how instructors have used it, independently, to design and evaluate their own course sites.

H-10

Accessibility and Online Videos in D2L: A Case Study of Implementing Open Captioned Videos in an Online Developmental Math Course.
Rebecca Graetz, InverHills Community College

This is a case study of implementing a process for open captioned videos using D2L, Kaltura and Automatic Sync Technologies. An online developmental Math course that require viewing of videos was used for this case study, analyzing before and after captioning. It addresses student success as well as cognitive learning styles.
Kickstart Open Lab: An Experiment in Incentivizing Innovation, Enhancing Teaching & Learning, and Diffusing Technology

*Austin Calhoun, University of Minnesota School of Kinesiology*

This panel explores a versatile and unique program developed and implemented the University of Minnesota’s School of Kinesiology. Kickstart Open Lab is an incentivized, project-based approach to elearning exploration, adoption, and implementation. Strategically driven by research and the views of our current faculty, the goal of this program is to provide sustained, yearlong training and support opportunities for faculty, staff, and graduate assistant as they kickstart a particular technology-enhanced education project. The goal of Kickstart Open Lab is two-fold: to inspire participants to use technology and to enhance academic experiences. In this panel, the program lead and participants will discuss their individual journey and projects. Additionally, an overview of best practices will be provided to encourage conference attendees to explore this concept in their own environments.

4:00 p.m. Adjourn