Welcome to the 2015 Minnesota eLearning Summit!

On behalf of the steering and program committees, we welcome you to the 2015 Minnesota eLearning Summit. The Summit provides a unique opportunity to interact with professionals from across P-20 educational institutions, library, and workforce communities on all things "e".

The Summit demonstrates the ongoing collaboration of the Minnesota Learning Commons and its members: the University of Minnesota; Minnesota State Colleges and Universities (MnSCU); and Minnesota; Minnesota State Colleges and Universities (MnSCU); The Summit demonstrates the ongoing collaboration of the Minnesota Learning Commons and its members: the University of Minnesota; Minnesota State Colleges and Universities (MnSCU); and Minnesota State Colleges and Universities (MnSCU); The Summit has been valuable to the success of this growing segment of higher education.

Thank you for attending the Summit!

Mark Your Calendars for the 2016 Minnesota eLearning Summit!


Minneapolis Community and Technical College

Welcome to Minneapolis Community and Technical College (MCTC)

Minneapolis Community and Technical College welcomes you to our campus! We serve more than 12,000 students in the heart of Downtown Minneapolis. We offer more than 120 liberal arts, career, and technical programs in a dynamic, supportive, affordable environment.

Our students take classes days, evenings, weekends and online. Our online classes fill quickly and demand is increasing. We are pleased to host the eLearning Summit this year and to learn from attendees about important trends and best practices in this growing segment of higher education.

To learn more, visit Minneapolis.edu.

REGISTRATION AND GENERAL INFORMATION

Location

The 2015 MN eLearning Summit will be held at Minneapolis Community and Technical College, July 29–30, 2015.

Minneapolis Community and Technical College (MCTC)

1501 Hennepin Avenue

Minneapolis, MN 55403

Registration, exhibits, and keynote sessions will be held in Building 7. Concurrent sessions will be held in adjacent buildings.

Registration and Information Desk

University of Minnesota staff will be at the registration desk in the skyway level of Building 7 during the times listed below. Information about Minneapolis and Saint Paul is available at the registration desk area.

Registration desk hours:

Wednesday, July 29

7:30 a.m. to 4:00 p.m.

Thursday, July 30

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 Summit.

Social Media #mnsummit2015

Follow the Minnesota Learning Commons Twitter account, @mnlearning, for updates and other valuable information. Join the conversation by using the Summit hashtag in your tweets, #mnsummit2015.

Guidebook

The Minnesota eLearning Summit will utilize the Guidebook mobile application this year (Guidebook has features similar to sched.org, as well as additional features). Attendees will be able to plan their days with a personalized schedule; browse all keynotes, 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 iPhones, iPads, iPod Touches, and Android devices. Windows Phone 7 and BlackBerry users can access the same information via our mobile site at: http://guidebook.org/qa/35834.
Get the Guidebook App on your iPhone or Android or go to https://guidebook.com/browse/ on your web-enabled device. Then scan the following code within the app, and the Summit guide will download to your phone.

Poster Presentations
Poster session presentations will be held on Wednesday, July 29, from 1:00–1:30 p.m. Presenters may set up posters on the morning of Wednesday, July 29. We ask all poster presentations to remain in place until 2:00 p.m. on Thursday, to encourage viewing until the end of the Summit. Posters will be set up in the Skyway, in Building T. View a full list of poster presentation on page 23.

Poster Presentation Schedule
Posters set up posters: Wednesday, July 29, 8:00 a.m.
Posters available for viewing: Wednesday, July 29, 8:00 a.m.–4:00 p.m., Thursday, July 30, 8:00 a.m.–2:00 p.m. Presenters should be near their assigned poster areas and be available for discussion with attendees during the poster session times listed in the final program (i.e., breaks and Wednesday poster session with presenters from 1:00–1:30 p.m.).
Presenters remove posters: Thursday, July 30, 2:00 PM

Exhibitors
Exhibitors will be displayed during the Summit in the Skyway, in Building T. We recommend viewing exhibits during breaks and open sessions. View a full list of exhibitors on page 25.

For questions about your presentation submission:
Susan Engelmann  susane@umn.edu
Bob Rubenyi  rmr@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 MCTC wireless network is accessible to Summit participants. To connect to this network, select “MCTC” from the list of wireless networks. Enter in the following information:
Username: events01
Password: eLearning2015 (caps sensitive)
MCTC provides an IT Helpdesk from 8:00 a.m.–4:30 p.m., Monday–Friday. Call them at 612-659-6600, and select option 2.

Transportation
Minneapolis Community and Technical College’s campus is located on the edge of Downtown Minneapolis. The campus can be accessed easily by public transportation (insert hyperlink into copy).

Parking for Summit Participants
Summit registrants receive free parking in Parking Ramp R, directly across the street from MCTC. The parking ramp is connected to Building T by skyway.
The parking ramp gate will be open from 6:00–10:00 a.m. Guests will be allowed into the ramp, and then may exit at the end of the day (no ticket required).
If you arrive after 10:00 a.m., you may give your name to the parking ramp attendant and they will let you into the ramp, and then you may exit at the end of the day (no ticket required).
Note that free parking is allowed for one entry and one exit per day. If you leave the ramp and return, you will be charged $5.00 upon your second entry.

*NEW THIS YEAR FOR PRESENTERS*
Showcase your high-quality presentation beyond your institution in the year ahead.
Including your materials in the eLearning Summit repository provides ongoing open access to your presentation, promoting greater influence of your ideas for a broader audience.
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 side bar
2. Create a new account by clicking “sign up” and filling out the account information. You will receive an e-mail message with a link to activate your account.
3. Click on the link in the e-mail and follow the instructions on the screen.
Additional information about your session including description, audience focus, schedule, biography will be automatically populated when posted on the site.

MCTC CAMPUS MAP

For questions about your presentation submission:
Susan Engelmann  susane@umn.edu
Bob Rubenyi  rmr@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 MCTC wireless network is accessible to Summit participants. To connect to this network, select “MCTC” from the list of wireless networks. Enter in the following information:
Username: events01
Password: eLearning2015 (caps sensitive)
MCTC provides an IT Helpdesk from 8:00 a.m.–4:30 p.m., Monday–Friday. Call them at 612-659-6600, and select option 2.

Transportation
Minneapolis Community and Technical College’s campus is located on the edge of Downtown Minneapolis. The campus can be accessed easily by public transportation (insert hyperlink into copy).

Parking for Summit Participants
Summit registrants receive free parking in Parking Ramp R, directly across the street from MCTC. The parking ramp is connected to Building T by skyway.
The parking ramp gate will be open from 6:00–10:00 a.m. Guests will be allowed into the ramp, and then may exit at the end of the day (no ticket required).
If you arrive after 10:00 a.m., you may give your name to the parking ramp attendant and they will let you into the ramp, and then you may exit at the end of the day (no ticket required).
Note that free parking is allowed for one entry and one exit per day. If you leave the ramp and return, you will be charged $5.00 upon your second entry.

*NEW THIS YEAR FOR PRESENTERS*
Showcase your high-quality presentation beyond your institution in the year ahead.
Including your materials in the eLearning Summit repository provides ongoing open access to your presentation, promoting greater influence of your ideas for a broader audience.
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 side bar
2. Create a new account by clicking “sign up” and filling out the account information. You will receive an e-mail message with a link to activate your account.
3. Click on the link in the e-mail and follow the instructions on the screen.
Additional information about your session including description, audience focus, schedule, biography will be automatically populated when posted on the site.
# MINNESOTA ELEARNING SUMMIT - PROGRAM AT A GLANCE

**Wednesday, July 29, 2015**

**Time Slot** | **Session** | **Track 1 Room T 3460** | **Track 2 Room T 3600** | **Track 3 Room L 3000** | **Track 4 Room K 3360** | **Track 5 Room T 3650** | **Track 6 Room T 2100** | **Track 7 Room K 3311** | **Track 8 Room K 3320** | **Track 9 Room K 2700** | **Track 10 Room T 3930** | **Track 11 Room T 3470**
---|---|---|---|---|---|---|---|---|---|---|---|---
**8:30 a.m.** | **Welcome to Summit:**  
Gail O’Kane, Vice President, Academic Affairs  
Minneapolis Community & Technical College |  |  |  |  |  |  |  |  |  |  |  |  
**Introduction of Speaker:**  
Kim Lynch, Senior Director for Education Innovations, Minnesota State Colleges & Universities |  |  |  |  |  |  |  |  |  |  |  |  
**Keynote Presentation:**  
Dr. Aaron Dearing, Associate Professor and Director, Learning Technologies Media Lab, University of Minnesota |  |  |  |  |  |  |  |  |  |  |  |  
**Closing Comments and Dismissal:**  
Mary Ministério, Technology Integration Development & Outreach Facilitator, Technology & Information Education Services |  |  |  |  |  |  |  |  |  |  |  |  
**Program Key:**  
Yellow shaded sessions are K-12 audience focus  
Green shaded sessions are both K-12 and Higher Ed audience  
Blue shaded sessions are Higher Ed audience

**10:00—11:00 a.m.**

| **A Building Community**  
Bob Betsch,  
North Dakota State University A-1 |  |  |  |  |  |  |  |  |  |  |  |  
| **With Social Media**  
|  |  |  |  |  |  |  |  |  |  |  |  
| **Bob Betsch,  
North Dakota State University A-1** |  |  |  |  |  |  |  |  |  |  |  |  

**11:00 a.m.**

Break, Posters, and Exhibits - Skyway Level

**11:15 a.m. - 12:15 p.m.**

| **B Differentiating Learning in an Online Setting or “How Do You Teach Spf Online?”**  
Christie Allison,  
MN Online High School B-1 |  |  |  |  |  |  |  |  |  |  |  |  
| **Sally Maas, Osseo Area Schools and ITM member** B-2 |  |  |  |  |  |  |  |  |  |  |  |  

**12:15 a.m.**

Lunch

**1:00–1:30 p.m.**

Poster Sessions with Presenters - Skyway Level

**1:45-2:45 p.m.**

| **C Minnesota (K-12)**  
Mary Johnson,  
ECMEMC C-1 |  |  |  |  |  |  |  |  |  |  |  |  
| **Creating Engaging Recorded Lectures Bobbi O’Callaghan,  
Winona State University C-2** |  |  |  |  |  |  |  |  |  |  |  |  
| **Use of Twitter for Promoting Social Presence in Entirely Online Courses Tian Jong Park,  
St. Cloud State University C-3** |  |  |  |  |  |  |  |  |  |  |  |  

**4:45 p.m.**

Adjourn

---
Welcome and Comments
Steve Dibb, Deputy Commissioner, Minnesota Department of Education

Program Key:
Yellow shaded sessions are K-12 audience focus
Green shaded sessions are both K-12 and Higher Ed audience
Blue shaded sessions are Higher Ed audience

11:00 a.m.
Introduction of Speaker:
Allen Levine, Vice Provost for Faculty & 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 & Next Generation Technology, Minnesota State Colleges & Universities

12:15 p.m.
Lunch

1:45–2:45 p.m. G
Microsoft OneDrive and OneNote: Encouraging Students to Study and Learn Anywhere and Anytime in the K-12 Environment
Ellery Jolly, Minnesota Online High School

Using TED and TED-Ed in the Classroom
Carla Stuffle, TIBS G-2

The Value of Assessing Outcomes of Teaching, Methodologies to Guide Instructional Design
Margaret Root Kustritz, College of Veterinary Medicine, University of Minnesota, G-3

Learn to Somersault: Before you Flip: Using Video Without Completely Flipping Your Course
Pamela Gaines, University of Minnesota Morris G-4

Google Hangouts On Air – Broadcast to the World
Andy Leiser, Independent School District 200 Hastings Public Schools G-5

Gamification and RVID Plamen Milimoff, St. Cloud State University H-6

Publish Amazing Interactive Books With Books Author Chris Turnbull, Saint Paul Public Schools G-7

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

Navigating Teaching Online College Courses
Jennie Mulhern, University of Minnesota Duluth G-9

Using VoiceThread to Enhance Learning
Mary Rusan, University of Minnesota G-10

Remote Proctoring Case Study, Advantages, Disadvantages, and Alternatives.
Mark Kayser, College of Continuing Education, University of Minnesota F-10

The Balancing Act: Team-Creating an ebook as an Alternative Method for Content Delivery
Tom Nohodlau, University of Minnesota F-11

1:45–2:45 p.m. G
Microsoft OneDrive and OneNote: Encouraging Students to Study and Learn Anywhere and Anytime in the K-12 Environment
Ellery Jolly, Minnesota Online High School

Using TED and TED-Ed in the Classroom
Carla Stuffle, TIBS G-2

The Value of Assessing Outcomes of Teaching, Methodologies to Guide Instructional Design
Margaret Root Kustritz, College of Veterinary Medicine, University of Minnesota, G-3

Learn to Somersault: Before you Flip: Using Video Without Completely Flipping Your Course
Pamela Gaines, University of Minnesota Morris G-4

Google Hangouts On Air – Broadcast to the World
Andy Leiser, Independent School District 200 Hastings Public Schools G-5

Gamification and RVID Plamen Milimoff, St. Cloud State University H-6

Publish Amazing Interactive Books With Books Author Chris Turnbull, Saint Paul Public Schools G-7

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

Navigating Teaching Online College Courses
Jennie Mulhern, University of Minnesota Duluth G-9

Using VoiceThread to Enhance Learning
Mary Rusan, University of Minnesota G-10

Remote Proctoring Case Study, Advantages, Disadvantages, and Alternatives.
Mark Kayser, College of Continuing Education, University of Minnesota F-10

The Balancing Act: Team-Creating an ebook as an Alternative Method for Content Delivery
Tom Nohodlau, University of Minnesota F-11
Session A

A-1 Room K 3380
A Digital Story Assignment Using Mobile Devices and WeVideo (a Cloud-Based Video Editing Program)
Greg Steinke and Jill Zimmerman, College of Continuing Education, University of Minnesota

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.

A-6 Room T 2100
Accessibility and Universal Design in Online Learning
Scott Marshall, Sara Schoon 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.

A-7 Room K 3311
The Presence Trifecta: Cognitive, Social & Teacher Presence in the Online Classroom
Anastasia Martin, Minnesota Online High School

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 Room K 3320
The Online Financial Educator Certificate Program: Investing in Workforce Capacity to Deliver Community-Based Financial Education
Catherine Solomon and Mary Jo Katras, University of Minnesota

An ever-changing and increasingly complex financial environment confronted with consumers lack of financial capability has led to a demand for sound, affordable, and accessible financial education. The non-profit sector is challenged to meet this demand, particularly with populations who are least likely to be adequately connected to the financial information they need or who struggle to manage family 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 module in developing the capacity of nonprofit staff to deliver financial education.

A-9 Room K 2700
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 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 Room T 3930
Engaging Students’ Naturalized Technology Practices: an Anthropologist among “Digital Natives”
Mitra Emaad, 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.

Wednesday, July 29, 2015
8:30 a.m.
T Plaza
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 Mebeker, Technology Integration Development and Outreach Facilitator, Technology and Information Education Services

Tuesday, July 28, 2015
9:00–11:00 a.m.
A-1 Room K 3480
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 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.

9:10–11:00 a.m.
A-3 Room L 3000
Quality Feedback in the eLearning Classroom
Elizabeth Nielsen, 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 students 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. This session will cover the research-based strategies for giving feedback, and engage in hands on experiences to bring your learning to life.
Faculty with the opportunity to explore innovative course
help faculty find and use alternative, high-quality, low- or
The cost of textbooks and course materials continues to rise and
Summit: The Cognitive Science of Clickbait
Minnesota Libraries Partnership for Affordable Content
Exploring Affordable Course Content: The University of
library team development, and next steps.
including goals, project design, proposals received and reviewed,
teaching and learning will support the creation of innovative,
and gather data to improve your classroom instruction. We'll
URLs for the websites for the web-based tools.
free and nominal cost web-based software programs for
educational technology tools are often quite expensive. With
and an elevated degree of structure balanced with opportunities
Velicer's (1997) Transtheoretical Model of health behavior as a
unique approach, the benefits of open textbook, and strategies
and motivation and contribute to meaningful learning
Community of Practice. We will (1) Describe how we have used
Community of Inquiry perspective. The session discussion
play off of, or steal? What makes us decide to click in and engage
know about human cognition that we in education might adapt,
contributors may find their work trending or even going viral.
and suggests 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
as a learning resource in the flipped classroom
for effectiveness, rigor, and the inclusion of diverse perspectives.
Synchronous and asynchronous peer review to guide the
discussion and the role peer education and Motivational
influence the creation of curriculum which will be reviewed
and suggestions regarding how you might do the same in your
classroom instruction. We will show an actual demonstration of the app and provide some
Person class sessions are richer, and used for deeper application,
and synthesis of course content. Higher ed colleagues, join us as we address "What makes a successful flipped learning course?"
B-11 Room T 3470
The Journey Towards Successfully Flipping the Classroom: A Community of Practice Approach
Helen Mongan-Rattana, Mitra Emad, Elizabeth Hill, 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.

B-9 Room K 2700
Motivating and Supporting Students: Designing for Meaningful Learning in a High Enrollment Online Course
Student Wellness
Amy Lindeblad and Emily Matson, University of Minnesota
The Rothenberger Institute (RI) designs and delivers large
effective online course. Courses such as Mediator and
Velicer's (1997) Transtheoretical Model of health behavior as a
teaching and learning will support the creation of innovative,
for effectiveness, rigor, and the inclusion of diverse perspectives.
B-10 Room T 3930
Flipped Learning @ CEHD
Tredyn Wagner, Melissa Fallin and Thomas Nechodomu, College of Education and Human Development, University of Minnesota
In this presentation, members of the University of Minnesota's College of Education and Human Academic Technology Services
teachers to complete an online portfolio. There are many

B-3 Room L 3000
Exploring Affordable Course Content: The University of Minnesota Libraries Partnership for Affordable Content Project
Shane Nackerud and Krysti 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 Room K 3380
Free and Dirt Cheap Teaching Tech Tools: Priceless!
Nancy Ruth Lebold 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, Screencast-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 handbook of free teaching tools and
the URLs for the websites for the web-based tools.
B-5 Room T 3850
5 Words You Never Thought You’d Hear at the eLearning Summit: The Cognitives of Clickbait
Ann Fanfani, 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

B-2 Room T 3600
Pickers! Real Time Student Assessment Using a Free App for Classroom and Individual Assessment in Your Hand.
Sally Mays and Johanna Maclur, Osseo Area Schools
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 and
gather data to improve your classroom instruction. We’ll
show you how to find and download the app. Additionally, we’ll
present an actual demonstration of the app and provide some
inside tips from our experience.

C-3 Room L 3000
Use of Twitter for Promoting Social Presence in Entirely Online Courses
Yun Jeong Park, St. Cloud State University
This study looks at the adoption of combined learning tools
(synchronous and asynchronous) promoting cognitive, social,
and teaching presence 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 Room K 3380
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 the Framework from K-12 Science Education.
C-5 Room T 3850
Google Sites: A Creative Alternative to Electronic Portfolios and Classroom Projects
Randy LaBee, 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 get 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 images,
included other components.
• Participants will leave this session with a clear understanding
of how they can use this free tool.
C-1 Room T 3480
Minnesota’s (K-12) Digital Curriculum
Marc Johnson, ECMECC
Over 185 districts in Minnesota are collaborating to create a
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 Room T 3600
Creating Engaging Recorded Lectures
Robin O’Callaghan, Winona State University
When creating engaging 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-camera recording. Together we will create a packet of
resources for your flipped or online course will be provided.
Chances to better demonstrate the ways in which small ideas and additional activities and exercises to explore concepts, and the breaking a lesson into small snippets include better-engaged audience’s attention, give them a reason to care, and deliver our content in a way that will test our digital and computing skills! Learn how to address the viewing habits of a digital audience. Benefits of teaching with Technology—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 smaller snippets include better-engaged students (who perform better), providing students with additional autonomy and ownership of their own learning experience, and unlike the face-to-face course, 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 active discussions can be achieved by applying a mix of pedagogies. Several collaboration and student engagement tools available for judicious selection and remixing of resources. 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.

Room K 3311
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 smaller snippets include better-engaged students (who perform better), providing students with additional autonomy and ownership of their own learning experience, and unlike the face-to-face course, 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 active discussions can be achieved by applying a mix of pedagogies. Several collaboration and student engagement tools available for judicious selection and remixing of resources. 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.

Room C-8
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 anywhere 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 by both University of Minnesota’s College of Education + Human Development and School of Public Health.

Room K 3700
Active Learning: An Essential Element for Student Engagement in Online Course Design and Delivery
Arkia Khan, Oma Eghosa, University of Minnesota Duluth
Brooke Palkie, College of St. Scholastica
Student engagement is not only the key to successful teaching, but also a challenge, irrespective of the content and format of the course. Most current delivery mechanisms for the online course 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 active discussions can be achieved by applying a mix of pedagogies. Several collaboration and student engagement tools available for judicious selection and remixing of resources. 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.

Room C-9
Room K 2700
Fostering Critical Thinking with Technology
Laure Constanzi, Park Rapids Area Schools
One of our main goals in 21st century education is to install 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 deep meaning, broad understanding, and 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 deep meaning, broad understanding, and critical thinking in our students.

Room D-5
Session D
Room T 3850
Quality Matters – What’s In it for Me?
Elizabeth McMahon, Northland Community & Technical College
It is not the case that participation in a quality improvement process is limited to those who have the time and resources to fully participate. What is important is that we as educators, administrators, reviewers, and faculty positively impact and improve our teaching and learning practices. Here, we will discuss the increasing number of institutions that are implementing QM. This session will provide a deeper understanding of the benefits of participating in QM. The session will include interactive discussions and activities designed to make participants feel included and valued in the QM process.

Room D-3
Room L 3000
Minnesota OER Commons: Teaching & Learning in the Errat 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 exemplars 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 searching the collection and remixing of resources. Participants will be encouraged to identify curricular hinge points that can be addressed with OER tools in order to apply these concepts directly to their classrooms.

Room D-4
Room K 3380
Unpacking Video Captioning for Accessibility
Peter McGuire, 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.

Room K 3311
Devices in the Classroom - An Aid, Not Hindrance to Learning
Elisia 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.

Room K 3320
Keeping Yourself Organized When Designing Courses
Mary Bohman and Robin O’Callaghan, Winona State University
From planning to implementation of an online 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...
Thursday, July 30, 2015

Session E

Room T 3480

Making Noise in the Library: Rethinking Learning Spaces
Sara Swenson, Edina High School/Edina Public Schools
Lisa Gearman, Chaska High School/Eastern Carver County 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 personalized learning of the process in a variety of budget situations.

Room T 3680

Yes, I Can Use That! Understanding Rights and Licenses That Enable Online Learning
Nancy Siu, 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!

Room L 3000

Video Postcards: Training at the Speed of Sight
Lyn DeLorme, 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 areas 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.

Room T 2100

Understanding the Resistance of the Faculties to the eLearning Technologies and the Use of Negotiations as a Coping Strategy
Bernard, C.D., Agba, University of Minnesota

"Do not bother me with all that complex technologies let me do my job the best way I know how," the 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 do 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. This paper utilizes qualitative methods, 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.

Room K 3380

Ten Steps Closer to an Accessible Course
Catherine Artuc, 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 both be 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.

Room T 3850

BoSCO: a Tool to Bridge Learning Analytics and Curricular Design
Xavier Prat-Roca, 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 courses might begin with the creation of a tool that allows real-time exploration of data across sectors for integrating into the traditional course/curriculum 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 BoSCO (Brower of Student and Course Objects) 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.

Room K 3320

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

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.

Room K 2700

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, teachers and students often find themselves somewhere between the cloud and the classroom. Explore creating aggregated learning ‘playlists’ and identifying strategies for implementing “cloud” applications and tools that can be personalized, curriculum programs, and projects for self-learning, hybrid or flipped classrooms, and online courses.

Tools/Resources:
• Evernote – the Personalized Student Digital Notebook
• Learnist – 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
Exploring and Connecting 3D Printing to Teaching and Learning
Jason Spartz, Brett Bodegard, Karen Sorvaag and Lisa Traux, 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. Faculties 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 setting.

Achieve 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. They have 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.

Engage Them 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, and 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.

DocumentEDU: Turn Any Website Into an Engaging and Interactive Lesson
Matthew Napan and Karin Hogen, DocumentEDU, 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 DocumentEDU and a freely available online text and other embeddable tools. The teacher co-founders of DocumentEDU 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.

Building Social Presence and Collaboration in Online Courses: Experience and Examples
Kim Ballard and Kim 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.

Web Accessibility Assessment for Everyone
Tona Mikl, University of Minnesota
Learn about web accessibility standards, techniques, and software to assess accessibility of web pages. We will 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.

5 Ways You Can Use YouTube for Teaching and Learning
Greg Stoneke and Jill Zimmerman, College of Continuing Education, University of Minnesota

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 two 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.

FlexPath: A Case Study in Building Competency-Based, Direct Assessment Offerings
Jeff Gramm, Capella University

In October 2013, Capella University launched FlexPath, America’s first federally-approved direct assessment programs at the bachelor degree and master degree level. 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.
Session G
1:45 - 2:45 p.m.

G-1 Room T 3480

Microsoft OneDrive and OneNote: Encouraging Students to Study and Learn Anywhere and Anytime in the K-12 Environment.

Eloise Judd, Minnesota Online High School

Office 365, free for most schools, has helped transform how students, faculty, and administrators 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 and laptop 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 Room T 3600

Using TED and TED-Ed in the Classroom

Carla Staff, 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 Room L 3000

The Value of Assessing Outcomes of Teaching Methodologies to Guide Instructional Design

Margaret Root Kautz, College of Veterinary Medicine, University of Minnesota

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 Room K 3380

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 Room T 3850

Google Hangouts On Air - Broadcast to the World

Andy Leisert, Independent School District 200: Hastings Public Schools

Leveraging Google Hangouts to broadcast to the world or to a specific group. Extend your professional reach and collaborate with anyone, anywhere, anytime. 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 URL 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 Room T 2100

Gamification and BYOD

Plamen Milloveff St. Cloud State University

Galin Zlokovic, Plovdiv University Paisii Hilendarski

Bring Your Own Device (BYOD) is a steadily recognized trend in K-12 and higher education. Gamification is also becoming increasingly popular.

We apply an existing experiment as a proof of concept: web. stcloudstate.edu/peanut/900/bc/. Starting with gamified library instructions 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.

Gamifying tasks performed on mobile devices —BYOD— is an attempt to advance to the next level and seek change in conceptual thinking instead of migrating old methodology to a new environment and adapting old tasks to new tools, how do we change our didactic as instructors following constructivism? We seek 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 URL 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-7 Room K 3311

Publish Amazing Interactive Books with iBooks Author

Chris Turnball, 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 Room K 3320

The Open Textbook Network: Building Capacity and Momentum

David Ernst, 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 in 2008, the network now impacts dozens of institutions nationwide and is beginning to have international reach. Learn how the Open Textbook Network is impacting student affordability and how your institutions can get involved.

G-9 Room K 2700

Navigating Teaching Online College Courses

Jillian Sorum, 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 Room T 3930

Using VoiceThread to Enhance Learning

Mary Rowan and Nina Salahi, School of Nursing, 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 members have used the 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 student presence as well as student individual and group assignments will be described. Techniques for integrating presentations in the online course environment and successfully facilitating student assignment completion will

G-11 Room C 2700

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

Tom Neshodoma, Linda Battarrian and Susan Andre, University of Minnesota

Publishing an eBook as a team requires the work of many roles such as author, instructional designer, artist 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 crisscrossing 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.

T Plaza

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 Bickey, Director of IMS Learning and Next Generation Technology, Minnesota State Colleges & Universities

12:15 p.m.

Lunch
be demonstrated. Samples of instructor and student presentations as well as support guides will be provided through the presentation website.

G-11 Room T 3470
High Tech Needs High Touch: Data Analytics as if People Mattered
Jennie Mulhern, Ellissa Raffa, Heather Dehn-Brustad and Monica Potter, 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 judgment 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 p.m. | Break, Posters, and Exhibits

Skyway Level

Session H

3:00 – 4:00 p.m.

H-3 Room L 3000
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-5 Room T 3850
Low-Impact Ways to Bring Tablets into Any Classroom
North Thomas 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 Room T 2100
YouTube Your Course
Susan Tade and James Ondryc, University of Minnesota
As hybrid and online courses become the norm, it is necessary to incorporate MNOHS resources 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 of 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 Room K 3311
Quick Quality WebQuests-Tips to Rapidly Create an Excellent Virtual Educational Activity
Laura Schwarz and Nancybeth 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 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 Room K 3320
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 Room K 2700
The Check: Quality Online Course Design
Melissa Faldin, Thomas Nchodhumu and Treden Wigomer, College of Education and Human Development, University of Minnesota
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 Room T 3930
Accessibility and Online Videos in D2L: A Case Study of Implementing Open Captioned Videos in an Online Developmental Math Course
Rebecca Grantz, InvertHills 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 requires viewing of videos was used for this case study, analyzing before and after captioning. It addresses student success as well as cognitive learning styles.
Digital Natives, Immigrants, and TPACK: An Exploration of Teachers and Technology
Senenge Andenge, University of Minnesota
For in-service teachers, professional development opportunities have served as catalysts for reinforcing pedagogical skills with technological knowledge and communicating content in ways that are meaningful and engaging to students. Teachers need professional development opportunities in order to integrate technology in ways that can increase student achievement.

This session describes learnings from an on-going professional development experience supporting in-service teachers integrating technology into science education. In particular, this study examines differences in teachers knowledge and aptitude with technologies (TK) and their abilities to engage learners with technology in learning experiences (TPK) using Prensky's Digital Natives argument as a lens to explore TPACK.

Highly Interactive Project Showcase Using Lodestar
Robert Blyth, Travis Morgan, Matthew Nyamagwa, Bilal Dameh and Dominic Jensen, Metro State University
Metropolitan State faculty and staff have produced a range of learning activities that go beyond static, page-turning experiences. With the LodeStar learning tool, faculty and staff have developed an interactive video player that pauses and asks questions, an APA style challenge, complete websites that inform and challenge viewers, peer production simulations, and lessons that engage students with the content in meaningful, higher-order thinking activities that go beyond multiple choice, multiple select and drag and drop. In addition, the Center for Online and Learning made learning objects an important strategy in helping faculty develop critical online teaching and learning skills. All of these will be showcased in this poster session.

Ipd Video Kits for Teacher Assessment and Digital Storytelling
Pete McCauley, College of Education & Human Development, University of Minnesota
Teacher licensure requirements now call for video recordings for assessment. In the attempts to support students in the CEHD licensure program, we put together a "iPad Video Kit" to allow them to record and produce videos quickly and easily for submission.

The "iPad Video Kit" is simply a small collection of equipment intended to simplify the use of an iPad for high quality video production. Bundled together and available for checkout to students, staff, or faculty, the kit becomes a useful toolset for media creation for online delivery. In this presentation we’ll demonstrate the equipment works together and some of the apps available for production. In addition, we’ll cover some workflows required to deliver both formative not only teacher assessment videos but also digital storytelling assignments completed with the iPad video kit.

Leveraging Atomic Learning’s LTI Tool to Bring Relevant Training to Learners
Julia Bayhorn, Atomic Learning
Atomic Learning’s LTI integration tool allows for training to be quickly and easily added to courses in a learning management system. Learners are able to seamlessly view Atomic Learning’s support materials, supplementary training and course content within their own learning management system without having to navigate to another site. Instructors have the opportunity to tie their assigned tutorials back to the LMS gradebook, so they can see whether the students have completed the training. Atomic Learning’s career skills and office training can also be added to any LTI compliant system to provide essential employee training.

License to ILL Interlibrary Loan and Course Reserve Services Support the University Mission to Reduce Costs for Students Through Interdepartmental Collaboration and Innovation
Emily Atan and Danika Stegeman, University of Minnesota Libraries
Each semester students inundate academic interlibrary loan (ILL) units with requests to borrow required course materials. Historically these were cancelled by ILL borrowing offices due to high demand, short loan periods and the ability for the lending library to recall. The solution developed into a pilot project, beginning with the decision to process borrowing requests for course materials from libraries within a consortium, which had agreed to longer loan periods. Additionally, ILL received permission to select course materials and, working with Course Reserve, placed items on reserve, added links to library course pages and worked with course instructors to communicate the availability to students. Workflow and procedures were developed to streamline the process and detailed data was collected on the requests. Learn how an ILL department and Course Reserve unit collaborated to develop an innovative program that provides students access to required readings through patron-driven acquisition, resource sharing and interlibrary loan.

Needs of a Math Course: Helping Teachers Translate Classrooms Techniques Into Digital Environments
MarkKayser, College of Continuing Education, University of Minnesota
Each semester students inundate academic interlibrary loan (ILL) units with requests to borrow required course materials. Historically these were cancelled by ILL borrowing offices due to high demand, short loan periods and the ability for the lending library to recall. The solution developed into a pilot project, beginning with the decision to process borrowing requests for course materials from libraries within a consortium, which had agreed to longer loan periods. Additionally, ILL received permission to select course materials and, working with Course Reserve, placed items on reserve, added links to library course pages and worked with course instructors to communicate the availability to students. Workflow and procedures were developed to streamline the process and detailed data was collected on the requests. Learn how an ILL department and Course Reserve unit collaborated to develop an innovative program that provides students access to required readings through patron-driven acquisition, resource sharing and interlibrary loan.

Peer Evaluation Online: Increasing Learning Opportunities
Brad Hokanson and Judy Lawrence, University of Minnesota
With larger classes and more online learning environments, the ability of instructors to evaluate and review student work remains important. While objective test items in large classes or online environments can be automatically graded, projects, visual material, and even coding exercises often require subjective human evaluation.

Many have a view of evaluation as assigning of grades by an instructor, but evaluation by students can be integrated into the educational process. Given guidance through training and rubrics, students can effectively evaluate the work of other students. Learners become more advanced in judging their own work and in the fairness and accuracy of the evaluation. The learning is richer, and the experience is more transparent. Developing the ability of learners to evaluate their own and others’ work is an important skill in any discipline.

Examples of peer evaluation will be presented from a massive online open course [MOOC], credit courses, and in-person class exercises.
Using the Free, Online, Video-Annotation Tool Videoant to Provide Student Feedback  
Carolyn Hill, Hamline University  
Jill Trites, College of Education and Human Development, University of Minnesota  

In this session, two educators will introduce the video annotation tool called VideoANT, demonstrate how easy it is to use, and describe how to use this free tool to facilitate effective student feedback on oral presentations and video productions. Both presenters have used this tool for peer review, student self-reflection, and instructor feedback. A multitude of activities and possible uses will be shared during this session along with the outcomes of using this tool with English-language learners.

Why Are 21st Century Skills Important?  
Tonia Slain, Learning.com  

Digital literacy skills are critical for today’s students to master new standards and computer-based assessments. Learning.com’s solutions help teachers seamlessly integrate digital literacy skills into core instruction and can be used in a computer lab, BYOD, or 1:1 classroom setting. Digital Literacy skills range from keyboarding and digital citizenship to spreadsheets and charts and graphs. Come check out how to provide instruction meeting the ISTE standards.

Why Learning Should be Painful in Non-Conventional Classrooms? Learner Experiences in Problem-Based Learning  
Yun Jeong Park, St. Cloud State University  

The discrepancy between what students already know about the subject matter content and how the students are actually able to use the knowledge for real problems, particularly ill-structured problems, has been a persistent issue to consider when instruction is designed and implemented. Constructivist perspectives, such as experiential learning or problem-based learning have been advocated as innovative approaches that can complement traditional teacher-dominant, knowledge transmission perspectives in classrooms. This study examines how the instruction with a real life problem-based, self-regulatory, and self-directed learning has been implemented in a blended course and what pedagogical challenges and issues it posed during teaching and learning process. The patterns observed in behaviors and perceptions from successful and less successful students are identified and interpreted.