PROGRAM-AT-A-GLANCE

FRIDAY, JUNE 3

7:30 a.m.–8:30 a.m.  Registration Open—Morning Preconference Workshop Participants Only—Room: Congressional Registration, Ballroom level

8:30 a.m.–8:00 p.m.  Registration Open to all Participants—Room: Congressional Registration, Ballroom level

8:30 a.m.–12:00 p.m.  Preconference Workshop: Starting a Teaching Career: Creating a Teaching Identity That’s a Conduit for Learning—Registration and Fee Required—Room: Congressional A, Ballroom level

8:30 a.m.–12:00 p.m.  Preconference Workshop: Strategies for Greater Student Engagement & Professor Enjoyment!—Registration and Fee Required—Room: Congressional B, Ballroom level

8:30 a.m.–12:00 p.m.  Preconference Workshop: Marshaling Content to Attain Learning Goals—Registration and Fee Required—Room: Congressional C, Ballroom level

10:00 a.m.–8:00 p.m.  Exhibitor Displays Open—Room: Congressional Ballroom Foyer, Ballroom level

1:00 p.m.–4:30 p.m.  Preconference Workshop: Going Beyond Content Expertise: Thinking Critically About Our Communication with Students—Registration and Fee Required—Room: Congressional A, Ballroom level

1:00 p.m.–4:30 p.m.  Preconference Workshop: Let’s Invigorate Your Teaching and Enhance Their Learning: Strategies and Techniques to Engage Students—Registration and Fee Required—Room: Congressional B, Ballroom level

1:00 p.m.–4:30 p.m.  Preconference Workshop: Creating a Positive Climate for Learning—Registration and Fee Required—Room: Congressional C, Ballroom level

1:00 p.m.–4:30 p.m.  Preconference Workshop: Ready to Learn: How to Get Your Students to Come to Class Prepared—Registration and Fee Required—Room: Mount Vernon Square, Meeting Room level

1:30 p.m.–3:00 p.m.  Poster Sessions—Room: Congressional and Grand Ballroom Foyers

5:00 p.m.–6:30 p.m.  Conference Welcome and Opening Plenary Session—Assessing How Individuals Organize Disciplinary Knowledge—Card Sorting, Superheroes, and Moving Towards Measuring Expertise Among Undergraduates—Room: Grand Ballroom, Ballroom level

6:30 p.m.–8:00 p.m.  Reception, Poster Sessions, and Exhibitor Mingle—Room: Congressional and Grand Ballroom Foyers

8:00 p.m.  Dinner on and evening on your own

SATURDAY, JUNE 4

7:30 a.m.–2:00 p.m.  Registration Open—Room: Congressional Registration, Ballroom level

8:00 a.m.–5:00 p.m.  Exhibitor Displays Open—Room: Congressional Ballroom Foyer, Ballroom level

7:30 a.m.–8:30 a.m.  Continental Breakfast—Room: Grand Ballroom, Ballroom level

8:45 a.m.–9:45 a.m.  Concurrent Sessions

10:15 a.m.–11:15 a.m.  Concurrent Sessions

11:30 a.m.–12:30 p.m.  Lunch—Room: Grand Ballroom, Ballroom level

12:45 p.m.–1:45 p.m.  Concurrent Sessions

2:15 p.m.–3:15 p.m.  Concurrent Sessions

3:45 p.m.–4:45 p.m.  Concurrent Sessions

4:45 p.m.  Dinner and evening on your own

SUNDAY, JUNE 5

7:30 a.m.–12:00 p.m.  Registration Open—Room: Congressional Registration, Ballroom level

7:30 a.m.–8:30 a.m.  Continental Breakfast—Room: Grand Ballroom, Ballroom level

8:30 a.m.–9:30 a.m.  Breakfast Plenary Session—Lecture vs. Active Learning: Reframing the Conversation—Room: Grand Ballroom, Ballroom level

9:45 a.m.–10:45 a.m.  Concurrent Sessions

11:15 a.m.–12:15 p.m.  Concurrent Sessions

12:15 p.m.–1:15 p.m.  Lunch—Room: Grand Ballroom, Ballroom level

1:15 p.m.  Conference Adjourns
2:15 p.m.–3:15 p.m.

Universal Design for Learning: Three Steps to eLearning for Everyone
Thomas Tobin, Northeastern Illinois University
Room: Renaissance West A, Ballroom level

Section 504 of the 1973 Rehabilitation Act banned discrimination on the basis of disability for recipients of federal funds. In 1979, Nicholas Hirtz proposed “a concrete and practical effort aimed directly at faculty function with handicapped
students.” Why are universities still being sued for not providing access to learning? To help make education inclusive for all learners, this session radically reflects on how to motivate and inspire faculty members to adopt Universal Design for Learning (UDL) and broaden the focus away from learners with disabilities toward a larger ease-of-use/general diversity framework.

Learning goals:
- Incorporate UDL/Instruction elements into existing courses.
- Design/retrofit course components using UDL principles.
- Motivate faculty colleagues to adopt UDL as part of the campus culture.
- Expand use of UDL elements beyond the legally required minimum.