



OCTOBER 5-7, 2018 • ST. LOUIS, MISSOURI

PROGRAM-AT-A-GLANCE

FRIDAY, OCTOBER 5

7:30–8:30 am	Registration Open Morning Preconference Workshops Only, Grand Ballroom Foyer, 4th Floor
8:30 am–8:00 pm	Registration Open to all Participants Grand Ballroom Foyer, 4th Floor
8:30 am–Noon	Preconference Workshop: Digital Literacy: Developing Authentic Learning through Faculty Partnerships (<i>Registration and Fee Required</i>) Grand Ballroom A, 4th Floor
8:30 am–Noon	Preconference Workshop: Using Micro-activities to Engage Students and Improve Learning and Retention (<i>Registration and Fee Required</i>) Grand Ballroom B, 4th Floor
10:00 am–8:00 pm	Exhibitor Displays Open Grand Ballroom Foyer, 4th Floor
1:00–4:30 pm	Preconference Workshop: Band-Aids Won't Fix It: Solving the Real Problem Through Intentional Use of Tech (<i>Registration and Fee Required</i>) Grand Ballroom A, 4th Floor
1:00–4:30 pm	Preconference Workshop: Implementing Open Educational Resources: Identifying Resources, Understanding Licenses, and Removing Copyright Uncertainty (<i>Registration and Fee Required</i>) Grand Ballroom B, 4th Floor
5:00–5:15 pm	Conference Welcome Grand Ballroom DE, 4th Floor
5:15–6:30 pm	Opening Plenary Session: Thriving Minds: What's Working, What's Not, and What's Next in Teaching with Technology, Grand Ballroom DE, 4th Floor
6:30–8:00 pm	Reception, Poster Sessions, and Exhibitor Mingle Grand Ballroom Foyer, 4th Floor
8:00 pm	Dinner and Evening on Your Own

SATURDAY, OCTOBER 6

7:30 am–2:00 pm	Registration Open Grand Ballroom Foyer, 4th Floor
7:30–8:30 am	Continental Breakfast Grand Ballroom DE, 4th Floor
8:00 am–5:00 pm	Exhibitor Displays Open Grand Ballroom Foyer, 4th Floor
8:30–9:30 am	Morning Plenary Session: What Role does/should the 3T's of Technique, Tools, and Time Play in Modern Educational Practices? Grand Ballroom DE, 4th Floor
9:30–9:45 am	Break
9:45–10:45 am	Concurrent Sessions
10:45–11:00 am	Break
11:00 am–Noon	Concurrent Sessions
Noon–1:00 pm	Lunch Grand Ballroom DE, 4th Floor
1:00–1:15 pm	Break
1:15–2:15 pm	Concurrent Sessions
2:15–2:30 pm	Break
2:30–3:30 pm	Concurrent Sessions
3:30–3:45 pm	Break
3:45–5:00 pm	Afternoon Plenary Session: Educators as Designers and the Architecting of Learning, Grand Ballroom DE, 4th Floor
5:00 pm	Dinner and Evening on Your Own

SUNDAY, OCTOBER 7

7:30 am–Noon	Registration Open Grand Ballroom Foyer, 4th Floor
7:30–8:30 am	Continental Breakfast Grand Ballroom DE, 4th Floor
8:30–8:45 am	Break
8:45–9:45 am	Concurrent Sessions
9:45–10:00 am	Break
10:00–11:00 am	Concurrent Sessions
11:00–11:15 am	Break
11:15 am–12:15 pm	Concurrent Sessions
12:15–1:15 pm	Lunch Grand Ballroom DE, 4th Floor
1:15 pm	Conference Adjourns

student success. A collaborative, operational approach tying scheduling and faculty recruiting together provides a synergy of effectiveness leading to faculty retention, academic excellence, and student success.

Target Audience: Is new to this topic.

STUDENT ASSESSMENT (EXPERIENCE-BASED)

Can You Hear Me Now? Written vs. Audio Feedback

Karen Wink, U.S. Coast Guard Academy

Regency Ballroom F, 2nd Floor

How can the act of response become more effective for student learning and less burdensome for the teaching professor? Audio commentary can result in more aligned understanding and impact on subsequent papers. Students are more “plugged in” than past generations and engage more so in technology-based approaches to learning. Audio commentary offers more connections with student writers. This session will discuss the pros and cons of written vs. audio comments for student papers, summarize classroom-based studies on commentary, and introduce and practice a duplicable approach to audio commentary with a user-friendly Word application.

Target Audience: Has some experience with this topic.

10:45–11:00 am

Break

11:00 am–Noon

FACULTY DEVELOPMENT (EVIDENCE-BASED)

Copyright for Teaching with Technology

Thomas Tobin, University of Wisconsin-Madison

Sterling Studio 9, 2nd Floor

Faculty, designers, and administrators often have little guidance for using copyrighted materials for teaching. This interactive session from the author of *The Copyright Ninja* offers use-them-tomorrow lessons to keep U.S. and Canadian educators on the “good side” of copyright law.

Learning goals:

- Define and apply principles of fair use / fair dealing
- Provide alternative means of access to copyrighted content
- Determine when copyright does and does not apply for teaching-with-technology scenarios
- Design tech-based interactions that respect copyright, licenses, and permission agreements

Disclaimer: This session is an overview of various models and methods regarding copyrighted content and ownership of intellectual property. The facilitator is not a legal professional, and no part of this session is intended to constitute legal advice.

Target Audience: Is new to this topic.

EMERGENT TECHNOLOGIES

What’s Next? A Discussion on the Future of Distance Education
Stephanie Delaney, South Seattle College

Regency Ballroom F, 2nd Floor

Distance educators are always curious about new trends in online learning. In this highly interactive session, recent Horizon

Reports are the reference to spur a conversation about the future of distance learning. During the session, participants will generate our own report based on our learned experiences and the latest research. We’ll also come up with strategies on how we and our institutions can be prepared for what’s next. This session is ideal for experienced online instructors, instructional designers, and administrators.

Target Audience: Has some experience with this topic.

TEACHING AND LEARNING WITH TECHNOLOGY (EXPERIENCE-BASED)

Becoming a Technology Samurai: Using Digital Tools to Make Student Thinking Visible

Curby Alexander, Texas Christian University

Grand Ballroom H, 4th Floor

Do we really know what our students are thinking? While it is not our responsibility to control the thoughts of our students, instructors can implement strategies that give us insight into, and even guide, the thinking of our students during instruction. Carefully framing the “thinking routines” used to guide and facilitate student thinking, paired with flexible technologies to make that thinking visible, can lead to powerful learning opportunities. This session will highlight five different strategies for infusing powerful thinking routines with visual technology tools to help instructors cultivate a culture of curiosity and open-mindedness in the classroom.

Target Audience: Is new to this topic.

TEACHING AND LEARNING WITH TECHNOLOGY (EXPERIENCE-BASED)

Click to Connect: Including Synchronous Videoconferencing Sessions in Online Learning

Anne Frankel, Jamie Mansell, and Laurie Friedman, Temple University

Parkview, 4th Floor

Within the last year, Temple University’s College of Public Health (CPH) has launched three new online graduate programs. To increase student engagement, retention, and achievement of program objectives, every course within the online programs includes synchronous sessions facilitated via WebEx. This session will discuss several key lessons learned from implementation of synchronous sessions: preparing students and managing technology issues; writing scripts to guide sessions and best practices for time management; increasing and assessing student engagement in real-time; and leveraging software features like breakout rooms for group collaboration and community building.

Target Audience: Has some experience with this topic.

EMERGENT TECHNOLOGIES (EXPERIENCE-BASED)

Introducing the What-A-Venture Innovation Software Platform

Randal Schober and Frank Marshall, Point Loma Nazarene University

Grand Ballroom G, 4th Floor

Experiential learning is essential for a successful class in any discipline. At the heart of the experiential learning pedagogy is the fundamental belief that learning occurs when an individual is actively involved with concrete experiences. What-A-Venture is