



EXAMPLE 1

SESSION: Engaging Heart & Mind: Online Contemplative Learning at Naropa

SESSION LEADER: Elaine Yuen

ORGANIZATION: Naropa University

SESSION TYPE: General Session

TOPIC(S): High Impact Practices with Technology-Mediated Engagement and Innovative Course Design

LEARNING OBJECTIVE(S):

- Identify inquiry that support students in contemplative understanding of classroom material
- Discuss relevance of online/low-residential teaching modalities of contemplative material
- Recognize the impact of online learning exercises that combine reflective and active learning

ABSTRACT:

Underlying education at Naropa is the experiential journey of personal development paired with practical application. In the engagement of mind (cognitive learning) with heart, Naropa's online classes explore how reflective contemplation supports personal integration and critical perspective of course material. Modalities that give students opportunity to experientially engage with course content online include contemplative and reflective practices, providing a foundation for integrating readings, lectures, experiential exercises, journaling, and discussion. Course assignments are often completed online; however, courses often include off-line contemplative practice assignments. Naropa offers online and low-residency courses in Buddhism, Contemplative Practices for Personal and Social Transformation, and Contemplative Judaism. In this session, these courses will be described, and an experiential exercise will demonstrate this approach to online learning.

ENGAGEMENT:

Experiential exercise(s) demonstrating combination of active and reflective learning

Discussion of material including audience question and answer period

BIO:

Elaine Yuen, PhD, is Associate Professor and Chair of the Wisdom Studies Department at Naropa University where she teaches undergraduate and graduate courses on meditation, pastoral care, and Buddhist studies. Currently, she teaches the hybrid-online Engaged Contemplative Practice Course in the Transpersonal Counseling Program. Dr. Yuen is cross-trained as a social science researcher and is particularly interested in the relationships between meditation and the creative process. She is often surprised how the creative and challenging threads of her life weave themselves together.



EXAMPLE 2

SESSION: WYSYWIDGETS: Easier to Use Than Pronounce

SESSION LEADER: Ed Johnsen and Alex Benedict

ORGANIZATION: Regis University

SESSION TYPE: Tech Superhero

TOPIC(S): OER (Open Educational Resources) and Maker Culture

LEARNING OBJECTIVE(S):

- Educators: Integrate interactivity and personalization into your online course materials
- Education Technologists: Judge our open source methods for enhancing LMS functionality
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ABSTRACT:

WYSYWIDGETS are easy to use tools that add interactivity to your LMS content. We place a little bit of magic in an html file, and you end up with the ability to make interactive elements like tooltips and in-video quizzes. All you have to do is copy our template file, put text into rows and columns, and bam! You've got a WYSYWIDGET! In addition to adding interactivity, WYSYWIDGETS can be used to personalize content and collect engagement data suited for advanced analytics.

We will demo some working examples, walk through the editing process, and send you back to your classroom with new tools to keep your students engaged.

ENGAGEMENT:

Faculty will get hands on experience bringing their content to life in WYSYWIDGETS. Education Technologists can explore the code behind the magic, and try out a few spells of their own.

BIO:

An edu-tech developer who got his start here at CU Boulder, Ed Johnsen now works full time at Regis University where he helps educators and learners get the most out of their LMS.

Alex Benedict is a senior education technologist who has worked for Regis for fourteen years. Alex has seen many innovations come and go and he believes that WYSYWIDGETS hit the sweet spot for ease of use, future-proofing, and cost (\$0).