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COLTT 2016

Video of COLTT Conference 2016 Highlights

compiled and shot by Alex Martinez

Schedule COLTT 2016, Aug 3 - 4

Coming soon: more COLTT info, customization options, and networking opportunities using the web app: www.coltt.zerista.com [1]
Schedules are preliminary and subject to change prior to the conference.

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[2]
COLTT 2016 Wednesday Schedule

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[3]
COLTT 2016 Thursday Schedule

Session List 2016

Information on keynote speaker Dr. Brenda J. Allen at: https://www.cu.edu/coltt/2016-keynote-speaker [4]

Subject to additions and changes

[ABC] [DEF] [GHI] [JKL] [MNO] [PQR] [STU] [VWYZ]

ACADEMIC PUNDIT SHOWDOWN | David Thomas

Organization: CU System (organized by Travis Chillemi & Michael Edwards)

Session Type: Debate Panel

Learning objective(s):

- Lively debate on current learning topics

Abstract: Pundit Showdown is a hilarious panel game show where four lucky contestants engage in a battle of wits and rhetoric to tackle questions from the audience related to higher education, academic technology, and all things COLTT. The host, David Thomas, poses the same question to each contestant and then awards (or deducts!) points based on the intellectual rigor of their argument...or by what makes the audience giggle! At the end of each round, the lowest scoring contestant is dropped until we reach a one-on-one, winner-takes-all, Defend the Indefensible Final Showdown.

Bio: David Thomas is the Director of Academic Technology at CU Online supporting the 13 schools & colleges of CU Denver since 2002. His responsibilities cover the selection and management of the technology used in the delivery of online and face-to-face classes. His team provides critical support to faculty that use digital technology to teach. As an academic, he has a PhD in architecture and planning, with a scholarly focus on games, digital media, and what makes places fun. He is a board member of Colorado Distance Learning Association.

Academic Technology Design Team | Problem Solving with Design Thinking: Less Thinking, More Doing

Organization: University of Colorado - Boulder

Session Type: Hands-On Workshop

Topic(s): High Impact Practices with Technology-Mediated Engagement, Maker Culture, Innovative Course Design

Learning objective(s):

- Gain a basic understanding of design thinking as a creative approach to problem solving
- Get equipped with the mindsets and methods of design thinking
- Have fun working in a creative and fast-paced environment!

Abstract: Design thinking is a creative and human-centered approach to solving complex problems. This approach is used to improve practices, services, products, and experiences. As educators, you are designers. Whether you build lesson plans or oversee educational initiatives, you are designers and this approach could work for you! In this workshop, we will identify a real educational problem, turn it into an inspiring challenge and work together to generate, explore, and test ideas to find most viable solutions. We will incorporate activities that you can apply to different contexts to help you design solutions that will work for your audience. You will learn skills not only to help you address problems optimistically, creatively, and efficiently, but also to stimulate and facilitate creative problem solving in teams.

Bio: Four experienced educational designers from OIT's Academic Technology Design Team at CU-Boulder will facilitate the session (Doris

Cheung, Courtney Fell, Viktoriya Oliynyk, and Sandra Sawaya). OIT's ATDT designs and deploys prototype solutions to address our campus' complex teaching and learning problems. With the support of campus leadership, we collaborate with the university community to develop scalable and sustainable innovations that realize the campus' strategic goals. Our past projects have included the creation of the CU-Boulder's online orientation environment, redesigns of large introductory courses, and technology pilots to improve student engagement.

http://www.colorado.edu/oit/services/academic-technology [5]

Alaina Beaver | Why Did I Not Know This?!: Accessibility Aha Lessons You Can Implement NOW

Organization: CU Boulder

Session Type: General Session

Topic(s): Universal Design for Learning, High Impact Practices with Technology-Mediated Engagement, Accessibility

Learning objective(s):

- Implement changes in technology use to ensure basic accessibility
- Recognize various resources for learning more about Universal Design and accessibility

Abstract: Learn the Top 10 quick skills for incorporating basic accessibility features into the material that you design and use on a regular basis…because universal design doesn't guarantee a great product (that's your job), but you can't really achieve excellence without universal design. Drop in for a fun, interactive session on practical strategies and resources for actually making your work more inclusive.

Bio: Alaina Beaver, Ph.D., is the Universal Instructional Design Consultant for the Academic Technology Design Team at CU-Boulder. She provides support, education, and outreach regarding Universal Design and accessibility to all CU-Boulder staff and faculty, and she works with CU System partners on training initiatives. She was recently one of the leaders in planning and hosting Diverse Learners Awareness Week, a new annual event that celebrates the diverse ways we learn and play across CU. A longtime educator, Alaina is interested in digital literacies and the power technology has to enrich people's lives.

Laura Borgelt & Lisha Bustos | Reverse of the Nerds: Transforming F2F Learning Environments with Online Techniques

Organization: CU Denver

Session Type: General Session

Topic(s): Changing Role of Faculty, Effective Alternative Classroom Practices (Tilting, Flipping, Inverting, etc.), High Impact Practices with Technology-Mediated Engagement

Learning objective(s):

- Identify key activities incorporated into the online environment that can be effectively used face-to-face
- Recognize the impact online learning has had on changing roles for faculty in both online and face-to-face environments

Abstract: Traditionally, online learning has been driven by best practices utilized in the face-to-face setting. With online learning becoming a more popular means of educating today's student, the pedagogy for this environment has begun to reverse that trend. How exactly has online pedagogy renovated the face-to-face classroom? This presentation will highlight the creative and engaging techniques brought forth in online courses that directly impact the face-to-face learning environment. Specifically, it will emphasize the bridge that has been built between these two environments by creating experiences rich in discussion, role-playing, and reflection. The discussion will also address the resulting role change for the faculty member from an instructor to facilitator.

Bio: Lisha Bustos, MA, currently works as the lead Instructional Designer for the online Distance Degrees & Programs at the School of Pharmacy, CU Denver, providing pedagogical training and technology aid for faculty. Course coordination and program support also fall under her purview. After receiving her MA in Education from Adams State, she taught middle school humanities and college prep courses at Adams State. Recent projects include working with the iDesign team to develop a hybrid Master's in Palliative Care program and expand the reach of instructional design to the entry level program.

Laura Borgelt, PharmD, is an Associate Dean of Administration and Operations at the University of Colorado Skaggs School of Pharmacy and Pharmaceutical Sciences and Professor in the Departments of Clinical Pharmacy and Family Medicine. Dr. Borgelt's teaching, practice, and research focus on women's health pharmacotherapy. She has published numerous peer-reviewed women's health articles, several book chapters, and is an editor of the textbook entitled "Women's Health Across the Lifespan: A Pharmacotherapeutic Approach." She has been the recipient of several teaching and clinical awards and is an active member of and leader in multiple professional organizations.

David Bourne | Authoring and Publishing an iBook

Organization: CU Denver | Anschutz Campus

Session Type: Workshop

Topic(s): Digital Texts, Mobile Technology and Devices for Learning

Learning objective(s):

- Participants will understand the processes involved in the preparation and publishing of

an iBook

- Participants will create a short example iBook during this workshop session
- Participants will understand some of the complexities of self-publishing through the medium of the iBook

Abstract: Participants will guided through the process of creating a short iBook with their computer using the provided examples files. A variety of elements such as text, shapes, tables, charts, equations and widgets will be described and incorporated into the example iBook. Widgets provide the ability to include an image gallery, various media, reviews, interactive images and html. The process of publishing your iBook will be briefly described. iBook Author can export your work as an iBook, pdf or text. Participants will produce a short, example iBook during this session.

Mac session only - BYOD or Macbooks available for use (limit 15)

Bio: David Bourne is Associate Professor in the Skaggs School of Pharmacy and Pharmaceutical Sciences on the Anshutz Medical campus. He has presented his coursework on the Internet since 2001 with continual development and incorporation of web technologies. When iBooks and iBook Author was released in early 2012 he saw this as an opportunity to provide course material in this exciting new medium. His first iBook, Basic Pharmacokinetics, covering the material from his three credit course was published in April 2012. Additional iBooks covering material for another course, Pharmacy Math, were published in May 2014.

Kay Campbell | Can We Talk? Collaboration Strategies Between Instructional Designers & Content Experts

Organization: Shambhala

Session Type: General Session

Topic(s): Partnerships Between Instructional Designers and Content Experts/Faculty

Learning objective(s):

- Identify common challenges that can occur between instructional designers and content experts/faculty.
- Gain an appreciation of the different perspectives and the strengths each partner contributes to the relationship.
- Apply best practices to collaboratively create optimal learning experiences.

Abstract: The relationship between an instructional designer and a content area

expert/faculty member can be complex and sometimes emotionally charged. Both parties are specialists in their fields, but establishing a productive partnership based on trust and understanding takes time and effort. In this interactive presentation, we will consider complexities that can surface in this relationship and explore best practices for using humor, kindness, empathy, and strategy that can apply to any environment. Attendees, including instructional designers and content experts/faculty, will have an opportunity to share experiences and come away with strategies and tips for bringing more ease and success to this working relationship.

Bio: Kay Campbell has worked as an instructional designer in corporate, academic, and private-development organizations for over fifteen years and now serves as Director of Online Education and Media at Shambhala Publications. In those years she's worked with dozens of content experts, from industry experts to academics to best-selling authors, and honed her skills in getting what she needs to construct a well-designed course while still maintaining her sense of humor and compassion.

David Chatham | Identity Crisis? Why Pins, Passwords & Proctoring Aren't Enough

Organization: BioSig-ID

Session Type: General Session

Topic(s): Authentication Solutions

Learning objective(s):

- Recognize the need for increased security in the online learning environment.
- Become familiar with ways to authenticate users with the latest biometric technologies.

Abstract: Do you really know who the student is that is taking your course? Biometric Signature ID has the answer. New federal regulations (tied into Title IV funds) call for stricter student ID verification. Hear about these changes & learn how BioSig-ID, the world's first biometric password, (NO hardware required) has got your school covered. See how we verify legal identity (showcasing new live agent witness system, BioProof-ID) and then authenticate student identity, using BioSig-ID. Come see how we caught 58 students cheating!

Bio: David Chatham, Dean of Academic Technology, Colorado Community Colleges Online (retired). Mr. Chatham managed the Academic Technology department at CCCOnline and was responsible for learning management operations, technical vendor relations, SIS integration with D2L for all 14 CCCS institutions. He is now consulting and presenting at various conventions on behalf of Biometric Signature ID.

Debora Colbert | Mindfulness in an Age of Tech Saturation

Organization: Colorado State University

Session Type: General Session

Topic(s): Effective Alternative Classroom Practices (Tilting, Flipping, Inverting, etc.)

Learning objective(s):

- Participants will experience an intentional break from technology
- Participants will have information on CSU's Center for Mindfulness
- Participants will experience a mindfulness practice

Abstract: Technology is used in great ways: to expand the reach of educational institutions to learners unable to attend the traditional classroom and create global connections easily. However, detrimental effects of our constant bombardment by technology, manifesting as the growing addiction to videogames among college students, for example, and the stress associated with these technology pressures needs to be addressed. Mindfulness can help! Research shows that mindfulness practices can help us take an intentional step back from technology (internet, email, video games, etc.) to become more inviting of the present moment with all its diversity to create conditions that inspire personal and community transformation leading to mindful communities and fostering socially conscious, compassionate, and mindful leaders. Join this session about the Center for Mindfulness at CSU. This session to learn about the starting of the formal center and the progress in helping students, faculty, and staff to help support reduction of technology-related stress, test anxiety, offering mindful eating, student veteran support, and overall focus and concentration.

Bio: Debora Colbert is the Co-Founder and Co-Director for Colorado State University's (CSU) Center for Mindfulness. She also serves as the Director of Professional Development at The Institute of Learning and Teaching (TILT) and has worked in higher education over 20 years. Dr. Colbert collaborates with faculty to develop high quality programs for faculty and students regarding teaching and learning theory and best practices for student success. She has been practicing mindfulness meditation for many years and promotes diversity and inclusivity in sharing the powerful effects of mindfulness practices in higher education.. She holds a Ph.D. in Higher Educational Leadership and Organizational Performance and Change from Colorado State University.

Giorgio Corda & Courtney Fell | To Kubi or Not to Kubi? Stories from a Robotic Invasion

Organization: CU Boulder, Revolve Robotics

Session Type: Technology Round-Up

Topic(s): Accessibility, Mobile Technology and Devices for Learning, Distance Learning

Learning objective(s):

- Evaluate when to use a Kubi versus a traditional video conferencing solution

- Plan solutions for class interactions with the Kubi
- Recognize the Kubi's value in improving access for a diverse student population

Abstract: Kubi is a desktop stand or "neck" that holds a tablet and allows the person at a distance to control it while video conferencing. This session will present a Kubi pilot conducted in a highly interactive language classroom to facilitate a distance learning experience. We will describe what it is like to attend class via a robot, how its presence in class affects instructor-student and student-student interaction and the outcomes for all students. Instructor and students' feedback will be included. Participants will be able to control a Kubi and discuss its potential with the presenters.

Bio: Giorgio Corda holds a Master's degree in the Pedagogy of Italian Language from Ca'Foscari University in Venice. He is a full time instructor at the University of Colorado Boulder and developed the first year of hybrid and online Italian classes. Giorgio has been hailed for his pedagogically sound use of technologies such as VoiceThread and GoAnimate4Schools in his Italian class and other languages have used his models to develop similar classes. He has been awarded multiple technology grants and teaching awards and, more recently, is working with OIT to develop ADA compliant courses.

Janet Corral | Exploring Cyborg Learners in Higher Education

Organization: CU Denver | Anschutz Campus

Session Type: In-Depth Seminar

Topic(s): Changing Role of Faculty, Mobile Technology and Devices for Learning

Learning objective(s):

- Describe concepts of cognitive prostheses.
- Share and critically appraise when, where, and how faculty and students both act and do not act as cyborgs
- Identify and discuss core issues and challenges of cyborgs within contemporary higher education
- Create a concept map of challenges and issues of cyborgs within contemporary higher education

Abstract: This seminar invites you to explore the issues and challenges of cyborg realities in higher education. Higher education learners and faculty are increasingly accessing knowledge and skills content through online and mobile platforms, such that the digital tools function as "deep and integral parts of the problem-solving systems we now identify as human intelligence" (Clark, 2003). Accordingly, teachers and learners may be acting as cyborgs, whose information technologies act as cognitive prosthetics by extending their memory and knowledge. This session will ask participants to incorporate their own experiences as we explore cyborg-related themes such as: digital dependency; critical (digital) literacy prerequisites; relevant assessment practices; responsibility/liability for learning (outcomes); and human as well as environmental prosthetics.

Bio: Janet Corral is Director of Evaluation and Research, the Teaching Scholars Program, and Digital Education for the Academy of Medical Educators; and, Education Evaluation Specialist for the Department of Family Medicine at the University of Colorado School of

Medicine. Her core work and research focuses on how faculty mature as educators and evaluators in a digital era. She has won awards for curriculum design, simulation, and educational leadership. Currently, she is an AAMC GIR steering committee member and previously, has lead the Computing Resources in Medical Education (“CRIME Boss”) for the western region of the Association of American Medical Colleges.

Tony Cripps | Mobile Magicians & Digital Refugees: What Can We Teach Students? What Can Students Teach Us?

Organization: Nanzan University (Japan)

Session Type: General Session

Topic(s): Innovative Course Design

Learning objective(s):

- Reflect on teaching with technology and course design
- Identify effective techniques for teaching with technology

Abstract: This session explores a "Teaching with Technology" course taught at Nanzan University, Japan. Although our students are considered to be "digital natives," many of them do not know how to use technology effectively in a teaching and learning environment. Students in this elective course were asked to consider their thoughts on technology in general and how they as instructors would incorporate technology into English courses in Japan. The students gave presentations on using technology to support learners at Japanese junior and senior high schools. Examples of the students’ presentations and ideas will be shared and used as a springboard for discussion. This session will also explore the audience’s views on teaching with technology and how they might share their expertise with their students.

Bio: Dr. Tony Cripps is a Professor of English at Nanzan University, Japan. He received his EdD in TEFL from Exeter University, England. Tony has been teaching English in Japan for over 25 years and regularly presents his research at conferences all over the world. He is actively involved in teacher training and runs teaching workshops for new and experienced teachers. His research interests include learner autonomy, material design, MOOCs, pedagogical innovation, and teacher training. He is currently involved in three major research projects on: 1) creating intensive teacher-training workshops, 2) MOOC design and implementation in Japan, and 3) intercultural business communication curriculum development. All three projects are being funded by the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT).

Hunter Ewen | iPad Quintet: An Academic Swiss Army Knife

Organization: CU Boulder

Session Type: In-Depth Seminar

Topic(s): High Impact Practices with Technology-Mediated Engagement, Innovative Presentation Design, Problem- and Project-Based Learning

Learning objective(s):

- Understand the inspiration, workflow, and pedagogical implications of the iPad ensemble.
- Explore the collaborative possibilities and challenges in developing these kinds of ensembles with students and faculty.
- Generate new ideas for how this kind of performance ensemble might be utilized to exalt a wide variety of subjects and interests.

Abstract: Over the past ten years, advancements in consumer-level technology have made digital storytelling more accessible and more engaging. This revolution allows for increasingly interdisciplinary engagement and creativity. Students can combine sound, moving image, and performance elements in unprecedented ways—with ensembles like the Princeton Laptop Orchestra, L2Ork, and CiCLOP bringing together technologists, videographers, musicians, and dancers to create art that resists easy categorization. Join the BOULDER IMAGE AND SOUND NETWORK (BISoN) iPad quintet and their founder, Hunter Ewen, to explore strategic methodologies for student-driven learning that combines elements of music, photography, creative writing, ethnography, filmmaking, dance, and computer programming. This seminar will feature live demonstrations and performances as well as in-depth explorations of what it takes to create a student-driven digital performance ensemble.

Bio: Hunter Ewen is a dramatic composer, educator, and multimedia designer. Dr. Ewen teaches students strategies for digital creativity as Instructor of Critical Media Practices in CU-Boulder's CMCI. His music and multimedia work have garnered awards and performances from SEAMUS, Punto y Raya, Ouroboros Review, Playground Ensemble, Manchester New Music, CSU Fullerton, New Horizons Festival, Electroacoustic Barn Dance, Gamma UT, Studio 300, and his graphic scores were featured prominently in Amy Pence’s Pulitzer Prize-nominated book, Armor, Amour. Ewen’s notable collaborators include Science on a Sphere, Beethoven Academy Orchestra, Cairo Symphony, Silesian Philharmonic, Greater Cleveland Flute Society, and Third Coast Percussion.

Mark Gammon | App-émon Go: Gotta Catch ‘Em All

Organization: CU Boulder

Session Type: General Session

Topic(s): Innovative Presentation Design, Apps and Tech Tools

Learning objective(s):

- Identify new tools and their potential uses
- Share tools, tips, and tricks with other participants
- Have fun while exploring new and notable apps

Abstract: Join us to catch all the apps during this session! We'll wander the landscape and see what cool tech tools and apps pop up to enhance your personal and professional lives. Experience points will be awarded for successfully capturing an app or two to fill out your own tool encyclopedia. This session will move quickly to help keep your game fresh and fun.

Bio: Mark Gammon is a sociologist, researcher, and educator who is interested in the intersection of people and technology. Mark is currently the Learning Development and Design Manager in the Academic Technology Design Team at CU-Boulder. Between stints in academic technology at CU-Boulder, Mark has worked as a Social Media Manager in the technology sector and as a Teaching and Learning Technology Strategist at the University of British Columbia. His interests and research areas include identity in technologically mediated contexts, social networks, digital media literacy, and the affordances of technology for teaching & learning.

GALLOPING COLTT FOLLOWUP: Reflecting on Open Educational Resources | Michael Erskine, Alex McDaniel, & Tedy Dimitrova

Organization: MSU Denver

Session Type: Discussion Session

Topic(s): OER (Open Educational Resources)

Learning objective(s):

- A refresher and overview of OERs
- How and by whom are OERs being deployed
- The guiding principles driving the emerging OER landscape

Abstract: The Open Educational Resources (OER) conversation continues at this year’s COLTT conference. Whether you participated in the OER Galloping Junto (“Are Open Educational Resources a window into the emerging landscape of education? – February 26th) or you are new to the idea exchange and debate, join us in our continued exploration of teaching and learning with OERs. Begining with a refresher and overview of OERs, this session will quickly launch into deeper conversations on how and by whom OERs are employed in higher education. The guiding principles driving the emerging OER landscape, autodidactism, quality control, myths, and much more will be explored by participants.

Bio: Michael Erskine is the Director of the Educational Technology Center at Metropolitan State University of Denver. He is a graduate of the Computer Science and Information Systems Ph.D. program at the University of Colorado Denver. His research interests include educational technology, disaster management, and spatial decision support systems. His research has been presented at the Americas Conference on Information Systems (AMCIS), the International Conference on Information Resources Management (ConfIRM), the IEEE

Digital Ecosystems and Technologies Conference (DEST), and the International Conference on Project Management (ProjMAN). Additionally, his work has been published in the International Journal of Human-Computer Interaction and the Journal of Computer Information Systems (forthcoming). He is a member of the Association for Information Systems and serves on the Board of Directors of the Association for Teaching and Learning Systems.

A former US Army Military Intelligence Non Commissioned Officer, Alex McDaniel earned his BS in Organizational Communication from Metropolitan State University of Denver and his MA in Instructional Design and Adult Learning from the University of Colorado Denver. Alex has presented on numerous topics including the benefits of balanced academic ethos, virtual communities of practice to post-secondary education, and more in a wide variety of academic venues. Alex currently supports MSU Denver as a Senior Instructional Designer, Interactive Applications Developer, and Quality Matters Coordinator at the Educational Technology Center.

Tedy Dimitrova earned her BS in Anthropology from the University of Colorado - Denver and is currently pursuing an MA in Information and Learning Technologies. Tedy's career took a sharp turn from archaeology to education when she joined the Educational Technology Center team at the Metropolitan State University of Denver in 2009. Her numerous interests include adult learning theories, research in connecting cognition, neuroscience, and educational practices to innovative emerging technologies. Tedy is passionate about designing and developing learning environments and resources for teaching and learning. Her current interest is in the development of Open Educational Resources, as she believes that improving education and educational practices is only possible through collaboration and transparency.

Kathleen Hayes | Digital Content: A Quick Look Back and a Bold Leap Forward

Organization: zyBooks

Session Type: General Session

Topic(s): Digital Texts, Innovative Course Design

Learning objective(s):

- Gain an understanding of where digital technology stands today so that it can be used effectively in future course design.
- Start to think about the direction of technology that will best serve the needs of future learners.

Abstract: From its humble beginnings as a pdf of a standard textbook to texts that offer interactivity, progressive learning tools, configurability, and student analytics, digital content has progressed by leaps and bounds. What is contributing to the evolution of digital content? Let's explore what's keeping the textbook alive today and the conundrum of open educational resources (OER) vs. commercial content. We'll discuss how content delivery needs to change to better accommodate these new formats. We'll also consider the direction that digital content is going and perhaps the direction it ought to go to best meet the needs of learners.

Bio: Kathleen Hayes is a 30 year veteran of the Education Technology space. She began her career in the 80s selling software on 8.5" diskettes! She has since led 2 companies from

startup to publicly-traded on NASDAQ. She has recently spent 5 years with a company focused on affecting affordability at the textbook level before accepting a position as the VP of Sales at zyBooks - a digital publishing company. When she is not in her Los Gatos office at zyBooks, she is traveling across the US speaking on the future of digital technology in education.

Christopher Haynes | Is the Discussion Forum Dead? New Models for Cultivating Community in Online Learning

Organization: CU Boulder

Session Type: General Session

Topic(s): High Impact Practices with Technology-Mediated Engagement, Mobile Technology and Devices for Learning, Social Media for Learning

Learning objective(s):

- Engage and evaluate Twitter as a tool for cultivating online discussion and learning communities.
- Engage and evaluate Google Docs as a tool for sustaining collaborative online learning communities.
- Reflect on alternate strategies for building and sustaining online learning communities.

Abstract: Cultivating effective learning communities in the digital classroom has never been more important--especially considering the increase of undergraduates integrating online classes into their course loads or enrolling in completely online degree programs. Yet, the conventional tools for accomplishing this, like the LMS discussion forum and its endless cycles of post and response, do not reflect changing modes of communication and congregation online in the second decade of the 21st century. This session showcases two strategies for building and sustaining learning communities that depart from the modality of the discussion forum: Twitter and Google Docs. While neither tool itself is new, the concrete benefits these tools bring to online community building are just starting to be realized.

Bio: Christopher Haynes is a PhD candidate in English at the University of Colorado, Boulder. His dissertation explores the intersections of humanism, comic books, and pedagogy as each reveal the dynamics of value that shape humanities education in the digital age. He is currently funded through the Digital Pedagogy Grant, offered through Online Credit and the Department of English. Through this grant, he develops, designs, and teaches fully online undergraduate literature courses on comics, literature, and popular culture.

Mark Henkin | Understanding Microphones: Excellent Audio for Video and Lectures

Organization: Harman Professional

Session Type: Technology Round-Up

Topic(s): Effective Alternative Classroom Practices (Tilting; Flipping; Inverting; etc.)

Learning objective(s):

- How to select and use the best microphone for video applications
- Become more confident with microphones in the classroom

Abstract: Great video content doesn't matter if the audio quality sucks. In this presentation learn the basics of microphones, how to properly place a microphone for recording lectures, and how to consciously use a microphone when lecturing. We will look at several standard microphone types in the classroom and how to properly configure them with typical web conferencing and video recording software so you can make great sounding videos.

Bio: Mark Henkin is a business development manager on the Harman Professional Education Team. He works directly with technology directors at universities and colleges in the western United States on defining standards for audio-visual systems. Mark comes from a long history of working in recording studios, theaters, music recital facilities, and radio stations as a sound engineer and classical music producer. His experience in building recording studios led him into the A/V industry, filling the roles of installer, programmer, and manager for hundreds of education and government installations. Mark is a certified Project Manager and holds a Master’s in Arts Administration from Florida State. As a trained singer, Mark has performed hundreds of concerts in bands throughout the southeast, and continues to produce, write, and perform in Los Angeles in his free time.

Baye Herald | Feeling Used? User Experience (UX), Learner Experience (LX) and Course Design

Organization: UCCS

Session Type: General Session

Topic(s): User Experience

Learning objective(s):

- Learn about the growing fields of User Experience (UX) and Learner Experience Design (LXD), and why they are important to online learning
- Examine your course design through UX and LXD frameworks
- Consider course revisions that will improve the learner experience

Abstract: With usability, accessibility, credibility, and desirability as just a few elements of

User Experience (UX), we will consider if a UX framework might be a valuable lens through which to view the student experience in online classes. We'll focus specifically on usability, and consider how usability testing can inform how we understand our students, their behaviors, and their relationship to and experience within our classes.

Bio: Baye Herald is a full-time online senior instructor in the Professional and Technical Writing (PTW) program at the University of Colorado at Colorado Springs. Presently, Baye and her colleagues are developing the first university-sponsored certificate program in UX in Colorado! Baye holds a B.A. from Jacksonville University, FL in English and an M.A. from the University of Colorado at Denver in Composition and Rhetoric.

Kent Homchick | Dust off Your Clown Nose and Grab the Greasepaint, It's Showtime

Organization: CU Denver | Anschutz Campus

Session Type: Technology Round-Up

Topic(s): Innovative Presentation Design

Learning objective(s):

- Ways in which to become a more effective presence and presenter in the classroom
- Ways in which to gain confidence as a presenter utilizing a rich mix of media & technology

Abstract: Having excellent presentation material for the classroom can be lost in a muddle if there is a quagmire of mild, ineffective presentation and public speaking skills at work. Some simple theatrical techniques, plus the clever use of presentation technology will be demoed for the workshop audience, and then, audience will be asked to become participants in "auditioning" while using these techniques when speaking in front of the assembled crowd. This is meant to be a "fun for all" involvement session, where highlighting techniques for "holding an audience" and punctuating course material through presentation design will be put out there.

Bio: Kent Homchick, an Associate Professor of Production Design at CU Denver Downtown, has been an active presenter at past COLTT conferences. He is quite interested in the intersection of technology and pedagogy in the classroom in ways that enhance learning, that can help to hold a "captivate audience", and to make these technologies and techniques feel accessible to faculty of all skill levels.

Nik Hunnicutt & Rachael Deagman | Online Learning Skeptic to Champion: How Shakespeare Went Live

Organization: CU Boulder

Session Type: General Session

Topic(s): Digital Texts, High Impact Practices with Technology-Mediated Engagement, Maker Culture

Learning objective(s):

- • Summarize a teaching model which gives students the opportunity to publish work using digital tools .
- Explain the benefits and costs inherent in this maker-focused teaching model
- Give an example of how a class-based project can be expanded to a department-wide initiative with possible national implications

Abstract: This conference session will share the transition of a face-to-face class to the online environment of a Shakespeare class for non majors. We rethought how knowledge was shared in the f2f classroom and how knowledge is best shared in the online classroom. Trials and tribulations, light bulb moments and disappointments will be shared. From this project a new model will be explained that can be applied in f2f, hybrid and online classes. The first iteration of the course included long lectures about Shakespeare's plays that needed to be revised to engage online learners. We assigned students digital projects that could then be re-made into compelling lectures. Currently, we're growing this assignment into a University-wide "living text."

Bio: Nik Hunnicutt currently is a member of the Learning Design Group in the Division of Continuing Education at CU-Boulder where he works with faculty members in a variety of disciplines to design and develop for credit online classes. He holds a BA in Media Studies and Production from UNC Chapel Hill and a MS in Instructional Technology from the UNC Wilmington.

Rachael Deagman works on late medieval and early modern British literature. She teaches traditional, hybrid and online courses for the English Department and the Division of Continuing Education at CU-Boulder. She holds a BA from the University of Virginia, MA from CU-Boulder, and a PhD from Duke University.

IDEA SPACE | 3D Printing

COLTT Idea Space sessions give you the opportunity to share ideas, learn, teach, and explore. These sessions will be held at the Idea Forge Commons where everyone is invited to ask "What IF?" Ideate, brainstorm, and let your imagination go wild in one, two, or all of our three sessions in the Idea Forge.

Steve Jennings | Representing Landforms Using 3D Printing

UCCS

With the proliferation of 3D printers, the ability to represent in 3D format something that was in the past limited to 2D has grown beyond prototyping to more widespread use. One such application is 3D topography. This presentation will discuss the techniques that are used to produce 3D models of topography and give the participants the opportunity to see examples of 3D models. This process was driven by the needs of a blind student, but most students can benefit from these representations of the Earth's surface since many students have difficulty translating 2D models, such as topographic maps, into a 3D understanding.

Bio: Steve Jennings is an Associate Professor of Geography and Environmental Studies at UCCS. He is a physical geographer and a coordinator of the Colorado Geographic Alliance. He is interested in improving teaching at the college and K-12 levels and has used technology in teaching cartography and leading teacher professional development using GIS and GPS technology to encourage inquiry-based learning.

Robin Weber | Flight of the 3D Phoenix: 3D Printing Experience at UNC

University of Northern Colorado

We started the 3D printing experience with the hopes of implementing a program for use in classrooms across campus, in a variety of disciplines. Our journey has gone from ashes and lots of learning, to what we hope to be a successful and exciting educational program. This session will cover our experiences; failures, eye-openers, and tips for others who want to embark on a similar journey.

Bio: Robin Weber, MA, is the Coordinator for Professional Development and Instructional Designer at CETL. Skilled in educational technology, her strengths include knowledge and application of numerous software programs, information management and training in pedogogical and andragogical techniques, learning management platforms, authoring tools, and instructional design techniques. She has a thorough understanding of Instructional Design strategies, web-based learning techniques, electronic assessment tools, and presentation strategies. She graduated from the University of Central Florida with a Bachelors Degree in Secondary Business Education and a Masters Degree in Career & Technical Education. She worked as an Instructor and Technology Coordinator at Daytona State College, as a CTE Instructor at the University of Central Florida, and a Computer Instructor at Colorado Christian University.

IDEA SPACE | Virtual Reality

COLTT Idea Space sessions give you the opportunity to share ideas, learn, teach, and explore. These sessions will be held at the Idea Forge Commons where everyone is invited to ask “What IF?” Ideate, brainstorm, and let your imagination go wild in one, two, or all of our three sessions in the Idea Forge.

Kae Novak, Chris Luchs, Chloe Sanders

CCCS / CU System

Join us for the opportunity to share ideas, learn, teach, and explore what is current and up-and-coming with VR. Attendees will have the opportunity to ideate, brainstorm, and

experiment with colleagues in this unconference-style session. Mr. Cardboard together with COLTT will provide VR headsets available for use and as a tool take-away.

IDEA SPACE | Augmented Reality Quest

COLTT Idea Space sessions give you the opportunity to share ideas, learn, teach, and explore. These sessions will be held at the Idea Forge Commons where everyone is invited to ask "What IF?" Ideate, brainstorm, and let your imagination go wild in one, two, or all of our three sessions in the Idea Forge.

Kae Novak, Chris Luchs

CCCS

With meteoric rise of an augmented reality game Pokemon GO, you may want to consider designing an educational experience that happens both on a mobile device and also across real-world spaces. Let's look at Klikaklu and any other apps that would help us design these educational experiences. Bring your device – we're going on a quest.

Tracy Jennings | Bootstrap Videos for Your Class, MOOC, and More

Organization: CU Boulder

Session Type: Hands-On Workshop

Topic(s): Effective Alternative Classroom Practices (Tilting, Flipping, Inverting, etc.), Making Videos

Learning objective(s):

- Students will be able to identify ways videos can augment the educational experience.
- Students can recall a process and techniques to create a short, inexpensive video.
- Students can recall a process and techniques to create a short, inexpensive video.

Abstract: Have you ever wanted to make a video, but didn't have a clue how or the technical support to do it? Problem solved! In this session you will bootstrap yourself into the video making world using low-budget, low-tech, and easy to find resources. We'll begin by discussing ways videos can be used in regular and on-line classes and MOOCS. Next we cover the basics of making a bootstrap video including writing scripts, making studios and teleprompters, simple filming, backgrounds, hiring video editors (cheaply), and basic editing. Then, using the techniques we've learned, we make a video. This session will empower participants to make their own bootstrap videos using that are inexpensive and inventive.

Bio: Tracy Jennings is a Senior Instructor in the Management and Entrepreneurship Division at CU-Boulder where she teaches management courses and leads global seminars in China.

She also recently released her first MOOC on Coursera. She holds a B.A. from Williams College, and an MBA and PhD in Cognitive Psychology, both from the University of Denver. Dr. Jennings began her career at IBM as a usability specialist. Later she took on leadership roles in New Product Development at U S WEST, focusing on internet services development.

Sherry Jones | Perspective-Based Learning through Role-Playing Curriculum Design

Organization: Community College of Denver

Session Type: General Session

Topic(s): High Impact Practices with Technology-Mediated Engagement, Innovative Course Design, Problem- and Project-Based Learning

Learning objective(s):

- Describe methods for designing technology-mediated role-playing activities
- Discover new apps for enabling communication and collaboration
- Explore the "parameters" for applying technology-mediated role-playing in curriculum design

Abstract: Role-playing is an activity in which a participant assumes the role of a real or fictional person to engage in certain situations, ultimately to gain a different perspective. I will present a technology-mediated role-playing game design course, "Strategies and Psychology in Games," from Rocky Mountain College of Art and Design. Students were challenged to role-play as potential stakeholders of their game projects throughout the design and narrative writing process. In doing so, students were able to apply multiple perspectives to examine and improve the design of their game prototypes. Apps such as Twine, Editey, Google Drawings, Slack, WeChat, and Twitch were assigned for technology-mediated role-playing, collaboration, and iteration. See how technology mediated role-playing can be incorporated into your courses.

Bio: Sherry Jones is the game design and psychology subject matter expert for Rocky Mountain College of Art and Design, and a philosophy, rhetoric, and game studies instructor. She is the co-founding facilitator of The Metagame Book Club of ISTE Games and Simulations Network. She has been recognized by eLearning Consortium of Colorado as the 2015 Educator of the Year and by the National Writing Project and the MacArthur Foundation as a 2015 Educator Innovator. She presents and publishes widely on technology and education. She recently presented for CCCC 2016 IP Caucus on blockchain technology, OER, and the future of writing.

Alex Karklins | Bring in the Wolf: Extending the LMS with Homemade Tools

Organization: CU Denver

Session Type: General Session

Topic(s): Learning Analytics, Teaching Analytics, Application Development

Learning objective(s):

- Attendees will be able to recognize how microservices like The Wolf can benefit higher education institutions.
- Attendees will collaborate with one another to generate ideas for new applications.

Abstract: Is your institution’s learning management system perfect? Do you enjoy waiting patiently for new features and analytics to roll out? Are you satisfied with your IT department’s speed when deploying custom applications? If you answered “yes” to all of these questions, this session is NOT for you. At CU Denver, we have launched “The Wolf,” an ever-expanding suite of small web applications that add functionality to and pull data from our instance of Canvas. The Wolf is based upon principles of microservice architecture, meaning that apps are developed and deployed within weeks, not months (or years). This session will provide a quick overview of the Wolf development process and will include a brainstorming session that may result in a new Wolf app!

Bio: Alex Karklins is the Academic Services Senior Professional at CU Online, University of Colorado, Denver | Anschutz Medical Campus. He has six years of experience as an academic technologist and learning management system administrator. Alex is passionate about finding the most effective ways for instructors to make connections with their students using online tools. In his spare time, he enjoys skiing, hiking, brewing beer, and learning to code.

Michael Kazanjian & Christine Cook | To Innovate or Not…Or How to Have Your Cake and Eat It Too

Organization: CU Denver | Anschutz Campus

Session Type: General Session

Topic(s): High Impact Practices with Technology-Mediated Engagement, Innovative Presentation Design, Innovative Course Design

Learning objective(s):

- Use a basic blueprint for ensuring that your course designs meet your learners’ needs.
- Implement practical steps to think "innovatively."
- Identify potential pitfalls and common errors that occur in the creation of a learning opportunity.

Abstract: Many times learning opportunities begin with, “We have funding to...” or “We have to teach a class online...” or "It must be innovative...," and many of the crucial upfront planning steps are bypassed. Or, perhaps we forget to include the intangibles, and we check our imagination at the door. The result is either an abundance of learning opportunities that are at worst completely ineffective or at best adequate. How does one marry process with inventiveness? What counts as "innovation?" How does one create "innovative" solutions? We’ll suggest a double-approach: think ethereally while simultaneously going back-to-basics,

look for and take advantage of the latest and greatest in fads and advances, while at the same time focusing on evidence-based design essentials.

Bio: Michael is currently working as an Education Specialist for ECHO Colorado, an educational initiative based at the University of Colorado, Anschutz campus, which aims to connect rural health care providers with specialists working at the university and larger health system settings. Prior to this current position, he spent two years working as an Instructional Designer for the all-online PharmD program at the University of Colorado Denver. He is currently finishing an MA degree in Instructional Design at CU Denver. His prior life was split between a deep exploration of the seventeenth-century French literary milieu and modern library work at the intersection of technology and teaching.

Christine received her Bachelor of Science in Mechanical Engineering from Arizona State University and began working as a design engineer in private and public land development. She decided to pursue a career in teaching and started a small engineering consulting firm as a means of support while she returned to graduate school to obtain her teaching credentials. She then taught middle and high school mathematics and science and GED exam preparation and Spanish at Front Range Community College. After receiving a Master of Information Learning Technology eLearning Design and Implementation from the University of Colorado Denver Christine joined the Center for Public Health Practice and serves as the eLearning and Instructional Design Specialist for the Colorado School of Public Health, the Rocky Mountain Public Health Training Center, the Patient Navigator Training Collaborative and many other Center partners.

Susan Kelmer | Free and Low-Cost Reading Tools for the Average Joe

Organization: CU Boulder

Session Type: Technology Round-Up

Topic(s): Accessibility, Digital Texts

Learning objective(s):

- Familiarize themselves with available reading tools that make digital reading more productive.
- Discuss the accessibility and usability of free, low-cost digital reading tools.

Abstract: Accessibility isn’t just for the print-disabled. Reading digital content these days can be a minefield of distractions and difficult formatting, creating hurdles that don’t need to exist for readers.This session will demonstrate a variety of free and low-cost tools to help get through reading of all types. Apps and programs for iOS, Android, PC, and Mac will be included in the presentation. Bring your own device to follow along, if desired. Handouts with links to apps and programs will be available to all attendees.

Bio: Susan Kelmer is the Alternate Format Access Coordinator for Disability Services at the University of Colorado Boulder. She has worked for more than fifteen years to assist students with print disabilities in accessing print materials of all kinds. She has presented multiple

sessions at the Accessing Higher Ground Conference and the COLTT Conference over the last 12 years. She is currently the Co-Chair of the Access Technologists Higher Education Subcommittee (ATHES) of the Colorado-Wyoming Consortium of Support Programs for Students with Disabilities and is currently an active member and past secretary of the Access Technologists Higher Education Network (ATHEN).

David Kendrick | This Just In! The 2016 Colorado Higher Ed eLearning Data Report

Organization: University of Northern Colorado

Session Type: General Session

Topic(s): Survey of Colorado Institutions on eLearning Data

Learning objective(s):

- Develop understanding of models and trends in eLearning to make policy or teaching and learning decisions at one's institution
- Share and compare trends between two-year and four-year insitutions

Abstract: The eLearning Consortium of Colorado periodically compiles a report on data gathered statewide on public and private, two-year and four-year institutions in higher education. This presentation highlights the results, focusing on trends, practices, models, and issues such as delivery methods, faculty development, technologies, design responsibilities, student/tech support, LMS platforms, quality, analytics, access, growth, etc. A discussion among participants will follow.

Bio: David Kendrick is the Director of the Center for the Enhancement of Teaching and Learning and affiliate professor in Educational Technology at the University of Northern Colorado.

Michael Klymkowsky | This Course is Designed, Evaluated, Delivered: It's Yours!

Organization: CU Boulder

Session Type: Discussion Session

Topic(s): Innovative Course Design

Learning objective(s):

- The ability to consider a topic from the perspective of the concepts necessary to understanding it.
- The ability to design exams that monitor disciplinary understanding and application.
- The ability to deliver the course context in an effective manner.

Abstract: Thoughtful course and curricular design is essential if we are to avoid educational

malpractice, that is, irrelevant, alienating, and unrealistic course goals that lead to students' inadequate appreciation of key ideas. The process involves reflective consideration of disciplinary concepts, skills, and the knowledge needed to appreciate and master a topic, together with an effective pedagogical design that includes the time students need to i) grapple with complex ideas and ii) to practice applying them, a process that often involves Socratic interactions with other students and the instructor. In addition, there is a need for assessments that monitor meaningful understanding, rather than memorization, and reinforce course goals (learning over sorting). We will discuss how those goals can best be achieved and learning outcomes monitored.

Bio: Mike Klymkowsky is a Professor of Molecular, Cellular, and Developmental Biology at the University of Colorado Boulder (http://klymkowskylab.colorado.edu [6]). Besides work in cell and molecular biology, he developed (with Kathy Garvin-Doxas) the Biology Concept Inventory, been involved in the recruitment and training of science teachers through the CU Teach program, developed the "Teaching and Learning Biology" at UC Boulder and the ETH in Zurich. Together with Melanie Cooper, he has developed a re-designed general chemistry course and an introductory biology course (http://virtuallaboratory.colorado.edu/Biofundamentals/ [7]) and the graphic beSocratic formative assessment system. He is a founding fellow of the Center for STEM Learning at UC Boulder, a Fellow of the American Association for the Advancement of Science, was named the 2012-2013 Outstanding Undergraduate Science Teacher by the Society for College Science Teaching, and received a 2014 Boulder Faculty Assembly Teaching Excellence award.

Joseph Labrecque | Adobe Animate CC: Tool for the Changing Tech Landscape

Organization: University of Denver

Session Type: General Session

Topic(s): Innovative Presentation Design, Innovative Course Design, Creative Content Design

Learning objective(s):

- Gather ideas to produce animated content for online and in class use
- Understand Animate CC history and application within education
- Provide a demonstration of a simple animation to be used as course content

Abstract: Joseph Labrecque, author of the best-selling book "Learn Adobe Animate CC for Interactive Media" will provide a lively discussion of the Animate CC animation and interactivity software with a focus on producing content for educational purposes. Animate CC has a long history in educational circles and we will explore the impact of this tool and reflect upon how the landscape has changed over the years. Attendees will be provided an overview of the software in light of the changing technological landscape we are faced with. We'll also have a beginner's demonstration of how faculty and staff can use the software to design and produce useful animations and interactives to supplement classroom and online content.

Bio: Joseph Labrecque is primarily employed by the University of Denver as a senior interactive software engineer specializing in the creation of expressive desktop, web, and mobile solutions. His work incorporates a strong focus on the Adobe Flash Platform alongside

more general web standards initiatives involving the use of HTML5, CSS, JavaScript, and related technologies. He is also the proprietor of Fractured Vision Media, LLC. Joseph authors video courses and written works through organizations which include Lynda.com, Peachpit Press, Train Simple, Adobe, O'Reilly Media, and more. Joseph is an Adobe Education Leader and Adobe Community Professional.

Jeff Loats, Randi Smith, Arlene Sgoutas | Just-in-Time Teaching: Tilting Classes Across the Academy

Organization: MSU Denver

Session Type: General Session

Topic(s): Effective Alternative Classroom Practices (Tilting, Flipping, Inverting, etc.), High Impact Practices with Technology-Mediated Engagement, Universal Design for Learning

Learning objective(s):

- Describe how Just-in-Time Teaching can be applied to a variety of courses and disciplines
- Create effective questions to enhance Just-in-Time Teaching
- Evaluate and incorporate student responses into in-class learning

Abstract: Just-in-Time Teaching, or JiTT, is a teaching and learning strategy that holds students accountable for online active reading assignments, which the instructor reviews "Just in Time" to adjust the classroom lesson to suit the students' needs. Evidence indicates that use of JiTT increases the rate of student preparation for face-to-face classes and enhances the quality and depth of learning in the classroom. This interdisciplinary panel will share specific guidance for implementing JiTT across a range of courses (e.g., natural sciences, social sciences, humanities) and will share outcomes data from our research on this blended-learning tool.

Bio: Dr. Jeff Loats, Associate Professor of Physics at MSU Denver, is passionate about evidence-based teaching and learning. He has won multiple teaching awards and has presented about teaching and technology to a wide variety of audiences. Along with several presentations at past COLTT Conferences, he was the keynote speaker at the 2014 Teacher-Scholar Forum at MSU Denver and was a featured speaker at the Lilly West Conference on College and University Teaching in 2012. During the last four years, Jeff has helped dozens of faculty adopt evidence-based teaching techniques through a variety of programs, initiatives, and workshops.

Randyl (Randi) Smith, LCSW, PhD is a professor of psychology at Metropolitan State University of Denver and co-chair of the university's 1 Book/1 Project/2 Transform common reading program. Her areas of research include professional ethics, service-learning, and human sexuality. In addition to her work as a professor, she is a parent, a partner, and a psychotherapist. She only takes on roles that begin with the letter P.

Dr. Gerakina (Arlene) Sgoutas serves as an associate professor of Women's Studies and Director of the Institute for Women's Studies and Services at Metropolitan State University of Denver. She received the President's Distinguished Service Award for faculty in 2014 and the Student Recognition Award in 2016 for her commitment to serving students with disabilities. Her research and teaching interests include feminist interventions in global politics, international women's resistance movements, and motherhood studies. She is the co-editor with Tatjana Takševa of the publication by Demeter Press, Mothers under fire: Mothering in conflict areas (July 2015). She has taught at MSU Denver since 2002.

Jeff Loats | Tech Tool Triple-Play

Organization: MSU Denver

Session Type: Technology Round-Up

Topic(s): Mobile Technology and Devices for Learning, Effective Tools for Everyone

Learning objective(s):

- Know 3 types of autotext strings they could use to automate text every day.
- Understand how Remind.com can be used to communicate with people who don't like email.
- Be ready to use Plickers to make meetings/classes more interactive.

Abstract: There are a few tools that I use regularly where the cost is absurdly small compared to the amazing utility they give me. This session is a quick tour and discussion of three such tools.
- "Autotext" or "text replacement" programs allow you to set up short "codes" that, when typed, are replaced with longer phrases. Such as replacing "\ccih" with "Come chat during office hours, okay?"
- Remind.com is a one-way texting service allowing teachers to communicate with students via text message without the risks/issues associated with actual group texting.
- Plickers is a single-device classroom response system that is incredibly inexpensive and fairly easy to use. This is a (nearly) free "clicker" system for use in meetings, classes, etc.
For each tool we will discuss best-practices and brainstorm ways to use them in teaching, work and life.

Bio: Dr. Jeff Loats, Associate Professor of Physics at MSU Denver, is passionate about evidence-based teaching and learning. He has won multiple teaching awards and has presented about teaching and technology to a wide variety of audiences. Along with several presentations at past COLTT Conferences, he was the Keynote Speaker at the 2014 Teacher-Scholar Forum at MSU Denver and was a Featured Speaker at the Lilly West Conference on College and University Teaching in March 2012. During the last four years Jeff has helped dozens of faculty adopt evidence-based teaching techniques through a variety of programs, initiatives, workshops.

Dustin Loeffler | An App for That? Toward an App Dev Minor for All Majors

Organization: Maryville University

Session Type: General Session

Topic(s): Mobile Technology and Devices for Learning, Innovative Course Design, Problem- and Project-Based Learning

Learning objective(s):

- Discuss Maryville University's approach to integrating app development into the core curriculum.
- Discuss how this minor integrates into Apple's Everyone Can Code program.

Abstract: Beginning in Spring 2016, Maryville University began offering an innovative minor in App Development utilizing Apple's Swift programming language and the Xcode development environment. The App Dev minor is designed to provide students with app development skills regardless of their undergraduate major. Students will learn specific skills to integrate app development into their specific major (e.g. nursing majors can create a home health app) and will finish the minor with a fully functioning app based on their initial concept. Students' progress through a storyboarding process and learn best practice app interface design principles before progressing to app development and web service integration. This discussion is providing an overview of this new minor and will discuss how Apple's Everyone Can Code program is being integrated into this existing minor.

Bio: Dustin Loeffler has served as an Assistant Professor of Cyber Security and Information Systems at Maryville University since 2012. Prior to moving to academia, he spent twelve years in industry as a Chief Engineer, Program Manager, and Executive within the Phantom Works division of The Boeing Company, and before that was an Ethical Hacker with IBM. Professor Loeffler was recently named an Apple Distinguished Educator (Class of 2015) for his work in integrating the Apple ecosystem into his programs.

Chris Luchs | Evolving Epistemic Frames and Authentic Online Assessment

Organization: Colorado Community College System

Session Type: General Session

Topic(s): High Impact Practices with Technology-Mediated Engagement, Innovative Course Design, Problem- and Project-Based Learning

Learning objective(s):

- Identify common issues with standardized assessment and student engagement
- Define and identify epistemic frames and authentic assessment
- Discuss how authentic assessment and epistemic frames can be introduced in their subject area

Abstract: Whether online or traditional, we all are constantly challenging ourselves to engage our students and make class discussions and activities relevant to our students. This session offers an interactive discussion on how to create epistemic frames in your class and ideas on incorporating authentic assessment. The presenters will share how they developed a theory-driven model for creating epistemic frames and authenticity in subject matter. This model is based on social constructivism (Vygotsky, 1978), connectivism (Siemens, 2005), communities of practice (Lave & Wenger, 1991; Wenger, 1998), epistemic frames (Perkins & Simmons, 1988; Shaffer et al., 2009), and social network knowledge construction (Dawley, 2009).

Bio: Chris Luchs is the Associate Dean for Career & Technical Education overseeing the areas of Business, Computer Technologies, Computer Science, Education and Criminal Justice. He has taught accounting, agribusiness, business, management, marketing, computer science, and multigraphic design. He spends his free time investigating new technologies and collaborating with other educators on evaluating and exploring virtual worlds and games-based educational applications. His current happy place is games-based learning, learner analytics, and assessment.

David Lyons | Beyond the Filmstrip

Organization: Instructure

Session Type: Discussion Session

Topic(s): Innovative Course Design, Video in Pedagogy

Learning objective(s):

- Identify best practices for incorporating video into teaching and learning
- Share with peers how they'd like to see video evolve

Abstract: Video technology has come a long way since reel-to-reel projectors had to be rolled into the middle of the room, but you're probably still using video in your classes the same way. Let's first talk about the non-negotiables of good video, then have a discussion about how we (and in fact, our students) can use video more effectively.

Bio: David Lyons has been working in academic technology since 2006 and has served at four different institutions of higher education. Currently he is a Solutions Engineer for Canvas by Instructure. David is also a co-founder of Sunrise Robot, a podcast network for geeks. When not behind a keyboard or microphone he can be found behind a controller, hiking, or practicing Kung fu.

Alex McDaniel | Hit the Moving Target: Changing Instructional Design Strategies

Organization: MSU Denver

Session Type: General Session

Topic(s): Maker Culture, Innovative Course Design

Learning objective(s):

- Compare and contrast the functions of AIDNet teams with traditional instructional design teams
- Discuss instructional design strategies that overcome modern challenges and high demands on limited resources

Abstract: What do you get when you start with instructional design teams and combine them with agility and a market economy-driven time/resource prioritization model? Enhanced cross-functionality and agility while ensuring fast, effective, empowered decision-making and course development efforts. MSU Denver's ITS Educational Technology Center reorganized members and processes of existing instructional design and media teams to form two independent, cross-functional, and agile instructional design teams. Each team includes staff with diverse skills in the roles of Senior Instructional Designer, Online Course Developer, and Instructional Media Specialist. This presentation explores the transformation and discusses an agile approach to instructional design within the higher education environment. This presentation describes the AIDNET approach, benefits, and challenges involved with this emerging instructional design strategy.

Bio: A former US Army Military Intelligence Non Commissioned Officer, Alex E. McDaniel earned his BS in Organizational Communication from Metropolitan State University of Denver and his MA in Instructional Design and Adult Learning from the University of Colorado Denver. Alex has presented on the benefits of virtual communities of practice and Academic Ethos to post-secondary education in a wide variety of academic venues and currently supports MSU Denver as the Senior Instructional Designer, Interactive Applications Developer, and Quality Matters Coordinator at the Educational Technology Center.

MOOC PANEL | Put Down Your Forks, Folks. MOOCs Aren't Done Yet!

Organization: Various

Session Type: Debate Panel

Learning objective(s):

- Lively debate on MOOCs

Abstract: Over 25 million people from around the world have enrolled in Massive Open Online Courses (MOOCs) offered by Coursera, EdX, and other platforms. Initially heralded as a revolution in higher education access, expectations were quickly tempered: research showed only a small percentage of learners completed courses and MOOCs seemed to be serving the most advantaged. However, recent research demonstrates that MOOCs have a real impact for learners who complete courses: 72% of survey respondents reported career benefits and 61% educational benefits. Further, this research suggests that people from developing countries more frequently report benefits from taking MOOCs and those with lower socioeconomic status and with less education are more likely to report benefits. This panel will offer perspectives from people across different content areas who are involved in the creation and launch of MOOCs and the real impact their courses are having on learners, instructors, disciplines, and institutions.

Art Morgan | The ROI of Accessible Courses: Why Accessible Teaching is a Good Investment

Organization: CaptionSync (AST)

Session Type: General Session

Topic(s): Accessibility, High Impact Practices with Technology-Mediated Engagement, Universal Design for Learning

Learning objective(s):

- Learn why investing resources in making higher education curricula and technology more accessible provides a good ROI.
- Understand how to overcome key challenges to investment in accessibility, including resource and budget hurdles.
- Learn how to connect accessibility to the mission of your higher education organization.

Abstract: Legislation related to accessibility and the importance of enforcement of accessibility regulations appears to be one of the few public policy topics that garners broad bipartisan support in the United States. Key U.S. laws and supporting amendments such as the Rehabilitation Act and the ADA were enacted with strong bipartisan support, and courts at all levels have reaffirmed their importance to the success of higher education. Despite this broad support, many colleges and universities are reluctant to take the lead in investing in accessibility. The panel of experts for this session will discuss some of the myths that lead to a lack of investment in accessibility at an institutional level, and strategies for convincing your administration to make cost-effective investments in accessible educational technology.

Bio: Art Morgan is VP for partner development at AST, a leading provider of closed captioning

and video accessibility services for educators and educational publishers. He has over 25 years of experience working with enterprise, education, nonprofit, and government clients and partners on software development and multimedia educational content projects. Morgan enjoys working with progressive organizations that improve the way we work, live, and interact with our communities.

Rich Path & Heather Tobin | Creating Animated Lecture Videos

Organization: University of Denver

Session Type: Hands-On Workshop

Topic(s): Effective Alternative Classroom Practices (Tilting, Flipping, Inverting, etc.), Innovative Presentation Design, Instructional Media Production Tools

Learning objective(s):

- Identify and visualize the creative possibilities of presenting instructional content in animated video form
- Implement best practices during the planning and design stages of their own animated video projects
- Utilize the initial hands-on experience to further explore available tools and produce their own animated videos

Abstract: This workshop will provide an overview of various software and online applications that participants can use to produce basic yet engaging animation-based lecture or presentation videos. We'll spend time reviewing examples and discussing the design and production process behind them as well as comparing the features and learning curves of the various applications. Participants will have an opportunity to explore the basics of the application toolset PowToon and begin creating an animated presentation.

Bio: Rich Path is an Instructional Multimedia Developer with the Office of Teaching and Learning at the University of Denver. He has over 15 years of experience in higher education producing instructional media and web-based interactive course content, developing online and distance education courses, and supporting the use of instructional technology. Before his current position at DU, he created hybrid and online courses and training modules at the University of Wisconsin, Madison.

Heather Tobin is an Instructional Designer with the Office of Teaching and Learning at the University of Denver. Heather has worked and taught in higher education settings both online and face-to-face since 2002. She holds an MS in Higher Education with a specific focus on teaching and learning and is a practicing Quality Matters peer reviewer.

Albert Powell | Toto, We're Not in Chalkboard Land Anymore!

Organization: Colorado State University

Session Type: Technology Round-Up

Topic(s): Changing Role of Faculty, Effective Alternative Classroom Practices (Tilting, Flipping, Inverting, etc.), High Impact Practices with Technology-Mediated Engagement

Learning objective(s):

- Identify electronic devices they own that can be used in new ways
- Gain at least one new idea about how to use these devices for instruction
- Express student expectations for technology use

Abstract: Change in the classroom is constant and inevitable, but it's not always comfortable. The tools available to any teacher have multiplied and given us new ways to reach students. However, understanding students and their world means updating the faculty experience without totally giving up comfort. This session will discuss tools that aren't new to society, but are to higher education, and explain how they can be used to help students succeed. Tools include software, tablets, electronic whiteboards, personal video recording, and portable mini-document cameras.

Bio: Dr. Albert Powell is Director of Learning Technologies for Colorado State University. He supervises two units which design, support, and maintain distance education technologies and classroom audio, video, and presentation capabilities university-wide. The university works toward campus-wide coordination of current and future instructional technologies. Dr. Powell researches, evaluates, and plans educational technologies which support faculty and student success. Under his leadership, Colorado State University has implemented a set of instructional and distance technologies which are nationally respected.

Charlotte Rotterdam | Technology + Mindfulness in the Classroom: Challenges & Possibilities

Organization: Naropa University

Session Type: Discussion Session

Topic(s): Contemplative Education

Learning objective(s):

- Identify opportunities for mindfulness practice in the classroom
-

Discuss challenges to a mindful classroom posed by over-use of technology

- Explore ways to use technology to support a contemplative classroom

Abstract: Mindfulness practices encourage students to become fully present in their process of learning, bringing greater awareness to their sensations, emotions and thought processes as well as to their relationships with others and societal systems. Technology can easily take us out of our felt, present moment experience and may be a challenge to fostering an intimate container of trust, dialogue and creative engagement between students. Yet how might technology support contemplative learning and a mindful classroom? The ePortfolio, for example, can be a rich platform where multi-media and interactive capabilities allow students to engage in contemplative learning and reflection in ways that broaden the classroom experience. In this discussion group, we'll explore ways to incorporate mindful awareness in the classroom, specifically in relation to technology.

Bio: Charlotte Rotterdam, MTS, is Director of Naropa University's Center for the Advancement of Contemplative Education which advances the discourse on issues in contemplative education and offers trainings in contemplative pedagogy. An Instructor in Naropa's Core College, she has taught the Contemplative Learning Seminar to undergraduate students for the last 9 years. This course introduces principles and practices of contemplative education and offers students opportunities to explore the integration of contemplative practice into their studies and life. Previously adjunct faculty in the graduate Religious Studies Department, Charlotte received her Masters in Theological Studies from Harvard Divinity School and teaches meditation locally and abroad.

SHARK TANK | Jacie Moriyama & Deborah Keyek-Franssen

Organization: CU Boulder, CU System

Session Type: Debate Panel

Topic(s): Disruptive Innovations

Learning objective(s):

- Determine which of two ideas could change U.S. postsecondary education for the better
- Evaluate the biggest hurdles these idea faces (in implementation or scaling) and generate possibilities of overcoming them
- Examine arguments for both ideas and justify why higher education should invest in one idea over the other

Abstract: Swim in the COLTT Shark Tank! The COLTT Sharks are back and are feistier than ever! Join in some fun debate as two entrepreneurial-minded COLTT attendees present an innovative educational technology idea each to a team of sharks (who will be playing administrators of the provostial persuasion), an idea that has the potential to change U.S. postsecondary education for the better. These two presenters will go head-to-head and vie for up to $750,000 (those are COLTT dollars). Each presenter will give a 7-minute presentation

and then will be grilled by Professor Curmudgeon and the sharks, defending their idea with logic and valor.

Bio: Jacie Moriyama is an educator, technologist, and consultant. She has worked in the area of Faculty Development and Educational Technology for the past 16 years. Jacie is a part of the Teaching and Learning Team for ASSETT (Arts and Science Support of Education Through Technology) at CU-Boulder.

Deborah Keyek-Franssen, higher education devotee, and associate vice president for digital education and engagement, gets to work with colleagues across the CU System on MOOCs, state authorization, teaching and learning with technology, and her favorite conference ever (that would be COLTT!).?

Vivian Shyu | HIPs in Space! Taking Collaborative Projects Online & Returning to Terra Firma

Organization: CU Denver

Session Type: General Session

Topic(s): High Impact Practices with Technology-Mediated Engagement,

Learning objective(s):

- Define collaborative projects as an important High-Impact Practice that needs to be available in the online format
- Construct and implement the basic elements of a collaborative project in an online course
- Apply best practices and access the most effective technologies to support successful collaboration

Abstract: A semester-long collaborative research project is a central element of our required undergraduate research methods course. In the past year, our major, along with this course, was offered fully online. Thus, we took on the challenge of maintaining this High-Impact Practice in the online environment. In this session, you will learn about some of those best practices, and see how they were transitioned to and implemented in our online course. We will also share our experience with technologies used to support these endeavors, successful and not-so-successful. Student feedback and evaluation from the online course, and its analogous F2F course, will also be presented. A practical collaborative assignment will allow participants to apply some of what we have learned to their own contexts.

Bio: Dr. Vivian Shyu, Assistant Professor of Psychology - Clinical Teaching Track at University of Colorado Denver, is actively engaged in the scholarship of teaching and learning. She has won teaching awards, and is the recipient of a small grant funding the study and implementation of collaborative projects in psychology courses. In the past, she has lead workshops on collaborative assignments and projects at her university.

Diane Sieber | Slack & Facebook for Interactive Learning & Engagement

Organization: CU Boulder

Session Type: General Session

Topic(s): Changing Role of Faculty, High Impact Practices with Technology-Mediated Engagement, Social Media for Learning

Learning objective(s):

- Set up and manage high-traffic online discussions
- Design high-impact online assignments that stimulate in-class engagement and flip the classroom
- Sustain a learning community, based in academic content, over time and beyond the lifespan of the 3-credit course

Abstract: Through a combination of the fastest-growing corporate communication tool Slack (which is free), and the ubiquitous Facebook, humanities and engineering courses can become interactive at all hours, mobile, and sustainable over time as cohort-engaging communities. This presentation addresses engagement and learning outcomes for two courses offered in spring 2016--one small class and one scalable 40-person class. This presentation will also hands-on demonstrate use of both Slack and Facebook private groups.

Bio: Diane Sieber is the Director of the Global Engineering Residential Academic Program and a tenured faculty member in the College of Engineering at CU-Boulder. Professor Sieber is a President’s Teaching Scholar, has been a Carnegie Teaching Scholar and has won teaching awards from the College of Engineering and Applied Science, the Boulder Faculty Assembly, and the CU Alumni Association. Dr. Sieber's research areas include two eras of technology-driven communication revolution: Renaissance Europe immediately post-printing press, and the current networked digital age. She has published in both fields, most recently studies of learning through online social networks, the gamification of educational experience, and addressing learner digital distraction--by laptops, tablets and mobile phones--in classroom settings.

Susannah Simmons & Brad Hinson | The Knight’s Squire: Open-Source Community for Teaching Assistant Technologists

Organization: CU Denver

Session Type: Discussion Session

Topic(s): Changing Role of Faculty, Maker Culture, Innovative Course Design

Learning objective(s):

- Participants will analyze the feasibility of creating a Tech TA community
- Participants will apply their expertise and provide advice for peers

Abstract: Attend a Think Tank styled event and share your expertise on the idea of a cutting-edge, open-source community where TA Techs hone their craft. In online academia, TA

Techs are to faculty, what squires are to knights. They may not wield the sword, but they can chose the best weapon for battle and ensure the success of their given faculty member. Whether you identify as a knight, a squire, or something altogether different, please come share your insights on the feasibility of a community geared solely towards TA Techs.

Bio: Susannah Simmons is a TA Tech and graduate student in the Information Learning and Technology (ILT) master's program at the University of Colorado (CU) Denver. Her 10+ years of diverse educational experience stems from teaching in public schools, performing educational magic shows, and designing instructional materials in Corporate America. Susannah's presentation is one component of her independent study to develop a sustainable TA Tech community. @thelearnersway

Co-presenter Brad Hinson:
Brad Hinson is a career educator and technologist with 20+ years of experience teaching, learning and tinkering with blended learning and digital media. Today he serves as the Assistant Dean of Information & Academic Technology in the CU Denver School of Education & Human Development. @bradhinson

SPEED TECHING

Session Type: You've heard of Speed Dating, right? COLTT is taking this idea, sans the match-making of course, and hosting a Speed-Teching session. Five tables, each with expert facilitators on a different teaching and learning theme, will be available for attendees to rotate through with 8 minutes at each table. The facilitators will take a minute or two to introduce their topic, and then the participants will have the rest of the time to question, share, debate, deliberate, explore, consider, and engage in scholarly discourse. When time's up - switch tables and repeat! Ready, get set, GO! Happy speed teching to all!?

Loretta Chávez | Gardner in the Discussion

Engaging students in meaningful online discussions outside can sometimes be challenging. Done well, we reap the benefits of every student demonstrating what they've learned and having an active voice. Done … well not so well, we see a lack of engagement, empty discussion threads, and disappointment. Join the conversation and talk about the various tools and/or formats that you use to engage students.

Robert Dullien | Teaching Future Entrepreneurs

Most future entrepreneurs are engineers, scientists, food developers or software developers. They are technical people. They are creative in their fields, very smart and think they know everything. However, to progress in the commercial arena, they need to be able to communicate with non-techies. Teaching them how to do that successfully is a challenge. There are some key principles I will introduce in the lecture, to foster successful communication.

Brad Grabham | Video AND quizzing in one place? You don't say?!

Those wanting to integrate the use of video and quizzing often use creative solutions or spend hours creating interactive modules using complicated softwares. What if I told you there's a simple way to combine videos and interactive elements all within one interface? Join Brad

Grabham as he discusses an interactive video quizzing tool called PlayPosit. PlayPosit is an easy-to-use tool that lets instructors add interactivity to streaming video content from popular sites like YouTube, LearnZillion, TeacherTube, and Vimeo, among a number of others.

Austin Chau | Catch that Pokemon! A Student Perspective of Using Augmented Reality in the Classroom

We know that at least 86% of undergraduate students own a smartphone (Educause, 2014) and use their devices for everything from browsing the internet to connecting with friends to even playing games, such as Pokemon Go. While all of these activities are distracting in the classroom, what are ways that we can leverage these distractions and provide alternative way to learn new information? Join Austin Chau as he talks about AR, or Augmented Reality through Aurasma, the potential uses in the classroom, and how we can learn while moving!

Carol Parenteau | The Early Alert/Student Support Form: A Home-Grown Institutional Systems Solution

How do institutions define academic success? What factors affect retention, persistence, and contribute to graduation? How do institutions provide timely support for students on a variety of issues? Join the conversation and learn how the University of the Rockies is using the Early Alert/ Student Support Form - a home-grown technology that captures the voices of all students seeking to resolve the full gamut of issues that may hinder their academic progress.

Sam Spiegel | Supporting Faculty Innovations Through Students: Creating the HIVE

Organization: Colorado School of Mines

Session Type: General Session

Topic(s): Changing Role of Faculty, Innovative Presentation Design, Engaging Students to Support Faculty

Learning objective(s):

- Describe ways to employ, orient, and mentor student workers who can support faculty in media development.
- Explain how to effectively manage student teams to be productive in working with faculty, ensuring quality standards are maintained.

Abstract: We are striving to transform teaching and learning at Mines. A significant part of this effort requires supporting faculty in the development or refinement of instructional media resources. At the Trefny Innovative Instruction Center, we formed a student-work team called the HIVE (Helping to develop Instructional resources, Video, and Educational media), which has become a core resource on campus. This session will explore how the HIVE was formed, how we recruit and orient students to be effective workers in the team, how we maintain

workflow and quality, and give you a chance to ask questions, meet some of the students, and experience some of their work.

Bio: Dr. Sam Spiegel is Director, Trefny Innovative Instruction Center at the Colorado School of Mines. He served as Chair, Disciplinary Literacy in Science and as Associate Director, Engineering Education Research Center at the University of Pittsburgh; Director of Research & Development for a multimedia company; and as founding Director of the Center for Integrating Research & Learning (CIRL) at the National High Magnetic Field Laboratory. CIRL was recognized as one of the leading NSF Laboratories for activities to promote science, mathematics, and technology (STEM) education. His current efforts focus on innovation of teaching resources and practices in higher education.

TECH SUPERHERO | Giorgio Corda, Courtney Fell, Ed Johnsen, Alex Benedict, Alex Martinez, Victoria O'Malley, Allison O'Grady, Britt Scholnick, Jessica Brunecky, Dan Tinianow, Lisa Vallad, Sarah Wise, Matthew Zuckerman

Session Type: Tech Superhero - A twist on the traditional poster session with a highly interactive, mix-n-mingle feel, the tech superhero session gives you the chance to demonstrate your tech super powers through anecdotal solutions, flexing your transferable knowledge muscle, and facilitating discussion with the masses in this station-format session with high-top tables and chairs

The Superheroes:

Giorgio Corda & Courtney Fell | To Kubi or Not to Kubi? Stories from a Robotic Invasion
CU Boulder

Kubi is a desktop stand or “neck” that holds a tablet and allows the person at a distance to control it while video conferencing. This session will present a Kubi pilot conducted in a highly interactive language classroom to facilitate a distance learning experience. We will describe what it is like to attend class via a robot, how its presence in class affects instructor-student and student-student interaction and the outcomes for all students. Instructor and students’ feedback will be included. Participants will be able to control a Kubi and discuss its potential with the presenters.

Bio: Giorgio Corda holds a Master’s degree in the Pedagogy of Italian Language from Ca’Foscari University in Venice. He is a full time instructor at the University of Colorado Boulder and developed the first year of hybrid and online Italian classes. Giorgio has been hailed for his pedagogically sound use of technologies such as VoiceThread and GoAnimate4Schools in his Italian class and other languages have used his models to develop similar classes. He has been awarded multiple technology grants and teaching awards and, more recently, is working with OIT to develop ADA compliant courses.

Ed Johnsen & Alex Benedict | WYSYWIDGETS: Easier to Use Than Pronounce
Regis University

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.

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).

Alex Martinez | And Action! Using Video Assignments to Engage Students
University of Denver

This presentation will describe and demonstrate effective ways to implement student video assignments. When students produce their own videos, they learn new digital literacy skills and become subject matter experts on their video topic. Video projects can demonstrate creativity, subject matter expertise and effective media literacy.

Bio: Alex Martinez works in the Office of Teaching and Learning at the University of Denver. His expertise is in designing educational software and instructional videos for teaching and learning. For the last two years, he has been working closely with instructors and students on class video assignments. Each year at DU, hundreds of various student video assignments are produced from across campus.

Victoria O'Malley & Allison O'Grady | Be SMART: Marketing Meets Course Design
University of Denver

Ready to revamp the way you design your courses? In this session, you'll learn to apply marketing basics to course design. From conducting a SWOT analysis for your course to developing SMART goals, pinpointing audience personas to determining a measurement strategy, you'll come away with a fresh perspective for designing online or on campus classes. Allison O'Grady and Victoria O'Malley combine their knowledge and love for instructional design, marketing, and teaching in this unique approach to setting up, maintaining, and measuring your courses.

Bios:
Victoria O'Malley is the Director of Marketing and Communications at the University of Denver's University College, where she also teaches analytics and social media in the MA in Communication Management program. Victoria incorporates marketing tactics into her teaching approach for both undergraduate and graduate courses offered online and on campus.
Allison O'Grady is a member of the Academic Quality Development team at University College, University of Denver. Allison assists faculty with course design and assessment, implementing new technology, and technical Learning Management assistance. She is also an Adjunct Faculty in the University College graduate and undergraduate writing programs.

Britt Scholnick & Jessica Brunecky | The Art Museum and YOU
CU Boulder

Do you think art museums are so 19th century or that there's no connection to your courses? Think again! The University of Colorado Art Museum has digital resources YOU can incorporate into teaching and learning opportunities across disciplines! Discover the 8,500-object collection online, explore upcoming and current exhibitions, and create an opportunity for your class to experience artworks firsthand. During this hands-on session, museum staff will walk you through the search capabilities of the CU Art Museum's online collections database and help you identify ways to use the museum for teaching and research. Staff will also highlight case studies from diverse disciplines that illustrate how faculty has utilized the Art Museum's resources in their courses.

Bio: Jessica Brunecky and Britt Scholnick are co-presenting this tech superhero session. Jessica is the director of marketing and membership for the CU Art Museum. Her research interests include audience trends in cultural participation and museums as media. She received her master's degree in museum studies from CU-Boulder in 2010. Britt is the associate registrar and collections manager at the CU Art Museum. Her responsibilities include managing its collection database and online public collection portal. She graduated in 2012 from CU-Boulder with a master's in classics and a professional certificate in museum studies.

Dan Tinianow | Creating Live Multi-camera Video with a Single Mevo Camera"]
Ashford University

Last April, Livestream released a new 4K video camera called the Mevo. This app-enabled camera allows live production of video that would typically require multiple cameras. Switching between shoots as well as zooming, panning, and other camera movement may be simulated within the live production app. While not suited for full professional production, the Mevo camera should be of great interest to educators wanting to create high quality video with minimum effort. Get hands on with the Mevo camera in this Tech Superhero session!

Bio: Dan Tinianow has been teaching in media and communication for almost two decades, has worked in the entertainment industry in multiple aspects of video and film production and is a technology geek. He has a master's degree in Television/Radio/Film and a doctorate in Mass Communication from Syracuse University. He is not affiliated with Livestream.

Lisa Vallad | GaGa for Google Groups: Engagement and Community
CU System

Google Groups is more than a listserv; it is a dynamic, online learning forum to establish engagement and community. They provide a free, in-house forum for learners to learn from each other during and after the course, using a transparent learning environment where learners may collaborate, discuss, engage, and develop. Finally, Google Groups can be used

as a powerful communication tool for instructions. This session provides a case study of a practical application: Google Groups playing a key role in support of learning a new financial system at a higher education institution. Learning professionals should attend this session to see how our organization effectively used Google Groups as a learning tool and how to implement best practices in their own organizations.

Bio: Lisa Vallad is the Continuing Professional Education (CPE) Program Manager and Finance Learning Specialist at the University of Colorado, Office of University Controller, Finance and Procurement Business Services. She implements best practices for a program consisting of over 45 courses developed by 25 instructors and has developed and implemented a program development guide, including the use of interactive learning tools such as Twitter, Facebook, and Google Groups. Lisa has a Master's in Education in Training and Development from North Carolina State University and is a Certified Professional in Learning and Performance (CPLP) through the Association for Talent Development). She has extensive hands-on experience supporting online learning using Google Groups to build community, establish interactions among asynchronous learners, and as a dynamic communications tool.

Sarah Wise | What do Faculty & Students *Really* Need? 2015 Academic Technology Surveys
CU Boulder

Universities must constantly assess the needs of faculty and students around teaching and learning with academic technology, in order to make informed investments in technology and professional development. Using surveys of CU-Boulder students and faculty, we described needs situated at the intersection of teaching, learning and technology. The results complement recent national Educause reports. Here, we present the Infographic from this project which summarizes the most interesting and actionable results from the surveys. We will have copies of the Infographic and emergent recommendations to share.

Bio: Sarah Wise joined CU-Boulder's ASSETT (Arts and Sciences Support of Education Through Technology) program as an Education Researcher in 2015, having previously worked with the CU Science Education Initiative. Sarah's professional interests include effective training and tools for faculty interested in using data to guide their teaching and effective instructional techniques for engaging students in discussion. At ASSETT, she consults with faculty seeking to analyze data about their courses and conducts internal assessments of the impact of ASSETT's work.

Matthew Zuckerman | The Revolution will be Tweeted: Open Access Medical Education & You
CU Denver | Anschutz

Many educators feel left behind by the growth of Free Open Access Medical Education (FOAM) in parallel with the adoption of social media networks (especially Twitter) in medical education. This talk will explore the rise of FOAM as a concept and a hashtag. We'll explore the ways that faculty can use FOAM to inform their own lifelong learning and interface with

colleagues and learners. We'll compare and contrast FOAM resources with traditional medical education resources. Well explore methods of assessing FOAM resources for quantity, quality, and ultimately use in the classroom. Attendees are encouraged to bring their opinions and their Twitter accounts to participate.

?Bio: Dr. Matt Zuckerman is an Assistant Professor at CU School of Medicine. He completed emergency medicine residency at Brown, followed by medical toxicology fellowship at the University of Massachusetts, and was the ALiEM - AAEM Social Media and Digital Scholarship fellow. He is the creator and host of the ToxNow toxicology podcast, which has been downloaded over 150,000 times and has been cited as a social media toxicology resource by iTunes, BMJ, Annals of Emergency Medicine, and the American Academy of Clinical Toxicology. He tweets at @ToxNow and has a special interest in the use of social media by emergency medicine clinicians and educators.

Dan Tinianow | You Are the Talent!

Organization: Ashford University

Session Type: General Session

Topic(s): Innovative Presentation Design, Mobile Technology and Devices for Learning, Innovative Course Design

Learning objective(s):

- Learn basic camera and microphone principles and best practices
- Develop an understanding of how to create your own on-camera/on-microphone "persona."
- Increase comfort being on camera or in front of the microphone

Abstract: An increasing part of what educators do today involves creating content, frequently using technological tools to do so. Most educators are quite used to live lecturing and are comfortable doing so, but may never receive the training needed to feel comfortable being the voice or on-camera talent in some of the content they produce. This session will review camera and microphone techniques, both in terms of technology and performance and help participants feel more comfortable and better prepared to be "the talent."

Bio: In addition to a two-decade academic career teaching communication (including film and video production, public speaking, and acting for the camera) Dan Tinianow has a background in acting and performance and entertainment industry experience. He has a master's degree in Television/Radio/Film and a doctorate in Mass Communication from Syracuse University.

Scott Trudeau | Forget PowerPoint! Check Out Adobe's New Creative Cloud Tools!

Organization: Adobe Inc.

Session Type: General Session

Topic(s): Innovative Presentation Design

Learning objective(s):

- Create an innovate web presentation using Adobe Slate
- Design an "explainer presentation" using Adobe Voice

Abstract: Adobe offers a slew of great presentation tools. Participants will learn how to create web presentations using Adobe Slate (that include parallax effects, video, and hyperlinks) and learn how to build video-based "explainer presentations" using Adobe Voice. Adobe Comp allows for quick document, image, and web layout, which can be brought back into PowerPoint (if you must).

Bio: Scott Trudeau is a Senior Solutions Engineer with Adobe for the North America Education team. He has a long history of using Adobe products in education. After working for many years as a Technology Consultant and Web Design Specialist in Texas, he now focuses on helping schools and universities effectively integrate a variety of Adobe solutions into their institutions. Scott is frequently traveling around the country presenting and meeting about “all things Adobe.”

Scott Trudeau | Personal Branding: A Necessity in the Digital Age

Organization: Adobe Inc.

Session Type: General Session

Topic(s): Innovative Presentation Design, Maker Culture

Learning objective(s):

- Recognize the importance of personal branding
- Use Adobe Muse to create a website (no coding required)
- Create an ePortfolio using Adobe Behance and MyPortfolio.com

Abstract: Personal branding is a tool to tell people who you are, about your projects and research, and any unique contributions you bring to the table. In this session, you will learn the importance of personal branding and see how you can use the Adobe Creative Cloud to

easily create ePortfolios, websites, and images to elevate your digital branding.

Bio: Scott Trudeau is a Senior Solutions Engineer with Adobe for the North America Education team. He has a long history of using Adobe products in education. After working for many years as a Technology Consultant and Web Design Specialist in Texas, he now focuses on helping schools and universities effectively integrate a variety of Adobe solutions into their institutions. Scott is frequently traveling around the country presenting and meeting about “all things Adobe.”

UNCONFERENCE | Geoffrey Rubinstein

Organization: CU Boulder

Session Type: Discussion Session

Topic(s): Various

Learning objective(s):

- Give voice to underrepresented perspectives.
- Brainstorm approaches to addressing unique challenges.
- Bring up topics they feel aren’t covered sufficiently in more conventional settings.
- Jump in to and actively participate in a lively conversation.
- Satisfy curiosity about what emerges spontaneously and organically.

Abstract: An *un*conventional, *un*structured way to *un*leash *un*derstanding by channeling the *un*predictable *un*iqueness of those gathered. All participants are free to propose a topic and vote on topics they prefer to engage. Top vote-getters become topics for group discussions and topic proposers can choose to facilitate, structure the discussion as they see fit, or just sit back and see what emerges organically.

Bio: Geoffrey Rubinstein is the Director of Online Learning at the University of Colorado, Boulder, serving in that role since 2004. He is an active task force advisor and advocate focusing on faculty development ecosystems, educational legislation, technology and innovation, and Open Educational Resources. He has taught and/or authored over 20 higher ed courses, and has served as an instructional designer in both academic and private sector ventures for over a decade. His Ph.D. work in media studies at the University of Colorado focused on media technologies, institutions and audiences; and his dissertation research in the mid-90's focused on how digital media production technologies influence the creative process.

Jennifer VanBerschot & Angie Generose | Learning on the Go: Exploring Students' Use of Mobile Devices

Organization: CU Denver

Session Type: Discussion Session

Topic(s): Mobile Technology and Devices for Learning, Innovative Course Design

Learning objective(s):

- Summarize current research on how university students are using their mobile devices in the learning process.
- Assess the level of engagement and accessibility of online courses and apps on mobile devices.
- Apply new information on mobile learning to improve student experience in the classroom.

Abstract: Emerging research suggests that over 80% of university students use their mobile devices to learn. This 40% jump in the past two years reminds us as faculty that we need to continue to assess how we present content to learners. In this presentation, we will review how university students use mobile devices for learning. We will review a few examples of how online courses in LMSes appear on a mobile device, and we will offer a list of apps that are most commonly used by students to study material. We will close the session with a guided discussion on how we can take what we have learned about students and mobile learning to make our courses more engaging.

Bio: Jennifer (Jenna) Linder-VanBerschot, Ph.D., is a learning consultant who focuses on mobile learning initiatives, adaptive learning, course development, international learning trends, project management, and scenario-based learning. She also works at University of Colorado Denver, teaching and building courses for the Information and Learning Technologies Department as well as for CU Online. She has also conducted evaluation and educational research on the topics of leadership, transfer of training, English language learners, instructional design, and classroom instruction.

Angie Generose has a Master's Degree in Educational Psychology, a Certificate in Online Teaching, and is currently working on her PhD. She has ten years of experience in instructional design, specifically in educational technology, mobile learning, and research. As an Instructional Designer for SkillStore, she currently develops training modules that are delivered across the world over a social-based mobile learning app. Angie also teaches at the Community College of Denver and develops courses and curriculum in higher education. Her philosophy is that courses and trainings should be learner-centered, data-driven, and engaging.

Mark Werner | A New Lens on Classroom Practice: Observation Protocol for Learning Environments

Organization: CU Boulder

Session Type: General Session

Topic(s): High Impact Practices with Technology-Mediated Engagement, Teaching Analytics

Learning objective(s):

- Gain experience coding classroom practices using OPLE
- Explain how OPLE visualizations can be used to reflect and change teaching practices
- Identify strategies for implementing OPLE on one's own campus to improve teaching practices

Abstract: We will introduce the Observation Protocol for Learning Environments (OPLE), an easy-to-use code-based protocol for capturing and visualizing classroom practices, and the web platform that we use for coding and visualizing data. OPLE can be used to help faculty members better understand and reflect on activities happening when they teach a class, and the technologies employed during their teaching. Participants will have an opportunity to code a brief class segment, review visualizations of data, and discuss how the data could be used to reflect on and change classroom practices. We will also discuss how participants can implement similar classroom observation service on their campus or in their departments.

Bio: Mark Werner is Associate Director of Academic Technology Strategy and Support at the University of Colorado Boulder. Previously he was Associate Director of Academic Technology Research, Manager of Instructional Technology Support Services, Academic Technology Coordinator, and instructor and assistant professor of technical communication. Mark holds a Ph.D. in rhetoric and an M.A. in English from Carnegie Mellon University. He holds a B.S. in technical communication from the University of Minnesota. He currently co-chairs the committee for ICT Accessibility Services and Support at the University of Colorado Boulder. His group provides universal design consultation to the University of Colorado Boulder campus.

Sienna Wood | Curating Digital Materials

Organization: CU Boulder

Session Type: General Session

Topic(s): Digital Texts, Innovative Presentation Design, OER (Open Educational Resources)

Learning objective(s):

- Use advanced linking and embedding techniques in emails and Learning Management Systems
- Understand the differences between document formats and judge which format is

appropriate for a given use

- Model effective use of digital sources for students

Abstract: Choosing and presenting digital content for students is often not as simple as we might hope. Not only do we want to select high-quality sources that support our instructional goals, but we also want to ensure that students can access these sources easily and reliably, and that we present them in an engaging way. In this presentation, participants will examine the special considerations for accessing and presenting digital sources (such as permalinks, embedding, restricted-access materials, document formats, sharing via document hosting services, mobile access, etc.) and I will offer practical advice for selecting and delivering these sources to students for maximum impact.

Bio: Sienna M. Wood holds a PhD in musicology from the CU-Boulder and a Bachelor of Arts in music from Colorado College. She earned a Certificate in College Teaching from the Graduate Teacher Program at CU Boulder in 2014 and practices innovative pedagogy in music history and music technology. Her dissertation entitled "Chansons, madrigales & motetz à 3 parties by Noé Faignient: A Composer's Debut in 16th-Century Antwerp" was completed in 2015. Outside of music, Sienna is a freelance web developer and graphic artist and enjoys bringing her technological skills into the service of music research and education.

Brain Yates | Stop Grading, Start Teaching: Revolutionize Your Class with Online Evaluation

Organization: Red Rocks Community College

Session Type: General Session

Topic(s): Effective Alternative Classroom Practices (Tilting; Flipping; Inverting; etc.)

Learning objective(s):

- Create online competency-based quizzes to replace traditional in-class evaluations.?
- Create more space in your classroom for practice, discussion and student interaction.
- Minimize your grading?

Abstract: This session will show you how to replace traditional in-class evaluations with online competency-based quizzes. These quizzes can be used in traditional or flipped classes. This style of evaluation will dramatically change your class and result in: a greater percentage of class time dedicated to discussion and practice; increased student incentives to learn at a higher level; a higher level of student accountability and engagement; a more adaptive learning process that allows students to work more efficiently; increased interaction between students; and increased interaction between student and instructor. Finally, you will

learn how to spend less time grading and dedicate more of your energy the aspects of teaching that you love.

Bio: Brian Yates is a member of the Foreign Language Department at Red Rocks Community College. He received his BA in History from Yale University and his MA in Hispanic Literature from Villanova University. In his extensive teaching career, both in the United States and in Latin America, Brian has spent five years at the high school level and more than a decade in higher education. The creator and developer of bigtimespanish.com, Brian is dedicated to improving student learning by creating online educational resources and implementing them in his courses.

Elaine Yuen | Engaging Heart & Mind: Online Contemplative Learning

Organization: Naropa University

Session Type: General Session

Topic(s): High Impact Practices with Technology-Mediated Engagement, Innovative Course Design,

Learning objective(s):

- Identify modes of inquiry that support students in contemplative understanding of classroom material
- Discuss relevance of online/low-residential teaching modalities of contemplative material
- Understand 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 ground for integration of readings, lectures, experiential exercises, journaling and discussion. Course assignments are often completed on-line, 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.

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.

Kevin Zeiler, Amy Dore, Jeff Helton | Wearing Bunny Slippers to Class

Organization: MSU Denver

Session Type: Discussion Session

Topic(s): Effective Alternative Classroom Practices (Tilting, Flipping, Inverting, etc.), High Impact Practices with Technology-Mediated Engagement, Innovative Course Design

Learning objective(s):

- Describe and formulate strategies to address the curriculum development challenges of adding synchronous learning to traditional learning
- Identify technologies available to provide synchronous delivery of course content, demonstrate usage of electronic learning
- Ascertain and use enrollment data to strike an effective balance between online course availability and traditional in-class

Abstract: Online learning has a strong following among learners needing flexible class schedules to balance alongside responsibilities of adult life. However, the asynchronous nature of online learning may not be effective for students requiring hands-on examples and discussion interaction – especially courses with heavily quantitative content. This session will present ideas for adding a synchronous component that allows use of the traditional interactive lecture format while affording learners the convenience of online learning. Additional examples of the use of electronic learning tools to enhance online learning will also be shared. Such changes may require adjustments to curriculum and effective scheduling of resources. This session will share the experiences of an urban university that serves a high proportion of learners seeking some degree of interactive online learning.

Bio: Kevin Zeiler, JD, MBA: Kevin Zeiler is an associate professor in the Health Care Management Program at the Metropolitan State University of Denver, Colorado. Professor Zeiler has 16-plus years of experience working in the health care field, as a paramedic, supervisor and educator. His professional area of interest is in health policy and law. Professor Zeiler holds a Juris Doctor degree from the University of Denver, an MBA from Regis University and a BS in Health Care Management from the Metropolitan State University of Denver.

Amy K. Dore, DHA, MHS: Amy Dore is an Associate Professor teaching in the Health Care Management program at Metropolitan State University of Denver. With a teaching philosophy focusing on student-centered learning, Amy brings to the classroom a combination of industry and academic experiences. For more than 14 years, she has taught courses in health disparities, human resources, practice management, research, professionalism, and leadership in classroom, online and hybrid settings. Amy is a proud graduate of MSU Denver (Health Care Management). She received a Master of Health Systems (MHS) from the University of Denver and a Doctor of Health Administration (DHA) from Central Michigan University. Her research interests are varied and include aging services, senior and caregiver health, rural health, health disparities and diversity issues, and student competency assessment and outcomes. She has also authored and co-authored several case study

responses, book chapters, original case studies, and regularly presents on her many teaching and research endeavors. The textbook *Cultural Learning in Healthcare: Recognizing and Navigating Difference*, which she co-authored and edited, was published September 2015. Amy was named a recipient of the 2015 Excellence in Teaching Award by the MSU Denver Golden Key International Honour Society.

Jeff Helton, PhD, CMA, CFE, FHFMA:Jeff Helton is an Assistant Professor of Health Care Management in the Department of Health Professions at Metropolitan State University of Denver. His teaching work focuses on health care finance, health economics, and health informatics. His research work focuses on operational efficiency in hospitals and the operation of safety net health care providers. He is co-author of the text Health Care Operations Management - A Quantitative Approach to Business and Logistics. Jeff has a PhD in Health Care Management from the University of Texas and a Master of Science in Health Services Administration from the University of Alabama at Birmingham.

Matthew Zuckerman | Garage Band Ed: Turning Lessons into Podcasts & Vice Versa

Organization: CU Denver | Anschutz Campus

Session Type: General Session

Topic(s): Effective Alternative Classroom Practices (Tilting, Flipping, Inverting, etc.), Maker Culture, Social Media for Learning

Learning objective(s):

- Describe the rise of podcasting in general and medical education podcasting as a specific example.
- Create podcasts using recommended free and almost-free resources
- Explore opportunities for using podcasts in a flipped classroom setting

Abstract: In the last decade, the number of available podcasts and blogs for medical education has increased one-hundred fold. These asynchronous learning opportunities can be excellent resources for learners. This talk focuses on how educators can create their own podcast, from inception to recording, editing, and disseminating online. Finally, we'll talk about how educators can use podcasts they've found or created in a flipped classroom setting.

Bio: Dr. Matt Zuckerman is an Assistant Professor at CU School of Medicine. He completed his emergency medicine residency at Brown, followed by his medical toxicology fellowship at the University of Massachusetts, and was the ALiEM - AAEM Social Media and Digital Scholarship fellow. Dr. Zuckerman is the creator and host of the ToxNow toxicology podcast, which has been downloaded over 150,000 times and has been cited as a social media toxicology resource by iTunes, BMJ, Annals of Emergency Medicine, and the American Academy of Clinical Toxicology. He tweets at @ToxNow and has a special interest in the use

of social media by emergency medicine clinicians and educators.

Groups audience:
Colorado Learning and Teaching with Technology

Source URL:https://www.cu.edu/colorado-learning-and-teaching-technology/coltt-2016-schedule

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