THURSDAY August 8, 2019

Session 1 (50 min) | 8:45 am - 9:35 am

Ask Me Anything: Undergraduate Panel Tells All | Jacie Moriyama

**Location:** WOLF 204  
**Organization:** CU Boulder

**Abstract:** We’re not referring to the American Music Awards; we’re bringing Reddit’s popular forum, Ask Me Anything, to COLTT! Many of us were in our undergraduate programs before today’s students were alive. Do we REALLY understand the student perspective? Are we using the right activities and technologies to engage our learners? Ask our panel of undergraduate technology experts ANYTHING. As undergraduates, they can speak to what resonates with them…and what doesn’t. As technology experts, they can share their experiences with different technologies.

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OER for the Long-Haul: Strategies for Lasting Change | Spencer Ellis

**Location:** WOLF 205  
**Organization:** Colorado Department of Higher Education

**Abstract:** Open educational resources (OER) are "hot" right now, but how can we expand beyond a few professors experimenting in their classrooms? How can we support our institutions in making meaningful changes? What can we learn from institutions who have made a substantive shift towards using OER? The presenters will share best practices, drawn from strategies shared by OpenStax, the Open Textbook Network, and the experiences of the facilitators. They will also lead a robust discussion of obstacles and address strategies to
overcome those obstacles.

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**Enhancing the Learning Experience Using OER | Ross Strader**

**Location:** WOLF 206  
**Organization:** Lumen Learning  
**Abstract:** How well do course materials support learning? And what can you do about that? Capitalizing on the flexibility of OER content, this interactive session invites you to explore what’s truly possible when you have the power to measure and iteratively improve course materials to help them better support student learning. Learn how we’re incorporating data, learning design, interactivity, and other tools to make teaching and learning everything they should be for students and faculty. Bring a device so you can explore hands-on!

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**Effective Teaching Practice: Improving Student Success Together | Donna Sobel**

**Location:** WOLF 306  
**Organization:** CU Denver  
**Abstract:** Instructors creating and delivering courses using evidence-based teaching practices has a positive impact on student learning, motivation, course pass rates, and student retention. While instructors are experts in content knowledge, many acknowledge unpreparedness when it comes to implementing sound, research proven teaching practices. CU Denver’s online course in Effective Teaching Practice with 40 faculty offers lessons learned from bringing together faculty of varied disciplines with common content

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**OER Me This: Building Personalized Text for Your Class | Kris Skaff**

**Location:** WOLF 307  
**Organization:** Skyepak  
**Abstract:** Transitioning from an expensive publisher textbook to Open Educational Resources can seem a bit overwhelming. In this session, we’ll show you how others have mastered the
process and made the switch from expensive text to lost-cost materials in a fun, pain-free collaboration. Meet one of our instructional designers and see how we can create a variety of products from basic online textbook to interactive presentations. There will be many opportunities to ask questions and, upon request, we will build a complimentary module using your materials so that you may view your own custom content in a mobile, digital environment.

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**Collaboration, Community,...I Wish Virtual Reality Started with a C! | Amy Kahn**

**Location:** IDEA FORGE Classroom 33  
**Organization:** Colorado Community College Online

**Abstract:** Today’s learners are digital natives and inspired when we tap into their curiosity. Virtual Reality (VR) - when used appropriately - can engage communities, foster collaboration, and enhance learning. In this session, the CCCOnline team will demonstrate its use of VR in the Online Classroom and provide a forum to discuss best practices in VR implementation.

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**20/20 Vision: Developing and Evaluating Teaching Effectiveness in 2020 | Jennifer Todd**

**Location:** IDEA FORGE Commons  
**Organization:** CSU  
*First half of 90-minute workshop that continues to Session 2*

**Abstract:** Today’s classrooms are more diverse than ever, including diversity in background knowledge, experience, access to resources, and abilities. How am I helping students develop content expertise and skills in the courses I’m teaching? How am I developing a classroom climate supportive of all students? What are my biases? How do I reflect on and revise my practice? After extensive research into best practices in teaching and learning, we have identified seven essential components of effective teaching and, therefore, student learning. Hear how our framework can act as a starting point for your own professional goal setting and evaluation of teaching.

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**GeoCivics: Exploring Redistricting on the Floor, on Paper, and Online | Rebecca Theobald, CU Boulder**

*9:30am - 1:15pm*
GeoCivics: Exploring Redistricting on the Floor, on Paper, and Online

**Location:** 2nd Floor Library Foyer  
**Organization:** CU Boulder  

**Abstract:** Explore the Giant Map of Colorado and analyze population change in the state during three time periods. Use tabletop cards and driving maps to explore factors affecting the apportionment and redistricting process. Create congressional districts in Colorado with an easily-accessible online mapping application. All materials are available online for use in classrooms and with community organizations.

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Session 2 (50 min) | 9:45 am - 10:35 am

**OER + Self Determination Theory --> Online Instructional Design for Mindfulness | Michelle Colarelli**  

**Location:** WOLF 204  
**Organization:** CU Anschutz  

**Abstract:** Burnout is a brutal phenomenon in academia. Have you ever wondered how to give yourself and your learners the skills to avoid it? Research shows that mindfulness practices can combat this epidemic, but how can you incorporate them into a packed curriculum? At CU Anschutz, we've developed a successful educational opportunity that integrates an open educational resource (OER) and instructional design methods to meet three psychological needs of Self Determination Theory (SDT): autonomy, competency, and relatedness, which fuel intrinsic motivation. Join us for an active discussion about SDT pedagogy and OER, and practice mindfulness activities to improve your well-being.

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**Wide Open Voices: Experiences of OER Course Developers | Brittany Dudek**  

**Location:** WOLF 205  
**Organization:** Colorado Community Colleges Online  

**Abstract:** As the affordability of higher education dominates the spotlight, open educational
resources (OER), low cost, and free-to-student materials are widely offered as a solution. This session outlines the experiences of course developers who contributed to a large-scale OER initiative, including training, knowledge, effort, and satisfaction of course development support services.

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**Shake Your HIPs for Social Justice: Good Teaching Meets Equity | Alaina Beaver, Alphonse Keasley**

**Location:** WOLF 206  
**Organization:** CU Boulder

**Abstract:** Come explore the equity component to High Impact Practices (HIPs) for education! Whether you are new to HIPs or are already hip to HIPs, this session will help participants identify and articulate how HIPs are connected to equity. We'll explore data on how HIPs are associated with disproportionately positive outcomes for students from low-income and historically underserved backgrounds. We'll look at examples of how HIPs can benefit students holistically across their student experience. Lastly, we'll engage in a discussion of how equity can become a more ingrained lens for all kinds of learning interactions through a few easily applied tactics.

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**Death by Discourse: Avenging Online Discussions | Lynée Sanute**

**Location:** WOLF 207  
**Organization:** CU Denver|Anschutz

**Abstract:** Who killed the online discussion? Why did they do it? How can we avenge its untimely demise and resurrect the legacy of discourse? Passionate participants sought for pedagogical crime fighting team. Join us in a discussion that will challenge the use of boring prompts, word counts, forced responses, and more. With a bit of detective work and a dash of design magic, we will bring online discussions back to life!

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**Engineering Online Learning at a STEM University | Jennifer Veloff**

**Location:** WOLF 306  
**Organization:** Colorado School of Mines

**Abstract:** The Colorado School of Mines has a long history and tradition of providing rigorous residential programs targeting degrees in STEM (Science, Technology, Engineering, and
Mathematics). Prior to 2015, Mines had not offered any online courses nor programs. This presentation outlines the planning and implementation process we undertook to establish and maintain high-quality online courses and programs. We'll also cover why Mines choose to have its teaching and learning center, the Trefny Center lead the online development efforts to ensure continuity between the online and residential programs.

Using Video to Make Your Case Studies Leap off the Page | David Weil
Location: WOLF 307
Organization: University of Colorado
Abstract: Most case studies take the form of written documents. However, you can create a more engaging experience for learners through the use of videos by transforming words into stories. This technique is applicable to almost any discipline. The presenters will share their experience with creating over 40 patient, family, and healthcare provider scenarios. Attend this session and learn the nuts and bolts of creating a video case study.

Surveying the Landscape: Students and Faculty Voices | Shane Schwikert
Location: IDEA FORGE Classroom 33
Organization: CU Boulder
Abstract: How are faculty and students using technology in the classroom, and what trends should we (as educators) be aware of? CU Boulder’s Arts & Sciences Support of Education through Technology (ASSETT) team will review survey data from over 1,000 faculty members and 800 students at CU Boulder regarding their attitudes, perceptions, and usage of academic technology. These results, which will be compared to pertinent nationwide survey findings, will include: student device use, access, importance to academic success; online teaching and course style preferences; and faculty use and student interest.

20/20 Vision: Developing and Evaluating Teaching Effectiveness in 2020 | Jennifer Todd
Location: IDEA FORGE Commons
Organization: CSU
Abstract: Second half of 90-minute workshop that began in Session 1
Abstract: Today's classrooms are more diverse than ever, including diversity in background...
knowledge, experience, access to resources, and abilities. How am I helping students develop content expertise and skills in the courses I’m teaching? How am I developing a classroom climate supportive of all students? What are my biases? How do I reflect on and revise my practice? After extensive research into best practices in teaching and learning, we have identified seven essential components of effective teaching and, therefore, student learning. Hear how our framework can act as a starting point for your own professional goal setting and evaluation of teaching.

KEYNOTE | Whittemeyer Courtroom WOLF 101
Dr. Angie Paccione | Innovation for an Equitable Future
10:50 am -11:50 am

LUNCH | Outside of Wolf Law
11:50 am

PRIZE DRAWING | Wolf Law Student Commons
1:10 pm

Session 3 (20 min) | 1:40 pm - 2:00 pm
Backchannel for Inclusivity: Reducing Gender Bias in a Large, First-Year Course | Perry Samson
Location: WOLF 204
Organization: University of Michigan

Abstract: Most students are reluctant to ask questions during class, especially if they’re in large, college-level survey courses. Even entreating students with, “Any questions?” more often than not fails to produce any response, and when it does, comes from a small subset of students. Over several semesters, we’ve incorporated the use of a backchannel and found that it dramatically increased student inquiry and eliminated gender biases in inquiry participation. In this session, we’ll present our approach to improving inclusivity to those less willing to participate verbally and share how adopting backchanneling as a learning strategy can enhance student engagement and success.

The Dirty Little Secret of Open Educational Resources | Mollye Russell

Location: WOLF 205
Organization: Community College of Denver

Abstract: Implementing Open Educational Resources (OER) in the higher education classroom is a promising practice for addressing affordability, student success, and equitable learning experiences. While these are great benefits for the student, what about the instructors? What about the time and energy it takes to implement an OER? What do instructors do to replace the publisher resources that provide test banks, lecture videos, pre- and post-quizzes, and classroom activities?

Using Group Work Effectively in Online Classes | Lori Poole

Location: WOLF 206
Organization: CU Boulder

Abstract: Have you ever wondered how you might incorporate more creative group work and team assignments into your online classes? Go beyond just using online discussions for group work and learn a variety of ways to get students to interact and collaborate with each other including peer-reviewed papers and group projects. We will discuss industry trends in using group work, hear techniques and suggestions for engaging and challenging students, and generate ideas that you can infuse into your own classes.

FLIPPING FUN! Ready to Turn Your Classroom on Its Head? | Aimee Bernard
Abstract: The “flipped classroom” is an innovative teaching method used to create a student-centered classroom by substantially reducing in-class time for direct instruction (“lecture”). It begins with the intentional transfer of some learning outside of the classroom: students complete “pre-work” assignments, allowing for more interactive discussion and problem-based, collaborative learning reflective of higher levels of Bloom’s taxonomy. This enables the instructor to incorporate active learning, encourage peer-to-peer interaction, and offer tailored and individualized guidance to increase student engagement and improve learning outcomes.

Culture of Quality: a Quality Matters Approach at CSU Online | Gregory Wells, Sarah Kalert

Abstract: What’s involved with creating a culture of quality in your organization’s online learning efforts? How might you train and communicate with colleagues, partners, and stakeholders to ensure success? Colorado State University (CSU) is piloting the adoption of a Quality Matters approach to evaluate the quality of online courses and learning environments developed by CSU Online. If you’re interested in learning how CSU is taking their online courses to the next level, come hear about our summer pilot program and all the valuable lessons we’ve learned along the way.

Collaborative Reading Strategies: Using Perusall for Content Engagement | Nina Ellis Frischmann

Abstract: How often do faculty arrive in class to discover less than half the students completed the assigned reading? Why do students not read? In "Help! My College Students Can't Read," Gamel (2015) argues many students lack the ability to concentrate for large stretches of time. In addition, they struggle to read for meaning. Gamel (2015) suggests faculty embed reading strategies into their courses. How can faculty accomplish this, especially with so many other demands? The online free application, Perusall, can help. It changes reading from a solitary to a collaborative activity.

Policy Roundtable: Higher Education Policy in the Age of Disruption |
**Angie Paccione, Christina Sedney, John Martin**

**Location:** IDEA FORGE Classroom 33  
**Organization:** CHDE / WICHE / HLC  
*First half of 50 minutes workshop that continues to Session 4*

**Abstract:** Disruption. It's a common buzzword in Higher Education. But what do we mean by “disruption” and how does it impact policy-level decisions made at the federal and state level? This panel of experts will discuss a convergence of factors; economic, social and technological, leading to the perfect storm that is changing the way we think about higher education, and ultimately, how we will deliver it. Join a round-table discussion with speakers from the Colorado Department of Higher Education, W-SARA, and the Higher Learning Commission as they highlight current policy trends focused on technology-enhanced education in the age of disruption, and how these trends translate into application on the front-lines at an institutional level.

**Over the Rainbow...Is a Land of Accessibility, Usability, & Universal Design | Kate Miller**

**Location:** IDEA FORGE Commons  
**Organization:** CU Denver | Anschutz

**Abstract:** CU Denver | CU Anschutz has been working to improve accessibility in all areas, but specifically in the area of online instruction. To help with this effort, CU Denver's | CU Anschutz's Office of Digital Education and Office of Information Technology ventured into the land of Oz and piloted Blackboard Ally for Canvas. Ally is an integration with Canvas that allows faculty to scan their courses for accessibility problem areas. Using Ally’s feedback feature, faculty are provided with guidance to make their materials more accessible. We will dive into the differences between accessibility, usability and universal design and also demonstrate how Ally’s features set in Canvas and discuss the feedback and experience from faculty, involved in the pilot and talk about next steps.

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**Session 4 (20 min) | 2:10 pm - 2:30 pm**

**The Power of Humor in Learning Videos | Charles Roy**

**Location:** WOLF 204  
**Organization:** Community College of Denver

**Abstract:** Discover the benefits of using humor as part of an effective learning video. Get tips and advice from Chuck Roy, creator of How to Write A Joke and How to Write Comedy – The Reverse. Find out how humor in learning videos improves a flipped classroom and
incorporates Universal Design for Learning (UDL) practices. Attendees of this workshop will learn best practices for creating a learning video and brainstorm ideas for using humor in their online videos.

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**BuffsCreate: CUBoulder's Domain of One's Own Pilot Project | Caroline Sinkinson**

**Location:** WOLF 205  
**Organization:** CU Boulder

**Abstract:** BuffsCreate, a pilot initiative in the College of A&S at CUB, provides web hosting for learners where they may experiment with open applications to begin crafting a digital identity. The presenters will detail the foundations of Domain of One’s Own, which inspired the initiative, and share goals, steps for implementation, + lessons learned. Participants will discuss affordances and limitations of learners working openly on the web. Acknowledging the messiness and unpredictable nature of digital futures, the presenters will encourage an approach of experimentation, play, failure, + resilience.

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**Power Tools: Using Learner Profiles in Teaching Practice and Instructional Design | Allison O'Grady**

**Location:** WOLF 206  
**Organization:** CU Denver

**Abstract:** As higher education demographics are changing, it is more important than ever for faculty to gain insights into their students’ incoming knowledge, their learning goals, and how they learn best. Get the lowdown on how you can really get to know the learners in your course. Want to capture key information about your students before classes even begin? We will discuss creative ways to do this and engage in conversation on best practices. Finally, we will share strategies—backed by research, that help students reflect on how they think/learn to enhance their success.

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**Visual Conceptual Mapping: Challenging Perceptions of Reading as Passive Consumption of Text | Miranda Egger**

**Location:** WOLF 207  
**Organization:** CU Denver | Anschutz Campus
Abstract: Let’s face it--reading can sometimes be boring. You stare at a page, then your mind drifts off. Can you recall what you read? Probably not. What about your students? Do they show up to class unable to demonstrate that they completed the assigned readings? Give visual concept mapping a try! New mapping technologies can empower students to participate in reading in a meaningful way and actively engage them in a “full and moving communication.” Participants will experience firsthand how visual concept mapping works and how this strategy can benefit you and your students.

In Kahoots! Teachers and Learners Gaming the System | Lisha Bustos

Location: WOLF 306
Organization: University of Colorado School of Pharmacy

Abstract: Today’s learners lead very busy lives and poor class attendance is often a side effect of this. The lack of attendance can have a negative impact on student performance and faculty morale. At the University of Colorado Skaggs School of Pharmacy, we explored ways of improving both areas without significantly increasing faculty or student workload. While formative feedback seemed to be the answer, we also wanted it to be meaningful and engaging for students. The simple implementation of Kahoot! provided us this solution. This session will focus on the strategies used when initiating this easy tool as well as some of the surprising results.

Adaptive Courseware: Transforming Learning to Improve Student Success | Connie Johnson

Location: WOLF 307
Organization: CTU / CSU
Abstract: Adaptive learning courseware is recognized as having the potential to make a difference in student success. Adaptive learning courseware takes a complex, data-driven and sometimes non-linear approach to instruction and remediation. It tends to be self-paced, is often graded based on completion, and allows for flexibility in the timing of completion. Because of these characteristics, adaptive learning courseware can lead to higher levels of content mastery, thus improving student learning outcomes, persistence, and completion. This session will include case studies and experiences related to the adoption of a course-level adaptive tool for online and hybrid courses at CTU, the integration of various adaptive courseware for assessments in face-to-face courses across departments at CSU, and the use of adaptive tools in fully online courses at CU Boulder. They will demonstrate approaches to building partnerships that promote the effective integration of adaptive courseware into existing curricula to improve student success.

First half of 90-minute workshop that continues to Session 5

Policy Roundtable: Higher Education Policy in the Age of Disruption | Angie Paccione, Christina Sedney, John Martin

Location: IDEA FORGE Classroom 33
Organization: CHDE / WICHE/ HLC
Second half of 50 minutes workshop that began in Session 3

Abstract: Disruption. It's a common buzzword in Higher Education. But what do we mean by “disruption” and how does it impact policy-level decisions made at the federal and state level? This panel of experts will discuss a convergence of factors; economic, social and technological, leading to the perfect storm that is changing the way we think about higher education, and ultimately, how we will deliver it. Join a round-table discussion with speakers from the Colorado Department of Higher Education, W-SARA, and the Higher Learning Commission as they highlight current policy trends focused on technology-enhanced education in the age of disruption, and how these trends translate into application on the front-lines at an institutional level.

Accessibility and UDL BYOP (Bring Your Own Problems) Workshop | Laura Hamrick

Location: IDEA FORGE Commons
Organization: CU Boulder
First half of 90-minute workshop that continues to Session 5

Abstract: Accessibility and Universal Design for Learning (UDL) aim to support the ability of all individuals to participate in academic environments. However, sorting through lists of accessibility and UDL best practices and implementing those concepts can be daunting, but
the process doesn’t have to be complex or complicated. In this session, a group of accessibility and UDL experts will answer your questions and support you in learning to apply accessibility and UDL practices in your work. Get ahead with individualized expert support on captioning, document remediation (PDF, Word, PowerPoint), and implementing UDL principles.

Session 5 (50 min) | 2:45 pm - 3:45 pm

Video: An Alternative to the Term Paper | Mike Klymkowsky

Location: WOLF 204
Organization: CU Boulder

Abstract: Attend this session and learn how video projects are used in Teaching and Learning Biology a course at CU Boulder and ETH Zurich. Students define an idea to be taught, generate a hook, build a storyboard then a video, and screen their final video for the class. At each step students receive ‘notes’ from the class. Students consider audience background, video goals, reflect on teaching challenging ideas, and document the development of their thinking. While the process requires a substantial course time commitment, it is remarkably engaging for students, generating a work product that can illustrate a range of communication skills.

Open CU: Building a Sustainable OER Initiative Across the University of Colorado | Martin Garnar

Location: WOLF 205
Organization: University of Colorado Colorado Springs

Abstract: The Open CU initiative represents CU's commitment to reducing barriers to OER adoption across our campuses. Panelists from all four campuses will provide updates from the Open CU initiative. Participants will learn about the benefits of adopting OER for their classes and next steps for the initiative.

Balancing Act: Processes and Tools for Creative, Collaborative, and Quality Instructional Design | Chelsie Ruge
Abstract: Whether you're an instructor or someone who supports course design, how do you create a student-centered, creative, and transformative learning experience? We at DU's University College collaborated with various stakeholders to develop a process that ensures high-quality student experience and alignment with learning goals while allowing for flexibility and innovation. Engage with us in simulations and idea-generating activities to explore how this and similar course design approaches might meet your needs.

Find It, Understand It, Remember It: Creating Brain-Friendly Websites | Kristina Mendez

Abstract: You've worked hard to fine tune and publish your learning materials on your website, but that doesn't necessarily guarantee that your learners will find, review, understand, or comply with all of it. Let us share with you an approach that incorporates neuroscience principles to deliver information online in ways that recognize how the brain learns best. With our custom templates that clearly layout content including policies and technical instructions, learners are finding what they need, understanding what they read, and remembering it better later. Learn more about how you can deliver your own information in brain-friendly ways.

Adaptive Courseware: Perspectives on Transforming Learning to Improve Student Success | Connie Johnson

Abstract: Accessibility and Universal Design for Learning (UDL) aim to support the ability of all individuals to participate in academic environments. However, sorting through lists of accessibility and UDL best practices and implementing those concepts can be daunting, but the process doesn’t have to be complex or complicated. In this session, a group of accessibility and UDL experts will answer your questions and support you in learning to apply accessibility and UDL practices in your work. Get ahead with individualized expert support on captioning, document remediation (PDF, Word, PowerPoint), and implementing UDL principles.
Keep Calm and Go Digital | Brittany Welence

Location: IDEA FORGE Classroom 33  
Organization: Rocky Mountain Public Health Training Center (CU Anschutz)

Abstract: Scenario: Your course or training must be delivered online, you are low on time, and don’t have funding to address this problem. Sound familiar? Our team of instructional designers can help! Join us with your syllabus in hand and your challenges with moving your content online in mind. We will support your transition with guides and suggestions on making the move manageable so you can walk away with a plan for achieving success.

Accessibility and UDL BYOP (Bring Your Own Problems) Workshop | Laura Hamrick

Location: IDEA FORGE Commons  
Organization: CU Boulder

Abstract: Accessibility and Universal Design for Learning (UDL) aim to support the ability of all individuals to participate in academic environments. However, sorting through lists of accessibility and UDL best practices and implementing those concepts can be daunting, but the process doesn’t have to be complex or complicated. In this session, a group of accessibility and UDL experts will answer your questions and support you in learning to apply accessibility and UDL practices in your work. Get ahead with individualized expert support on captioning, document remediation (PDF, Word, PowerPoint), and implementing UDL principles.

CAFÉ PÉDAGOGIQUE (Preregistration Required) and STUDENT EXPERIENCE VIDEO | Fiske Planetarium

4:00 pm
Create Videos with Adobe Premiere Rush | Jason Katsoft

Location: WOLF 204  
Organization: Adobe

Abstract: Video editing tools often seem complex, and only for video professionals. Not anymore! YouTubers, hobbyists, and pro’s alike are embracing Adobe Premiere Rush for its simple user interface and powerful features. The Premiere Rush Starter plan is free for everyone. Download it ahead of time and bring some video clips to this hands-on session. We will have some clips if you don’t bring any. We will edit a short video and add titles and music, then publish it to a social media channel.

First half of 90-minute workshop that continues to Session 2

Open Opportunity: Learn to Locate and Evaluate Highly Flexible Open Educational Resources (OER) | Leslie Reynolds

Location: WOLF 205  
Organization: CU Boulder

Abstract: Consider that 60% of students have delayed purchasing textbooks until they’ve received their financial aid, and seven out of 10 students don’t purchase a required textbook during their academic career because of cost. Open educational resources (OER) address the high cost of educational materials and inspire a renewed approach to collaborative, social, and open pedagogical practices. In this workshop, we’ll explore OER and the opportunities they present for educators and students, where to locate OER for specific course contexts, and how to evaluate OER for integration into your teaching.

Lights, Camera, Action, Interaction! Enhancing Online Classroom Engagement | Diane DeBella
Abstract: 'I loved this class! I learned so much and I loved how integral discussions were to the course. We rarely get to talk about these issues in real life.' Are you looking for ways to make the online experience more interactive and engaging? If so, this session is for you! We will examine specific strategies for engagement and evaluate their impact. Recorded lectures, discussion boards, Voice Thread, and Zoom presentations and conferences are some of the tools we will explore. We will also evaluate the role of the instructor, who is the key to active engagement and successful interaction.

The Borg and The Resistance: Adaptive Technology in the Campus Classroom | Kyle Torke

Abstract: Adaptive learning technologies enable students to personalize their learning by assessing competency levels and adapting course content accordingly. Such technologies foster student agency, increased confidence, and improved learning. Sounds great, right? In our pilot project to include Intellipath adaptive learning into core math courses, we discovered faculty struggled to accept and integrate the technology effectively. Our session is about helping faculty rethink their teaching strategies and relationship with technology and empowering them, so they wouldn’t feel sidelined or replaced by the technology. Come hear our approach to inspiring faculty to create engaged, active sessions and feel vital to student success.

Maybe Video Killed the Radio Star, but It Saved the Online Instructor | Mike Coste

Abstract: Video is not just a means of conveying information--it can also serve as a way of better connecting instructors to their students in an online learning environment. In this session, we'll discuss what we mean by making a connection with students and the impact it has on student engagement and learning. We will also share a variety of ways you can use video to develop that connection and brainstorm approaches for using video in your own courses to build stronger connections with your students.

Teaching Accessibility and Inclusive Design in Higher Education
Curriculum (Research & Resources) | Howard Kramer

Location: WOLF 307
Organization: CU Boulder

Abstract: Have you ever wondered how to teach accessibility in Computer Science, IT and Web Design courses? Through the review of accessibility content included in existing courses, this session aims to provide resources and curricula content that faculty can use to incorporate accessibility topics into their courses on IT and web design. We’ll also discuss results of a survey for measuring career and other benefits for students taking accessibility and inclusive design topics in their college courses. You’ll leave this session with specific resources that can be incorporated into your classes.

360 Video: Bring the World into your Classroom | Pat Clark

Location: IDEA FORGE Classroom 33
Organization: CU Boulder

Abstract: Interested in learning more about 360 video production workflow? Join us and create an immersive 360 video! During this exciting session you will learn the entire 360 video workflow and have access to a variety of 360 video cameras. Participants will shoot and edit a project of their own, which they can view with a Google Cardboard headset and their smartphones. This is an introductory-level session. No previous experience using 360 video cameras or Google Cardboard is required. However, it is strongly suggested that all participants bring a smart phone as well as a computer with Adobe Premiere Pro CC 2017 (or later).

First half of 90-minute workshop that continues to Session 2

Top Ten VR Tips and Resources | Len Scrogan

Location: IDEA FORGE Commons
Organization: CU Denver

Abstract: Virtual Reality (VR) can bring new meaning to learning. This computer-generated, 3D environment takes learners into a virtual world and enables them to experience anything—anytime and anywhere. We will explore ten new tips and resources to help you evaluate the potential of VR in teaching and learning and what it might take to get started. We’ll cover VR content and headgear and how one might incorporate VR into teaching and student creation. We’ll also discuss classroom VR resource management and address concerns such as student safety and the dreaded VR vision syndrome.
Session 2 (50 min) | 9:45 am - 10:35 am

Create Videos with Adobe Premiere Rush | Jason Katsoft

Location: WOLF 204
Organization: Adobe

Abstract: Video editing tools often seem complex, and only for video professionals. Not anymore! YouTubers, hobbyists, and pro’s alike are embracing Adobe Premiere Rush for its simple user interface and powerful features. The Premiere Rush Starter plan is free for everyone. Download it ahead of time and bring some video clips to this hands-on session. We will have some clips if you don’t bring any. We will edit a short video and add titles and music, then publish it to a social media channel.

Second half of 90-minute workshop that began in Session 1

Can I Use this Image? Copyright and Fair Use in Online Education | Ben Harnke

Location: WOLF 205
Organization: University of Colorado Strauss Health Sciences Library

Abstract: Educators are faced with a bewildering array of online resources that can be used with the click of a mouse. Some resources have clear usage agreements while others are ambiguous or copyrighted. This tends to bias instructional content toward Creative Commons resources at the expense of other potentially useful material. This workshop will help participants confidently answer questions like: Can I distribute articles to my class in person or electronically? Can I use a copyrighted image in my OER resource? Can I show parts of a copyrighted film in class or asynchronously in a learning management system?

Alternative Methods for Online and OER | Kai Savi, Therese Fukuda

Location: WOLF 206
Organization: CCCOnline, UCCS
**Abstract:** Assessing student learning is an important component of teaching in any setting. In the online environment, assessment becomes even more challenging. Online courses are designed around specific learning outcomes, and evaluating student attainment in rigorous and relevant ways can be tricky. In OER courses, pre-defined assessment materials are not always available. We will discuss some implications of OER use in online learning, and investigate possibilities for incorporating OER with authentic assessment methods. A discussion and mini-workshop will allow participants to identify alternative methods of assessment and evaluation of online learning in OER and other courses.

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**Brilliant Lecture...but Forgotten: How to Make Learning Stick | Alexis Terrell**

**Location:** WOLF 207  
**Organization:** University of Colorado Anschutz Medical Campus

**Abstract:** Cramming, highlighting, and re-reading are some of the most popular learning strategies that students employ. However, research shows that active learning strategies have longer-lasting effects. In this interactive session, attendees first will learn the science behind how to best learn and retain information. Then, participants will test out a variety of retrieval practices, along with discovering best practices for implementing retrieval exercises in their own courses. Finally, attendees will walk away with a toolkit they can provide students with data-proven strategies on how to improve their study habits.

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**Why Is My Chair Bolted to the Floor? Thinking Critically About Teaching and Learning Spaces | Christopher Haynes**

**Location:** WOLF 307  
**Organization:** CU Boulder

**Abstract:** Higher ed is plagued by double standards, like how virtual spaces of teaching and learning face intense and exacting scrutiny; while physical spaces often go unmonitored or unanalyzed. This session offers a space to engage in reflecting, getting us moving, thinking, iterating, and innovating. Participants will be sent around the room to identify the details of its construction, marking features of the physical space that constrain, liberate, or otherwise impact pedagogical practice and the teaching and learning possibilities of the space.

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**360 Video: Bring the World into your Classroom | Pat Clark**
Location: IDEA FORGE Classroom 33  
Organization: CU Boulder

Abstract: Interested in learning more about 360 video production workflow? Join us and create an immersive 360 video! During this exciting session you will learn the entire 360 video workflow and have access to a variety of 360 video cameras. Participants will shoot and edit a project of their own, which they can view with a Google Cardboard headset and their smartphones. This is an introductory-level session. No previous experience using 360 video cameras or Google Cardboard is required. However, it is strongly suggested that all participants bring a smart phone as well as a computer with Adobe Premiere Pro CC 2017 (or later).

Second of 90-minute workshop that began in Session 1

The Virtual Reality Fairy Tale Library | Julia Uhr, Sean Babbs

Location: IDEA FORGE Commons  
Organization: CU Boulder

Abstract: Did you know that one of CU Libraries' special collections is a virtual reality (VR) library of fairy tale books? Join us for a stroll through this VR library land—we will pass around an Oculus Go headset, so you can explore this open source project in VR and see how it can be leveraged for teaching, engagement, and accessibility. We invite you to participate in a discussion about how this effort could serve as a jumping-off point for future VR teaching projects.

Using VR to Empathize with and Care for Schizophrenia | Sudhanshu Semwal

Location: IDEA FORGE Commons  
Organization: UCCS

Abstract: Computer Generated 3D Gaming is becoming a research tool in the Medical Sciences. Virtual environments can simulate virtual worlds which are hard to manipulate and reproduce in real-life. We are working towards implementing a 3D virtual environment and simulate the sounds which a person with schizophrenia might hear. Schizophrenia is a complex psychiatric disorder that is difficult to treat. It is a mental condition where the patient hears voices of a third person inside their head. Once implemented, our goal is to eventually deploy this VR set up at the UCCS Nursing Department so that the system can help student and training nurses to understand the symptoms of Schizophrenia and develop empathy towards the patients.
Session 3 (50 min) | 10:45 am - 11:35 am

Exposed: The Truth about Lecture Capture | Doris Cheung

Location: WOLF 204  
Organization: CU Boulder

Abstract: Students are skipping classes and hitting the slopes because they know their lectures are being recorded—truth or myth? What do instructors and students really think about Classroom Capture (CC)? Who’s using it? How and why are they using it? We set out to answer these questions through user research of CC at CU Boulder and other universities.

The Legal Technology of Open: Sharing with Creative Commons Licenses  
| Jonathan Poritz

Location: WOLF 205  
Organization: Colorado State University - Pueblo

Abstract: The "All-rights-reserved" copyright system is designed to restrict reuse and remix of covered works. This is a major obstacle to the modern open pedagogy movement of open educational resources. Fortunately, a wonderful suite of legal tools, the Creative Commons (CC) Licenses, allows open practitioners to exercise very fine-grained control over reuse and remix of their works. This interactive session will provide a lightning tour of the new Creative Commons Certificate Course; cover basics of copyright and its exceptions; and discuss the uses and application of CC licenses. Participants will also construct their own examples of uses which can be used directly in their own lives.

Innovations in Policy: Colorado's Current Efforts and Agenda for Motivating Change | Spencer Ellis

Location: WOLF 206  
Organization: Colorado Department of Higher Education

Abstract: Attend this session and gain a better understanding of the current landscape of higher education policy as well as the priorities of the Colorado Commission on Higher Education. The Colorado Department of Higher Education (CDHE) Division of Student
Success & Academic Affairs staff will highlight recent academic policy and legislative efforts that aim to embrace innovative policy in higher education. Get up to date information about recent legislative agenda of the CDHE as well as upcoming considerations for statewide efforts such as remedial education, equity in higher education, the Momentum State project, and the work pursued through HB18-1331.

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**Dream or Reality? The Challenges and Opportunities of ACTUALLY Creating Badging Programs | Brian DeLevie**

**Location:** WOLF 207  
**Organization:** CU Denver

**Abstract:**

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**A Hitchhiker's Guide to Class Flipping | Trish Elley**

**Location:** WOLF 306  
**Organization:** Colorado Technical University

**Abstract:** Looking for an interesting way to engage students in online and blended face-to-face instructional environments? CTU’s IntelliPath is an online tool that engages students by immersing them in stimulating course materials before they even step into a classroom. Each set of course materials presented to students is immediately followed by a series of questions. As students answer questions correctly, the sequence of questions become harder. After mastering a percentage of content, students proceed to the next section. IntelliPath also helps with universal design and accessibility. During this session, the presenters will demonstrate IntelliPath through a student’s view and how it easily covers materials that might be otherwise boring.

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**Barrier University: Go Ahead and Just Try to Graduate | Leyna Bencomo**

**Location:** WOLF 307  
**Organization:** UCCS

**Abstract:** Do you know how many obstacles schools create for people with disabilities? Barrier University is a board game where players compete to see who can graduate first. Each player represents a student who has a disability in a specific category. Players face challenges to graduating based on their disability due to the inadvertent obstacles put in their
way by the university. After the game, we will brainstorm how to eliminate many of these barriers.

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**EquatIO Makes Math Accessible. It's Worth It! | Laura Trimble**

**Location:** IDEA FORGE Classroom 33  
**Organization:** Texthelp

**Abstract:** Calling all STEM teachers! Finally, there’s an easy way to digitally create and share equations, formulas, graphs, and more with EquatIO. You can handwrite, type, or dictate math expressions and add them to Google Apps and Microsoft Word (Mac or Windows). There’s even a library of formulas and functions available at your fingertips. And you know what? EquatIO was developed with Universal Design for Learning (UDL) principles in mind. Attend this session to see how this tool can be a time-saver for you and your students.

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**Implementing Virtual Reality in Physical Therapy Curriculum | Brian Kelly**

**Location:** IDEA FORGE Commons  
**Organization:** CU Anschutz

**Abstract:** Thanks to the immersive experience that Virtual Reality (VR) affords, students studying physical therapy (PT) at CU Anschutz are able to engage in hands-on skill development in a protected environment and build their confidence. Come and hear how we developed and incorporated VR into our PT curriculum to improve deliberate practice opportunity for students learning new skills in patient examination. You’ll want to see how our students are using our VR education module to hone their skills, and you’ll be able to experience it for yourself.

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**Virtual Reality: Finding and Making Killer Apps for Engagement | Ben Wilkoff**

**Location:** IDEA FORGE Commons  
**Organization:** University of Colorado - School of Dental Medicine

**Abstract:** In this past year, we launched an Immersive Learning Suite to supplement student learning in basic sciences with Virtual Reality (VR) and leveraged VR-based empathy and resiliency experiences to provide our students with avenues for learning outside of the intense demands of a 4-year dental program. We’ll share how we pioneered a series of technologies for optimizing VR environments, focusing on autonomy within the physical space and self-
directed learning/assessment in the virtual space. Join us to learn more about how VR has impacted our learners and how you might do the same for yours!

LUNCH | Outside of Wolf Law
11:45 am

PRIZE DRAWING | Wolf Law Student Commons
?1:00 pm

Session 4 (20 min) | 1:30 pm - 1:50 pm

Technology, Meet Adventure Sports Coaching. (Adventure Sports Coaching, Meet Technology.) | Lincoln Davie

Location: WOLF 204
Organization: Metropolitan State University of Denver

Abstract: Join us for this showcase on how we improved the performance and reflective process of adventure athletes and coaches by leveraging technology that harnesses and enhances a “Third Space”-shaped PTTT (physical, psychological, technical, and tactical) context. We'll talk about the theory behind how this works, how it informs teaching and learning practice, and the qualitative implications of student outcomes. We'll also examine how the technology-enhanced self-assessment/framework supports students’ outdoor adventure performance and communication with their coaches.

Commit to JiTT: Seeking an OER Partner for Just-in-Time Teaching Physics Content | Jessica Dwyer

Location: WOLF 205
**Organization:** US Air Force Academy

**Abstract:** Seeking: a committed relationship with an OER platform to distribute free educational physics content. The United States Air Force Academy Department of Physics was at the forefront of Just-in-Time Teaching (JiTT) pedagogy. Over the past decade, our Center for Physics Education Research has implemented this model in our introductory General Physics I, II, and select advanced physics courses. However, access to our content requires institutional enrollment. Moving forward, we are committed to making our discipline more accessible and inclusive of all types of students around the world. Please help us expand our audience of higher education physics learners.

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**Developing Programming Environments to Support Data Science Education | David Mayer**

**Location:** WOLF 206

**Organization:** University of Colorado Anschutz Medical Campus

**Abstract:** Cloud-based computational environments ensure equity of access to data science education and reduce the technical burden for students and instructors alike. However, designing and managing these platforms can be challenging. The platform must be able to assign access to course resources for students as they register and be regularly audited for potential misuse. For massively open online courses (MOOCs) this must be done in an asynchronous and largely unattended environment. This session will describe the available resources and challenges associated with hosting cloud-based computation.

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**(W)Rapping With A Cap - Wrap Your Program With An Effective Capstone | Kevin Lawanto**

**Location:** WOLF 207

**Organization:** University of Colorado - Anschutz Medical Campus

**Abstract:** The capstone course is the last course in a program of study. Often called a capstone experience, it is a multifaceted portfolio assessment, which serves as a culminating academic and intellectual experience for students. In this active discussion, we will discuss different ways that we have tackled the capstone course within our Coursera Healthcare MOOC specializations. We will discuss capstone topics such as EMT, Palliative Care, and Newborn Health. We will provide unique ways on how we design our healthcare capstone course/ project, which uses both videos and audios.
Animot-o Your Class: Improve Instructor Presence with Animoto | Cherriethel (Cherry) Emerson

Location: WOLF 306
Organization: CU Boulder

Abstract: Instructor presence is a major component in a student’s success. So why not let your students learn more about you? While we may hesitate to share personal information, this session will help you carefully choose what and how to share. Animoto is a tool that helps you create video/slide presentations in easy-to-create formats. Using the FREE educator membership you can create beautiful engaging presentations. In this session, you will see an example and learn how to choose what info to share with your students.

Making Effective and Accessible Learning Mastery Content | Marcus Williams

Location: WOLF 307
Organization: CU Boulder

Abstract: In Spring 2018, CU Boulder moved all of its Language Placement Exams from their various locations to one platform, Canvas LMS. In this move, we seized the opportunity to restructure and re-implement adaptive learning and learning mastery systems while maintaining a focus on accessibility. Through highly customized and uniquely tailored grade schemes, students are now more accurately and efficiently placed into the correct foreign language class level, resulting in positioning both students and instructors for success.

Never Neutral: Data, Equity, and How They Can Work Together | Shea Swauger

Location: IDEA FORGE Classroom 33
Organization: Auraria Library

Abstract: Predictive analytics, machine learning, and facial recognition technology are being used everywhere. While data collection and analysis can inform us, their uncritical application has led to significant harm--and disproportionality towards marginalized people. Careless use can replicate social inequities and perpetuate discrimination as we will reveal in our presentation. How might we prompt institutions of higher education to examine their relationships with data and integrate equity-centered design principles into data-driven
systems? Let’s discuss and look at how we can use data to further equity and social justice.

Augmented Reflections: Initial Efforts to Virtually Experience Coronado's Expedition to the American Southwest | Roger Martinez

Location: IDEA FORGE Commons
Organization: UCCS

Abstract: Augmented Reflections is a multi-year research project funded by the 2018 UCCS College of Letters, Arts, and Sciences’ Innovative Research Initiative. Our endeavor reshapes interpretation, understanding, and knowledge by generating virtual reality (VR) and augmented reality worlds. The project explores historical, cultural, environmental, and geographic issues using virtual reality (VR) and augmented reality worlds. In this session, we will demonstrate a virtual world that presents the Spanish conquistador Francisco Coronado’s military assembly of Spanish and Native American to search for the famed “Seven Cities of Gold”. Come play with us and explore the historical events of February 22, 1540.

Beginning of a 40-minute workshop that continues to Session 5

XR | CDW and Hewlett Packard

Location: IDEA FORGE Commons
Organization: CDW

Abstract: Beginning of a 40-minute workshop that continues to Session 5

Session 5 (20 min) | 2:00 pm - 2:20 pm

Finding Your Students' Genius with Introducing Genius Hour Projects in Higher Education | Patrick McGuire

Location: WOLF 204
Organization: University of Colorado Colorado Springs

Abstract: Let’s face it—assignments that aren’t meaningful are boring for students to
complete and possibly even painful for instructors to grade. What makes these assignments boring? They lack authenticity and relevance. At the University of Colorado Colorado Springs (UCCS), we’ve implemented the concept of Google’s “Genius Hour,” which encourages learners to spend 20% of their time exploring projects they’re passionate about. This framework promotes student voice and choice, resulting in students taking ownership of their learning and making the most of their learning experience. We’ll discuss how we implemented this approach, its barriers and limitations, and next steps for success.

Rapid OER Adoption: Is the Bullet Train Worth the Bullet? | Melissa Randall

Location: WOLF 205
Organization: Community College of Denver

Abstract: Rapid adoption of Open Educational Resources (OER) often comes with “hidden” issues. For instance, there are often institutional capacity issues and resource gaps between OER textbook adoption and supporting coursework such test banks, teaching materials, and adaptive learning software. Join the discussion as we explore common pitfalls when adopting OER and evaluate best practices for adopting OER holistically and effectively while maintaining course rigor and improving student retention and performance. Participants will also have an opportunity to develop a personalized plan for adopting and incorporating OER into their courses.

You’re Using Your LMS for What?! Using D2L for Teacher Licensure Process | Jill Giacomini

Location: WOLF 206
Organization: Regis University

Abstract: The LMS is not just for teaching courses anymore! This session introduces you to the Teacher Licensure Control Panel, a one-stop shop for everything a teaching student needs as they complete their educational journey. Presenters will demonstrate how students are guided through 10 information-packed modules that are organized as if they are on a road trip navigating their own educational pathway. Students are required to complete each applicable module by reading content, taking a quiz, and signing the acknowledgment section. Monthly reports are generated to track student progress. The session will also cover how students use the D2L bookmarking feature and calendar tool.

Did They Really Think I Would NOT Teach My Extreme Weather Course
Because of Extreme Weather? Please. | Perry Samson

**Location:** WOLF 207  
**Organization:** University of Michigan

**Abstract:** In January 2019, extreme cold caused numerous schools to cancel classes. As an instructor for CLIMATE 102: Extreme Weather, a course that describes the physics of extreme weather events, I considered this a teachable moment and leveraged technology to deliver class to students in their remote locations. I invite you to my session to consider the value of remote active learning versus face-to-face active learning when you need to have a Plan B. Added benefits include facilitating the inclusion of more students and helping instructors balance their teaching responsibilities with required travel during the academic year.

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Reality Doesn't Bite! Add YouTube 'Realia' to Your Language Curriculum | Alyssa Martoccio

**Location:** WOLF 306  
**Organization:** CU Denver

**Abstract:** Do you want to add more "realia" (real-life culture) to your foreign language classroom? This session will show you creative ways of using music, movie clips/trailers, news, and commercials from YouTube in your foreign language classroom. We will also explore YouTube resources and provide quick tips for incorporating these resources into your classroom beyond just, 'putting on a movie' or playing music at the beginning of class.

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Cidi Labs Design Tools Part 1: Create an Effective and Beautiful Course Homepage in Canvas | Viktoriya Oliynyk

**Location:** WOLF 307  
**Organization:** CU Boulder

**Abstract:** In 2018, the University of Colorado Boulder adopted the Cidi Labs Design Tools. Cidi Labs Design Tools is a suite of tools that adds greater design and style customization capabilities to Canvas, including custom HTML/CSS, colors, and page layouts. Cidi Labs also includes time saving tools such as a template builder and a due date modifier. Its robust accessibility features help to ensure your course content is accessible. In this session, you will see examples of the course designs developed by faculty, learn about key features available in Cidi Labs, and consider how you can improve your course homepage with or without Cidi Labs.
Never Neutral: Data, Equity, and How They Can Work Together | Shea Swauger

**Location:** IDEA FORGE Classroom 33  
**Organization:** Auraria Library  
*Middle of a 60-minute workshop that continues to Session 6*

**Abstract:** Predictive analytics, machine learning, and facial recognition technology are being used everywhere. While data collection and analysis can inform us, their uncritical application has led to significant harm--and disproportionality towards marginalized people. Careless use can replicate social inequities and perpetuate discrimination as we will reveal in our presentation. How might we prompt institutions of higher education to examine their relationships with data and integrate equity-centered design principles into data-driven systems? Let’s discuss and look at how we can use data to further equity and social justice.

Augmented Reflections: Virtually Experience People of the American Southwest (1500-1850) | Roger Martinez

**Location:** IDEA FORGE Commons  
**Organization:** UCCS  

**Abstract:** Augmented Reflections is a multi-year research project funded by the 2018 UCCS College of Letters, Arts, and Sciences’ Innovative Research Initiative. Our endeavor reshapes interpretation, understanding, and knowledge by generating virtual reality (VR) and augmented reality worlds. The project explores historical, cultural, environmental, and geographic issues using virtual reality (VR) and augmented reality worlds. In this session, we will demonstrate a virtual world that presents the Spanish conquistador Francisco Coronado’s military assembly of Spanish and Native American to search for the famed “Seven Cities of Gold”. Come play with us and explore the historical events of February 22, 1540.

*Second half of 40-minute long workshop that began in Session 4*

XR | CDW and Hewlett Packard

**Location:** IDEA FORGE Commons  
**Organization:** CDW
Abstract:

*Second half of 40-minute long workshop that began in Session 4*

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**Session 6 (20 min) | 2:35 pm - 3:25 pm**

**Build Screen Experiences with Adobe XD | Jason Katsoft**

**Location:** WOLF 204  
**Organization:** Adobe

**Abstract:** Screen based experiences are everywhere—even on your car’s dashboard. Move quickly from idea to prototype and development with an all-in-one UX/UI design tool, which has a low learning curve and requires no user coding. Adobe XD is a digital tool that teachers can encourage students to use to prototype their solutions to real-life problems with ideas and experience that matter to users regardless of their area of study. Students can build live demos to test assumptions and possible features while gaining insights to the viability of their solutions through interactive prototypes. Adobe XD’s Starter Plan is free for everyone.

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**Curating Quality, Ensuring Impact: OER Design | Jenna Obee**

**Location:** WOLF 205  
**Organization:** Colorado Technical University

**Abstract:** Colorado Technical University has embraced the idea of curating high-quality OER through our course resource guides. These repositories of Creative Commons materials, library resources, and multimedia resources provides relevant information and multiple modes of delivery to generate interest across learning styles. In this presentation, Director of Library Services Jenna Obee, will showcase CTU’s OER Guides, and walk participants through the process of starting this project at their organization.

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**Playing it Cool with 'Cool Tools' | Alex Karklins**

**Location:** WOLF 206  
**Organization:** CU Denver | Anschutz OIT

**Abstract:** Every ed-tech conference has its share of "cool tools" sessions, where presenters highlight a slew of apps that promise to save instructors’ time, boost engagement, or encourage student collaboration. This session will take a critical approach to the "cool tools"
phenomenon and highlight some important considerations for faculty who are thinking of onboarding a hot new app into their course.

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**Gathering and Visualizing Data in Office 365: Forms, Flow, SharePoint, & Power BI | Jeffery Rhodes**

**Location:** WOLF 207  
**Organization:** United States Air Force Academy

**Abstract:** Sure, you could use Google Forms to create surveys, polls, intake forms, etc., but let's face it--you can only go so far with the data in Google Sheets. Learn to create a survey in Microsoft Forms, and then use Flow to copy your results into SharePoint for maintaining the data and using it as a Power BI data source. While you're responding to our survey, you'll see Power BI visualizations (e.g., charts and 'slicers') built and published to Office 365 right before your eyes. Come learn how to leverage these tools to streamline your data collection and visualization efforts.

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**Internship Accelerator: Maximizing Employability Skills through Experiential Learning | Gina Bortel**

**Location:** WOLF 306  
**Organization:** CU

**Abstract:** The Internship Accelerator at CU Boulder’s Leeds School of Business is a fresh take on a professional development course. This course involves an experiential learning component, which couples real world experience with opportunities for in-depth, 360 degree reflection designed to prepare students to take initiative in capitalizing on future internship experiences. Courses adapted from this model will allow students to develop soft skills in a safe environment while simultaneously connecting with local employers on real-world projects. Hear what it takes to create meaningful learning experiences for students and what we’ve learned along the way.

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**Cidi Labs Design Tools Part 2. A Deeper Dive into Creating a Beautiful and Accessible Canvas Course | Karen Gebhardt**

**Location:** WOLF 307  
**Organization:** CU Boulder
Abstract: Now that you know the basics of Cidi Labs, take a deeper dive! Cidi Labs can help you create effective module structures, beautiful and accessible content pages, and in general, improve course design, accessibility, course readiness tracking, and file management. This brief session lead by a faculty member and instructional designer will briefly introduce Cidi Labs, exemplify the effective use of Cidi Labs for module structures and content pages, and provide.

Never Neutral: Data, Equity, and How They Can Work Together | Shea Swauger

Location: IDEA FORGE Classroom 33
Organization: Auraria Library
End of a 60-minute workshop that began in Session 4

Abstract: Predictive analytics, machine learning, and facial recognition technology are being used everywhere. While data collection and analysis can inform us, their uncritical application has led to significant harm--and disproportionality towards marginalized people. Careless use can replicate social inequities and perpetuate discrimination as we will reveal in our presentation. How might we prompt institutions of higher education to examine their relationships with data and integrate equity-centered design principles into data-driven systems? Let’s discuss and look at how we can use data to further equity and social justice.

Everything but the Plane: Using Virtual Reality to Prepare Air Force Cadets | Jonathan McPhilamay

Location: IDEA FORGE Commons
Organization: United States Air Force Academy

Abstract: Currently the United States Air Force faces a shortage of pilots to fill its ranks. Air Education and Training Command has partnered with the United States Air Force Academy to integrate Virtual Reality (VR) flight training to cadets. Through the use of VR, the United States Air Force Academy Department of Military and Strategic Studies is accelerating the proficiency of tomorrow’s warfighter through interactive and immersive training devices. Come to this session to learn how the Air Warfare Lab and the Cadet Battle Lab, the Department of Military and Strategic Studies are changing the way officer candidates are preparing to tackle tomorrow’s challenges.

Session 7 (20 min) | 2:35 pm - 3:25 pm
From OMG to API: An LMS Admin Journey | Brandon Poulliot

Location: WOLF 204
Organization: University of Colorado Colorado Springs

Abstract: Ever struggle to get data out of an LMS? Can't find what you need because the UI doesn't show it? Wonder if there's a more effective way to interact with an LMS? Me too. Follow my journey of learning the foreign language of API. Together, using the Canvas API as an example, we'll discover and apply new API tools to LMS problems; develop a set of relevant, actionable resources; and compose a plan for generating practical applications to address institutional challenges. This session is for anybody who has ever wondered about using an API. Don't worry, we'll take it slow!

Flattening the Hierarchy with an Audience Response System | Matthew Zuckerman

Location: WOLF 205
Organization: University of Colorado School of Medicine

Abstract: Morbidity and mortality (M & M) conference is a central part of emergency medicine residency training that frequently engages the audience to ask questions and explain their medical decision making. At times, junior residents are reluctant to speak up to agree or disagree. Additionally, faculty expressed concern about distractions from cell phone use. We attempted to address both issues using an audience response system. We found that residents who used the audience response system were more likely to report improved engagement. In this session participants will use an audience response system to engage with the speaker, respond to surveys, and ask questions.

FOPS: Helping Students Separate Fact from Fiction Online | Dan Tinianow

Location: WOLF 206
Organization: Ashford University

Abstract: Do you teach your students to do the FOPS? Say what? FOPS is a method for teaching students to distinguish between Factual reporting, Opinion, Propaganda and Satire when doing research online, or in daily life. Ashford University has developed and implemented online modules and they are currently being tested in the Speech, Journalism and Political Science programs. This research is in progress at the time of presentation, so the focus here will be on development and integration into pilot sections of courses.

See. Feel. Change. Navigating the Stages of Acceptance | Joanna Iturbe

Location: WOLF 207
Organization: CU
Abstract: You have the product. You may also have the release plan. But what about the users? As a technologist who embraces change, my lessons learned have been around networking, user adoption, and change management when rolling out a new product. Come learn from my mistakes as I share my top 10 best practices to drive successful user adoption.

Take an Academic Online Course, Add a Professional Credential, and Stir | Kevin Zeiler

Location: WOLF 306
Organization: Metropolitan State University of Denver

Abstract: College graduates in professional fields are a commodity product. Thinking that a college degree is a ticket to employment for the new graduate is fast becoming a fallacy in today’s job market. New graduates need to differentiate themselves from other “commodity” applicants. Professional certification is quickly becoming a career differentiator in health care and a career promotion opportunity being promoted in an urban university Health Care Management program. This session will describe an initiative to integrate professional certifying content into academic online learning. Attendees will participate in interactive roundtables to develop their solutions to the challenges encountered by the presenters.

Keeping it Simple with Student-Centered Teaching Practices | Curtis Turner

Location: WOLF 307
Organization: University of Colorado Colorado Springs

Abstract: A big challenge we face in higher education, especially in the STEM fields, is a high attrition rate. In my experience as an instructor and as a former dean of academic services, this problem exists at least in part because of teacher-centered classroom practices. In this session, we’ll discuss how to make simple adjustments to your teaching practices, turning your classroom into a more student-centered environment. No doubt participants will have experience implementing similar strategies, so let’s talk! Participants will have the opportunity to share their own experiences surrounding these strategies as well as expand their own teaching toolbox.

Boot Up Your Catalog with Accelerated Workforce Training | Lynn Wilson

Location: IDEA FORGE Classroom 33
Organization: CU Denver

Abstract: We are in an economic boom in Metro Denver with $5 billion of new construction and infrastructure on deck. By 2050, 48 percent of the state’s labor force will be people of color. However, communities of color in Colorado are disproportionately low-income, face higher unemployment and poverty rates. At the community college level, we provide the under-served and the under-represented access to higher education and opportunities to enter the workforce sooner. With BootUp Camps, we were able to leverage that reach by providing low
cost non-credit accelerated training. Attend this session to learn how we attracted over 500 people, and converted 20% of multi-week attendees into enrolled students.

Video & Active Learning for Better Engagement & Course Outcomes | Jason Pallet

**Location:** IDEA FORGE Classroom 33  
**Organization:** Metropolitan Community College-Kansas City

**Abstract:** As the workplace places greater emphasis on innovation and collaboration, instructors are challenged to evolve teaching methods to better meet students’ needs to develop such skills. In Fall 2017, nine instructors at Metropolitan Community College – Kansas City (MCCKC) agreed to participate in a study to assess the impact of video and active learning on student success. Attendees will be challenged to consider the design and implementation of a course with active learning and technology as they learn the results of the study and experience active learning for themselves through live polling, video, and group discussion.

Can STEM Innovation with Peer Mentoring & Self-Efficacy Lead to Undergrad Success? | Brian Donelson

**Location:** IDEA FORGE Commons  
**Organization:** UCCS

**Abstract:** Our presentation team will demonstrate how to design an effective intervention for undergraduate success that avoids pitfalls and allows clear links for data analyses. We will provide our real-life intervention for undergraduate math at the University of Colorado at Colorado Springs as an example of what to do and what not to do to change student outcomes. We will emphasize the importance of standardizing pedagogy and teacher training, planning comprehensive methods of assessment for data collection, and we will give ideas to produce clear data analyses.

Engaging Apps for Classrooms | Gloria Monzon

**Location:** IDEA FORGE Commons  
**Organization:** UNC

**Abstract:** The use of apps in foreign language courses have become increasingly popular. Apps, such as Flipgrid, help students develop and improve speaking and listening skills by creating and watching videos of themselves and each other speaking in a second language. In addition to enhancing engagement, video recording helps students evaluate and improve their proficiency levels. This presentation will propose tips and best practices to keep students engaged, encourage participants to share information, and explore how to integrate tools into their teaching.