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WEDNESDAY August 1, 2018

Session 1 (35 min) 8:50 am - 9:25 am

Accessibility and Universal Design for Learning: Unifying Efforts in a resource constrained system | Brad Grabham, Laura Hamrick

Location: WOLF 204

Organization: CU Boulder

Session Type: Discussion

Abstract: Campuses are committed to fostering an accessible environment now and into the future. The goal is to not only to create a rich learning experience for all students, staff, and faculty, but also to become a leader in promoting universal access for all users. During this session, we will facilitate a panel discussion of current accessibility and Universal Design for Learning (UDL) initiatives on campuses. We will discuss efforts to meet our goal of creating a rich learning experience for all and invite participants to join this discussion as we focus on three main topics: 1) design of curriculum with a focus on accessibility and UDL; 2) training and support plans on our campuses; and 3) equitable assessment tools. By the end of this session, participants will enrich their understanding of concepts related to UDL and strengthen their professional course design skills to enhance the quality of student learning.

Bio: Brad Grabham serves as Learning Experience Designers (LXD) within the Academic Technology Design Team (ATDT). The ATDT develops and deploys prototype solutions to address our campus' complex teaching and learning problems. With the support of campus leadership, the ATDT collaborates with the university community to develop scalable and sustainable innovations that realize the campus' strategic goals.

<http://www.colorado.edu/oit/atdt>

Laura Hamrick is the Captioning & Accessibility Coordinator in the Office of Information Technology at CU Boulder, where she works to improve the accessibility of digital content on campus through training, outreach, and coordination related to closed-captioning and software accessibility. Prior to joining CU, she taught technology, computational thinking, and design skills to secondary students.

OER: Overhyped Education Remedy? | Taylor Kendal, Jeff Loats, Alex McDaniel

Location: WOLF 205

Organization: CU Boulder

Session Type: Discussion

Abstract: If you've managed to avoid hearing about OERs and their "potential to revolutionize the higher education landscape," then you're among a very small (and perhaps admirable) minority. OER has become deeply embedded in the politicized, tech-fueled, buzzword soup that has soaked the modern ethos of higher education. In this session, we will look to offer a practical perspective on openness and digital pedagogy, allowing you to provide honest value to students while simultaneously maintaining your sanity.

Using Digital Badges to Highlight Soft Skills | Melissa Brydon, Ellie Ann Baldwin,

Location: WOLF 206

Organization: Regis University

Session Type: Application of Tech Tools

Abstract: Digital badges are used as credentialing to recognize achievements and accomplishments that can be shared through business and social media avenues. This technology is typically used to recognize skills, professional development, and achievements within the workplace; however, this session seeks to demonstrate the effectiveness of using digital badges to recognize individuals for soft skills such as professional and ethical behaviors exemplified in everyday life. The session leader will demonstrate the process of implementing digital badging technology within their program or universities, selecting a badging platform, and developing procedures to award badges. Participants will have the opportunity to create their own digital badge during this session.

Bio: Melissa Brydon is an Associate Professor of Special Education at Regis University. She is Program Coordinator of the Special Education graduate program and co-coordinates the

Undergraduate Dual Elementary/Special Education Licensure program. The focus of her scholarship is around universal design in K-12 and higher education classrooms and providing supports for students who experience reading and behavior problems. She is Chair of the Digital Badge Committee at Regis.

Ellie Ann Baldwin is a Professor of Secondary Education and Chair of the Teacher Education Program at Regis University. The focus of her scholarship is on multiculturalism and diversity. She is one of the founding members of the Digital Badge Committee.

Getting Unstuck: Breaking the Institutional Barriers to Good Ideas | Christopher Haynes

Location: WOLF 207

Organization: CU Boulder

Session Type: Discussion

Abstract: Good ideas are why most of us get into higher education. Ideas that engage students, interrogate received histories, and evolve policies. Institutional structures do not make this easy. Barriers abound. We must build in universities the resilience for change and work together to make learning meaningful and far-reaching. This session is an exercise in barrier-breaking, creating a space for collaboration in real time and prompting immediate and future action in digitally-mediated education, where traditional competencies and emerging technologies collide.

Bio: Dr. Christopher Haynes is an Education Innovation Specialist for the Office of Strategic Initiatives at the University of Colorado Boulder. He works with faculty, departments, and university administration to design and produce online courses and degree programs. Dr. Haynes received his PhD in English Literature from CU Boulder in 2017. His academic research explores the intersections of humanist education, digital mediation, and critical university studies.

CAW! Credit Ascription Worksheets Improving Student Experience | Melissa Williams

Location: WOLF 307

Organization: Colorado Technical University

Session Type: Instructional Strategies

Abstract: Using the experience of Colorado Technical University's review and revision of its Credit Ascription Worksheet, this discussion reflects lessons learned and opportunities for improved course structure for student success and connection to learning outcomes. The discussion will include consideration of relevant data toward improved course metrics.

Bio: Dr. Melissa Burton-Williams is the Director of Institutional Effectiveness for Colorado Technical University. Dr. Williams' work experience includes over 25 years in the public sector, which includes 15 years in management/leadership. Over the last decade, Dr. Williams turned her attention to higher education with a focus on curriculum and data trends toward improved student performance. In all of her roles, a constant focus and interest remained on improving processes.

Don't know a HIP from a femur? Come to this session | Alaina Beaver, Robin Schofield

Location: WOLF 306

Organization: CU Boulder, Pikes Peak Community College

Session Type: General

Abstract: Local high impact practices (HIPs) experts will give you an overview of HIPs, those research-based practices known to improve student success, especially for those students from historically underrepresented groups, and prepare you to get the most out of the HIPs track at COLTT. In this interactive session, you'll describe the 10 HIPs identified in longitudinal research, discover characteristics of well-implemented HIPs, and learn to distinguish between a HIP and a femur.

Bio:

Session 2 (50 min) | 9:40 am - 10:30 am

Creating Psychologically Welcoming and Inclusive Online Learning Environments | Andy Saltarelli

Location: WOLF 204

Organization: Stanford University

Session Type: Instructional Strategies

Abstract: This session will provide an overview of recent original research on practical, scalable techniques that can be used to create psychologically welcoming online learning environments, especially for marginalized learners. For example, one study experimentally tested brief social psychological interventions in two MOOCs (total N = 3,451), which effectively closed persistence gaps by reducing social identity threat for students in developing countries. Another study demonstrated how making small changes to marketing

materials and course descriptions can increase course enrollments by women in STEM courses. By the end of the session, participants will get access to example interventions and a chance to explore how they can be implemented in almost any LMS.

Bio: Andy is the senior director of digital learning design, evaluation, & research in Stanford's Office of the Vice Provost for Teaching and Learning. He leads a team of learning designers and evaluation specialists that facilitate strategic, campus-wide initiatives in digital learning innovation and research on pedagogical effectiveness. His research explores how technologies interact with the social psychology processes (e.g., belongingness) underlying learning.

Getting Started: How to Begin an Affordable Materials Project with Skyepack | Austin Bates, Janie Juel

Location: WOLF 205

Organization: Skyepack Inc

Session Type: Instructional Strategies

Abstract: The Skyepack development team will share their best practices and lead a hands-on workshop focusing on instructional design and content curation using a module and topics from participants own course(s). Bring a copy of their course syllabus and an internet connected device. Be ready to share and engage in collaborative discussion. Skyepack's instructional design team will be live-streaming while they work on a selected course in real time during the session.

Bio: Austin Bates is Skyepack's Director of Operations and Instructional Design. He solves eLearning challenges using his expertise in Instructional Design and Educational Technology. During his Masters pursuit with Texas A&M University in Educational Technology, Austin began to question "Why not create better ways to teach in the online environment?" Skyepack soon became his catalyst for this new paradigm in online instruction and the rest is history.

Janie Juel is an Instructional Design Manager with the Skyepack team. She loves working with clients to develop outstanding e-content, from textbook replacements to interactive presentations. She is dedicated to making each project the best it can be using innovative techniques and proven best practices. As a graduate of Texas A&M University she encompasses the core values of integrity, loyalty and selfless service into her life. Janie looks forward to meeting new clients who share her compassion.

Rick Role'd: How Instructional Designers can Overcome Their Mistaken Identities | Jason Drysdale

Location: WOLF 206

Organization: CU Denver

Session Type: Instructional Strategies

Abstract: Although we're never gonna give up the design classics, this session explores a new model of instructional design made specifically for IDs in higher education! We're no strangers to this scenario: instructional designers get shoehorned into so many roles and responsibilities that aren't instructional design. This model of design was created to overcome these and other challenges by changing the focus of design toward building trust and developing relationships with faculty. You know the rules, and so do I—but it's time to redefine them together!

Bio: Jason Drysdale is an instructional designer, technologist, and writer/researcher originally from St. Louis, Missouri. He is currently pursuing his Doctor of Education in Organizational Leadership degree from Abilene Christian University, with an expected graduation date of Fall 2018. Jason's research interests include instructional design, organizational structure, online learning, and leadership in higher education.

Everyone is Creative | Jason Katsoff

Location: WOLF 207

Organization: Adobe

Session Type: Application of Tech Tools

Abstract: Jump into a few of Adobe's creative tools that run on iOS and in any internet browser. Easy, clean interfaces and pre-built templates take you to design hero with little ramp-up. If you don't already have an Adobe subscription, grab a free Adobe ID from www.adobe.com ^[5] before the session begins. Bring your smartphone, tablet, or laptop and join this interactive session. Attendees will use Adobe Spark and Behance.

Bio: Jason Katsoff is a Customer Success Manager at Adobe, working with a select group of leading institutions of higher education. His core goals center around student and graduate success and excellence in teaching. Prior to joining Adobe, Jason was an art & design educator for over 15 years. His teaching philosophy is rooted in learner-centered and project-based education. He served as faculty, Department Chair and as Dean of Academic Affairs.

Expanding Boundaries: The Intersection of Technology with Diverse Students | Amy Kahn, Trish Elley, PhD

Location: WOLF 304

Organization: Colorado Technical University

Session Type: General

Abstract: In today's classrooms we are faced with students who hail from a variety of backgrounds and experience. When we mix technology into our courses we add new dimensions of diversity rarely discussed. What do our students need? Can we learn from their backgrounds? How can we leverage technology to increase inclusion, innovation and learning? In this session we will discuss and gain insight into the role of technology in supporting diverse student learning.

Bio: Dr. Amy Kahn serves as Vice President of Academic Operations for Colorado Technical University. Kahn possesses over 20 years' experience in academics and industry. She has presented extensively throughout the United States and in England and Canada. Her textbook, *The Ecology of Diversity*, has been leveraged by hundreds of students.

Trish Elley, Ph.D. has been in higher education for over 14 years. Currently, she is a Business Lead Instructor for Colorado Technical University (CTU). In this position, she supports and develops business faculty. She also focuses her time on campus projects and events to increase career readiness for CTU students.

HIPs Don't Lie: What you need to know about High Impact Practices and Predictive Analytics | Ryan Allred, Molly Doyle

Location: WOLF 306

Organization: CU System

Session Type: Instructional Strategies

Abstract: 15-To-Finish. Time-To-Degree. Intrusive Advising. Gateway Courses. Momentum Year. Have you heard these terms and wondered what all the buzz is about? In this session you will learn about High Impact Practices and how Predictive Analytics are being used to support student success and improve student outcomes. We will define High Impact Practices and Predictive Analytics and provide examples from national and state sources. Non-profit organizations such as the Lumina Foundation, Gates Foundation, EAB, Complete College America and NASH have funded and/or collaborated with higher education institutions across the country to study student retention, time-to-degree, transfer and math pathways and cultural systems of student success. We will summarize the primary drivers for student success that have been identified through HIPS and Predictive Analytics research.

Bio: Ryan Allred, Director of Institutional Research and Effectiveness, CU System Office

Molly Doyle is the Associate Director of Data and Business Intelligence for the CU System Office.

Weighing In: At-Scale Online Education | Deb Keyek-Franssen

Location: IDEA FORGE Classroom 33

Organization: CU System

Session Type:

Abstract:

Bio: Deborah works across the CU System in the areas of teaching and learning with technology, online education, access to higher education, and student success. She has been instrumental in furthering CU campuses' implementation of digital and online education solutions, including MOOCs. She serves as the director of the Colorado Learning and Teaching with Technology (COLTT) Conference and oversees state authorization compliance.

Office Hours | 8:50 am - 10:30 am | IDEA FORGE Commons

Algorithmic Thinking Using R: Comparing Teaching Approaches | Kelly Carscadden

Organization: CU Boulder

Session Type: Instructional Strategies

Abstract: Algorithmic thinking encourages students to think critically and create step-by-step plans for how they will use data to accomplish a goal. In evolutionary biology, students learn to code in R to clean, visualize, and analyze data to test scientific predictions. There are many ways of accomplishing the same task in R, using different functions and packages, and instructors debate whether to teach students using base R (which may give students greater flexibility and understanding of the steps they perform) or tidyverse (which may be more intuitive and get students producing figures and analyses more rapidly.) I discuss educational research in which students received either base R or tidyverse instruction in lab. I compare pre- and post-assessment scores and explore student attitudes towards coding in R.

Bio: Kelly Carscadden is a PhD student in Ecology and Evolutionary Biology at the University of Colorado Boulder. As a teaching assistant, she introduces students to coding in R as a way to use data to make evidence-based claims. She is also conducting educational research to assess and refine teaching methods.

Unpacking the Ethics of Big Data | Sarah Long

Organization: Colorado Technical University

Session Type: Discussion

Abstract: In the field of higher education, students' success and institutional completion rates have come into sharp focus. Institutions are capturing, combining, and analyzing data to create personalized information to help students effectively navigate their academic careers. Often referred to as Integrated Planning and Advising Services (IPAS), these information systems, which utilize big data and learning analytics, produce information from the educational data and provide it to various stakeholders (e.g., students, faculty, administration). This process converts students into numbers, or into consumers, as their data are put into an algorithm. In this session, we will discuss how considering students' lived experience as a factor in these big data based decisions can both improve student retention and address the questionable ethics of the process as it stands.

Bio: Sarah received her first master's degree in Cognitive Psychology while she worked in the Division of Cognitive/Behavioral Neuroscience lab (University of Buffalo). She obtained a second master's degree in Educational Leadership at the University of Colorado where she taught students using applied neuroscience. Sarah is currently an Academic Advisor at Colorado Technical University and working on her PhD in Higher Education Leadership at Colorado State University.

Explain Everything: Collaborate, Share, and Learn Without Boundaries | James DeLapp

Organization: CU Denver | Anschutz Campus

Session Type: Application of Tech Tools

Abstract: Explain Everything is an interactive white board tool that allows users to create screencasts from annotations, animations, narrations, imported, and exported content. This is a great teaching tool that allows instructors to easily create recordings for individuals as well as your entire class. Come to this session to learn how faculty at the University of Colorado School of Dental Medicine use Explain Everything with an iPad Pro. Downloading the free application at <https://explaineverything.com/download/> [6] is strongly encouraged.

Bio: Dr. James DeLapp is an Associate Professor and the University of Colorado School of Dental Medicine. He is the head of Dental Transition Clinic at the Dental School and was named Outstanding Pre-Clinical Instructor in 2017.

Bring Out the Sniffer Dogs: Finding & Re-Engaging Missing Students | Cherry Emerson

Organization: CCCOnline

Session Type: Instructional Strategies

Abstract: How do you keep students engaged in class? Attend this presentation to learn how one instructor works diligently to keep students engaged. The presenter will teach attendees how to access information on students they might not know exists, how to contact them, and

encourage them through re-engagement on an instructor to student personal communication style. This presentation is geared towards the use of D2L, but the skills are transferable to other platforms.

Bio: Dr. Emerson has over a decade of creating, developing and teaching online, face-to-face and hybrid classes. Previously she has presented at eLcc, COLTT, CCCOnline & National D2L conferences. Dr. Emerson has a unique approach to student engagement including personal communication and encouragement. Her unique background in cultural anthropology, high tech and the corrections industries focused on psychology of motivation.

The Virtual Patient: Delivering HIV Prevention Tools Through Online Cases | Katherine Frasca

Organization: CU Denver | Anschutz Campus

Session Type: Instructional Strategies

Abstract: This session was created from a novel HIV prevention curriculum developed for medical residents at the University of Colorado Anschutz Medical Campus. The curriculum uses an online, virtual patient software, Sparkworks, to replicate a patient case and allow for interactive learning with embedded questions and resources. This allows the medical educator to deliver critical content in a flexible time frame prior to the learner engaging in the clinical setting. In particular, content is focused on sensitive topics, such as sexual history taking and LGBTQ health. The virtual patient enables the learner to work through cases prior to engaging in these sensitive conversations with live patients, which can help improve his or her comfort level and confidence with difficult conversations. This technology can be applied beyond medicine to other areas of education.

Bio: Katherine Frasca, MD, is an Assistant Professor at the University of Colorado Denver Anschutz Medical Campus in the Division of Infectious Diseases. Katherine is the recipient of the 2017 PACE Award, Program for the Academic Clinician Educator. Through this award and her work in the Teaching Scholars Program, Katherine has developed an innovation HIV prevention curriculum for medical residents.

Session 3 (35 min) | 10:45 am - 11:20 am

Real Talk: Virtual Reality (VR) in Higher Education | Janet Corral

Location: WOLF 204

Organization: CU Denver | Anschutz Campus

Session Type: General

Abstract: Virtual reality is now a cost-effective option for broad integration into higher education learning experiences. But when and how does it make sense to do so? This interactive session will use Bloom's Taxonomy as a guide to frame where VR examples and

evidence intersect to improve learning outcomes.

Bio: Dr. Janet Corral is Director of Evaluation and Research, the Teaching Scholars Program, and Digital Education for the Academy of Medical Educators at the University of Colorado School of Medicine. Her research focuses on developing trainees' expertise in ill-structured domains, including the use of analytics and human factors approaches to bring about solutions in a systems context. She has won awards for curriculum design, simulation, and educational leadership.

OER as Inclusive and Culturally Relevant Pedagogy | Madalyn Geddes

Location: WOLF 205

Organization: Colorado Community College System

Session Type: General

Abstract: Open Educational Resources can help make a course more inclusive, responsive, and culturally relevant, but getting started with OER can be a daunting task. This session will help participants understand how OER plays a role in Inclusive Pedagogy. This interactive session will offer participants the opportunity to apply new knowledge about OER and Inclusive Best Practices to their own pedagogical practices at their institution.

Bio: Mandy Geddes is a lead instructor and Subject Matter Expert (SME) at Colorado Community Colleges Online. She served as SME in the recent re-designs of three developmental and college level Composition courses for CCCO where she used OER to help make the courses Inclusive and Culturally Relevant.

Tell Me Now! Assessing Communication Skills Online | Lynée Sanute

Location: WOLF 206

Organization: CU Denver | Anschutz Campus

Session Type: Instructional Strategies

Abstract: It's not always what you say but how you say it. A communications assessment that mimics real situations is necessary yet challenging to create in online medical education. Traditionally, effective training requires modeling in clinical settings but the hybrid Master of Science in Palliative Care at CU Anschutz has limited opportunities for in-person modeling, assessment, and feedback. This session highlights the use of YouSeeU software to facilitate spontaneous, asynchronous communications assessment and shares tips for participants to develop similar assessments in their courses without specific software.

Bio: Lynée Sanute, MLIS, MA, is an Instructional Designer with the Office of Education at the Skaggs School of Pharmacy and Pharmaceutical Sciences. She provides design and development services for the Palliative Care and Pharmacy Programs at CU Anschutz.

Death of the Lecture: Active Learning Essentials | David Weiss, Pat McGuire

Location: WOLF 207

Organization: UCCS

Session Type: Instructional Strategies

Abstract: As instructional models shift away from the increasingly ineffective lecture, active learning strategies (e.g., clickers, group-work, peer-lead teaching, co-requisite courses, or flipped classroom models) receive more and more attention. In this session we discuss the evolution of a learning environment from passive to active by examining a general chemistry course over the course of 10 years. Strategies for large and smaller courses will be discussed. Session participants will spend time considering how they can implement these approaches in their own courses.

Bio: David J. Weiss is an Associate Professor in the Department of Chemistry and Biochemistry at the University of Colorado Colorado Springs. His work in chemical education research has focused on active learning in General and Analytical Chemistry courses.

Pat McGuire is an associate professor at the University of Colorado Colorado Springs (UCCS) in the Department of Teaching and Learning (math and technology education focus) and co-directs the UCCSTeach Program. Pat currently serves on the national advisory council for ASSISTments, a free web-based intelligent tutoring platform for K-12 students.

Captivate and Able Player: An Accessible Solution | David Sprouse, Robi Calderaro

Location: WOLF 304

Organization: CU System

Session Type: Instructional Strategies

Abstract: Able Player, an open-source fully accessible media player originally created through grants awarded to the University of Washington, addresses most, if not all, of the Web Content Accessibility Guidelines (WCAG) 2.0 applicable to audio and video media. Captivate's standard video player does not address the majority of these needs and for the most part is not accessibility friendly. However, CU System's Employee Learning and Development (ELD) office has recently developed a solution to embed Able Player within a

Captivate published product. In this session, we will discuss the accessibility issues around time-based media and demonstrate our fully accessible solution.

Bio: After working more than 30 years in the telecommunications industry, David returned to his education accomplishing two degrees (B.S. Computer Integrated Technologies and M.A. Instructional Learning Technologies) before being hired by the University of Colorado as Senior Technical Developer and Senior Instructional Designer for the Employee Learning and Development office. He has been in his current position for nine years, with 14 years' experience working in eLearning.

Robi Calderaro holds a Master degree in Instructional and Learning Technologies from the University of Colorado at Denver. She joined the Employee Learning and Development team as an Instructional Designer and Technical Developer in November of 2017. Since then she has worked on developing accessible training and applying WCAG 2.0 guidelines. She has over 10 years' experience in creating training material and teaching both online and face to face classes.

Reflective E-Portfolios: A High Impact Practice | Maura Hollister

Location: WOLF 307

Organization: CU Boulder

Session Type: Discussion

Abstract: A growing body of evidence supports the importance of the development of E-Portfolios by today's college students. More employers are asking to see an E-Portfolio rather than a traditional resume, and students often feel more able to express themselves through this format.

After attending this session, you will understand both how to help your students grow and develop while simultaneously helping them market their skills and accomplishments. This session will include examples of real student portfolios including feedback on students' own portfolio development and will give suggestions for tech platforms for building these sites.

Bio: Maura is an Undergraduate Academic Advisor in the Electrical Engineering Department at CU Boulder. Her current work and previous research focus on the relationship between academic and social programs on college campuses and student epistemological development. Specifically, she is interested in student development in the cognitive, interpersonal, and intrapersonal dimensions encompassed in Self-Authorship theory and the Reflective Judgement Model.

Showing Face: Bridging the Gap in Online Education with Video Feedback | Michael Cooper, Adrienne Hanson

Location: IDEA FORGE Classroom 33

Organization: Ashford University

Session Type: Instructional Strategies

Abstract: When providing instructive feedback on assignments, many instructors overlook how students might be more receptive to constructive criticism delivered through a recorded video file. Current scholarship indicates that using such resources can have a major impact on student success and retention. In this session, four experienced online instructors discuss the benefits and challenges of providing video feedback. They will demonstrate exactly how video feedback, including the various platforms through which instructors record themselves for the online classroom (e.g., YouTube), can help students better achieve the course learning objectives.

Bio: Michael Cooper (PhD, Florida State University) is an Assistant Professor at Ashford University, where he specializes in Literary and Film Studies, Creative Writing, and Rhetoric & Composition. With over a decade of experience teaching both online and face-to-face, he now uses video feedback to reinvigorate his pedagogy.

Adrienne Hanson (Ph.D., New York University) is an Associate Professor and the Chair of English and Applied Linguistics at Ashford University. She has been passionate about online learning since 2001, working as an instructor, administrator, and course designer at institutions such as Jones International University, Colorado Community Colleges Online, and Buena Vista University.

Session 4 (50 min) | 2:30 pm - 3:20 pm

Avengers Assemble: What Comic Books Teach Us About Higher Ed | David Thomas, Stephen Ludwig

Location: WOLF 204

Organization: CU Denver | Anschutz Campus

Session Type: General

Abstract: Why face the hard truths in higher education when you can talk about comic books? Join Regent Stephen Ludwig and CU Online head David Thomas as they share their love of good comic book and a serious desire to help higher ed. By digging through the universe of comic heroes, stories and conflict, find out what Superman tells us about good intentions in education and why Thor is the worst superhero of all time.

Bio: David Thomas is the Director of Academic Technology at CU Online.

Stephen Ludwig is a two-term member of the University of Colorado Board of Regents.

Pragmatist's Guide to the OER Universe | Margaret Cook

Location: WOLF 205

Organization: MacMillan Learning Institutional

Session Type: General Session

Abstract: As more and more faculty are looking to move multiple courses from across the curriculum into OER, they are faced with some very real barriers. Many courses do not have a prebuilt OER textbook. When looking for content, where do you start? How do you know the digital rights or if the content is ADA compliant? New tools and technologies are now available to the novice or the expert to navigate the OER universe. Is there OER support on your campus? How do you utilize library repositories? Our panel will explore these and other FAQ when moving to OER.

Active and engaged: Visualizing classroom observation data to improve teaching | Shane Schwikert, James Foster

Location: WOLF 206

Organization: CU Boulder

Session Type: General

Abstract: What types of classroom activities lead to more (or less) engaged students? Get a behind-the-scenes look and gain unique insights into how CU Boulder's Arts & Sciences Support of Education through Technology (ASSETT) team collects, analyzes, and visualizes classroom observation data to enable data-driven teaching decisions. The methods we use attempt to capture both what is happening in a classroom (via the Classroom Observation Protocol for Undergraduate STEM; Smith et al., 2013) and how those activities directly relate to student engagement (via the Behavioral Engagement Related to Instruction protocol; Lane & Harris, 2015). This approach allows classroom activity data to be synchronized with quantifiable measures of student engagement, resulting in innovative and highly actionable data visualizations. We will present several of these visualizations and demonstrate how the results can readily help instructors assess their teaching practices.

Bio: Shane Schwikert is an Educational Technology Researcher within the Office of Information Technology at the University of Colorado Boulder. Shane completed his doctoral degree in Psychology, Neuroscience, and Cognitive Science at CU Boulder, where he conducted research examining how human cognition and memory are beginning to adapt in response to increasingly frequent interactions with technology.

James Foster is an Educational Technology Research Assistant within the Office of

Information Technology at the University of Colorado Boulder. James is a PhD candidate in Psychology, Neuroscience, and Cognitive Science at CU Boulder where he conducts research on analogical processes in concept and language learning.

Team Work Makes the Dream Work: Building an Asynchronous Online Course | . Billups, J. Lester, K. Lawanto

Location: WOLF 207

Organization: CU Denver | Anschutz Campus

Session Type:

Abstract:

Bio:

TechnoHIPS and the Eight Elements | Robin Schofield, Emily Forand, Jo Ellen Becco

Location: WOLF 307

Organization: Pikes Peak Community College

Session Type: Instructional Strategies

Abstract: Nearly 80's New Wave, but better. Participants will identify, design, and streamline High Impact Practices (Kuh 2008) through a close examination of the Eight Key Elements of HiPs (Kuh & O'Donnell 2013). Then we'll zap the design with some ideas on how to infuse technology into High Impact experiences for students. Wear your working clothes.

Bio: Robin Schofield is an Assistant Professor of English and Director of High Impact Practices at Pikes Peak Community College.

Emily Forand is an Assistant Professor and Chair of College Composition and Reading at Pikes Peak Community College, and President of CoADE.

Jo Ellen Becco is an Associate Professor of English and Director of High Impact Practices at Pikes Peak Community College

Mindful or Mind-FULL: Recovering Resilience from the Demands of Technology | Michelle Colarelli

Location: WOLF 307

Organization: CU Denver Anschutz Medical Campus

Session Type:

Abstract: Too much screen time? Continuous online connection, distractions, and task overload? Research shows that our use of digital technology has doubled in the past 10 years and that the constant influx of information can induce a stress response. Stress is inevitable, but burnout is preventable. In this workshop, participants will experience the benefits of a simple mindfulness that empowers resiliency and quickly restores equanimity. Practicing these techniques makes it easier to rewire the mind for fluid thinking, non-judgmental awareness, and authenticity, leading to a balanced state of health and well-being.

Bio: Michelle Colarelli is the Curriculum Manager and Instructional Designer for the CU Center for Interprofessional Practice and Education (CU CIPE). She has 20 years of experience as a Reiki Master and Yoga Instructor that specializes in mindfulness practices. She enjoys sharing her expertise with others and hopes to edify those working with technology.

Getting Started with Open Pedagogy | Rajiv Jhangiani

Location: IDEA FORGE Classroom 33

Organization: Kwantlen Polytechnic University

Session Type:

Abstract:

Bio:

Learning with Drones: Student-Led Project on Measuring Atmospheric Pollution | Anjali Vaidya

Location: IDEA FORGE RECUV Drone Room

Organization: Front Range Community College

Session Type: General

Abstract: Front Range Community College's first student-led submission for an internal Teaching with Technology grant awarded funds to the Science Club to purchase a drone to observe atmospheric pollution. This student-led session will 1) give an overview of how they are learning with drones, 2) demonstrate flying the drone and associated technology, and 3) facilitate a brainstorming session in which students will lead with the participants in _____?

Bio: Dr. Anjali is the lead microbiology faculty at FRCC Westminster and is faculty advisor to Science Club. She has received both system and college grants for teaching with technology to include “Project Outbreak: An Augmented Reality Game,” “Tracking of Infectious Diseases using GIS/GPS,” and “Biomimicry: Observation of Our World!” She is also the 2017 recipient of the eLearning Consortium of Colorado’s eLearning Educator of the Year.

The group consists of students from the Front Range Community College (FRCC) Westminster Science Club who applied for, and received, an internal teaching with technology grant normally reserved for faculty.

Session 5 (35 min) | 3:45 pm - 4:10 pm

Creative Problem Solving with Adobe XD | Jason Katsoff

Location: WOLF 204

Organization: Adobe

Session Type:

Abstract: Go from concept to prototype with Adobe XD, the all-in-one UX/UI solution for designing websites, mobile apps, and more. With the new Starter plan for XD, it's fast, easy — and free. <https://www.adobe.com/products/xd.html> [7]. Attendees will review a completed prototype and also observe how easy it is to use Adobe XD.

Bio: Jason Katsoff is a Customer Success Manager at Adobe, working with a select group of leading institutions of higher education. His core goals center around student and graduate success and excellence in teaching. Prior to joining Adobe, Jason was an art & design educator for over 15 years. His teaching philosophy is rooted in learner-centered and project-based education. He served as faculty, Department Chair and as Dean of Academic Affairs.

Data-Centric Teaching Strategies – From Inside and Outside the Classroom | Alan Halfen

Location: WOLF 205

Organization: Wiley

Session Type: Instructional Strategies

Abstract: Is “data” just a buzz word? We hear it all the time. Whether it’s the latest data breach or new innovative ways businesses are connecting to their customers. Even throughout STEM disciplines, data forms the backbone of our innovative research projects. But, what about using data to help us teach? This interactive discussion will explore examples

of using data inside the classroom that can help students better understand complex learning objectives, as well as explore ideas on how faculty can use data to better understand their students learning, better inform their teaching strategies, and better manage their course objectives.

Bio: Alan Halfen, Ph.D. is the Senior Editor for Biological Sciences at Wiley. Prior to joining Wiley, Alan was a Faculty member and Director of the Center for Integrated Customer Experience at the University of Kansas, where he worked with companies to better use their data to understand their customers. A geoscientist by training, his research interests include Quaternary geomorphology, geoscience education, ichnology, and data visualization

Tenure and Teaching Online: An Open Discussion | Mike Lightner

Location: WOLF 206

Organization: CU System

Session Type: Discussion

Abstract:

The CU Board of Regents Online Resolution made it clear that teaching online should not be allowed to negatively impact the evaluation and award of tenure.

This discussion starts with that premise, considers how online might present challenges for faculty seeking tenure and how it can equally be a positive factor. The session is meant to surface concerns, discuss experiences, identify strategies and generate suggestions to various levels of administration.

Reigning It In: Academic Integrity in the Remotely Proctored Online Exam | Lisha Bustos, Jason Brunner, PhD

Location: WOLF 207

Organization: CU Denver | Anschutz Campus

Session Type: General

Abstract: When the School of Pharmacy at the University of Colorado made the decision to switch from in-class paper exams to online remotely proctored exams, faculty and students alike were thinking, "Hold your horses!" However, with the use of remote proctoring software (Proctorio) that uses a combination of technology and human proctors and a few best practices, the online exam environment avoided turning into the Wild, Wild West. The school assessed the efficacy of this program by comparing three years of exam data for significant changes in year-over-year scores. This presentation will provide participants with an in-depth

understanding of how the school software works, the challenges the school faced, and the successes experienced thus far.

Bio: Lisha Bustos, MA, currently serves as the Lead Instructional Designer for the Office of Education at the Skaggs School of Pharmacy, CU Anschutz. She provides pedagogical training and technology aid for faculty as well as course coordination and program support. Recent projects include the creation of an instructional design service center, assisting in the implementation of online exams, as well as working to develop a model for online team-based learning.

Dr. Jason Brunner, PhD, serves as the Director of Assessment at the Skaggs School of Pharmacy, University of Colorado Denver. Dr. Brunner has worked in assessment for more than eight years and his current projects include assessment of learning and institutional effectiveness.

Design-Based Learning with Canva.com | Tamara Powell

Location: WOLF 205

Organization: CU Denver

Session Type: Instructional Strategies

Abstract: This presentation will prepare participants to use Canva.com, a web-based graphic design application, to create learning opportunities that bring design thinking and process into the classroom. Find out how creating graphic design products with Canva.com encourages students at CC Denver to analyze and integrate course content. Next, participants will have an opportunity to work with their peers to build a framework for design-based projects for their own instructional environments. Finally, we will practice evaluating design-based assessments with real student work examples.

Bio: Tamara is a health and organizational communication scholar who helps healthcare teams learn and promote learning in the communities they serve. Tamara is an Instructor in the Department of Communication at University of Colorado Denver and conducts research with the Department of Rehabilitation at Children's Hospital Colorado. Her research and teaching focus on collaboration in healthcare teams, patient/family education, experiential learning, and qualitative research.

THURSDAY August 2, 2018

Good Grief - The Designer is IN | Michael Kazanjian

Location: WOLF 2F Hallway

Organization:
Session Type:

Abstract: Got 5 cents? Got an instructional design problem you just can't solve? You are in luck because the Designer is "IN" all day at our first ever Peanuts, ask-a-designer booth. Stop by to brainstorm, problem solve, or work through any instructional challenge, big or small. One or more designers from various Colorado higher ed contexts will be ready with advice that will be better than Lucy's...good grief!

Bio: Originally trained in a prior life as a French literary researcher and language teacher, Michael's interests in technology led him to the Information and Learning Technologies MA program at the University of Colorado, Denver. He's currently thrilled to be a part of the innovative ECHO Colorado team, pushing the boundaries of health care education by connecting health professionals across the state.

Session 1 (35 min) | 8:50 am - 9:25 am

Interactive Animation with Adobe Animate CC | Joseph Labrecque

Location: WOLF 204

Organization: University of Denver

Session Type: Application of Tech Tools

Abstract: Animate CC allows an abundance of options when creating both animated and interactive content to enhance learning. Creating animated infographics, interactive experiments, and games is all possible with Animate. In this session, you'll create your own engaging content using this fabulously creative application.

Bio: Joseph Labrecque is a creative developer, designer, and educator with over 15 years of experience building expressive web, desktop, and mobile solutions. Over the past decade, Joseph has authored a number of books, articles, and courses on design and development technologies, tools, and concepts through publishers such as Lynda.com, LinkedIn Learning, Peachpit, Pluralsight, and Adobe.

OER for Student Success | Karen Danielson

Location: WOLF 205

Organization: Community College of Denver

Session Type: Instructional Strategies

Abstract: Open Educational Resources (OER) are becoming more and more prevalent in

classrooms across the entire spectrum of higher education. But are they worth the effort? Should faculty and institutions spend the time and resources it takes to curate, develop, and implement OER? This session will present recent research showing how OER impacts student learning outcomes through increased student and faculty engagement. We will also show participants how to find existing OER and discuss strategies for integrating those resources into the institution's digital spaces, including the LMS. Finally, we will show participants how they can create and license their own OER, including a discussion of policies and practices at research institutions that help legitimize the publishing of OER.

Bio:

Bring Meaning to Online Discussions with Intentional Design | Jill Giacomini, Melissa Brydon

Location: WOLF 206

Organization: Regis University

Session Type: Instructional Strategies

Abstract: As online enrollments increase, instructors struggle to adapt traditional pedagogical practices to the online learning environment. Asynchronous discussions tend to be the standard way of engaging students online, yet this practice has several shortcomings. The presenters share one novel discussion approach that they have used to more fully engage students.

Bio: Jill Giacomini has been an Instructional Designer at Regis University since 2012. In her role, Jill enjoys working with faculty to find new ways to create instructionally sound and engaging courses. A particular area of interest is developing sustainable methods to collect student and instructor feedback to continuously improve course quality. Jill earned her MS in Technical Communication and MA in Information and Learning Technologies from CU Denver.

Dr. Melissa Brydon is Program Coordinator of the Special Education Generalist Graduate Programs and co-coordinates the Undergraduate Dual Elementary/Special Education Licensure Program at Regis University. The focus of her research is UDL in classrooms and providing supports for students who experience reading and behavior problems. She has presented her published work on reading and behavior difficulties, Multi-Tiered Systems of Support, and differentiated instruction at many national conferences.

Selling Your Programmatic Expertise: Creating an Instructional Design Service Center | Kari Franson, Lisha Bustos

Location: WOLF 207

Organization: CU Denver | Anschutz Campus

Session Type: General

Abstract: Ever sit in a cross-campus meeting and hear, “Your group does X so well”? Maybe X is assessment, or curricular mapping, or online education. Regardless the service, it could be marketable. This session will present the University of Colorado’s move toward an instructional design fee-for-service model based on recognition of the School of Pharmacy’s expertise in online education by other campus programs. The presenters will share strategies and lessons learned for implementing a fee-for-service center and foster a discussion in which participants can identify their own marketable skills.

Bio: Kari Franson serves as the Associate Dean for Professional Education at the University of Colorado Skaggs School of Pharmacy. She is an educator with more than 25 years of experience fostering innovative opportunities in health professions educational programs with expertise in interprofessional practice/education, curriculum development, technology-enhanced assessment/learning, and healthcare workforce development in both the US and abroad.

Lisha Bustos, MA, currently serves as the Lead Instructional Designer for the Office of Education at the Skaggs School of Pharmacy, CU Anschutz. She provides pedagogical training and technology aid for faculty as well as course coordination and program support. Recent projects include the creation of an instructional design service center, assisting in the implementation of online exams, as well as working to develop a model for online team-based learning.

Teaching Accessibility and Inclusive Design in Higher Ed: Benefits, Approaches, and Resources | Howard Kramer

Location: WOLF 304

Organization: CU Boulder

Session Type: General

Abstract: Due to the efforts of accessibility evangelists, the Americans with Disabilities Act, and various lawsuits and settlements, we have witnessed a significant attitude shift towards accessibility by tech companies, businesses, and higher education with implementation of digital accessibility plans and policies. One area that is lagging is teaching about accessibility in college and university curricula. Tech companies report that only about 7% of new hires who are recent graduates have knowledge on specific accessibility strategies and issues. Come learn why you should include accessibility and inclusive design topics in engineering, tech, media, design, computer science, and other courses and how with a variety of curriculum approaches and resources.

Bio: Mr. Kramer has worked in assistive technology, disability, information systems, and accessible media for more than 25 years. From 1997-2012, he worked with Disability Services

at CU Boulder, establishing the Assistive Technology Lab, which serves students with disabilities needing specialized access. He is founder and coordinator for the Accessing Higher Ground Conference: Accessible Media, Web & Technology and teaches courses on Universal Design at CU Boulder.

Reigning It In: Academic Integrity in the Remotely Proctored Online Exam | Jessica Kirby, Dannon Cox

Location: IDEA FORGE Commons

Organization: University of Northern Colorado

Session Type: Instructional Strategies

Abstract: Fitness technology can be leveraged to encourage digital natives to engage in physical activity in ways that work with their fast paced and overscheduled lives. This session will take a hands-on approach to physical activity in online courses, encouraging attendees to download and try the demonstrated apps, while sharing lessons learned from a year-long pilot. Providing knowledge, skill building and peer support resources for students to be physically active, can translate into positive outcomes in physical, cognitive, social and emotional well-being. Fitness technology, including apps and wearable technology, can be used to increase interest and accountability for health and wellness goals set by students in online physical activity courses, while building supportive online learning communities, fostering basic wellness literacy, and creating effective, technology mediated pathways for students to maximize their wellness.

Bio: Jess Kirby is a PhD student in Social Psychology of Sport and Physical Activity at the University of Northern Colorado (UNCO) and senior instructor in Health Sciences at UCCS, with 8 years of experience in teaching and curriculum design for undergraduate health and wellness programs. She has worked with colleagues and classmates at UNCO to redesign physical activity course curriculum and pilot online courses using fitness technology.

Dannon Cox is a PhD student in Sport Pedagogy and physical activity instructor at the University of Northern Colorado, with four years of experience teaching physical activity courses. He has worked with colleagues at UNC to redesign physical activity course curriculum and focuses on the advantages of video technology as a teaching and learning tool.

Session 2 (50 min) | 9:40 am - 10:30 am

For \$100, Name the State Policy Updates in Higher Education | Spencer Ellis

Location: WOLF 204

Organization: Colorado Department of Higher Education

Session Type: General

Abstract: Everyone's heard of the gameshow, Jeopardy! Join us for this interactive and engaging session which will utilize this game show format to help attendees understand important State policy updates in Higher Education. The presenters will introduce topics of interest, such as: Prior Learning Assessment Policy, OER, Higher Education Admissions Recommendations, and the CCHE Master Plan.

Bio:

Spencer Ellis currently serves as Academic Policy Officer & Advocate at the Colorado Department of Higher Education.

Activities for Building Culturally Relevant OER | Kae Novak, Chris Luchs

Location: WOLF 205

Organization: CU Denver

Session Type: General

Abstract: This design workshop session will take you beyond talking about OER for culturally relevant pedagogy to creating content. The three activities will focus on introducing critical consciousness, data justice and looking systemically at your curriculum and how to change it.

Bio:

Kae Novak is an instructional designer and hybrid training coordinator in Colorado. She is currently a doctoral student in Educational Leadership in Equity at the University of Colorado - Denver with a concentration in Technology. She is the chair of ISTE's Games and Simulations Network. She has created and facilitated online educational conferences and events for the past ten years. She authored articles and chapters on game based learning, online communities and pervasive games. She has won educational awards for advocacy in educational technology, game design, design in virtual worlds, professional development offerings and Machinima.

Chris Luchs is the Associate Dean of the Career and Technical Education at Colorado Community College System (CCCS).

Innovation in Educational Delivery and Credentialing | Kristi Wold-McCormick, Armando Pares

Location: WOLF 206

Organization: CU Boulder

Session Type: Instructional Strategies

Abstract: Students are increasingly seeking education on-demand and/or in bit-sized modules. Breaking out of traditional norms and creating new, innovative ways to deliver subject matter and credentials seems limitless. Challenges for institutions, however, include maintaining academic integrity, ensuring compliance, and issuing verifiable credentials. Certificates, badges and micro-credentials allow students to gain mastery of subject matter to help them advance in industry and employment, and may be stacked to meet degree requirements. CU Boulder is exploring new deliveries of both credit- and non-credit credentials for students. Determining appropriate and secure solutions is a shared responsibility between faculty, systems and record administrators and other campus stakeholders. This session will explore some current and potential ways that CU Boulder plans to meet these needs, including electronic certificates and diplomas, linked learning outcomes, and digital credentials.

Bio: Kristi has served as university registrar of the CU Boulder since June 2014. In her leadership role, she focuses on student data privacy and security, business process improvement, academic space utilization, inclusion initiatives, and academic record exchange and access. She is committed to creative collaboration on enrollment and academic initiatives that are both innovative and help meet the needs of today's students and faculty as well as society.

When Numbers Get Serious: Data Don't Quantify Your Students | Academic Technology Design Team

Location: WOLF 207

Organization: CU Boulder

Session Type: General

Abstract: "The Academic Technology Design Team in the Office of Information Technology tackles complex teaching and learning problems for the CU Boulder campus including course redesigns, technology pilots, and strategic campus initiatives. Regardless of the type of project, creative data collection and analysis are integral to making data-driven recommendations to positively impact student success. Come to this session to hear how we collect and analyze data (including the challenges that come with), use the analyses to inform decision making, and share results with stakeholders in practical ways to move projects forward. We will also include time to reflect on lessons learned and brainstorm different approaches to data collection and analysis that conference participants can consider when implementing their own projects."

Bio: The Academic Technology Design Team (ATDT) develops and deploys prototype solutions to address our campus' complex teaching and learning problems. With the support

of campus leadership, the ATDT collaborates with the university community to develop scalable and sustainable innovations that realize the campus' strategic goals.

<http://www.colorado.edu/oit/atdt> [4]

Helping Faculty Move Their HIPs | David Moon, Michelle Neely, David Weiss

Location: WOLF 2305

Organization:UCCS

Session Type: General

Abstract: We all want to be “high impact” with our teaching, but what exactly does that mean? The Association of American Colleges and Universities have identified High Impact Practices (HIPs) as linking with engaged student learning and persistence (Kuh, 2008; Kuh, O’Donell, & Schneider, 2017.) However, defining and operationalizing high impact practices can be challenging. The purpose of this session is to explain how the University of Colorado Colorado Springs (UCCS) launched its first-ever campuswide general education program, the Compass Curriculum, organized around HIPs in Fall 2014. We will describe how UCCS arrived at this choice, the resources we organized to support it, how the implementation has gone, and some lessons learned. We plan to focus on discussion by participants about HIPs on their campuses and what ideas are sparked by UCCS’ experience. Special attention will be paid to defining the target HIPs, potential obstacles, resource needs, and supportive structures.

Bio: David Moon is currently Professor of Political Science in the School of Public Affairs and Special Assistant to the Provost at the University of Colorado Colorado Springs. As Senior Associate Vice Chancellor for Undergraduate Education and Academic Planning from 2006-2017, David partnered closely with faculty in the creation of the Compass Curriculum.

Michelle Neely, Ph.D. directs the Writing Across the Curriculum and Writing Portfolio Assessment Programs at UCCS. Her most recent publication explores the relationships between students' beliefs about knowledge and their argumentative writing strategies.

David J. Weiss is Associate Professor in the Department of Chemistry and Biochemistry at UCCS. He co-led a task-force to implement general education revision in 2013 and has been the Faculty Director of UCCS’s new campus-wide general education program, The Compass Curriculum, since 2014.

Thought Experiment: Teaching Normative Ethics with Digital Games | Sherry Jones

Location: IDEA FORGE Classroom 33

Organization: Rocky Mountain College of Art and Design

Session Type: Application of Tech Tools

Abstract: This session will feature the use of digital games in advanced philosophy assignments on normative ethical theories from Nietzsche, Kant, Spinoza, Heidegger, and more. Narrative-driven digital games are playable thought experiments that apply normative ethics to various scenarios. Participants will play the games and experience the assignments that challenge students to identify and critically analyze the normative ethical values that operate in the games and underlie their designs. Digital games showcased include: Life Is Strange (2015), a first-person graphic adventure game that addresses the issue of untrustworthy authorities; The Vanishing of Ethan Carter (2014), a first-person adventure game that addresses the issue of child abuse; Fallout Shelter (2015), a free-to-play apocalyptic nuclear fallout simulation game; and The Talos Principle (2014, 2015, 2017), a first-person puzzle game that addresses the issue of artificial intelligence.

Bio: Sherry Jones is a philosophy and game studies subject matter expert at Rocky Mountain College of Art and Design. She received: 2016 ISTE Games & Sims PLN Excellence Award; 2015 eLCC Educator of the Year; 2015 Educator Innovator of NWP. She was interviewed by The Atlantic, Game Vortex, DAM, and eCampus News and was invited to speak at CCC and CU GTP conferences. Her current research interest is in the philosophy and normative ethics of game design.

Get Real! Learning with Virtual Reality | Heather Caldwell, Pat McGuire

Location: IDEA FORGE Commons

Organization: UCCS

Session Type: Application of Tech Tools

Abstract: Are you ready to get "Real" and provide high impact learning experiences for your students? Join us for this interactive, hands-on session on teaching with Virtual Reality (VR). Find ways to incorporate VR into your curriculum and instruction with demonstrations of several different VR devices. Attendees will have an opportunity to play with different types of VR devices, as well as brainstorm appropriate VR applications for their content areas!

Bio: Heather Caldwell is a Lecturer and Instructional Coach at the University of Colorado Colorado Springs (UCCS) in the Department of Teaching and Learning. Her areas of expertise include technology integration in the K-12 and post-secondary classrooms, and social studies education.

Pat McGuire is an Associate Professor at the University of Colorado Colorado Springs (UCCS) in the Department of Teaching and Learning (Math and Technology Education focus), and co-directs the UCCSTeach Program. Pat currently serves on the National Advisory Council for ASSISTments, a free web-based intelligent tutoring platform for K-12 students.

Session 3 (35 min) | 10:45 am - 11:20 am

MSU Denver Course Design Xchange (CoDeX): Shifting Culture with Tokenomics | Taylor Kendal

Location: WOLF 204

Organization: MSU Denver

Session Type: Instructional Strategies

Abstract: Changing culture isn't easy and changing one within higher ed can seem impossible. Join leaders from MSU Denver as we share our award-winning, adaptive approach to managing course design. This economics-inspired framework has changed our culture, and it can change yours too. You may have heard about blockchain-based tokenomics, but what about tokenizing time? Ready to truly shift a paradigm instead of just blogging about it? At MSU Denver we know that actualizing the future of education we envision will only come from courageous and disruptive change. In this session, we will explore the Course Design Xchange (CoDeX), an innovative, QM-informed, tokenomics-inspired approach to instructional design and project management which ensures quality, equity, accountability, and continuous improvement.

Bio: Taylor is an educator, designer, skeptic, improviser, and philosopher. His work as an instructional designer and educator with the Library of Congress, MSU Denver, and CU Denver has led him to a lifelong love for imaginative innovation and daring design. Taylor has 15 years of experience related to project management, leadership development, digital and social media, instructional design, and systemic hacking of higher ed.

Textbook Case: Taking your Course from Textbooks to OER | Nancy Dancs

Location: WOLF 205

Organization: Skyepack Inc

Session Type: General

Abstract: This session will walk through the details of transitioning from high-priced, traditional textbooks to more affordable course content using Open Educational Resources (OERs). Instructor Nancy Dancs BS, MS, PT will share the results of her transition from textbooks her own authored materials and interactive content for her Medical Terminology course taught at Waukesha County Technical College (CTC) and Wisconsin's Statewide Dual Enrollment courses. Approximately 500 students enroll in this course annually. Nancy will discuss and share with the audience the rationale, logistics, and timing of the project; obstacles encountered along the way; her students' response to the new, lower-cost material;

and the students' learning outcomes using their now more accessible mobile application.

Bio: Nancy Dancs has been an instructor of Medical Terminology at Waukesha County Technical College for 22 years. Prior to that, she taught at Milwaukee County Technical College and Delta College. Nancy has a B.S. in Physical Therapy from Marquette University, and an M.S. in Instructional Design for Online Learning from Capella University. She is also a reviewer for Quality Matters and has 15 years of online teaching experience.

Press Play: Games for Building Project Teams | Pamela Phillips

Location: WOLF 206

Organization: Skyepack IncColorado Technical University

Session Type: Instructional Strategies

Abstract: In this highly interactive session, attendees will be guided through games to learn how crucial systematic approaches are in building teams. At the end of this session, attendees will have an enhanced understanding of the fortes and frailties within the team, and how each individual can be utilized to provide his or her optimal level of contribution. Participants will leave with the ability of how to apply a systematic/logical approach to their problem solving tactics in a diverse team atmosphere.

Bio: Pamela Phillips is the Lead Faculty for the College of Engineering at Colorado Technical University. Professor Phillips oversees the faculty and curriculum for the BSEE and BSCE programs, and is also currently engaged in the development of online undergraduate, as well as graduate courses.

Online Faculty in Their Natural Habitat: Connecting in the LMS | Dan Tinianow

Location: WOLF 207

Organization: Ashford University

Session Type: Instructional Strategies

Abstract: This session will explore the promising results of a Canvas-based resource where online instructors could find share ideas and resources and find community at Ashford University. Online faculty benefit from interaction with one another and not leadership alone. However, facilitating this interaction has presented an ongoing challenge. Since instructors need to access Canvas for teaching, Session attendees will join the conversation on how the LMS has been leveraged to support online faculty and how this can be best implemented at your institution.

Bio: Dan Tinianow is Program Chair and Professor of Communication Studies at Ashford University, a large online university based in San Diego with a Denver location. In addition to being a Communication scholar and a Digital Media instructional content creator, Dr. Tinianow is a long-time technology enthusiast. He is the author of *New Traditions in Public Speaking* and co-author of *Messages in Context: An Introduction to Human Communication*.

Accessibility at the Peak: How CCCOnline Ensures Online Content is Accessible | Stephen McElroy

Location: WOLF 304

Organization: Colorado Community College System

Session Type: General

Abstract: Colorado Community Colleges Online (CCCOonline) staff will describe the series of accessibility efforts it undertook in response to the System President's 3-125g Web Accessibility Procedure. The system-level mandate required each college have a written web accessibility plan to document and update progress. At CCCOnline, this involved a broad scope of undertakings to ensure that online course content adhered to WCAG 2.0 (Level AA) and ADA compliance guidelines. In the past three years, activities included a required accessibility training course for staff and instructors, quarterly system-wide and monthly internal committee meetings, revisions to the centralized course design template, a course accessibility audit and remediation protocol, the creation of professional development workshops and webinars, and instructor outreach via teaching and learning newsletters and knowledge base articles.

Bio: Stephen McElroy is the Director of Academic Excellence at Colorado Community Colleges Online (CCCOonline). In this role, he oversees the teaching excellence and professional development programs as well as the online library. His primary areas of responsibility include the accessibility and assessment initiatives as well as the annual CONNECT Conference.

HIP Check: What's the Impact of High Impact Practices in Colorado? | Corey Edwards, David Moon

Location: WOLF 307

Organization: CU Denver

Session Type:

Abstract:

Bio:

Collection of Tacit Knowledge in Knowledge Management Systems | Nichi

Location: IDEA FORGE Commons

Organization:

Session Type:

Abstract:

Bio:

Session 4 (50 min) | 1:20 pm - 2:10 pm

Pundit Showdown | David Thomas

Location: WOLF 204

Organization: CU System

Session Type: General

Abstract: Pundit Showdown is a fast-paced 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 questions 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.

Using OER to Improve Subject Mastery, Course Completion, and Retention | Candace Ruiz

Location: WOLF 205

Organization: Colorado Community College System

Session Type: Instructional Strategies

Abstract: Learning is about student success, as well as affordability and access. This session explores the use of Open Education Resources (OER) from Lumen Learning (LL). LL develops OER to create well-designed and low-cost course material that replace expensive textbooks. The session leader lead a discussion on her experience working with LL, the course setup, using Waymaker, and student feedback.

Bio: Dr. Candace Ruiz utilizes her education in social impact, leadership, development, and technology to further her commitment to positive social change. Dr. Ruiz is an Education and Business consultant, and an Adjunct Professor of Business and Marketing at the Colorado Community College System, Colorado Mountain College, and University of Hartford. She has implemented and delivered Lumen Learning courses for online classes.

Strategies for Teaching and Learning with Zoom! | B Spagnola, T Yagos, S Dvergsal, J Olah, L Claywell, Y Bogard, N Marcisz

Location: WOLF 206

Organization: Regis University

Session Type: Instructional Strategies

Abstract: Hear a lightning round of strategies for teaching and learning with Zoom where you can:

- Synchronize and hold a lively debate with Zoom.
- Reimagine the online portion of a hybrid course.
- Engage your students with Zoom while teaching synchronously online.
- Discover how to utilize the breakout rooms for online group discussions.
- Incorporate Zoom into your course as virtual office hours.

Bio: Dr. Bob Spagnola is an Associate Professor in the Anderson College of Business at Regis University in Denver. Bob received his B.A. and JD degrees from Creighton University, his LL.M. in Taxation from the University of Denver, his Ed. M in Leadership and Education Policy from Harvard, and his Ph.D. from the University of Nebraska. Bob has been working in education at all levels.

Mr. Tom Yagos is a Term Professor at Regis University in the Anderson College of Business with over 20 years of experience in teaching and curriculum design. Tom also has significant industry experience and is CEO of a thriving business consulting practice.

Ms. Stacy Dvergsdal is an Instructional Practitioner and has taught and designed a variety of courses in the Anderson College of Business at Regis University for many years. Stacy works full-time outside of Regis doing training and organizational development.

Dr. Judit Olah holds a PhD in Information Science from Rutgers University. Previously, she worked in large health care systems focusing on care delivery transformation, innovation and,

as Director of Analytics, oversaw quality and performance improvement strategies to improve the quality of care delivery.

Dr. Lora Claywell is a 30-year veteran of nursing practice and education, currently a Professor, RN-BSN Program Coordinator, and Affiliate Faculty Coordinator at the Loretto Heights School of Nursing at Regis University in Denver, CO. In these roles Dr. Claywell mentors, evaluates and supports the development of the team of affiliate faculty teaching in the post-licensure RN-BSN, MS, and DNP programs.

Yvonne Bogard joined Regis University in 2009 as an Instructional Designer and serves as a support resource for faculty primarily in the College of Computer and Information Sciences. Prior to joining Regis University, Yvonne served as the Director of Technology and Distance Education for University of Colorado at Colorado Springs, College of Education. Additionally, she has taught online graduate courses since 2004.

Nicole Marcisz has been at Regis University since 2008 serving faculty as an instructional designer. Her passion and focus is faculty development, leveraging technology for student learning and topics on critical thinking. She enjoys collaborating and working with Regis faculty designing innovative and engaging activities.

It Takes A Campus: Creating Accessible Learning Experiences for Students in an LMS | Laura Hamrick, Brad Grabham

Location: WOLF 304

Organization: CU Boulder

Session Type: General

Abstract: Faculty and staff both have important roles to play in providing accessible learning experiences to all students in a Learning Management System. In this session, you'll learn about the importance of both content accessibility and platform accessibility. We'll explore some best practices that faculty and staff can use to create accessible digital content for courses. And, we will discuss small changes you can make at an individual level as well as departmental-level practices you can work to implement. Finally, we'll explore how Universal Design practices support accessible and inclusive student experiences.

Bio: Laura Hamrick is the Captioning & Accessibility Coordinator in the Office of Information Technology at CU Boulder, where she works to improve the accessibility of digital content on campus through training, outreach, and coordination related to closed-captioning and software accessibility. Prior to joining CU, she taught technology, computational thinking, and design skills to secondary students.

Brad Grabham is a Learning Experience Designer (LXD) within CU Boulder's Academic Technology Design Team (ATDT). The ATDT develops and deploys prototype solutions to address our campus' complex teaching and learning problems. With the support of campus leadership, the ATDT collaborates with the university community to develop scalable and

sustainable innovations that realize the campus' strategic goals.

<http://www.colorado.edu/oit/atdt> [4].

That Looks Cool, but What Can It Do? Exploring Adaptive Learning and Student Success | Jennifer Daines, Amy Kahn

Location: WOLF 307

Organization: Colorado Technical University

Session Type: Discussion

Abstract: With any new technology, there is invariably the push to “get it out there” and into consumer hands. In many cases, people simply don’t know what to do with the technology once they get it. After all, how many of us really knew what we could do with a PC back in 1986 or an iPhone back in 2007? In this session, we will demonstrate Colorado Technical University’s adaptive learning platform and discuss ways in which adaptive learning technologies are currently used in higher education and, more importantly, how they could be used in the future to impact student success, particularly in non-traditional and other underrepresented student populations. Our discussion will rely on the collective brain power of the participants to generate ideas about how adaptive learning technologies can assist in solving some of the more pressing problems facing higher education today.

Bio: Jennifer Daines serves as Program Chair for General Education at Colorado Technical University. A former Air Force officer, she has over 20 years’ experience leading teams and managing programs. Her passion lies in serving veterans and other non-traditional students and in exploring ways to impact learning and drive success.

Dr. Amy Kahn serves as Vice President of Academic Operations for Colorado Technical University. Kahn possesses over 20 years’ experience in academics and industry. She has presented extensively throughout the United States and in England and Canada. Her textbook, *The Ecology of Diversity*, has been leveraged by hundreds of students.

Idea Lab: Badging for HIPs and Beyond | Jaimie Henthorn, Alaina Beaver

Location: IDEA FORGE Classroom 33

Organization: CU System/col]

Session Type: Makerspace

Abstract: Learn the basics of badging and prototype your own badging initiative in this interactive workshop. We’ll explore the value proposition for a HIPs badging initiative and generate messaging you can use with stakeholders on your campus. A mix of mini lectures, exploration, and creation will give you the opportunity to understand and create badging

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Bio: Jaimie Henthorn, PhD, works across CU campuses and other higher education institutions in the state and nationally to direct and innovate the annual COLTT Conference. She plays a key role in state authorization compliance for all CU campuses and is a facilitator and strategist for MOOCs on the CU Anschutz Campus. Jaimie is a 2018 artist fellow with the Black Cube Museum.

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Lightboards, Visual Learning, and Mirror Neurons: Next Steps | Kae Novak, Chris Luchs, John Heisel, Ezra Ekman

Location: IDEA FORGE Commons

width="1-3"**Organization:** CU Denver/col]

Session Type: Makerspace

Session 5 (35 min) | 2:25 pm - 3:00 pm

A Prepared Mind: A Pathway to Critical Thinking Skills | Bethann Bierer

Location: WOLF 204

Organization: CU Denver

Session Type: Instructional Strategies

Abstract: In this era of "truth-decay" it is very easy for students to create individual silos of belief. These structures influence the information they seek, what they do with the information they find, the way the information is used and the choices that they make based on that information. Often students believe that they are thinking critically, but they are failing to account for the various factors influencing the information upon which they are basing their

analyses.

In this session, information will be presented about the various skills necessary to understand their own constructions of reality, and how to encourage students to build these skills so that they can develop the ability to think more carefully and concisely about the information they are consuming. These skills will include reflection, mindfulness, acknowledging emotional influences, integrating information from early learning, and the impact of implicit biases. Specific tasks and exercises will be presented.

Bio: Bethann Bierer is a licensed clinical psychologist and a Senior Instructor in the Psychology Department at UCD. She has developed classes in both Positive Psychology, and the Psychology of Mindfulness and is currently engaged in a project to integrate the development of critical thinking skills across the psychology curriculum. She is also a certified meditation teacher, advanced yoga teacher and has trained as a yoga therapist.

Rationally: Making Evidence-Based Claims Using Scientific Thinking | Andrew Martin, Kristin Lindquist

Location: WOLF 205

Organization: Andrew Martin, Kristin Lindquist

Session Type: Instructional Strategies

Abstract: More than ever, we need a heightened focus on making gains in students' abilities to evaluate information and make evidence-based claims. In this presentation, we will discuss how we have developed an approach to teaching, facilitated by an Open Educational Resource called Rationally. Rationally provides a framework for emphasizing evidence-based claims. The presenters will explain why the tool was developed, how the tool can be used for improving student understanding of constructing evidence-based arguments, and describe what types of teaching and learning can happen.

Bio: Andrew Martin is a leader in educational transformation on CU Boulder's campus and has recently engaged in Discipline-Based Educational Research in Biology. He partnered with a local entrepreneur to develop an OER for making better gains for the difficult learning goal of having students construct arguments from evidence.

Kristin Lindquist is a local entrepreneur and the developer and CEO of Rationally.

The Lecture is Broken: Turning Educational Hierarchy on Its Head | Abigail Leibowitz

Location: WOLF 206

Organization: CU Denver | Anschutz Campus

Session Type: Discussion

Abstract: Lecture halls are laying empty across the country at universities and colleges across the country. Instead, students are creating their own curricula from the plethora of both private and public electronic resources available. Study tools such as Pathoma, SketchyMedical, Osmosis, and even YouTube provide everything from explanatory videos to mnemonics and pre-created flashcards. These resources reflect a growing pressure on the traditional institution: knowledge is no longer held within the walls of a University. At a time when tuition costs outstrip the income earnings of most Americans, these non-traditional educational resources highlight the changing value of education. This session will engage participants in discussing how the democratization of knowledge has fundamentally changed the value of lectures and how the traditional University must adapt to its new role.

Bio:

Producing Quality Video Content for Online Learning | Joseph Labrecque

Location: WOLF 207

Organization: University of Denver

Session Type: Application of Tech Tools

Abstract: Having authored and produced online training videos for years for publishers like Lynda.com, Pluralsight, and Adobe... there are some definitive workflow tips to creating effective video content that students will watch - and will look and sound technically robust. This session will cover preparation, recording, editing, and distribution of video content for online learning.

Bio: Joseph Labrecque is a creative developer, designer, and educator with over 15 years of experience building expressive web, desktop, and mobile solutions. Over the past decade, Joseph has authored a number of books, articles, and courses on design and development technologies, tools, and concepts through publishers such as Lynda.com, LinkedIn Learning, Peachpit, Pluralsight, and Adobe.

UNESCO Open Education for a Better World: Becoming Open | Naomi Wahls

Location: WOLF 304

Organization: CU Denver

Session Type: Instructional Strategies

Abstract: This presentation will report on the outcomes of an UNESCO supported project as

part of the Open Education for a Better World program in the area of foreign language teacher professional development in the Uzbek State University of World Languages in Uzbekistan. The mentoring team reviewed current provisions that lead to the re-accreditation of foreign language practitioners teaching to draft a proposal for the professional development center at the University in Uzbekistan. The proposal focuses on pedagogical, curriculum, and technological considerations to open up provision at macro, meso, and micro levels (Stracke, 2017) to resolve current challenges such as failure rate of the online pilot version and low speaking skills among foreign language teachers. In Fall 2018, there will be a virtual exchange focused on intercultural learning.

Bio: Naomi Wahls, MA, is an EdD student with the University of Colorado Denver and a PhD candidate at Open Universiteit, Netherlands. With an MA in Spanish and an MA in Information and Learning Technologies, her research is focused on intercultural collaborative open learning. As an entrepreneur, she started a small company: Wahls Instructional Design, LLC dedicated to instructional design since 2012. She has worked in online higher education since 2006.

Get Your Course in Order with a Planning Map! | Jeffrey Helton, Kevin Zeiler, JD

Location: WOLF 307

Organization: MSU Denver

Session Type: General

Abstract: Aligning course learning objectives with module objectives and linking to assessments, activities, and learning materials can be daunting, especially if you are considering preparing an online course for accreditation submission to a body such as Quality Matters. This session offers a simple course planning map approach based on a user "dashboard" that visually links course level objectives to module level objectives and then to assessments, activities, and learning materials. This tool helps faculty verify that content is delivered for all learning objectives and that all materials used in a course contribute to desired learning outcomes. Faculty can also view the arrangement of course content to create a meaningful learning progression. As faculty are held more accountable for course content, an "at-a-glance" tool to document course organization can be a valuable asset.

Bio: Jeff Helton, PhD is an Associate Professor of Health Care Management at Metropolitan State University of Denver where he teaches courses in health care finance, health economics, and health care operations management to undergraduate and graduate students in online, hybrid, and traditional in-class modalities. He is a peer reviewer for Quality Matters.

Kevin D. Zeiler, JD, is an Associate Professor in the Health Care Management Program at the Metropolitan State University of Denver, Colorado. Professor Zeiler has 20-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 MSU Denver.

Leah Bishop | Doing M(OER) with Less: Making Education More Affordable, Accessible, and Engaging

Organization: Odigia

Session Type: Instructional Strategies

Abstract: Students deserve engaging, personalized learning experiences that prepare them for future success. As professionals we continue to develop new and innovative ways of approaching learning and teaching, many of which promote the learning-centered movement. The combination of Next Generation Learning and Open Educational Resources provides us with an unprecedented opportunity to increase student engagement, outcomes, and retention; better prepare students for success in today's workplace; and reduce the delivery cost for institutions and students. In this session, we will explore how Open Education Resources (OER) are being effectively used to increase student engagement, outcomes, and retention, improving workforce preparedness, and reducing costs. Participants will gain a working knowledge of OER providers, tools and strategies to implement in their classrooms/institutions.

Bio: Before joining Odigia, Leah taught Chemistry and Physics, worked on multiple committees to create curriculum that aligned with changing education standards, and trained instructors in using technology effectively in their classrooms. At Odigia, Leah helps instructors across the country use Open Education Resources to reduce cost to students and institutions, while using technology to increase student engagement, outcomes, and retention.

Jason Drysdale | The Collaborative Mapping Model: Relationship-Centered Design for Higher Education

Organization: CU Denver

Session Type: Instructional Strategies

Abstract: This session provides a thorough overview of the Collaborative Mapping Model (CMM) of Instructional Design. The presenter will discuss the problem of practice identified through needs assessment which the model addresses and an overview of the development of the model including theoretical influences. Finally, an overview of the model and process itself will culminate in data related to the effectiveness of the design model and process, collected from faculty who designed courses through this model in collaboration with an instructional designer. The session will also include actionable information on creating a collaborative course map, using positive core questions (appreciative inquiry) to guide relationship and partnership development, and a Q&A for further conversation.

Bio: Jason Drysdale is an instructional designer, technologist, and writer/researcher originally from St. Louis, Missouri. He is currently pursuing his Doctor of Education in Organizational Leadership degree from Abilene Christian University, with an expected graduation date of Fall 2018. Jason's research interests include instructional design, organizational structure, online learning, and leadership in higher education.

Jaimie Henthorn, Alaina Beaver | Bring Out the Sniffer Dogs: Finding & Re-Engaging Missing Students

Organization: CU System

Session Type: Makerspace

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Len Scrogan | Fresh as It Gets: Update Your Online Teaching Game

Organization: CU Denver

Session Type: Instructional Strategies

Abstract: Have you ever heard of online "cold calling," diagnostic "easter eggs," or delivering the 'unexpected?' If you haven't, then attend this session! We will demonstrate these very fresh and highly effective instructional strategies for online/blended classes and then ask each of you to contribute your own PlusOne idea to the mix. Can't get any fresher than that.

Bio: Len is a blogger, TEDx speaker (2x), SXSW speaker (2x), and recognized ed-tech author and conference speaker. Len serves as the online community manager for LinkedIn's VR AR Media Group, an online community of 10,000+ members. Len is also a board member for the ISTE Games and Simulations Network, an expert panelist on the 2015, 2016, 2017 international Horizon reports, and serves as a national judge for the Technology & Learning software awards,

Alexis Terrell | Make Learning Stick with Study Strategies That Work

Organization: CU Denver | Anschutz Campus

Session Type: Instructional Strategies

Abstract: Forgetting is much easier than remembering. In fact, within 24 hours of learning something, you'll likely have forgotten 70% of it (Ebbinghaus, 1964). According to research by cognitive scientists, learning occurs best when our brain is required to practice retrieving knowledge through testing and other recall strategies. Despite this evidence, non-retrieval practices such as cramming, re-reading, and highlighting are the most common study strategies students report using but are, by far, the least effective (Callendar & McDaniel, 2009).

In this interactive session, we'll discuss what's wrong with student study habits and dive into

the science behind how to best learn and retain information. Then, participants will try a variety of retrieval drills, 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 make learning stick.

Bio: Alexis Terrell, MS, MA, is an Instructional Designer at the University of Colorado School of Pharmacy with specific interests in utilizing active learning strategies to increase student motivation and retention. She recently moved from the Pacific Northwest, where she taught ESL to international students at Oregon State University.

Attachments:

2018 Schedule [8]

Groups audience:

Colorado Learning and Teaching with Technology

Source URL:<https://www.cu.edu/coltt/schedule-2018>

Links

[1] <https://www.cu.edu/coltt/schedule-2018> [2] <https://www.cu.edu/doc/coltt-2018-schedule-populatedpdf>

[3] <https://www.cu.edu/coltt-2017> [4] <http://www.colorado.edu/oit/atdt> [5] <http://www.adobe.com>

[6] <https://explaineverything.com/download/> [7] <https://www.adobe.com/products/xd.html>

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