Distance Teaching & Learning Conference
August 9-11
Program and Schedule

dtlconference.wisc.edu
#UWdtl
**Conference Schedule**

**Tuesday, August 9**

7am-6pm  Registration
8:30-11:30am  Pre-conference workshops (fee; must pre-register)
11:30am-1:15pm  Networking luncheon (fee; must pre-register)— Grand Terrace
12:45-1:15pm  Orientation to the conference—Community Terrace
1:30-4:30pm  Pre-conference workshops (fee; must pre-register)
1:30-4:30pm  Spotlight sessions—Community Terrace
1:30-3:30pm  Speed sessions—Room N
1:30-6pm  Emerging Topics & Challenges (ETC) Café—Grand Terrace
4-6pm  Exhibit Hall reception—Ballroom
4:30-6pm  Sponsor showcases—Ballroom
4:30-5:15 pm  ePoster sessions—Capitol Promenade (main hallway)

**Wednesday, August 10**

7am-2pm  Registration
7-8:30am  Continental breakfast—Exhibition Hall A (lower level)
7-7:45am  Early-bird discussions—Community Terrace
8-9:30am  Conference kick-off and keynote—Exhibition Hall A

**Richard Culatta**—Technology as a tool to reimagine learning

9:30-10:15am  Refreshments in the Exhibit Hall—Ballroom

**NOTE:** Exhibit Hall open 9:30am-6pm

9:30-10:15am  ePoster sessions—Capitol Promenade (main hallway)
9:30 am-5:45pm  ETC Café—Grand Terrace
10:15-11am  Conference sessions
11:15am-Noon  Conference sessions
11:15am-Noon  Lunch plenary—Exhibition Hall A
1:15-2pm  Dessert in the Exhibit Hall—Ballroom
1:15-2pm  ePoster sessions—Capitol Promenade
2-2:45pm  Conference sessions
3-3:45pm  Conference sessions
4-4:45pm  Afternoon keynote—Exhibition Hall A

**Michelle Miller**—Getting into the minds of learners to guide teaching with technology

4:45-6pm  Final Exhibit Hall and Networking Party—Ballroom
5-5:45pm  ePoster sessions—Capitol Promenade

**Thursday, August 11**

7-7:45am  Early-bird discussions—Community Terrace
7-8:30am  Continental breakfast—Ballroom
8-8:45am  Morning kick-off session—Ballroom
9am-2:30pm  ETC Café—Grand Terrace
9-9:45am  Conference sessions
10-10:45am  Conference sessions
11am-12:30pm  Brunch and keynote—Ballroom

**Karl Kapp**—The quest for learner engagement

12:45-1:30pm  Conference sessions
1:45-2:30pm  Conference sessions
2:45-4pm  Conference finale—Ballroom

*NOTE:* For locations of concurrent sessions and workshops see program pages.
Keynote Speakers

Wednesday, 8am
Exhibition Hall A

Richard Culatta
Chief Innovation Officer, State of Rhode Island

Technology as a tool to reimagine learning

Wednesday, 4pm
Exhibition Hall A

Michelle D. Miller
Professor of Psychology, Northern Arizona University

Getting into the minds of learners to guide teaching with technology

Thursday, 11am
Ballroom

Karl Kapp
Director, Institute for Interactive Technologies, Bloomsburg University

The quest for learner engagement

Tuesday, Aug 9 highlights

Special sessions and events

Workshops, 3-hour morning and afternoon hands-on sessions (fee, must pre-register)

Networking luncheon, 11:30am, Grand Terrace, space limited (fee)

Orientation to the conference, 12:45pm, Community Terrace

Emerging Topics & Challenges Café (ETC Café), 1:30pm, Grand Terrace

Speed sessions, 1:30pm, Room N

Tough challenges solutions session: Faculty engagement, 1:30pm, Grand Terrace

Exhibit Hall & WI Tailgate reception, 4-6pm, Ballroom

Spotlight sessions—Community Terrace

Leading the next generation digital learning environment
Linda Jorn, 1:30pm

Plotting the future of assessment
Dietmar Kennepohl, Penny Ralston-Berg, and Melody Buckner, 2:30pm

The data revolution in learning science
Alfred Essa, 3:30pm
Wednesday, Aug 10 Highlights

Special sessions and events

**Exhibit Hall**, 9:30am-6pm, Ballroom
- Learning Stage, eTool Demos, Sponsor Showcases
- Final Ex Hall and Networking Party, 4:45pm

**NEW!—Show and tell sessions** by various presenters throughout the day, see schedule

**NEW!—Mini-workshop**: How to add virtual reality to your classes, John Orlando, 10:15am, Room N

**NEW!—DE management and leadership game**, 10:15am, Grand Terrace

**NEW!—Tough challenges solutions session: Learner support**, 2pm, Room N

**Spotlight sessions—Lecture Hall**

- Open Educational Resources (OERs)
  - Nicole Allen, 10:15am
- Gender in the online classroom
  - Bill Draves, 11:15am
- Personalizing MOOCs
  - Curt Bonk and Thomas Reeves, 2pm
- The path to personalization
  - Chris Jennings, 3pm

Thursday, Aug 11 Highlights

**Special sessions and events**

**NEW!—Mini-workshop**: Reach your students everywhere with Universal Design for learning, Thomas Tobin, 9am, Room N

**NEW!—DE management and leadership game**, 9am, Grand Terrace

**NEW!—Tough challenges solutions session: Learner engagement**, 12:45pm, Room N

**Conference finale and dessert**, 2:45 pm, Ballroom

**Spotlight sessions—Lecture Hall**

- Research to practice
  - Simone Conceição, Michelle D. Miller, and Diane Reddy, 9am
- New instructional design models/processes
  - Thomas Reeves, 10am
- Emerging trends/technologies
  - Ray Schroeder, 12:45pm
- Defining quality in online education
  - Darcy Hardy, 1:45pm
Agenda............................................................................................................inside front cover

Concurrent sessions and events

Session Types...............................................................................................................4
Tuesday ......................................................................................................................6-8
Wednesday ............................................................................................................. 9-17
Thursday ................................................................................................................ 18-24

Conference finale......................................................................................................................24

Exhibitors and sponsors

Diagram and booth guide.................................................................................... 26-27
Exhibitor descriptions and ads..................................................................... 25, 28-37
Sponsors............................................................................................................................inside back cover

Internet access and Guidebook conference app..........................................................5

Keynotes, spotlight speakers, and conference highlights...............................................1-2

Maps

Monona Terrace................................................................................................... 41-42
Madison & hotels.......................................................................................................43

Shuttle van service........................................................................................................44

Staff, committee, and advisors..........................................................................................40

General Information

- **Name badges:** Please remember to wear your badge as it is required for admission to all conference events.
- **Cell phones:** As a courtesy to the presenters and other attendees, please turn off cell phones during sessions. If you must take a phone call, please leave the session room.
- **Evaluations:** Your feedback counts! Please complete the individual session evaluations handed out at the sessions or through the Guidebook Conference app. Completed evaluations may be put in the red evaluation boxes located in the session rooms or in general areas throughout the Monona Terrace and at the Conference Information counter.

#UWdtl
dtlconference wisc.edu
Session Types

Discussions
Discussion facilitators briefly introduce their topic, then lead the 45-minute roundtable discussion. Additional special discussion opportunities:

- **Author Nook**
  Published authors meet attendees, sign (and sell) their books, and talk about their work.

- **Early-bird Discussions**
  For early risers on Wednesday and Thursday mornings.

- **ETC Café (Emerging Topics & Challenges Café)**
  Initiate or join colleagues for an informal conversation around your topic of interest.

Interactive sessions

- **NEW! DE Management and Leadership Game**
  Thought-provoking board game with stimulating questions and challenging scenarios addressing the complex issues of distance education management and leadership.

- **NEW! Mini-workshops**
  75-minute hands-on sessions emphasizing strategies and new approaches to teaching and learning.

- **NEW! Tough Challenges Solutions Sessions**
  75-minute working sessions where participants work in teams to tackle a difficult problem and come up with possible solutions.

- **Workshops**
  3-hour hands-on sessions focused on a skill, tool, or topic. Fee & preregistration required.

- **Blended Conference Certificates**
  Professional development course with pre/post conference activities and on-site workshop session. Fee & preregistration required.

Showcases and demos

- **ePosters**
  Electronic poster sessions where presenters briefly share their work on a course, program, or research study.

- **NEW! eTools Demos**
  Short demonstrations of various tools for creating and managing eLearning.

- **NEW! Show & Tell Sessions**
  Presenters have 20 minutes to ‘show’ and demonstrate their projects, ‘tell’ their story, and answer questions.

Talks and presentations

- **Information Sessions**
  45-minute presentations on timely distance teaching and learning topics. Includes 5-10 minutes of question/answer opportunities.

- **Learning Stage**
  Educational and informative presentations from industry experts representing a variety of topics related to online learning.

- **Speed Sessions**
  10-minute, fast-paced presentations on a specific aspect of a teaching, learning, technology, or management topic followed by 5 minutes of Q&A.

- **Spotlight Sessions**
  45-minute presentations by thought leaders and acknowledged experts in the field of distance education and online learning.
Staying Connected While at the Conference

High-speed wireless Internet access—Tuesday through Thursday

Follow these steps to log on to this service:

- Double click the **Wireless Network Connection** icon located on your taskbar
- When this window opens, select **monona-guest** from the list
- Then select the **Connect** button in the lower, right corner
- Now launch your Internet **browser** (Internet Explorer, Firefox, etc.) to sign on to the wireless network
- If you find the home page is blank, type in a URL such as http://depd.wisc.edu and press Enter to launch the service
- A network Web authorization redirect window will open
- Enter username: **Distance**
- Enter password: **2016**

**Not working?** Contact the Monona Terrace Greeter at the Main Entrance to request technical assistance.

Email Kiosk—Tuesday through Thursday  Near main hall by entrance

An email kiosk will be available to check email while at the conference. Check the sign by the kiosk for available hours.

Guidebook Conference App

Enhance your conference experience with Guidebook, and check for the latest conference updates. Guidebook allows you to plan your own agenda, rate sessions, access maps of the Monona Terrace, connect with other attendees, and much more!

Follow these steps to download the app:

1. On your cell phone or tablet, go to the app shop
   - For iOS users > App Store
   - For Android users > Google Play Store
2. Tap on Search, then enter the word “guidebook”
3. Download and install the app
4. Tap “Open” to launch the app or tap on the app icon
5. Sign up for a Guidebook account using a preexisting Facebook account or email address
   - If signing up with email, you must enter your current email and create a password.
6. Once your account is created, you will be taken to the Guidebook homepage within the app. In the search bar, enter the conference name — 2016 Distance Teaching & Learning Conference
7. The conference guide should appear at the top of the list. Tap on the title, then tap Get This Guide. The guide will automatically begin to download.
8. Once it is downloaded, you will have access to the guide’s content and resources. Tap on the menu icon (≡≡≡) in the upper left corner to begin exploring.

**NOTE:** for additional details or guidance, please visit our conference website: dtlconference.wisc.edu/Guidebook
Workshops, Conference Certificates, and the Networking Luncheon require pre-registration, an additional fee, and have limited seating. Check with Registration on availability. Special Interest Groups (SIGs) also require pre-registration and have limited seating.

**Military Distance Educators (SIG)**
8:00 am-4:30 pm  Hilton Hotel, LaFollette
William Ferree and Dave Magill, Naval War College; Tom Smith, University of Wisconsin–Madison/Extension

**Morning Workshops**
8:30-11:30 am

**AM-1**  Hall H
Exploring Canvas: A next generation digital learning environment
Sean Traigle, (Canvas) Instructure

**AM-2**  Hall F
Integrate mobile devices in your online class
Scott Hamm, Hardin-Simmons University

**AM-3**  Room L
Ensuring quality in competency-based education
Karen Yoshino and Van Davis, Blackboard

**AM-4**  Room K
Building capacity for online facilitation through conscious conversations
April Flanagan, University of Phoenix

**AM-5**  Hall I
Using Camtasia Studio to create more effective eLearning video
Matt Pierce, TechSmith

**AM-6**  Hall G
Designing quality distance learning research studies
Bethany Simunich, Kent State University and Kay Shattuck, Quality Matters

**AM-7**  Hall E
Planning and developing online case-based learning modules
Margene Anderson and Cid Freitag, University of Wisconsin–Madison

**Certificate Workshops**
8:30-11:30 am  Hall J
Creating presence in online teaching
Simone Conceição, University of Wisconsin–Milwaukee and Rosemary Lehman, eInterface

8:30 am-4:30 pm  Hilton Hotel, Founders
Evaluating eLearning programs and projects
Jack Phillips and Patti Phillips, ROI Institute

**Networking Luncheon**
11:30 am-1:15 pm  Grand Terrace

**Orientation to the Conference**
12:45 -1:15 pm  Community Terrace

**Afternoon Workshops**
1:30-4:30 pm

**PM-2**  Hall E
Emerging technologies for online and blended learning
Vickie Cook and Ray Schroeder, University of Illinois Springfield

**PM-4**  Hall H
Reaching out to adjunct faculty: Engaging high tech and high touch
Brad Garner and Mike Mendenhall, Indiana Wesleyan University

**PM-5**  Hall I
Rev-up your podcast or vodcast using a proven planning toolbox
Greg Konop; Shelby Copeland; Mark Neufeld; Alan Carroll; and Miguel Garcia-Gosalvez, University of Wisconsin-Madison

**PM-6**  Hall G
eLearning through authentic learning design
Christiane Reilly and Mark Kayser, University of Minnesota

**PM-7**  Hall F
Facilitate online and distance learning using Google Apps for Education
Laura Searle, Birmingham Public Schools
Tough Challenges Solutions Session
1:30-2:45 pm  Grand Terrace East
Faculty engagement
Karen Skibba, University of Wisconsin–Madison

Certificate Workshop
1:30-4:30 pm  Hall J
Fundamentals of Online Teaching (FoOT)  
Janet Staker Woerner and John Martin, University of Wisconsin–Madison

Distance Education Research (SIG)
1:30-4:30 pm  Room M
Lead SIG facilitator: Simone Conceição, University of Wisconsin–Milwaukee

ETC Café  
(Emerging Topics & Challenges Café)
1:30-6:00 pm  Grand Terrace East
Initiate or join an informal chat around any topic of interest with peers and conference presenters. The ETC Café will be open for discussions and other interactive activities through Thursday afternoon.

Speed Sessions
1:30-2:15 pm  Room N
SP-1 Understanding your digital content options (1:30 pm)  
Carrie Watkins, MBS Direct
This presentation will define the broad categories of digital content, from eBooks to OER repositories with examples and pros and cons for each.

SP-2 Assessing the online learner with an online proctoring system (1:45 pm)  
Kevin Forgard, UW Colleges Online
How to implement and administer an online proctoring service for asynchronous courses.

SP-3 Fast Track Online Liberal Arts Degree Program: Lessons learned (2:00 pm)  
Asako Stone, Central New Mexico Community College
Understand lessons learned about student success, faculty development, and program design from developing the Fast Track Online Liberal Arts Degree.

2:30-3:15 pm  Room N
SP-4 Designing across learning management systems (LMS): Effective practices (2:30 pm)  
Cari Mathwig Ramseier, Viterbo University
Discover LMS commonalities and high-impact, effective communication and organization practices.

SP-5 Instructional design for mobile learning (2:45 pm)  
Theresa Butori, Southern Wesleyan University
Leverage the functionality of your LMS and use effective instructional design principles to create mobile web-based courses.

SP-6 Using case studies in teaching online courses (3:00 pm)  
Brandon Taylor, Adler University
Review resources, strategies, and techniques for using case studies when teaching/facilitating online courses, in professional development activities, and for training sessions.

Spotlight Sessions  
Community Terrace
1:30-2:15 pm
Leading the next generation digital learning environment  
Linda Jorn, University of Wisconsin–Madison
Explore ways for creating a campus culture of support and an information architecture for an emerging student digital ecosystem.

2:30-3:15 pm
Plotting the future of assessment in teaching and learning  
Dietmar Kennepohl, Athabasca University; Penny Ralston-Berg, Penn State World Campus; and Melody Buckner, University of Arizona
Join panelists in a dialogue about critical assessment questions, including: Why are we assessing? How should we approach effective assessment, adopt appropriate technologies, use alternative assessments? What is the role of assessment in informal and non-formal learning?

3:30-4:30 pm
The data revolution in learning science: What it is, how it works, and why you can’t afford to miss it  
Alfred Essa, McGraw-Hill Education
Explore the pillars of a new “learning science framework” which are based on an emerging pedagogy of learning science and a technology infrastructure that supports adaptive learning and open standards.
## Librarians Supporting Distance Education (SIG)

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:30-3:30 pm</td>
<td>Grand Terrace</td>
<td>Carrie Nelson and Trisha Adamus, University of Wisconsin–Madison</td>
</tr>
</tbody>
</table>

## Exhibit Hall and Reception

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00-6:00 pm</td>
<td>Ballroom</td>
<td>Join us in the Ex Hall for the Wisconsin Tailgating Reception to meet with exhibitors and network with colleagues! Find out about the latest technologies, products, and services from industry leaders and listen to Learning Stage presentations and eTools Demos.</td>
</tr>
</tbody>
</table>

## ePosters

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:30-5:15 pm</td>
<td>Capitol Promenade (main hall)</td>
<td><strong>EP-1</strong> Quality Matters research: What we know and what it means</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Barbra Burch, Quality Matters</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tour online learning research that has been done supporting Quality Matters and assessing its impact, and leave with tools to do your own studies in online and blended learning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>EP-2</strong> Mentoring new instructional designers</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Julie Kling and Christine Melland, Edgewood College</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mentoring new instructional staff involves more than a job description and campus orientation—determining mutual goals, developing meaningful questions, and creating accountability for goals are essential to a fruitful mentoring relationship.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>EP-3</strong> Sherlock: A web-based tool for assessment and instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Moses Wolfenstein and Ethan Lin, University of Wisconsin–Extension</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learn about Sherlock, an extensible open source tool that currently uses video but will ultimately include other forms of media to create more authentic opportunities for assessment and engaging instructional experiences.</td>
</tr>
</tbody>
</table>

## Learning Stage

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:00-5:20 pm</td>
<td>Ballroom</td>
<td>Maximize your academic video strategy with Mediasite—Sponsor Showcase</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Garrett Ramquist, Sonic Foundry Mediasite</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do you have a strategy to leverage the video created on your campus? The leader of the lecture capture revolution will share how to best leverage academic video to differentiate your campus, elevate learning outcomes and streamline content management.</td>
</tr>
<tr>
<td>5:25-5:45 pm</td>
<td>Ballroom</td>
<td>Humanizing the online learning environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Lisa O’Sullivan, VoiceThread</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Text based discussion boards alone can’t deliver the subtlety and expression needed for meaningful connection. Learn how incorporating voices and faces, along with interactive experiences can improve content retention and facilitate meaningful connections.</td>
</tr>
</tbody>
</table>

## eTools Demos

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:00-5:20 pm</td>
<td>Ballroom</td>
<td>Create-your-own quality, interactive, digital curriculum to engage students across all subjects</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>David Evans, SoftChalk, LLC</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>See how SoftChalk Cloud will enable you to create, manage, and share your own interactive digital curriculum and deliver it anywhere, anytime, and on any device.</td>
</tr>
<tr>
<td>5:25-5:45 pm</td>
<td>Ballroom</td>
<td>Creating engaging and interactive content for STEM classes</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Louise Krmpotic, Maplesoft</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>See how the Mobiöus courseware environment teaches mathematical concepts by combining exposition, exploration, exercises and evaluation in one place.</td>
</tr>
</tbody>
</table>
Wednesday, August 10
7:00AM - 10:15AM

Early-Bird Discussions
7:00-7:45 am
Community Terrace

EB-1
Getting started with learning analytics
Kim Arnold, University of Wisconsin–Madison

EB-2
Enhancing the quality of online programming on your campus
Brian Udermann, University of Wisconsin-La Crosse

EB-3
Instructional design roles in developing competency-based courses
Terry Tao, University of Wisconsin-Extension

General Session and Keynote
8:00-9:30 am
Exhibition Hall A (lower level)

Conference Director, Les Howles, welcomes attendees to the 32nd annual Distance Teaching & Learning Conference providing highlights and brief interviews with guest speakers. Keynote speaker follows welcome.

Note: Continental Breakfast is available from 7:00-8:30 am

Opening Keynote Speaker
Technology as a tool to reimagine learning
Richard Culatta, Chief Innovation Officer, State of Rhode Island (Former Director, Office of Educational Technology, U.S. Dept. of Education)

Richard will highlight innovations in educational technology and online learning that have demonstrated the greatest results at the national level. He’ll also focus on the “user experience” problem that higher education needs to address in order to remain relevant for a new generation of students.

ETC Café
9:30 am-6:00 pm
Grand Terrace East

Initiate or join an informal chat around any topic of interest with peers and conference presenters. Other special activities will also be located in the ETC Café: DE Management & Leadership Game, the Author Nook, and the Active Teaching Lab. Check Guidebook for updates.

Exhibit Hall and Refreshments
9:30-10:15 am
Ballroom

Visit with exhibitors and listen to Learning Stage presentations and eTools Demos.
Note: Ex Hall is open until 6:00 pm

Learning Stage
9:40-10:00 am
Ballroom
Evaluating for the next generation digital learning environment—Sponsor Showcase
Sean Traigle, Instructure (Canvas)

Learn how institutions, instructors, and learners will benefit from the next generation LMS that includes interoperability, personalization, analytics, data, and collaboration.

ePosters
9:30-10:15 am
Capitol Promenade (main hall)

EP-5
Technology for distance education leadership: Trello and Slack
Erica Vail, Purdue University

Learn how Trello and Slack can be used to manage instructional design projects and build cohesiveness among teams.

EP-6
Online faculty perceptions of grade inflation
Kelley Conrad, University of Phoenix

Inflation of university student grades is a widely recognized problem in higher education and online programs; learn how administrative policies, faculty status, course evaluations, and general expectations are affecting faculty grading.

EP-7
ePortfolios to assess general education program learning outcomes
Karyn Biasca, University of Wisconsin–Stevens Point

Take an up-close look at a process for evaluating online General Education Program portfolios.

EP-8
Sherlock: A web-based tool for assessment and instruction
Moses Wolfenstein and Ethan Lin, University of Wisconsin–Extension

Learn about Sherlock, an extensible open source tool that currently uses video but will ultimately include other forms of media to create more authentic opportunities for assessment and engaging instructional experiences.
**Wednesday, August 10**  
**9:40AM - 11:00AM**

<table>
<thead>
<tr>
<th><strong>eTools Demo</strong></th>
<th>Ballroom</th>
</tr>
</thead>
</table>
| Five tools that make online teaching and learning fun and worry-free  
Naveen Ramnanan, Blackboard |
| Do you want to deliver online courses that make students forget they aren’t in a physical classroom? Join us to learn about some easy to use tools that can help you do just that. |

<table>
<thead>
<tr>
<th><strong>Discussions</strong></th>
<th>Community Terrace</th>
</tr>
</thead>
</table>
| **D-1**  
Leadership: Forward thinking, impactful doing  
Keith Smith, Kaplan University and Candace Croft, Tabankhu |  
Detail the attitudes, skills, and behaviors of the people who will lead tomorrow’s successful online programs. |

<table>
<thead>
<tr>
<th><strong>Information Sessions</strong></th>
<th>Hall E</th>
</tr>
</thead>
</table>
| **I-1**  
Getting beyond “it depends”: Copyright you can actually understand and apply  
Thomas Tobin, Northeastern Illinois University |  
Discover the “ins and outs” of copyright—how to apply fair-use, distinguish materials that are and aren’t copyright protected, and use content appropriately. |

| **D-2**  
Academic integrity in the virtual classroom  
Alishia Ferguson, University of Arkansas |  
Academic integrity issues include policies, technology, techniques to deter cheating, programmatic standards, and more; join us for this important conversation. |

| **D-3**  
Keynote follow-up discussion  
Richard Culatta, State of Rhode Island |  
Published authors will meet attendees, sign (and sell) their books and engage in lively discussions. Check Guidebook or Author Nook sign for author schedule. |

<table>
<thead>
<tr>
<th><strong>Spotlight Session</strong></th>
<th>Lecture Hall</th>
</tr>
</thead>
</table>
| **10:15-11:00 am**  
Learning is open: The potential for Open Educational Resources (OER) and the revolution in online education  
Nicole Allen, SPARC |  
Nicole will share strategies around creating, sharing, and integrating OERs into your courses. You’ll leave this session inspired to adopt a more “open” approach to educational content. |
Mini-Workshop

10:15-11:30 am  Room N
How to add virtual reality to your classes
John Orlando, Northcentral University
Learn about finding, watching, and creating virtual reality videos on your cell phone, and how to incorporate them into your teaching. Bring your cell phone and be prepared to shoot and view your own virtual reality videos.

DE Management and Leadership Game

10:15-11:15 am  Grand Terrace East
Tom Smith, University of Wisconsin–Madison/Extension
Provocative questions, challenging scenarios – join in a few rounds of a simple game addressing the complex issues of distance education management and leadership.

Discussions

11:15 am-12:00 pm  Community Terrace
Guiding teachers in the transition to online instruction
Kathleen Pierce, Ashford University and Jean Swenk, Connections Education
Review staff development options for supporting new online teachers making the leap from brick and mortar to online.

Tools and principles for effective online communication
Mary White and Mike Verdusco, University of Detroit Mercy
Explore best practices for determining appropriate communication methods to optimize online teaching and learning experiences.

Open Educational Resources (OERs)

10:15-10:35 am  Ballroom
Behind the badge: How badges really work for institutions
Pete Janzow, Acclaim (Pearson)
Learn how institutions are using badges to provide career opportunities to students with this demonstration of Pearson's badging platform, Acclaim.

10:40-11:00 am  Ballroom
Automated grading for programming assignments
Tushar Soni and Nishtha Dalal, AutoGradr
Come watch AutoGradr live in action, and learn how to set up AutoGradr for your classroom.

Author Nook
Published authors will meet attendees, sign (and sell) their books and engage in lively discussions. Check Guidebook or Author Nook sign for author schedule.
**Wednesday, August 10**
**11:15AM-12:00PM**

### Spotlight Session

**11:15 am-12:00 pm**  
Lecture Hall

**Gender in the online classroom**

*Bill Draves, Learning Resources Network (LERN)*

Get information on gender research not available anywhere else and discover something new about how you interact online.

### Information Sessions

**11:15 am-12:00 pm**  
Hall E

**I-7**

**Teaching STEM online: Current and future states**

*Tonya Elliott, University of Waterloo and Louise Krimpotic, Maplesoft*

From quizzes that provide unlimited practice opportunities to simply making things “look right”, explore the unique challenges and opportunities experienced by authors of online math or other online STEM materials.

**I-8**

**Using gamification to teach gamification**

*Tim Oberlin, Liberty University*

Discover practical ways to help faculty understand the learning theories behind gamification.

**I-9**

**Web accessibility: Charting a course towards Implementation**

*Wendy MacColl and Marc Nash, Pikes Peak Community College*

Follow a “road map” of how to plan, collaborate, influence, and implement a Web Accessibility initiative at your institution.

**I-10**

**Creating authentic multimedia learning experiences for online classes**

*Cristy DeGregory and Vera Polyakova-Norwood, University of South Carolina*

Widely available tech tools can be combined to create multimedia learning experiences simulating complex and emotional real life situations resulting in strong impact on learning.

**I-11**

**Evaluating student success in online learning**

*Karen Swan, University of Illinois Springfield*

Are taking online courses harmful to student success? Research shows the answer is – not necessarily.

**I-12**

**Building a mobile learning strategy**

*Brenda Enders, Enders Consulting*

Explore the unique affordances of mobile tech to provide powerful bite-sized contextual learning opportunities, increase knowledge retention, and support learning in new ways.

### Learning Stage

**11:15-11:35 am**  
**Ballroom**

**Streaming high-capacity events**

*Nate Jorgensen and Lydia Roussos, Instructional Communication Systems, UW-Extension*

Best practices in preparation and execution of high-capacity events using a variety of teleconferencing and capturing platforms.

### Show & Tell Sessions

**11:15 am-11:35 am**  
Hall J

**ST-3**

**Sift & winnow: Open online active learning**

*Sheila Stoeckel and Mark Neufeld, University of Wisconsin–Madison*

Learn about successful strategies, including backward design pedagogy and open educational resources, for developing scalable online learning modules.

**11:40 am-12:00 pm**  
Hall J

**ST-4**

**Development of a Hispanic Health Sciences Virtual Library (HHSVL)**

*Rubén García-García, University of Puerto Rico, Medical Sciences Campus*

The Hispanic Health Sciences Virtual Library is more than an information vault; it has strengthened and expanded the library’s online services, resources, and outreach across platforms and user groups.
<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Event Description</th>
</tr>
</thead>
</table>
| 11:15-11:35 am Ballroom | eFools Demos  
Humanizing the online learning environment  
Lisa O'Sullivan, VoiceThread | See how VoiceThread utilizes voices and faces, along with interactive experiences to improve content retention and facilitate meaningful connections between learners. |
| 11:40-12:00 pm Ballroom | eFools Demos  
The OpenCast Project: A video content management system for lecture capture and online education  
Hank Magnuski, NCast Corporation | See how a free and open source solution for automated video capture and distribution, will change the way you look at video creation and management. |
| 12:00-1:15 pm Exhibition Hall A | Lunch and General Session  
Enjoy lunch with colleagues followed by the Wedemeyer Award presentation, guest speaker interviews, and conference updates. |
| 1:15-2:00 pm Ballroom | Dessert in the Exhibit Hall  
Enjoy dessert while visiting with exhibitors and listening to Learning Stage sessions and eFools demos. |
| 1:15-1:35 pm Ballroom | Learning Stage  
Test integrity and distance learning: Needs, trends and our discoveries—Sponsor Showcase  
Randy Grosberg, Examity | Attendees will leave this session with a more complete understanding of remote test proctoring best practices, the threats to institutional integrity, as well as some general trends in the distance learning industry. |
| 1:40-2:00 pm Ballroom | Learning Stage  
Above and beyond HEOA: Online proctoring à la carte  
Scott Hewlett, ProctorU | Learn about the pros and cons of online proctoring and identity verification platforms for compliance with the Higher Education Opportunity Act (HEOA). This presentation will help you decide on a method that works best for your institution. |

**ePosters**

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Event Description</th>
</tr>
</thead>
</table>
| 1:15-2:00 pm Capitol Promenade (main hall) | ePosters  
EP-9  
Use of “Post-First” function in online courses  
Patricia Costello, Walden University | By adding the “post-first” option in some online classes, instructors reported reductions in plagiarized work, increased originality in posts, more diversity in responses and students posting earlier, with 85% of students neutral to very satisfied with their “post first” experience. |
|              |                             | EP-10  
Quality Matters research: What we know and what it means  
Barbra Burch, Quality Matters | Tour online learning research that has been done supporting Quality Matters and assessing its impact, and leave with tools to do your own studies in online and blended learning. |
|              |                             | EP-11  
New pathway: Requirements for behavioral health professionals  
Flo Hilliard and Jim Campbell, University of Wisconsin–Madison | Explore an innovative approach to non-credit professional education and credentialing for adult learners in behavioral health fields. |
|              |                             | EP-12  
Resource repository to support faculty self-sufficiency  
Pinar Celik and Jacob Petersen, Iowa State University | Delve into the design, development, and implementation challenges designers faced to create a web resource for online faculty development and support. |
**eTools Demos**

1:15-1:35 pm  
**Ballroom**  
**Raptivity**  
Jamaica Glenn, Harbinger Knowledge Products (Raptivity)  
Quickly and easily create learning interactions and enrich your content with games and simulations, brain teasers, and dynamic assessments using this rapid interactivity builder.

1:40-2:00 pm  
**Ballroom**  
**Five ways to enhance your class with TechSmith tools**  
Matt Dennis, TechSmith  
Learn how the TechSmith product suite of Camtasia, Snagit, and Relay can facilitate learning before, during, and after your class.

**Spotlight Session**

2:00-2:45 pm  
**Lecture Hall**  
**Personalizing the MOOC: Insights from experts around planet earth**  
Curt Bank, Indiana University and Thomas Reeves, University of Georgia  
MOOCs and open education have exploded on the learning scene during the past several years. The presenters will discuss what contributors to their newly edited book, *MOOCs and Open Education Around the World*, recommend in terms of personalizing the MOOC experience, insights into the personalization process, as well as timely suggestions into the instructional design process.

**Discussions**

2:00-2:45 pm  
**D-7 Community Terrace**  
**What outcomes best document effective online undergraduate education?**  
Ron Legon, *Quality Matters*  
Does the industrial model, with its emphasis on student retention, grades, graduation rates, related employment, and loan repayment, adequately reflect the growing accountability movement and the purpose of online undergraduate education at your institution?

**D-8 Community Terrace**  
**The dark side of instructional design**  
Kristin Barnes and Moses Wolfenstein, University of Wisconsin–Extension  
Share your stories of fear and loathing in instructional design, as well as methods to reframe even the most stressful of design problems.

**Information Sessions**

2:00-2:45 pm  
**I-13 Hall E**  
**Stuck on not innovating fast enough? Reimagine you!**  
Richard Culatta, State of Rhode Island; moderated by Jeff Russell, University of Wisconsin–Madison  
The vision is there for transforming teaching and learning with technology, but it’s not happening at the pace it could. In this dialogue oriented session Richard will work with us to reimagine who we are and how we approach these new technologies to make the shift smoother and faster.

**I-14 Hall F**  
**Creating and assessing online and hybrid program quality**  
Amy Hibelink, Laureate Education, Inc.  
Review a systematic and collaborative approach to creating and assessing quality online and hybrid programs that can be applied in a variety of institutions and programs.

**I-15 Hall G**  
**A systematic map for developing successful competency-based education (CBE)**  
Candace Croft, Tabankhu and Keith Smith, Kaplan University  
Move your CBE program forward with this systematic organization-wide approach.

**I-16 Hall I**  
**Serving the underserved: How is the promise of distance education being met?**  
David Stein, Ohio State University and Hilda Glazer, Capella University  
As you consider the promises of distance education (independence, equity, affordability, continuity, accessibility), ask yourself: Has distance education kept its promise to underserved and overlooked populations?
<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:00-2:20pm</td>
<td>Ballroom</td>
<td>eTools Demos&lt;br&gt;Test integrity in distance learning: A comprehensive solution from Examity®&lt;br&gt;Randy Grosberg, Examity&lt;br&gt;Exanity® will show you how our proprietary software solutions are ideal for both colleges and universities that offer online programs.</td>
</tr>
<tr>
<td>2:25-2:45pm</td>
<td>Ballroom</td>
<td>Enrollment integrated-cloud based virtual learning labs&lt;br&gt;Malcolm Johnson and Jay Elis, GANTECH&lt;br&gt;See how student learning experiences in higher education can be improved through curriculum driven cloud based computing labs, desktops, and other resources.</td>
</tr>
<tr>
<td>3:00-3:45 pm</td>
<td>D-10</td>
<td>Discussions&lt;br&gt;The right mix: Developing a hybrid professional development course for online instructors&lt;br&gt;Steve Dwinnells, Eastern Kentucky University&lt;br&gt;Explore a hybrid model of faculty development for online instructors that yields a rich and valuable experience for faculty.</td>
</tr>
<tr>
<td>3:00-3:45 pm</td>
<td>D-11</td>
<td>Discussions&lt;br&gt;Using connectivism to maximize outcomes&lt;br&gt;Francesca Catalano and Julie Thompson, American Public University System&lt;br&gt;Join our conversation and explore how elements of social learning and “connectivism” can enhance online and blended learning discussions and assessments.</td>
</tr>
<tr>
<td>3:00-3:45 pm</td>
<td>I-17</td>
<td>Leading and administering innovative change in online education&lt;br&gt;Brian McNurlen, University of Wisconsin–Madison, Heidi Schweizer, Marquette University, and Brian Udermann, University of Wisconsin–La Crosse&lt;br&gt;Learn about strategies, processes, resources, and tools to have a greater impact on your campus DE programs at the institutional and course levels.</td>
</tr>
<tr>
<td>3:00-3:45 pm</td>
<td>I-18</td>
<td>What do viewers of video want? A look at viewers wants and behaviors&lt;br&gt;Matthew Pierce, TechSmith&lt;br&gt;Learn what the data have to say about what makes great video and get practical suggestions and ideas of how to apply these findings to your next video project.</td>
</tr>
</tbody>
</table>

**Learning Stage**

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:00-2:45pm</td>
<td>Ballroom</td>
<td>Creating web-based learning activities to support diverse learners—Sponsor Showcase&lt;br&gt;Diane Painter, Shenandoah University and David Evans, SoftChalk, LLC&lt;br&gt;Learn how a cloud-based platform can be used to easily create interactive content that meets the specific learning needs of diverse K-12 and higher education learners, plus track their performance in terms of knowledge and skills they develop.</td>
</tr>
<tr>
<td>2:00-3:15 pm</td>
<td>Room N</td>
<td>Tough Challenges Solutions Session&lt;br&gt;Dawn Drake, University of Wisconsin–Platteville</td>
</tr>
</tbody>
</table>

**Show & Tell Sessions**

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:00-2:20pm</td>
<td>Hall J</td>
<td>Providing engaging, practical, and flexible online faculty development&lt;br&gt;Karen Skibba and Dolores Sirek, University of Wisconsin–Madison&lt;br&gt;Explore a creative, engaging faculty development web portal that leverages a variety of resources, course examples, formats, and strategies.</td>
</tr>
<tr>
<td>2:25-2:45pm</td>
<td>Hall J</td>
<td>Improving faculty/student engagement&lt;br&gt;Karl Derek Weber, Raritan Valley Community College&lt;br&gt;Learn how to implement live video streaming apps like Periscope and Blab to increase student-faculty engagement in order to improve participation, retention, and achievement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:00-2:45pm</td>
<td>Community Terrace</td>
<td>Leading and administering innovative change in online education&lt;br&gt;Brian McNurlen, University of Wisconsin–Madison, Heidi Schweizer, Marquette University, and Brian Udermann, University of Wisconsin–La Crosse&lt;br&gt;Learn about strategies, processes, resources, and tools to have a greater impact on your campus DE programs at the institutional and course levels.</td>
</tr>
<tr>
<td>2:25-2:45pm</td>
<td>Room L</td>
<td>What do viewers of video want? A look at viewers wants and behaviors&lt;br&gt;Matthew Pierce, TechSmith&lt;br&gt;Learn what the data have to say about what makes great video and get practical suggestions and ideas of how to apply these findings to your next video project.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:00-2:45pm</td>
<td>Community Terrace</td>
<td>Creating web-based learning activities to support diverse learners—Sponsor Showcase&lt;br&gt;Diane Painter, Shenandoah University and David Evans, SoftChalk, LLC&lt;br&gt;Learn how a cloud-based platform can be used to easily create interactive content that meets the specific learning needs of diverse K-12 and higher education learners, plus track their performance in terms of knowledge and skills they develop.</td>
</tr>
<tr>
<td>2:00-3:15 pm</td>
<td>Room N</td>
<td>Tough Challenges Solutions Session&lt;br&gt;Dawn Drake, University of Wisconsin–Platteville</td>
</tr>
</tbody>
</table>

**Show & Tell Sessions**

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:00-2:20pm</td>
<td>Hall J</td>
<td>Providing engaging, practical, and flexible online faculty development&lt;br&gt;Karen Skibba and Dolores Sirek, University of Wisconsin–Madison&lt;br&gt;Explore a creative, engaging faculty development web portal that leverages a variety of resources, course examples, formats, and strategies.</td>
</tr>
<tr>
<td>2:25-2:45pm</td>
<td>Hall J</td>
<td>Improving faculty/student engagement&lt;br&gt;Karl Derek Weber, Raritan Valley Community College&lt;br&gt;Learn how to implement live video streaming apps like Periscope and Blab to increase student-faculty engagement in order to improve participation, retention, and achievement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:00-2:45pm</td>
<td>Community Terrace</td>
<td>Leading and administering innovative change in online education&lt;br&gt;Brian McNurlen, University of Wisconsin–Madison, Heidi Schweizer, Marquette University, and Brian Udermann, University of Wisconsin–La Crosse&lt;br&gt;Learn about strategies, processes, resources, and tools to have a greater impact on your campus DE programs at the institutional and course levels.</td>
</tr>
<tr>
<td>2:25-2:45pm</td>
<td>Room L</td>
<td>What do viewers of video want? A look at viewers wants and behaviors&lt;br&gt;Matthew Pierce, TechSmith&lt;br&gt;Learn what the data have to say about what makes great video and get practical suggestions and ideas of how to apply these findings to your next video project.</td>
</tr>
</tbody>
</table>

**Learning Stage**

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:00-2:45pm</td>
<td>Ballroom</td>
<td>Creating web-based learning activities to support diverse learners—Sponsor Showcase&lt;br&gt;Diane Painter, Shenandoah University and David Evans, SoftChalk, LLC&lt;br&gt;Learn how a cloud-based platform can be used to easily create interactive content that meets the specific learning needs of diverse K-12 and higher education learners, plus track their performance in terms of knowledge and skills they develop.</td>
</tr>
<tr>
<td>2:00-3:15 pm</td>
<td>Room N</td>
<td>Tough Challenges Solutions Session&lt;br&gt;Dawn Drake, University of Wisconsin–Platteville</td>
</tr>
</tbody>
</table>

**Show & Tell Sessions**

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:00-2:20pm</td>
<td>Hall J</td>
<td>Providing engaging, practical, and flexible online faculty development&lt;br&gt;Karen Skibba and Dolores Sirek, University of Wisconsin–Madison&lt;br&gt;Explore a creative, engaging faculty development web portal that leverages a variety of resources, course examples, formats, and strategies.</td>
</tr>
<tr>
<td>2:25-2:45pm</td>
<td>Hall J</td>
<td>Improving faculty/student engagement&lt;br&gt;Karl Derek Weber, Raritan Valley Community College&lt;br&gt;Learn how to implement live video streaming apps like Periscope and Blab to increase student-faculty engagement in order to improve participation, retention, and achievement.</td>
</tr>
</tbody>
</table>
Wednesday, August 10
3:00PM-3:45PM

Spotlight Session

3:00-3:45 pm  Lecture Hall

The path to personalization: How Google Analytics is using data to customize learning
Chris Jennings, Google Analytics Academy

Come hear how Google Analytics is envisioning education and training to target users in more specialized ways without sacrificing scalability.

Information Sessions

3:00-3:45 pm  Hall E
I-19  A 5-level authentic assessment strategy for competency-based education
Terry Tao and Bernard Gallagher, University of Wisconsin–Extension

Explore a 5-level authentic assessment model created to guide faculty and instructional designers in developing workplace-based assessments that allow students to demonstrate mastery of competency in competency-based micro-credential courses.

I-20  Hall F
Estimating online course workload using Gagne’s Events of Instruction
Brandon Taylor, Sarah Fornero, and Michelle Dennis, Adler University

Use Gagne’s events of instruction to evaluate online student workload for program accreditation, curricular reviews, student support services, and online course development.

I-21  Hall H
Using screen recording tools to increase instructor presence in online courses
Alan Sebel and Laurie Bobley, Touro College

Enhance instructor-student connections, increase instructor presence, and improve student satisfaction in web-based settings with these tool recommendations.

I-22  Hall I
Contributors to achievement and persistence in online self-paced courses
Terrie Nagel, University of Missouri-Mizzou Online

Support students’ academic performance and persistence in online courses by understanding key student and course characteristics.

I-23  Hall G
Evolution of the student transcript to support competency-based education and digital credentials
Mark Leuba, IMS Global Learning Consortium, Inc. Daniel Kellogg, University of Wisconsin–Extension; Jeff Grann, Capella University; and Joellen Shendy, University of Maryland University College

Learn about the work being accomplished by members of the IMS community to extend the transcript to provide a comprehensive record of student achievements.

I-24  Room L
Applying the Wedemeyer legacy today
Michael G. Moore and William Diehl, Pennsylvania State University

Connect with distance teaching and learning past, present and future by understanding the work and vision of Charles Wedemeyer (1911-1999, global leader in educational technology and independent learning).

Learning Stage

3:00-3:45 pm  Ballroom
Getting started with micro-learning
Jamaica Glenn, Harbinger Knowledge Products (Raptivity)

Microlearning is a way of teaching and delivering content to learners in small, very specific bursts. Learn more about this approach, its benefits, risks and challenges and how to make it successful.

Show & Tell Sessions

3:00-3:20 pm  Hall J
ST-7
Creating online content with the iPhone
Steve Julin, Specs Howard School of Media Arts

The iPhone 6 offers cost-effective, high quality video creation opportunities for both instructors and students.

3:25-3:45 pm  Hall J
ST-8
Developing an ADA accessible multimedia player for online learners
Laurie Berry and Stephen Beers, University of Wisconsin–Extension

Find out about improvements made to the Storybook+ multimedia player to better meet the needs of students with accessibility needs by providing them access to online multimedia content and course materials.
**eTools Demos**

**3:00-3:20 pm  Ballroom**  
*Multimedia learning with a hands on experience*  
_Erik Martin, eSciences Lab_

Improve student learning experiences through an interactive lab manual, featuring embedded instructional videos, games, and analytic tools accompanied by real science lab experiments.

**3:25-3:45 pm  Ballroom**  
*Canvas Commons: Building a usable learning object repository*  
_Justin Stowers, Instructure (Canvas)_

Learn about a flexible and interconnected platform for instructors to share learning objects inside and outside of their institution.

**Learning Stage**

**5:20-5:40 pm  Ballroom**  
*Fostering authentic science laboratory experiences for online learners*  
_Erik Martin, eSciences Lab_

Learn how to teach online science courses with lab components while keeping a focus on keeping a rigorous and safe experience at home.

**ePosters**

**5:00-5:45 pm  Capitol Promenade (main hall)**

**EP-13**  
*Applying Universal Design for Learning (UDL) to online courses*  
_Nikki Schutte, College of St Scholastica_

Learn strategies for applying three main principles of UDL to a fully online graduate education course in order to improve student engagement and mastery.

**EP-14**  
*Mentoring new instructional designers*  
_Julie Kling and Christine Melland, Edgewood College_

Mentoring new instructional staff involves more than a job description and campus orientation—determining mutual goals, developing meaningful questions, and creating accountability for goals are essential to a fruitful mentoring relationship.

**EP-15**  
*Five ways to improve library presence within online courses*  
_Jessica Cole and Lisa Kammerlocher, Arizona State University_

An instructional designer and university librarian prepare you to talk with your library about ways to enhance online courses and support distance students.

**Afternoon Keynote**

**4:00-4:45 pm  Exhibition Hall A (lower level)**  
*Getting into the minds of learners to guide teaching with technology*  
_Michelle D. Miller, Professor of Psychology and Co-Director of the First Year Learning Initiative, Northern Arizona University_

Michelle will explain how to reach all students, drawing on insights from the psychological sciences. She will present a framework for bringing cognitive and motivational research together through online learning designs that make the most of what we know about how the mind works.

**Exhibit Hall and Networking Party**

**4:45-6:00 pm  Ballroom**  

Join us in the Exhibit Hall for the last chance to meet with exhibitors and sponsors. Network with your colleagues while enjoying appetizers, refreshments, presentations, and entertainment. Prize drawings at 5:50 pm. Must be present to win.
### Early-Bird Discussions

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 7:00-7:45 am| Community Terrace| EB-4 Engaging instructors to teach online  
Karen Skibba, University of Wisconsin–Madison                                                   |
|             |                   | EB-5 Using video effectively for teaching and learning  
Matt Pierce, TechSmith and Diana Howles, Video Presentation Coaching Consultant                  |
|             |                   | EB-6 Instructional designer career progression  
Camille Funk, Director, eDesign Shop and George Washington University                            |

### Morning General Session

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:45 am</td>
<td>Ballroom</td>
<td>Join us for a conference recap, the Schullo Award presentation, and guest speaker interviews.</td>
</tr>
</tbody>
</table>

**Note:** Continental Breakfast is available from 7:00-8:30 am.

### ETC Café

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 am-2:30 pm</td>
<td>Grand Terrace East</td>
<td>Initiate or join an informal chat around any topic of interest with peers and conference presenters. The ETC Café will be open for discussions and other interactive activities. Check Guidebook for Author Nook discussions.</td>
</tr>
</tbody>
</table>

### Discussions

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 9:00-9:45 am| Community Terrace| D-13 To OER or not to OER: The challenges of implementing Open Educational Resources  
Brittany Dudek and Darci Duran, Colorado Community Colleges Online |
|             |                   | Open educational resources may be a way to save students money while providing an excellent educational opportunity; however, they come with a variety of challenges that the online education community must identify and explore. |
|             |                   | D-14 Team-based learning in a blended course  
Kadir Karakaya, Iowa State University |
|             |                   | Examine ways Team-Based Learning (TBL) can be employed to enhance learning opportunities in the social sciences (discussion will start with examples from a blended speech communication course). |
|             |                   | D-15 Discussion with the 2016 Schullo Award Winners  
Ryan Anderson and Terry Tao, University of Wisconsin–Extension |
|             |                   | The winners of this year’s Schullo Award will lead a discussion on their faculty-centric online teaching professional development model. |
|             |                   | D-16 Mobile learning strategies  
Brenda Enders, Enders Consulting |
|             |                   | Author Nook  
Published authors will meet attendees, sign (and sell) their books and engage in lively discussions. Check Guidebook or Author Nook sign for author schedule. |

### Thursday, August 11

7:00 am–9:45 am
Spotlight Session

9:00-9:45 am  Lecture Hall

From evidence-based research to effective strategies in online learning design
Simone Conceição, University of Wisconsin–Milwaukee; Michelle Miller, Northern Arizona University; and Diane Reddy, University of Wisconsin–Milwaukee; and Karen Swan, University of Illinois Springfield

Hear from a panel of experts how online learning strategies can become effective, research-based and learn practical evidence-based tips and strategies for effective, efficient, and engaging online learning.

Information Sessions

9:00-9:45 am

I-29  Hall J
Self-regulated learning strategies in online and blended courses
Jennifer Rafferty, The Online Learning Consortium, Inc.
Self-regulated learning theories and models are essential to understanding both student success and difficulties in online and hybrid courses.

I-30  Room L
Creating rich interactive video
John Orlando, Northcentral University
Find out how to create engaging interactive videos that will capture and keep your students’ attention. Learn simple ways to add interactivity to your lessons to greatly improve retention and learning outcomes.

Spotlight Session

9:00-9:45 am

Lecture Hall

From evidence-based research to effective strategies in online learning design
Simone Conceição, University of Wisconsin–Milwaukee; Michelle Miller, Northern Arizona University; and Diane Reddy, University of Wisconsin–Milwaukee; and Karen Swan, University of Illinois Springfield

Hear from a panel of experts how online learning strategies can become effective, research-based and learn practical evidence-based tips and strategies for effective, efficient, and engaging online learning.

Information Sessions

9:00-9:45 am

I-25  Hall E
Facilitating effective online group work
Bethany Simunich, Kent State University
Address the common problems and objections with online group work and get resources, tools, and tips to create and facilitate effective group assignments.

I-26  Hall F
Implementing learning analytics: Managing expectations and overcoming barriers
Kim Arnold, University of Wisconsin–Madison; Al Essa, McGraw-Hill Education; and Ellen Wagner, Hobsons
Join this panel of national experts as they discuss various processes, strategies, and implementations of learning analytics. Dialogue and discussion will be encouraged.

I-27  Hall H
Using digital open badges to connect college experiences to employer needs
Peter Janzow, Acclaim; Kate Radionoff, Madison Area Technical College; and Jeff Grann, Capella University
Learn how badge-driven competency models for collaboration between employers and colleges are streamlining the language around needed skills, and driving collaboration between employers and educators.

I-28  Hall I
Impactful cohort and dialogue-intensive learning
Richard Dool, Seton Hall University
Learn how using cohorts and dialogue-intensive learning can create dynamic online interactions.

Speed Sessions

9:00-9:45 am

Hall G

SP-7
Raising personal interactions in distance learning science classes (9:00 am)
Michael Waxman, University of Wisconsin–Superior
Learn about proven techniques developed to enhance student feedback and personal interactions in online introductory and advanced chemistry classes.

SP-8
Lessons learned from large-scale online classes (9:15 am)
David Allbritton, DePaul University
Carefully structured designs incorporating “best practices” for active learning can be effective, even with moderately large enrollments and limited instructor time.

SP-9
Tailoring project management curriculum to an emerging niche field (9:30)
Jacob Krive, University of Illinois at Chicago
Learn how UIC redesigned its project management curriculum to fit the healthcare business environment and take advantage of enhanced opportunities for collaboration and interaction online.
Mini-Workshop
9:00-10:15 am Room N
Reach your students everywhere with Universal Design for Learning (UDL)
Thomas Tobin, Northeastern Illinois University
Learn three simple UDL practices that will help your students find more time to study in their already busy schedules by helping them use their mobile devices to connect to your courses.

DE Management and Leadership Game
9:00-10:00 am Grand Terrace East
Tom Smith, University of Wisconsin–Madison/Extension
Provocative questions, challenging scenarios – join in a few rounds of a simple game addressing the complex issues of distance education management and leadership.

Spotlight Session
10:00-10:45 am Lecture Hall
New instructional design models and processes for online courses
Thomas Reeves, University of Georgia
Compare and contrast the strengths and weaknesses of two alternative models, SAM (Successive Approximation Model) and EDR (Educational Design Research), for developing effective online learning.

Discussion
10:00-10:45 am
D-17 Community Terrace
Improving the online course review process
Amy Carpenter, Utah State University
Identify ways to create and provide course review feedback for online faculty.

Information Sessions
10:00-10:45 am
I-31 Hall E
When 65,000 students give you feedback
Rick Cline, Western Governors University
Learn how to assess and interpret student feedback—whether you have 65 or 65,000 enrollees—to determine trends, resolve individual and systematic issues, and make scalable changes, all while staying aligned with your quality standards.

I-32 Hall F
A 5-step design and delivery approach for quality student discussions
Sandra Huston and Dawn Abbott, Texas Tech University
Use a 5-step design and delivery process to increase the quantity and quality of student discussions and improve learning outcome performance.

I-33 Hall H
Project management and shepherding pedagogical change
Sara Schoen and Annette McNamara, University of Minnesota
Project management is the process of managing tasks; change management is the process of managing people through change. Learn strategies to manage projects and change, thereby increasing the likelihood of success (with relationships intact).

Academic slide design: The new writing for teaching and learning
Ann Fandrey, University of Minnesota
Academic slide design combines what we know about multimedia learning, universal design, visual perception and graphic design to create a new vision and method for building more effective slides.

D-20 Grand Terrace West
Wedemeyer legacy
Michael G. Moore and William Diehl, Pennsylvania State University

Author Nook ETC Café
Published authors will meet attendees, sign (and sell) their books and engage in lively discussions. i. Check Guidebook or Author Nook sign for author schedule.
Thursday, August 11
10:00 AM–1:30 PM

I-34  Hall I
Using augmented reality in distance and F2F education
Nedim Slijepcevic, Eastern Kentucky University
Reinvigorate your imagination while you learn about using the latest augmented reality and 3D content generation tools to engage tactile, visual, and auditory learning modes.

I-35  Hall J
Tips to promote active learning online
John Martin, University of Wisconsin–Madison
Hear about the “Best of...” list compiled from 44 Active Teaching Labs and learn tips for integrating technology in online courses to promote active learning.

I-36  Room L
Factors influencing student success in distance education
Tanya Joosten, University of Wisconsin–Milwaukee
Review preliminary findings of empirical research efforts and start identifying course, program, and institutional processes that promote effective practice.

Speed Sessions

10:00-10:45 am  Hall G
SP-10 Understanding your digital content options (10:00 am)
Carrie Watkins, MBS Direct
This presentation will define the broad categories of digital content, from eBooks to OER repositories with examples and pros and cons for each.

SP-11 Assessing the online learner with an online proctoring system (10:15 am)
Kevin Forgard, UV Colleges Online
How to implement and administer an online proctoring service for asynchronous courses.

SP-12 Designing across learning management systems: Effective practices (10:30 am)
Cari Mathwig Ramseier, Viterbo University
Discover LMS commonalities and high-impact, effective communication and organization practices.

Brunch and Keynote
11:00 am–12:30 pm  Ballroom
The quest for learner engagement
Karl Kapp, Director, Institute for Interactive Technologies, Bloomsburg University
Karl will explore practical and inexpensive methods to infuse online learning programs with engagement, interactivity, and fun. As an international authority on game-based thinking and gamification, he’ll inspire you to take action and bring a new level of creativity and engagement to the teaching and learning process.

Discussions
12:45-1:30 pm
D-21 Community Terrace
Lessons learned from vendor relationships
Terry Reeves and Darci Duran, Colorado Community Colleges Online
A vendor “bakeoff” allowed our college to compare the work of several course development vendors simultaneously – how do you work with external vendors in the growing eLearning marketspace?

D-22 Community Terrace
Institutional scholarships as a retention tool for distance education
Sarah Zipf, Pennsylvania State University
Explore the relationship between institutional scholarships and retention of distance education students.

D-23 Community Terrace
Process for designing an online course
John Hollenbeck, University of Wisconsin Colleges Online
Review the essential principles that are key to the design of effective and engaging online instruction.

D-24 Grand Terrace West
Keynote follow-up discussion
Karl Kapp, Bloomsburg University

Author Nook  ETC Café
Published authors will meet attendees, sign (and sell) their books and engage in lively discussions. Check Guidebook or Author Nook sign for author schedule.
## Spotlight Session

**12:45-1:30 pm**  
**Lecture Hall**

**Emerging trends and technologies in online education**  
*Ray Schroeder, University of Illinois Springfield*

Sample some of the technologies and trends that are shaping the near future of online learning.

## Information Sessions

**12:45-1:30 pm**

**I-37**  
**Hall E**  
**Breaking barriers to success for first-generation students**  
*Dylan Barth and Lori Bokowy, University of Wisconsin–Milwaukee; Nicole Weber, University of Wisconsin–Whitewater*

Understand the barriers to success that impact retention, progress to degree, and course success for undergraduate, first-generation students.

**I-38**  
**Hall F**  
**Integrating social media into your online classroom**  
*Heidi Rottier, Bradley University*

Find out how to use a variety of social media to create and deliver course content, and how to engage and empower your students to productively use these tools for the creation of course assignments and discussions.

**I-39**  
**Hall H**  
**An innovative and disruptive MOOC-based degree program**  
*Norma Scagnoli, University of Illinois at Urbana-Champaign*

Discover how one institution used the power of MOOCs combined with the campus learning management system to create stackable specializations and a full iMBA degree.

**I-40**  
**Hall J**  
**Video best practices: Educational videos that work**  
*James Moore, DePaul University*

Learn how to create educational videos for online and hybrid courses that are based on sound instructional design and proven best practices.

**I-41**  
**Hall I**  
**Digital racism and online assessments**  
*Gina Haughton, Cardinal Stritch University*

Discover ways instructor bias and racism can exist in higher education online courses, and learn ways to prevent them.

## Tough Challenges Solutions Session

**12:45-2:00 pm**  
**Room N**

**Learner engagement**  
*John Martin, University of Wisconsin–Madison*

Hear about both new and persistent ideas and strategies for providing learner support, plus learn practical, evidence-based tips for helping a diverse population of learners succeed in the online environment.
Discussions

1:45-2:30 pm

D-25 Community Terrace
Tools for teaching creative writing online
Kristina Wilson, Northwestern University
Evaluate practical takeaways for utilizing existing LMS features, building community, facilitating workgroups, and assessing web apps while teaching creative writing online.

D-26 Community Terrace
Gather around the virtual meeting table: Engaging strategies
Jennie Mitchell, Saint Mary-of-the-Woods College
Share ideas and experiences for connecting students in a virtual classroom, reinforcing cohesiveness of the class, and providing ways to enrich the content and learning energy.

D-27 Community Terrace
Graduate faculty perceptions of online education
Tori Svoboda, University of Wisconsin–La Crosse
Are faculty skeptics? Believers? Or are they open to examine the blend of opportunities and challenges with on-line professional preparation?

Information Sessions

1:45-2:30 pm

I-43 Hall E
From green flag to checkered flag: Using video assessments/feedback
Randy Malta, St. Louis Community College
Take a close-up look at personalized video feedback options and how they enhance instructor-student communication. See the variety of tools (some free) for quickly developing and sharing individualized video assessments.

I-44 Hall F
Design for inclusive/accessible learning
Melissa Smiley, University of Wisconsin–Madison
Understand how using Universal Design in Learning strategies to create fully inclusive online learning environments increases post-secondary learning and work options for students, including those with intellectual and developmental disabilities.

I-45 Hall H
Training tutors to support learners in multiple modalities
Jon Mladic, Rasmussen College
Prepare tutors to support both residential and distance learners through standards-based training.

I-46 Hall I
Characteristics of successful distance learners
Cengiz Hakan Aydin, Anadolu University
Learn about the results of an ongoing longitudinal study that investigates the common characteristics (preferences, learning and study strategies, demographics) of successful distance learners.

I-47 Hall J
Multicultural engagement: Beyond lecture halls to online classes
Jay Christensen-Szalanski and Amy Oberfoell, University of Iowa
Online education provides near limitless creative opportunities to engage a multi-cultural student population and bridge language and cultural differences.

Spotlight Session

1:45-2:30 pm

Lecture Hall
Defining quality in distance education: Round and round we go
Darcy Hardy, Blackboard Inc.
We’ll take a hard look at the questions so often asked of us and provide some answers based on research and more than 25 years’ experience in distance education to address issues ranging from DE cost effectiveness, measuring learning outcomes and student services, to institutional readiness and course design.

ETC Café
Author Nook
Published authors will meet attendees, sign (and sell) their books and engage in lively discussions. Check Guidebook or Author Nook sign for author schedule.

I-48 Room L
Through the words of experts: Lessons learned from over two decades of synchronous conferencing
Curt Bonk and Minkyoung Kim, Indiana University
Learn about series of pedagogical innovations and lesson learned from Web and video conferencing experimentation meant to extend the classroom to the world community.
**Speed Sessions**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:45-2:30 pm</td>
<td>Hall G</td>
</tr>
<tr>
<td><strong>SP-16</strong></td>
<td>Instructional design for mobile learning (1:45 pm)</td>
</tr>
<tr>
<td>Theresa Butori, Southern Wesleyan University</td>
<td>Leverage the functionality of your LMS and use effective instructional design principles to create mobile web-based courses.</td>
</tr>
<tr>
<td><strong>SP-17</strong></td>
<td>Using case studies in teaching online courses (2:00 pm)</td>
</tr>
<tr>
<td>Brandon Taylor, Adler University</td>
<td>Review resources, strategies, and techniques for using case studies when teaching/facilitating online courses, in professional development activities, and for training sessions.</td>
</tr>
<tr>
<td><strong>SP-18</strong></td>
<td>The script only needs to be perfect: Planning for voiced eLearning (2:15 pm)</td>
</tr>
<tr>
<td>Molly Filler and Sandy Brink, Epic Systems</td>
<td>Learn scripting best practices to make the use of voice narration less cumbersome in eLearning lessons.</td>
</tr>
</tbody>
</table>

**Conference Finale and Dessert**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:45-4:00 pm</td>
<td>Ballroom</td>
</tr>
<tr>
<td><strong>Stumble, fall, rise again: From failures to transformational change</strong></td>
<td></td>
</tr>
<tr>
<td>Conference programs are typically filled with stories of success and accomplishment. Hidden behind the stage, not often talked about, are the numerous mistakes, embarrassments, and failures that often lead to profound and transformative professional growth.</td>
<td></td>
</tr>
<tr>
<td>In this finale forum we give voice to, and celebrate, the transformative lessons learned from our professional blunders and unexpected outcomes. We’ll kick-off the event by listening to several leaders in the field share humbling experiences that fueled their professional growth on their road to prominence.</td>
<td></td>
</tr>
<tr>
<td>You also have an opportunity to get close-up and personal with many of these individuals in roundtable discussions where we can all share experiences that have helped transform us into the professionals we are today. Prizes will be given for the most transformative, humorous, and biggest blunders.</td>
<td></td>
</tr>
<tr>
<td>Enjoy fellowship and dessert as we wind down the conference a bit wiser and poised to rise to new heights.</td>
<td></td>
</tr>
<tr>
<td><strong>Finale participants:</strong></td>
<td></td>
</tr>
<tr>
<td>• Michelle D. Miller, Northern Arizona University</td>
<td></td>
</tr>
<tr>
<td>• Michael G. Moore, Pennsylvania State University</td>
<td></td>
</tr>
<tr>
<td>• Ellen Wagner, Hobsons</td>
<td></td>
</tr>
<tr>
<td>• Ray Schroeder, University of Illinois Springfield</td>
<td></td>
</tr>
<tr>
<td>• Darcy Hardy, Blackboard</td>
<td></td>
</tr>
<tr>
<td>• Simone Conceiçao, University of Wisconsin–Milwaukee</td>
<td></td>
</tr>
<tr>
<td>• Tom Reeves, University of Georgia</td>
<td></td>
</tr>
<tr>
<td>• Curt Bonk, Indiana University</td>
<td></td>
</tr>
</tbody>
</table>
Campus Video
Done Right

Online Classes | Lecture Capture | Flipped Learning

Mediasite Video Platform is the most automated and scalable system for creating, publishing, searching and managing all of your academic video. Find out why more than 1,500 of the world’s best colleges and universities use Mediasite to transform teaching and learning.

Visit us at booth 101

Proud Gold Sponsor of the Distance Teaching and Learning Conference

877.783.7987 | sonicfoundry.com
getinfo@sonicfoundry.com | #wemediasite
The Annual Conference on Distance Teaching & Learning
Madison Ballroom
August 9-10, 2016

EXHIBIT HALL SCHEDULE

**Tuesday**
4:00-6:00 pm  
WI tailgating reception • Learning Stage • eTools Demos

**Wednesday**
9:30 am-6:00 pm  
Exhibit Hall open (not open on Thursday)
9:30 am  
Refreshments • Learning Stage • eTools Demos
10:15 am & 11:15 am  
Learning Stage • eTools Demos
1:15 pm  
Dessert • Learning Stage • eTools Demos
2:00 pm & 3:00 pm  
Learning Stage • eTools Demos
4:45 pm  
Networking party • Learning Stage • eTools Demos • Prize drawings
### Exhibitor Booth Guide
**TUESDAY & WEDNESDAY, AUGUST 9 & 10**

<table>
<thead>
<tr>
<th>Exhibitor</th>
<th>Booth #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acclaim</td>
<td>131</td>
</tr>
<tr>
<td>AutoGradr</td>
<td>128</td>
</tr>
<tr>
<td>Blackboard Inc.</td>
<td>104</td>
</tr>
<tr>
<td>Carolina Biological Supply</td>
<td>105</td>
</tr>
<tr>
<td>ClearOne</td>
<td>113</td>
</tr>
<tr>
<td>Distance Education Professional Development (DEPD)</td>
<td>100</td>
</tr>
<tr>
<td>eScience Labs</td>
<td>110</td>
</tr>
<tr>
<td>Examity</td>
<td>132</td>
</tr>
<tr>
<td>GANTECH</td>
<td>127</td>
</tr>
<tr>
<td>Harbinger Knowledge Products (Raptivity)</td>
<td>116</td>
</tr>
<tr>
<td>IMS Global Learning Consortium</td>
<td>122</td>
</tr>
<tr>
<td>Instructional Communications Systems</td>
<td>107</td>
</tr>
<tr>
<td>Instructure (Canvas)</td>
<td>115</td>
</tr>
<tr>
<td>Internet Scout Research Group</td>
<td>134</td>
</tr>
<tr>
<td>Learning Resources Network (LERN)</td>
<td>103</td>
</tr>
<tr>
<td>LodeStar</td>
<td>108</td>
</tr>
<tr>
<td>Magna Publications</td>
<td>130</td>
</tr>
<tr>
<td><strong>SILVER SPONSOR</strong></td>
<td></td>
</tr>
<tr>
<td>Maplesoft no booth</td>
<td></td>
</tr>
<tr>
<td><strong>BRONZE SPONSOR</strong></td>
<td></td>
</tr>
<tr>
<td>McGraw-Hill Education no booth</td>
<td></td>
</tr>
<tr>
<td><strong>BRONZE SPONSOR</strong></td>
<td></td>
</tr>
<tr>
<td>NCast Corporation</td>
<td>133</td>
</tr>
<tr>
<td>Panopto</td>
<td>135</td>
</tr>
<tr>
<td>ProctorU</td>
<td>123</td>
</tr>
<tr>
<td>SoftChalk</td>
<td>112</td>
</tr>
<tr>
<td><strong>BRONZE SPONSOR</strong></td>
<td></td>
</tr>
<tr>
<td>Sonic Foundry 101 &amp; 102 Mediasite</td>
<td></td>
</tr>
<tr>
<td><strong>GOLD SPONSOR</strong></td>
<td></td>
</tr>
<tr>
<td>TechSmith Corporation</td>
<td>106</td>
</tr>
<tr>
<td>VoiceThread</td>
<td>126</td>
</tr>
<tr>
<td>WolfVision</td>
<td>121</td>
</tr>
</tbody>
</table>
BENEFITS OF ATTENDING:

- Become a more effective academic leader
- Proof of dedication to professional development
- Learn from industry experts
- Exchange ideas with leaders in higher education nationwide
- Interdisciplinary programming and networking
- Learn what’s working—and what is not—at other campuses

DESIGNED FOR:

Academic Leaders at Higher Education Institutes

- Department chairs
- Division heads
- Deans
- Academic VPs
- Program or project directors
- Provosts
- Faculty

VISIT

www.AcademicLeadershipConference.com

October 6-8, 2016 • Atlanta, GA
Exhibitors

**Acclaim**

Acclaim offers institutions an easy way to issue verifiable, web-enabled representations of learning achievements in the form of open badges. A product of Pearson, Acclaim works with academic institutions, credentialing programs, associations and others to create clear connections between college coursework, learning outcomes and career opportunities. Every badge issued through Acclaim tells its own story about what it signifies, how it was earned, and why it’s important.

Pete Janzow, Sr. Director of Business Development
5601 Green Valley Drive
Bloomington, MN 55437
peter.janzow@pearson.com
716.289.3040
youracclaim.com

---

**AutoGradr**

AutoGradr is a web app that automates the grading process for programming assignments. Students use AutoGradr to upload their assignments, and the system automatically runs the submissions against test cases that the instructor sets up. Students get immediate feedback and can make multiple attempts. Professors and teaching assistants can view reports, and manage grades, test cases, and questions. Come see a demo at the exhibit to stop grading, start automating!

Nishtha H. Dalal, Co-Founder
360 South Market Street
San Jose, CA 95113
nishtha.h.dalal@gmail.com
347.514.1908
www.AutoGradr.com

---

**Blackboard Inc**

Blackboard Enterprise Consulting solutions provide you and your learning community with the strategic support and end-to-end solutions that you need to support your mission, vision, and goals. Our consultants bring years of educational experience to help you drive transformation and manage change across your entire institution. Our experience with strategic consulting, technical, and implementation planning and execution gives you the tools you need to achieve your goals.

Darcy Hardy, Associate VP, Enterprise Consulting
1111 19th Street NW
Washington, DC 20036
Darcy.Hardy@blackboard.com
202.303.9906
www.blackboard.com/higher-education/services.aspx

---

**Carolina Biological Supply**

Carolina offers college science educators Distance Learning Labs that give students the same rigorous lab experience as campus students. Challenging investigations teach lab skills, data collection and analysis. Kits have been thoroughly tested in non-lab settings, with safety and disposal issues addressed. Stop by our booth to learn more.

Norma Hollebeke, Director of Distance Learning Strategic Initiatives
2700 York Road
Burlington, NC 27215
norma.hollebeke@carolina.com
336.538.6317
www.carolina.com/distancelearning

---

**ClearOne**

ClearOne is a global company that designs, develops and sells conferencing, collaboration, and network streaming & signage solutions for voice and visual communications. The performance and simplicity of its advanced, comprehensive solutions offer unprecedented levels of functionality, reliability and scalability.

Brent Johnson
5225 Wiley Post Way
Salt Lake City, UT, 84116
Brent.johnson@clearone.com
801.303.3397
www.clearone.com

---

**Distance Education Professional Development (DEPD)**

Apply proven strategies to enhance teaching and learning at a distance. In addition to UW–Madison’s Distance Teaching & Learning Conference, DEPD offers three non-credit certificate programs: the Professional Certificate in Online Education, the Fundamentals of Online Teaching Certificate, and the K12 Certificate in Online Teaching. Learn essential skills and knowledge applicable to any online learning context, subject area, or audience.

Bridget Powell
UW–Madison Continuing Studies
21 N. Park St., 7th Floor
Madison, WI 53715
bridget.powell@wisc.edu
608.263.1154
depd.wisc.edu
Create-Your-Own Digital Curriculum.
Manage and Share in the Cloud.

Check out this session:
Creating Web-based Learning Activities to Support Diverse Learner
Diane Painter, Shenandoah University
David Evans, SoftChalk LLC
Learning Stage — Wednesday, August 10th — Check your program for time.

Visit us in the Exhibit Hall to see SoftChalk Cloud in action!
eScience Labs

eScience Labs collaborates with hundreds of higher education institutions to provide a traditional hands-on laboratory experience to students engaged in online and blended learning. Through a combination of hands-on science lab kits, virtual learning tools and customized digital curriculum, eScience Labs helps higher education institutions expand and strengthen science comprehension.

Erik Martin, Regional Account Manager – Midwest
1500 W Hampden Avenue, Building 2
Sheridan, CO 80110
emartin@esciencelabs.com
303.741.0674
eSciencelabs.com

Examity

BRONZE SPONSOR

Examity®, the world leader in online proctoring software and support, is an enterprise-wide test integrity solution ideal for universities and corporations. We empower institutions with the flexibility to select the level of security that matches each unique test. Examity offers around the clock support and seamless integration with all learning platforms. Please contact for a demonstration.

Randy Grosberg, Vice President of Sales
34 Main Street, 2nd Floor
Natick, MA 01760
rgrosberg@examity.com
855.examity (855.392.6489)
www.examity.com

GANTECH

GANTECH is a systems integrator specializing in end-user computing solutions. Our goal is to passionately transform emerging technology into value for higher education clients.

Jay Elis, VP Business Development
9175 Guilford Rd
Columbia, MD 21046
jelis@gantech.net
443.276.4760
www.gantech.net

Harbinger Knowledge Products (Raptivity)

Harbinger Knowledge Products is recognized as a global leader in interactivity solutions for knowledge-sharing applications including learning, presentation and web development. Harbinger Knowledge Products is part of Harbinger Group, which serves customers in over 60 countries through its offices in Pune (India), Redmond (WA, USA), San Jose (CA, USA) and through its partner network worldwide. Harbinger’s patented technology and sound thought leadership have resulted in groundbreaking products, including market-leading Raptivity, innovative YawnBuster and cutting-edge TeemingPod.

Jamaica Glenn, Senior Manager, Business Development
16770 NE 79th Street, Suite 100
Redmond, WA 98052
info@raptivity.com
510.991.7766
www.raptivity.com

IMS Global Learning Consortium

IMS Global Learning Consortium is a nonprofit organization that advances technology that can affordably scale and improve educational participation and attainment. IMS members are leading suppliers, institutions and government organizations that are enabling the future of education by collaborating on interoperability and adoption initiatives. IMS sponsors the Learning Impact Leadership Institute, a global program focused on recognizing the impact of innovative technology on educational access, affordability, and quality while developing the people and ideas that are going to help shape the future of educational technology.

Sandra DeCastro, Vice President Community Programs
801 International Parkway, 5th Floor, PMB #112
Lake Mary, FL 32746
sdecastro@imsglobal.org
214.471.7157
www.imsglobal.org
THE BEST LEARNING HAPPENS WHEN THE TOOLS DON’T GET IN THE WAY.

Bellevue College needed a learning platform for its Autism Spectrum Navigators Program, which helps transition students with autism to college life. The platform had to be easy to use, it had to facilitate communication for students of all abilities, and if you ask Susan Gjolmesli, director of Bellevue College’s Resource Center, it simply had to be Canvas.

To learn more about Bellevue College’s success and to find out how Canvas can help you transform teaching and learning, visit canvaslms.com/try-canvas or by calling 877.794.2195.

Bellevue College needed a learning platform for its Autism Spectrum Navigators Program, which helps transition students with autism to college life. The platform had to be easy to use, it had to facilitate communication for students of all abilities, and if you ask Susan Gjolmesli, director of Bellevue College’s Resource Center, it simply had to be Canvas.

To learn more about Bellevue College’s success and to find out how Canvas can help you transform teaching and learning, visit canvaslms.com/try-canvas or by calling 877.794.2195.

Bellevue College needed a learning platform for its Autism Spectrum Navigators Program, which helps transition students with autism to college life. The platform had to be easy to use, it had to facilitate communication for students of all abilities, and if you ask Susan Gjolmesli, director of Bellevue College’s Resource Center, it simply had to be Canvas.

To learn more about Bellevue College’s success and to find out how Canvas can help you transform teaching and learning, visit canvaslms.com/try-canvas or by calling 877.794.2195.

Bellevue College needed a learning platform for its Autism Spectrum Navigators Program, which helps transition students with autism to college life. The platform had to be easy to use, it had to facilitate communication for students of all abilities, and if you ask Susan Gjolmesli, director of Bellevue College’s Resource Center, it simply had to be Canvas.

To learn more about Bellevue College’s success and to find out how Canvas can help you transform teaching and learning, visit canvaslms.com/try-canvas or by calling 877.794.2195.

Bellevue College needed a learning platform for its Autism Spectrum Navigators Program, which helps transition students with autism to college life. The platform had to be easy to use, it had to facilitate communication for students of all abilities, and if you ask Susan Gjolmesli, director of Bellevue College’s Resource Center, it simply had to be Canvas.

To learn more about Bellevue College’s success and to find out how Canvas can help you transform teaching and learning, visit canvaslms.com/try-canvas or by calling 877.794.2195.

Bellevue College needed a learning platform for its Autism Spectrum Navigators Program, which helps transition students with autism to college life. The platform had to be easy to use, it had to facilitate communication for students of all abilities, and if you ask Susan Gjolmesli, director of Bellevue College’s Resource Center, it simply had to be Canvas.

To learn more about Bellevue College’s success and to find out how Canvas can help you transform teaching and learning, visit canvaslms.com/try-canvas or by calling 877.794.2195.

Bellevue College needed a learning platform for its Autism Spectrum Navigators Program, which helps transition students with autism to college life. The platform had to be easy to use, it had to facilitate communication for students of all abilities, and if you ask Susan Gjolmesli, director of Bellevue College’s Resource Center, it simply had to be Canvas.

To learn more about Bellevue College’s success and to find out how Canvas can help you transform teaching and learning, visit canvaslms.com/try-canvas or by calling 877.794.2195.
Instructional Communications Systems (ICS)

Instructional Communications Systems (ICS), proud part of UW-Extension, is a leader in educational technology solutions for teaching, learning, communication and collaboration. We offer WisLine Audio, Video and Web Conferencing; on and off-site Video Production; Self-Record Audio & Video Studios; and technology support for events at The Pyle Center in Madison. You’ll benefit from friendly, expert support included with all services. WisLineServices@ics.uwex.edu.

Tom Reed, Outreach & Development Specialist
702 Langdon St.
Madison, WI 53706
Tom.Reed@ics.uwex.edu
608.262.1598
www.ics.uwex.edu

Internet Scout Research Group

Since 1994, Internet Scout has provided tools and services for finding, filtering, and delivering online information and metadata. Based at the University of Wisconsin-Madison, Scout’s research and development projects connect educators, librarians, and the general public to the best free online materials.

Rachael Bower, Director
UW Computer Sciences Department
1210 W Dayton St
Madison, WI 53706
bower@scout.wisc.edu
608.262.6567
https://scout.wisc.edu/

Instructure (Canvas) BRONZE SPONSOR

Instructure, Inc. is a leading software-as-a-service (SaaS) technology company that makes software that makes people smarter. With a vision to help maximize the potential of people through technology, Instructure created Canvas and Bridge to enable organizations anywhere to easily develop, deliver and manage engaging face-to-face and online learning experiences. To date, Instructure has connected millions of instructors and learners at more than 2,000 educational institutions and corporations throughout the world. Learn more about Canvas for higher ed and K-12, and Bridge for the corporate market at www.Instructure.com.

Sean Traigle, Enterprise Regional Director
straigle@instructure.com
801.658.7483
http://www.instructure.com

Learning Resources Network (LERN)

The largest continuing education association in the world, serving over 1,000 colleges and universities a year. A nonprofit specializing in continuing education, online teaching and faculty development.
More than 8,000 faculty have taken our online courses on learning, teaching and faculty development.
Consulting services available.

Tammy Peterson, Director of Customer Service
PO Box 9
River Falls, WI 54022
info@lern.org
800.678.5376
www.lern.org

LodeStar

The LodeStar™ online learning authoring tool helps instructors create engaging and effective activities in support of their online courses. LodeStar™ helps instructors create a variety of activities ranging from simple presentations with audio, text and video to branching scenarios, games, decision making scenarios, problem-based learning and more. LodeStar works with any SCORM conformant learning management system such as Desire2Learn, Moodle, and Blackboard.

Robert Bilyk, President
16270 110th Street North
Stillwater Minnesota 55082-9509
robert.bilyk@LodeStarLearning.com
651.303.9501
www.LodeStarLearning.com
Examity® offers a cost-effective exam integrity solution. Our sophisticated technology and support is ideal for universities and corporations.

**Come visit us at Booth 132 to learn more.**

**Examity® technology-enabled solution includes:**

• Full integration
• Flexibility in all ways
• Customizable rules
• All styles of proctoring
• One-stop shop

www.examity.com

---

**save the date...**

American Association for Adult and Continuing Education

2016 Conference

Over 320 sessions offered at this year’s Conference. There will be something for everyone in Albuquerque!

November 8 - 11, 2016
Hyatt Regency Albuquerque
Albuquerque, New Mexico

http://www.aaace.org/Landscape2016
Magna Publications 130

SILVER SPONSOR

For more than 40 years, the higher education community has turned to Magna Publications for timely, high-quality professional development products and services. We’re dedicated to providing authoritative resources through a variety of innovative products, including publications, conferences, and online professional development tools. Our featured conferences for distance editors are “Leadership in Higher Education Conference” and “The Teaching Professor Technology Conference.”

David Burns, Publisher
2718 Dryden Drive
Madison, WI 53704
support@magnapubs.com
800.433.0499
www.MagnaPubs.com

Maplesoft no booth

BRONZE SPONSOR

With over 25 years of experience developing solutions for technical education, Maplesoft is revolutionizing how courses can be brought online using technology that improves student comprehension, retention, and success. Maplesoft provides powerful solutions for online assessment and online courseware, offering modern solutions to meet the particular needs of STEM education. For more information on Maplesoft technology and how it can bring learning to life, visit www.maplesoft.com.

Louise Krmpotic, Senior Director, Digital Learning and Business Development
615 Kumpf Drive
Waterloo, ON Canada
info@maplesoft.com
800.267.6583
www.maplesoft.com

McGraw-Hill no booth

BRONZE SPONSOR

McGraw-Hill Education is a learning science company that delivers personalized learning experiences that help students, parents, educators and professionals drive results. McGraw-Hill Education has offices across North America, India, China, Europe, the Middle East and South America, and makes its learning solutions available in nearly 60 languages. Visit us at mheducation.com or find us on Facebook or Twitter.

www.mheducation.com

NCast Corporation 133

NCast Corporation is a manufacturer of digital video recorders and streamers used in lecture capture systems, lecture creation studios and student performance recording. The company offers video content management servers and cloud services used to store and distribute these recordings. Our industry-leading units with dual streaming and recording and our low cost video camera-recorder offer solutions which can enhance any distance learning or on-line initiatives.

Hank Magnuski, CEO
4677 Old Ironsides Drive, Suite 430
Santa Clara, CA 95054-1826
hankm@ncast.com
408.844.9080
www.ncast.com

Panopto 135

Panopto is the fastest-growing provider of video management, lecture capture, and flipped classroom software for the education market. Since 2007, we’ve helped faculty and administrators at academic institutions improve the student learning experience through the use of live and on-demand video. Today, more than 600 colleges and universities use Panopto to centralize and manage their video content, integrate video into their learning management systems, record lectures, live stream events and distance learning courses, capture flipped classroom videos, and more.

Katie Herrick, EDU Account Executive
2000 East Carson Street
Pittsburgh, PA 15203
kherrick@panopto.com
312.925.0724
www.panopto.com

ProctorU 123

ProctorU provides proctoring services for institutions that offer examinations online. Exams may be taken securely anywhere using only a computer, webcam and a high-speed Internet connection. A three-step process confirms that the individual who registered for an exam is the person who is taking the exam and is following the institution’s testing requirements. ProctorU provides live, person-to-person, real-time monitoring to more than 800 colleges, universities and certification organizations worldwide.

Scott Hewlett, Account Manager
3083 Independence Drive, Suite A
Livermore, CA 94551
contact@proctoru.com
888.355.8043
www.proctoru.com
The American Journal of Distance Education

EDITOR
Michael Grahame Moore
Distinguished Professor of Education
The Pennsylvania State University

PUBLICATION DETAILS
Volume 30, 2016
4 issues per year
Print ISSN: 0892-3647
Online ISSN: 1538-9286

The American Journal of Distance Education (AJDE) is internationally recognized as the journal of record of research and scholarship in the field of American distance education. Established in 1987 with the mission of promoting research and disseminating information about distance education in the Americas, AJDE explores topics about all teaching-learning relationships where the actors are geographically separated, and communication takes place through technologies.
**SoftChalk**

**BRONZE SPONSOR**

SoftChalk content authoring and hosting solutions are critical to the success of eLearning initiatives, providing educators with easy, fast, affordable ways to create, manage and share rich, interactive content that engages students in the learning process and inspires learning. Lesson content is web-based and can be delivered in any learning management system, content management system, on a web-server, on mobile devices or in the cloud - anywhere for just-in-time learning.

SoftChalk Sales Team  
22 S. Auburn Ave.  
Richmond, VA 23221  
Learnmore@softchalk.com  
877.638.2425  
www.softchalk.com

**Sonic Foundry Mediasite**

**GOLD SPONSOR**

Sonic Foundry (NASDAQ: SOFO) is the trusted global leader for video capture, management and webcasting solutions in education, business and government. The patented Mediasite Enterprise Video Platform transforms communications, training, education and events for more than 3,000 customers in over 60 countries.

Matt McCurdy, VP of Education  
222 W. Washington Ave.  
Madison, WI  
mattm@sonicfoundry.com  
608.433.1600  
www.sonicfoundry.com

**TechSmith Corporation**

TechSmith Corporation provides practical business and academic software products that can dramatically change how people communicate and collaborate. TechSmith enables users to work more effectively wherever they may be, and ensures that the process of creating, sharing and collaborating around content is simple and intuitive so that others can learn from their knowledge.

Matt Dennis, Education Account Manager  
2405 Woodlake Drive  
Okemos, MI 48864  
m.dennis@techsmith.com  
517.381.2300  
http://www.techsmith.com/education.html

**VoiceThread**

VoiceThread is a cloud-based application that brings your media into collaborative spaces where others can engage using voice, video, or text commenting. The results are highly interactive and engaging conversations that combine stronger human presence with the flexibility of an asynchronous learning environment. Educators report an increase in the quality of work, and hearing student voices helps to assess comprehension and build connections.

Lisa O’Sullivan, Enterprise Account Manager  
PO BOX 970533  
Boca Raton, FL 33497  
lisa@voicethread.net  
708.586.9338 office  
708.269.8620 cell  
www.voicethread.com

**WolfVision**

WolfVision manufacturers high-resolution Visualizers used to capture for display documents and objects, which can also be saved to your computer. Uses include classrooms for training, education, presentations and video-conferencing. WolfVision offers ceiling and tabletop cameras and is known for the highest image quality, excellent design, and ease of use.

Pablo Munguia, National Sales Manager  
2055 Sugarloaf Circle  
Suite 125  
Duluth, GA 30097  
pm@wolfvision.us  
770.931.6802  
www.wolfvision.us
**Staff, Committee, and Advisors**

### Distance Teaching & Learning Conference Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Les Howles</td>
<td>DEPD and Conference Director</td>
</tr>
<tr>
<td>Kimary Peterson</td>
<td>Conference Manager</td>
</tr>
<tr>
<td>Kat Abbott</td>
<td></td>
</tr>
<tr>
<td>Louise Fowler</td>
<td></td>
</tr>
<tr>
<td>Mike Kern</td>
<td></td>
</tr>
<tr>
<td>John Oppenheimer</td>
<td></td>
</tr>
<tr>
<td>Bridget Powell</td>
<td></td>
</tr>
<tr>
<td>Bonnie Schmidt</td>
<td></td>
</tr>
<tr>
<td>Janet Staker Woerner</td>
<td></td>
</tr>
</tbody>
</table>

### 2016 Planning Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nancy Anderson</td>
<td>School Library Media Consultant, Wisconsin Department of Public Instruction</td>
</tr>
<tr>
<td>Ryan Anderson</td>
<td>Director of Instructional Design and Development, CEOEL, University of Wisconsin—Extension</td>
</tr>
<tr>
<td>Thomas Arendalkowski</td>
<td>Learning Designer, CITS, University of Wisconsin Colleges/University of Wisconsin—Extension</td>
</tr>
<tr>
<td>Dawn Drake</td>
<td>Executive Director, Alternative Delivery Systems, University of Wisconsin—Platteville</td>
</tr>
<tr>
<td>William Ferree</td>
<td>Professor, Naval War College</td>
</tr>
<tr>
<td>Hilda Glazer</td>
<td>Faculty Chair/Ed. Psych. and Director, Center for the Study of Play Therapy, Capella University</td>
</tr>
<tr>
<td>Colin Holden</td>
<td>Curriculum Manager, College of Letters and Science, University of Wisconsin—Madison</td>
</tr>
<tr>
<td>James Moore</td>
<td>Director of Online Learning, DePaul University</td>
</tr>
<tr>
<td>Carlos Morales</td>
<td>President of TCC Connect, Tarrant County College District</td>
</tr>
<tr>
<td>Penny Ralston-Berg</td>
<td>Instructional Designer, Penn State World Campus, Pennsylvania State University</td>
</tr>
</tbody>
</table>

### 2016 Advisors & Contributors

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simone Conceição</td>
<td>Professor, School of Education, University of Wisconsin—Milwaukee</td>
</tr>
<tr>
<td>Narra Smith Cox</td>
<td>Department Chair/Professor, LAAS, Continuing Studies, University of Wisconsin—Madison</td>
</tr>
<tr>
<td>David Giroux</td>
<td>Marketing Director, Continuing Studies, University of Wisconsin—Madison</td>
</tr>
<tr>
<td>Darcy Hardy</td>
<td>Associate Vice President, Enterprise Consulting, Blackboard Inc.</td>
</tr>
<tr>
<td>Linda Jorn</td>
<td>Associate Vice Provost of Learning Technologies and DoIT Director, University of Wisconsin—Madison</td>
</tr>
<tr>
<td>Bruce Maas</td>
<td>Vice Provost for IT and CIO, University of Wisconsin—Madison</td>
</tr>
<tr>
<td>John Martin</td>
<td>Senior Teaching &amp; Learning Consultant, Academic Technology, University of Wisconsin—Madison</td>
</tr>
<tr>
<td>John Orlando</td>
<td>Associate Director of Faculty Support, Northcentral University</td>
</tr>
<tr>
<td>Rena Palloff</td>
<td>Faculty at Fielding University/Capella University/University of the Rockies; Consultant, Crossroads West</td>
</tr>
<tr>
<td>Jeffrey S. Russell</td>
<td>Vice Provost for Lifelong Learning and Dean of Continuing Studies, University of Wisconsin—Madison</td>
</tr>
<tr>
<td>Ray Schroeder</td>
<td>Associate Vice Chancellor for Online Learning, University of Illinois—Springfield</td>
</tr>
<tr>
<td>Rick Shearer</td>
<td>Director, World Campus Learning Design, Pennsylvania State University</td>
</tr>
<tr>
<td>Thomas Smith</td>
<td>Director, Engineering Telecommunications Programs, University of Wisconsin—Madison/Extension</td>
</tr>
<tr>
<td>George Watson</td>
<td>Senior Consultant, Office of Quality Improvement, University of Wisconsin—Madison</td>
</tr>
</tbody>
</table>

---

40
Complimentary Shuttle Service

**Shuttle runs** every 20 minutes. Monona Terrace to/from: Best Western Inn on the Park, Doubletree by Hilton Madison, Hampton Inn Downtown, Lowell Center, and Madison Concourse.

<table>
<thead>
<tr>
<th>TUE, AUG 9</th>
<th>WED, AUG 10</th>
<th>THU, AUG 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:45-9:00 am</td>
<td>6:45-9:00 am</td>
<td>7:00-8:30 am</td>
</tr>
<tr>
<td>From hotels to Monona Terrace</td>
<td>From hotels to Monona Terrace</td>
<td>From hotels to Monona Terrace</td>
</tr>
<tr>
<td>11:30 am-1:30 pm</td>
<td>11:30 am-1:30 pm</td>
<td>Noon-2:30 pm</td>
</tr>
<tr>
<td>To/from hotels/Monona Terrace</td>
<td>To/from hotels/Monona Terrace</td>
<td>To/from hotels/Monona Terrace</td>
</tr>
<tr>
<td>4:00-6:30 pm</td>
<td>4:00-6:30 pm</td>
<td>4:00-5:00 pm</td>
</tr>
<tr>
<td>From Monona Terrace to hotels</td>
<td>From Monona Terrace to hotels</td>
<td>From Monona Terrace to hotels</td>
</tr>
</tbody>
</table>

**Airport Shuttle. You must sign up by 5pm Wednesday, Aug 10** for the Thursday Airport Shuttle. Shuttle leaves from Monona Terrace entrance at 12:30 pm and 4:15 pm.

---

**Distance Education Professional Development Certificate Offerings**

**Professional Certificate in Online Education**—7 CEUs
- Develop advanced online teaching strategies
- Apply evidence-based principles to improve online learning

**Fundamentals of Online Teaching**—3 CEUs
- Get prepared to teach online
- Become familiar with basic concepts, tools and strategies

**Design and Teach Online Certificate**—CEUs vary
- Plan and design online course units
- Work with cohorts and expert mentors

**K12 Certificate in Online Teaching**—3 CEUs
- Learn about the pedagogy of online teaching
- Self-paced

Visit [depd.wisc.edu](http://depd.wisc.edu) for more information about these online certificates.
Thank you 2016 Sponsors!

GOLD

mediasite <br> by sonicfoundry

SILVER

MAGNA

BRONZE

canvas <br> examity <br> Maplesoft <br> McGraw Hill Education <br> SoftChalk

We also want to thank and acknowledge the following departments for their contributions to this year’s conference:

- Academic Technology, Department of Information Technology, University of Wisconsin–Madison
- Instructional Communications Systems, University of Wisconsin–Extension
Distance Teaching & Learning Conference

Mark your calendar to join us in July 2017!

¬EARLIER DATES! July 25-27, 2017, Madison, WI

Watch for these announcements:

Nov 2016  Call for proposals
Mar 2017   Early early-bird registration rates

Contact us  disted@dcs.wisc.edu

dtlconference.wisc.edu