

2019 Distance Teaching & Learning Conference Workshops

Morning Workshops (Tuesday, August 6, 8:30-11:30 am)

AM-1 Multi-generational learning

Ray Schroeder, Associate Vice Chancellor for Online Learning and

Vickie Cook, Executive Director-Center for Online Learning, Research, and Service, University of Illinois Springfield

Explore strategies to address the needs of the many generations of learners who may be in your course(s). The American Association of State Colleges and Universities has noted that “*nontraditional* is the *new traditional*,” and that higher education needs to be more reflective of and on its diverse range of students. Learn how to establish an even playing field for all students in your course, identify similarities, and acknowledge differences as strengths.

Key takeaways:

- Be able to identify various generations of learners and their unique and shared characteristics and needs
- Recognize and be able to plan for and implement online strategies to address the needs of multi-generational learners

Requires: LAPTOP/TABLET

AM-2 Harnessing the power of Google tools

Elizabeth Kiggins, Instructional Technologist & Assistant Professor and

Julie Gahimer, Professor of Physical Therapy, University of Indianapolis

Gain hands-on experience with innovative tools to make online learning more participatory and interactive. Learning management systems (LMS) can be limited in their ability to engage students, but there are no-cost options to supplement and support LMS options. This workshop will cover easy-to-access and easy-to-use Google tools that make learning more interesting, engrossing, and relevant to your discipline.

Key takeaways:

- Be able to locate and evaluate free, innovative tools that support online teaching and learning
- Have increased confidence in the use of online tools that provide a more engaging and interactive learning experience
- Leave with your own resource list of useful tools that enhance content delivery, including a new set of tools/skills to support your development of blended/online courses

Requires: LAPTOP

AM-3 Facilitate *genuine communication* in your online course

Andrew Cole, Learning Technology Specialist, University of Wisconsin-Whitewater and

Bob Dubois, Learning Facilitator of Technology, Waukesha County Technical College

Move beyond traditional notions of “online discussions” as solely text-based threads in a learning management system. This workshop will explore strategies for employing technology-based communication tools and feedback approaches to facilitate learning, motivate students, build community, and keep students on course in online learning environments.

Key takeaways:

- Be able to define genuine communication in online education
- Experience and apply "best practices" relating to genuine communication in online learning
- Recognize the best tool(s) to use for your content and learners ranging from traditional online discussion tools (discussion boards and forums) to apps that leverage mobile devices and other media

AM-4 Caring for and connecting with adjunct faculty: Strategies that work

Brad Garner, Director of Faculty Enrichment, Indiana Wesleyan University

Higher education and K-12 schools need to quickly recruit, train and deploy online faculty, entrusting the integrity and success of their programs to these individuals. This session will walk through the critical elements of recruitment, onboarding, training, and support to assure that part-time and freelance faculty receive ongoing training and assistance so they can provide the best possible learning opportunities to your students.

Key takeaways:

- Ability to immediately implement at least one of the tools shared in the workshop
- Be able to effectively advocate for a comprehensive system of helping online faculty perform at their very best in teaching

Requires: LAPTOP/TABLET

AM-5 Assessing students in online courses: Best practices

Raymond Lawson, Dean of Online Learning, Oakton Community College

Well-planned assessments continuously measure how well students are learning and provide instructors with information to improve their teaching methods and strategies. This workshop will focus on the alignment of instructional outcomes with a variety of assessment activities, the integration of learning outcomes into the assessment process, and the use of rubrics to foster an objective assessment climate and provide a feedback channel.

Key takeaways:

- Be conversant with the goals of various assessment types and examine the characteristics of an assessment for learning
- Recognize how to map institutional goals to program and course outcomes, as well as to student learning outcomes
- Be able to plan the implementation of assessment best practices for a distance education program

Requires: LAPTOP

AM-6 Unpack this workshop: An OER about OER

Susan Ko, Faculty & Faculty Development Consultant and
Olena Zhadko, Director of Online Education, Lehman College, CUNY

Learn the most effective and impactful implementation of Open Educational Resources for your courses or at your institution. This unique workshop, itself an Open Educational Resource (OER), is for anyone wanting to better understand and promote research-based and successful uses of OER. You will be able to take the workshop content itself and draft of an OER plan for adaptation at your institution/system or to receive assistance in developing OER as part of your online or hybrid offerings.

Key takeaways:

- Be able to apply appropriate standards and criteria to find, select, and evaluate OER *Recognize the major research findings supporting OER
- Know the steps to draft a plan to implement or integrate an OER within a course
- Be familiar with the content, worksheets, and resources to deliver or adapt an OER workshop on your campus.

AM-7 Ignite creativity in your student assignments using visual design principles

Tommy Demos, Assistant Professor of Film, Television, and Digital Production and
Eric Cornish, Assistant Professor of Graphic Design Technology, Miami Dade College

Multimedia projects can effectively replace written assignments by improving student engagement and retention. Learn how to guide students to effectively and attractively communicate and reflect on their learning using free web-based design tools. The dreaded online discussion board or 12 page, double-spaced paper can often be replaced with dynamic, multimedia presentation options that leverage photos, videos, and audio to communicate learning achievements.

Key takeaways:

- Be able to recognize and communicate the basic principles of visual design
- Understand the features and benefits of Adobe Spark, a free digital design tool
- Know the steps to develop innovative, web-based, multimedia assignments that replace or augment traditional written assignments

Requires: LAPTOP

AM-8 How to teach online and still have a life

Karen Skibba, Senior Information Processing Consultant and
Dolores Sirek, Senior Information Processing Consultant, University of Wisconsin-Madison Continuing Studies

During this interactive workshop, you will identify personal and course situational factors that impact managing your online course workload. As you discover strategies for managing workload and prioritizing your time, you will develop an individual action plan of what you can do differently to help balance your “quality of life” when teaching online.

Key takeaways:

- Reflect on issues and challenges that impact managing current workload
- Identify time management strategies for work-life balance while teaching online
- Develop an individual action plan to improve your quality of life while teaching online

Requires: LAPTOP/TABLET

Afternoon Workshops (Tuesday, August 6, 1:15-2:45 pm)

PM-1 Improve learning with voice and screencasting feedback to your students

John Orlando, Associate Director of Faculty Support, Northcentral University

By Request - this is the return of a popular 2018 Workshop!

Investigate the benefits of providing voice and screencasting feedback to students and experiment with techniques and tools to use in your own online teaching or coaching. Work hands-on with both types of feedback and explore free and low-cost tools you can start using right away.

Key takeaways:

- Recognize significant improvements in student learning stemming from voice and screencasting feedback
- Experience simple and cheap ways to provide voice and screencasting feedback to students

Required: LAPTOP & HEADSET (optional)

PM-2 Creating *personalized, social, and co-constructed* learning experiences

Rick Shearer, Director Research - World Campus and

Jessica Resig, Instructional Designer, Pennsylvania State University

As distance education continues to evolve we are moving beyond the industrial approach to learning toward a post-modern, post-industrial model. In this workshop we will examine this future based on research findings and stretch our thinking about personalized, adaptive, and social/connectivist teaching and learning approaches. We will begin with a vision for online learning that addresses learner needs at personal, social, and content levels and then sketch out potential solutions to take back to your organization.

Key takeaways:

- Be able to clearly articulate a 3-tiered vision for the future of online learning that includes creating a personalized learning experience; well-integrated, community-based social interactions; and co-constructed learning paths
- Leave with your own tangible ideas, takeaways, and early prototypes to further explore and advance your vision for the future of online learning on a personal and/or organizational level

Required: LAPTOP

PM-3 That's a wrap: Develop self-directed learners with cognitive wrappers

Amanda Hinson-Enslin, Instructional Designer, Texas Woman's University and
Katie Deering, Instructional Design Consultant, University of North Texas

Learn the what, when, and why of using cognitive wrappers by working with examples, templates, and application tools in this workshop. Cognitive wrappers aid students in becoming self-directed learners by providing the opportunity to self-assess their work process alongside their learning outcomes. Wrappers can help students reflect and identify both their shortcomings and achievements so they can adjust their learning approach. Using cognitive wrappers throughout the semester can help establish a growth mindset for online students and help them get on the path of self-directed and deep learning.

Key takeaways:

- Be able to explain the purpose and benefits of using a cognitive wrapper
- Use the workshop template and examples to create cognitive wrappers for your course(s)
- Select an appropriate tool to deploy a cognitive wrapper in your course(s)

PM-4 Create engaging videos for online learning

Ryan Eash, Learning and Development Specialist, TechSmith Corporation

If you've created some learning videos but want to go beyond the basics, join this hands-on workshop featuring intermediate and advanced tactics, tips and best practices for better, more impactful instructional video demonstrations and lessons. In online learning, visual content is fundamental to most student engagement and retention. Learn proven practices for creation of visuals, quality audio and video, and advanced interactive functionality for video. Experiment with tools and skills needed to create digital materials that better engage students and enhance student outcomes.

Key takeaways:

- Recognize intermediate and advanced techniques for creating more engaging online learning videos
- Have hands-on experience with tools, including Camtasia, and techniques for producing next-level instructional videos

Requires: LAPTOP

PM-5 Let's get "Persona-I": Using persons to help design universally inclusive courses

Jana Hitchcock, Instructional Designer and
Sonya Woods, Accessibility Specialist & Training Coordinator, Penn State World Campus

Technology has made it possible for people to learn online, and for people with disabilities to more easily access web-based content. Online content has to be intentionally created to work well with the constant changes in assistive technology and to make content and assessment engaging. Instructors and course designers often make assumptions about the needs of our learners, which can result in inaccurate generalizations. In this workshop we will practice learning design using research-based *personas* to understand the variability of learners and to design universally inclusive courses.

Pre-workshop activities will be emailed in late July; pre-work will include reflection on your current knowledge and identification of any design challenges.

Key takeaways:

- Apply your understanding of accessibility and universal design to solve online course design challenges.
- Use research-based personas to comprehend the variability of learners, inform learning design decisions, and identify innovative solutions.

Requires: LAPTOP/MOBILE DEVICE. PRE-WORKSHOP ACTIVITIES

PM-6 Transform your online discussions

Tori Svoboda, Assistant Professor/M.S. Ed. Program Director, University of Wisconsin-La Crosse

Explore a variety of approaches to shift discussions from more transactional to more transformative. Discussions can be used to build community, apply concepts, or assess student learning; yet we often ask students to post once and reply twice, seeing only variations of “I agree” or “good post” replies.

Key takeaways:

- Assess the purpose of online discussions
- Examine how online discussion can support or limit student learning, community building, and engagement
- Survey impactful practices to create and sustain effective and meaningful dialogue

PM-7 Technology hacks to cement learning

Jane Sutterlin, Learning Designer and
Emily Baxter, Learning Designer, Penn State University

Explore how cognitive science research can be easily applied in the online classroom to help students retain what they learn - all without adding extra demands on your time and workload. Experience practical teaching strategies that can be implemented in your online classroom with minimal investment of time. Workshop will focus on the ways that tools such as Canvas, Poll Everywhere, Kaltura, Kahoot, Google and Piazza can be used in innovative ways to make teaching more effective and student learning more durable.

Key takeaways:

- Recognize requirements for effective retrieval and spaced practice
- Explain why learning needs to be effortful to be durable
- Create engaging activities, based in cognitive science research, to provide significant student learning experiences
- Describe durable and metacognitive learning opportunities using easily available technology

Requires: LAPTOP

PM-8 Career management check-up

Elizabeth Schrimpf, Career Counselor and

April McHugh, Career Counselor, University of Wisconsin-Madison Continuing Studies

You may not be looking for a job right now, but what if that great job is looking for you? This workshop will provide help for tuning up your resume, learning how to talk about you and what you do, and understanding how to become a LinkedIn power user, utilizing its functions beyond simply having a profile. At the end of this workshop, attendees will understand the different job application documents and how each one can help communicate specific types of experiences, as well as how to use LinkedIn's connection power, job search functions, and other resources available.

Key takeaways:

- Understand best practices for describing your experience in a CV or resume
- Identify how to develop and refine a succinct, memorable description of your work and professional interests
- Steps you can implement right away to maximize LinkedIn's features for your professional advantage