

2020 Distance Teaching & Learning Conference Workshops

Morning Workshops (Monday, August 3, 11 am – 2 pm)

AM-1 The 4C's? Yes Please! Building our Collective Toolbox

Penny Ralston-Berg, Senior Instructional Designer, Pennsylvania State University - World Campus and

Eddie Andreo, Associate Vice President for Distance Learning & Site Management, Cowley College

Administrators and faculty, program managers and instructors, instructional designers and subject matter experts - we all have different lenses with which we see learning. How can a diverse group of experts work together more effectively and efficiently toward quality distance learning? Join us for this action-packed workshop designed to hone your cooperation, communication, collaboration, and creation skills! Objectives: Raise level of awareness of the skills, strategies, and resources needed to be successful in a collaborative team. Increase empathy for team members of different roles. Practice strategizing, planning, and designing in a collaborative environment. Practice selling or marketing ideas.

Key takeaways:

- Effectively use tools and methods that foster the 4C's to take back to their organizations or institutions.
- Increase their comfort level and skill set in working on and/or managing diverse teams as they work to solve common goals.

AM-2 Micro-Learning, the Next Great Innovation in Training

Dennis Glenn, Adjunct Professor, DePaul University -Graduate School of Continuing and Professional Studies

Micro-Learning, the Next Great Innovation in Training Despite all the new high-tech businesses being created today, the vast majority of new jobs are in workaday service industries, like health care, hospitality, retail, and building services, where new technology is constantly being introduced to the workforce. This workshop is designed specifically for educators who need an introduction to interactive simulations that are quick and easy to create. These apps employ the latest engagement techniques including augmented reality. This workshop will offer three current solutions on how micro-learning can be implemented to your learning portfolio to rapidly create interactive task mastery simulations that are limited to one or two learning objectives. At the end of this workshop you will: Create a business plan for micro e-learning simulations using a tutorial of the Business Model Canvas program created for my graduate students. Author three micro-learning apps with software provided where a user must complete a task to demonstrate mastery. In advance of the workshop you will be able to download three trial versions of the software utilized. These 30-day trial versions of the software will permit continued practice after the conference ends. Additionally, I will provide a

recording of the entire workshop for your review. Each participant will bring to the workshop a short description of the task they would like to master, text, images, videos, and data they need to incorporate into the app. Each participant will create: one interactive quiz using Articulate Rise, an interactive mobile product parts inventory using Sketchfab, and an augmented reality machine set-up app using Zappar. At the end of the workshop there will be a showcase where each participant will share one of their examples created aligned with the value proposition defined in the Business Model Canvas. Additionally, after the conference, I will provide an individualized one-hour online session to discuss your progress and suggest next steps to mastery. Below are links to research that other micro learning experts have shared. Why Microlearning is Better for Your Learners <https://www.shiftelearning.com/blog/numbers-dont-lie-why-bite-sized-learning-is-better-for-your-learners-and-you-too> Why A Modern Credentialing Framework Needs to Happen Now <https://evollution.com/programming/credentials/the-era-of-shift-disturbers-why-a-modern-credentialing-framework-needs-to-happen-now>

Key takeaways:

- The starting point for any good discussion, meeting, or workshop on innovation should be a shared understanding of what we intend to create. Each participant will be able to use the Business Model Canvas program to plan, organize, and execute the development of learning apps. This is essential in the approval process of new technology adoption.
- The user experience will undergo a significant shift in how users perceive the digital world and how they interact with it. Virtual reality (VR), and augmented reality (AR) are changing the way in which people perceive the digital world. <https://www.businesswire.com/news/home/20191021005726/en/Gartner-Identifies-Top-10-Strategic-Technology-Trends>

Requires: LAPTOP

AM-3 Practicing Inclusion as an Instructional Designer

Anna Marsden, Instructional Design Consultant, UNT Center for Learning Experimentation, Application, and Research and

Marilyn Vargas, Instructional Design Consultant, UNT Center for Learning Experimentation, Application, and Research

Distance teaching and learning has enabled universities to bring more students and more cultural backgrounds into one classroom than ever before. With this increased diversity comes the challenge of fostering inclusion for many different people in a singular space. Given that online courses are the primary point of contact that many students have with their respective universities, much of the responsibility of building inclusive learning environments rests on the shoulders of the people building online courses, namely instructors and instructional designers. However, because many instructional designers' primary contact is with faculty members rather than directly with students, they are not often the targets of diversity and inclusion initiatives and consequently lack the necessary training needed to address issues of inclusion through

course design. In this session we will provide working definitions for and discuss the differences between diversity and inclusion; examine the nuanced ways that inclusion creates access; and illustrate design principles and practices that can enhance the inclusivity of course material.

Key takeaways:

- After attending this session, attendees will be able to explain the association between inclusion, accessibility, and instructional design as well as the role of an instructional designer as a champion of inclusivity.
- After attending this session, attendees will be able to locate and name aspects of a course's design that detract from an inclusive learning environment.
- After attending this session, attendees will be able to utilize instructional design practices to create inclusive online learning environments and, therefore, increase access to a course's content.

AM-4 Articulating a Data Vision: Developing a Multi-Year Plan

Colin Marlaire, Chief Technology and Learning Officer, Northcentral University

This session will cover the variables and considerations necessary to develop a data vision and strategy that assures near- and far-term success. It will include an analysis of the various components, contributors, and barriers to that strategy, including stakeholders, systems, institutional momentum, and implicit and explicit drivers that must be considered, all from the perspective of a variety of institutions reflecting varying levels of maturity regarding institutional data and approaches. It will also offer some of the key barriers that are often encountered, as well as common strategies to address or elude those barriers.

Key takeaways:

- Apply the general principles of developing a multi-year data strategy to the unique challenges and characteristics of their institution and its current state.
- Better articulate the purpose and intention of their institution's data strategy through an understanding of that process as undertaken by a variety of institutions at varying levels of data maturity.

AM-5 Canceled

AM-6 Student Success: Balancing Content, Assessment & Cognitive Load

Kristen Betts, Clinical Professor, Drexel University and

Karen Goldschmidt, Associate Clinical Professor & Chair, Chair, RN to BSN Program, Drexel University

Beth Haas, Associate Law Professor, Drexel University

Advancements in neuroscience and technology are transforming what is known about the brain, mind, and learning. These advancements provide critical insight that inform course development, instruction, and assessment in support of student success across online and blended learning. This session engages attendees in evidence-based practices related to course

design/review, learning, Carnegie Unit, credit-hour policy, and the critical balance between course content, instruction, and assessment. Attendees will actively work with one of their current/future courses and syllabus on individual and group activities. A course calculations demonstration will be provided and then attendees have access to a paper-based and cloud-based application to review their own course using interactive dashboards to examine three types of interaction: student-instructor, student-content, and student-student. Attendees will work in small groups to share preliminary findings. The session concludes with a collective discussion on policies/regulations, cognitive load, and shared best practices. This session is facilitated by a transdisciplinary team of faculty from three colleges/schools at Drexel University. All panelists will share replicable instructional and assessment strategies to assist students in improving their learning and to improve key indicators of student success, including retention, graduation, transfer, and placement rates.

Key takeaways:

- Discuss the connection between neuroplasticity, learning, and assessment
- Explain the important balance between the Credit Hour Policy, Carnegie Unit, substantive and regular interaction, accreditation, and cognitive load/overload
- Integrate innovative practices and assessments that map to course-level outcomes and program goals

Requires: LAPTOP/MOBILE DEVICE

Afternoon Workshops (Monday, August 3, 3 – 4:30 pm)

PM-1 Son of 2009 Barefoot Vodcasting: 11 Years Later

James Moore, Director of Online Learning, DePaul University Driehaus College of Business, DePaul University

At the 25th Annual Conference on Distance Teaching & Learning, I presented the workshop "Barefoot Vodcasting: Comprehensive lecture capture without support." The concept was to provide practical and workable ways to record classroom content, lectures, and student feedback for educators who did not have institutional support. Eleven years later, the need for "do-it-yourself" solutions for classroom capture is still there, but the technology has changed. Educators are increasingly pushed to do more with less. This session briefly looks back to the past, and then covers low-cost and easily implemented ways to record content, no matter where. There are legal and pedagogical implications to recording classroom content, so we cover that, and appropriate solutions for educators to adopt.

Key takeaways:

- Learn how to record [SEP]face-to-face lectures, workshops, student feedback, and presentations without institutional support.
- Understand what and what not to do when recording and sharing educational material with your students.

PM-2 Driving Motivation with Belonging, Agency, and Relevance

Martin LaGrow, Senior Academic Services Consultant, Ellucian and

Nichole LaGrow, Distance Education Coordinator, University of Wisconsin - Green Bay

In this workshop, we will learn about the three main types of engagement: behavioral, relational, and cognitive, and examine how good course design practices align themselves with these three kinds of engagement. We will begin by looking at the key structural components of a distance education course: architecture, design integrity, and transparency, and discuss how they build a foundation for a compelling online learning experience. We will then break down the delivery of the course into activities and exercises that drive engagement using three approaches: agency, belonging, and relevance. We will connect those approaches to the three kinds of behavioral engagement to create course exercises that motivate learners in a research supported way. Participants will see examples of course components that meet these standards, and work together to brainstorm and discuss ways to apply these strategies in their own contexts.

Key takeaways:

- Participants will identify the foundational and delivery components of effective online learning experience based on research in engagement.
- Participants will learn to assess and create learning experiences using three motivational techniques that collectively address behavioral engagement, relational engagement, and cognitive engagement.

PM-3 Develop Online Course Activities that Produce Results

Jerzy George Jura, Director - Academic Technology SoN, UW-Madison School of Nursing

Most recent decade has seen increased interest in conducting well-designed studies that provide actionable guidelines applicable in teaching and instructional design practice. There has been particular increase in research that provides Kirkpatrick's Level 2 data (that is, actual, objectively measurable change in knowledge, rather than a subjective, self-reported student data). Unfortunately, much less effort has been put in translating the results of even the best studies into actual teaching practice, and more specifically into the development of practical, easily applicable guidelines for constructing effective student interactions, experiences, and activities whose chance of success (that is, positive outcome for students) is well-supported by research. Additionally, although by now (2020) most widely used guidelines and standards for online and blended courses stress the need for alignment of course objectives, course materials and activities, and assessment, practically no guidelines require or even explicitly recommend simultaneous grounding of student activities in specific principles evidenced and supported by research. When the UW-Madison School of Nursing embarked on a project of redesigning our graduate-level courses for online delivery, we decided to consider adding a surprisingly simple, yet - as it seems - innovative and radical principle to our instructional design toolset: all

activities should not only be built using sound, published evidence of their potential effectiveness, but this grounding in research, and actual published sources, should also be made explicit and available to students. In other words, we wanted students to be able to understand why activities were designed in a specific way, and what proof there was to assume that the methods and principles on which they were based would be effective. We did not want students simply to believe us, and so we would also provide them with direct access to actual published research. This workshop guides participants through the most significant, published, data-driven research of the last two decades, distills the results to easy-to-understand, applicable principles, and provides a framework (a set of templates) for developing online student learning activities based on these principles. We only included studies that provided measurable evidence of learning (excluding any self-reported, subjective studies), have included appropriate time-matched control group

Key takeaways:

- How to evaluate existing research and decide if it can be useful in developing evidence-based activities.
- How to use a list of 15+ evidence-based teaching/learning strategies and principles to develop activities for an online course.

PM-4 Valid and Reliable Rubrics: a Case Study from Biomedical Writing

Amy Pinkerton, Instructional Designer, Johns Hopkins University Bloomberg School of Public Health
Deepthi Werapitiya, Instructional Designer, Johns Hopkins University: School of Public Health

Validity and reliability of grading are frequent concerns for faculty. How do faculty ensure that learning assessments reliably measure prescribed learning outcomes and competencies? Rubrics are valuable assessment tools that ensure validity (alignment with learning outcomes and competencies) and reliability (consistency in grading). A rubric objectively defines expectations for an assignment by identifying its individual criteria and describing the levels of performance for each criterion (Steven & Levi, 2013). As an example, we will present our new four-level analytic rubric for a biomedical research paper. Participants will learn to: 1, define and identify common types of rubrics; 2, recognize essential components of an analytic rubric; 3, compare benefits and challenges of using rubrics in a grading strategy and identify best practices for implementation.

Key takeaways:

- Define and identify common types of rubrics and their essential components.
- Compare benefits and challenges of using rubrics in a grading strategy and identify best practices for implementation.
- Apply concepts to design a valid and reliable rubric.

PM-5 Developing an Activity Catalog for Creative Course Design

Debra Johnson-Cortesi, Senior Instructional Designer, Lancaster Bible College | Capital Seminary & Graduate School and

Michelle Bly, Instructional Designer, Lancaster Bible College | Capital Seminary & Graduate School

Have you ever wanted a more creative way to engage your learners in an online course but you weren't sure what to do? Have you needed to build a new course and wished there was a quicker, easier way to come up with all of the activities for each week? Or would you like to provide more options for individualized instruction but feel overwhelmed by trying to come up with that many different activities? If any of these questions strikes home, or if you simply have an interest in effective course design, this session is for you! In this hands-on workshop, through a set of guided activities and discussions, you will be provided with all of the ideas and skills needed to develop and design your own activity catalog: a database for gathering and sharing creative online teaching ideas. In developing this activity catalog, you will learn how to create open-ended descriptions that can be easily adapted for multiple settings, tag activities to define how they should be used, and develop rubric criteria appropriate to each activity. You will also consider how your activity catalog should be organized, brainstorm around activities you have encountered, and have an opportunity to explore ideas that are shared by others. At our institution, an activity catalog has streamlined the course design process and helped our instructors to be more creative in the online environment. We believe it can do the same for you!

Key takeaways:

- Write open-ended descriptions for activities within an activity catalog so that each activity can be easily adapted for use in multiple contexts.
- Determine the tagging information for each activity within an activity catalog so that individuals using the catalog can easily determine if selected activities will best teach course content and align to meet criteria for course excellence.
- Develop their own activity catalog using a process similar to the one that we conducted in this session either by themselves or within their institution for the purpose of streamlining a creative course design process.

PM-6 G3 of Writing Tips: Gentle Guidelines, Great Stories, & Gigantic Gains

Curtis Bonk, Professor, Indiana University

Meina Zhu, Assistant Professor, Wayne State University

Part 1: The first few years as a researcher, faculty member, graduate student, and scholar of any type can be overwhelming. Your first priority might be preparing lecture notes and new courses and then getting a research program initiated with new grants and projects. In response, this session will offer a wealth of suggestions and insights on organizing research teams, revising articles, corresponding with journal editors, and finding and selecting the appropriate dissemination outlet. It will also discuss the pros and cons of focusing only on SSCI journal publication as a benchmark of productivity. In effect, this session offers a practical set of advice and insights into the processes and structures of writing that will help establish an academic writing program and lead one to a series of writing successes. It is targeted at graduate students, supervisors, advisors, early career researchers, and others interested in conducting research and publishing in educational and instructional technology. Clearly, anyone is welcome. In the end, you will be receiving more emails from publishers that say, "I am pleased to inform you that." Part 2: While today writing can be conducted just about anywhere, successful academic writers often find that creating a designated writing space – both physically and digitally – can be helpful in orienting the mind to begin, progress, and ultimately complete an assortment of

academic writing projects. Crafting and designating on and off campus physical writing spaces as well as employing supportive digital tools for planning and outlining one's writing schedules and goals can facilitate protected and productive time for writing. In this session, the presenters will journey through stories about their own personal writing spaces, describing key elements of the writer's desk that contribute to inspiration, motivation, and organization for academic writing. They will also discuss the writing habits and strategies that they typically employ to create highly attuned spaces for writing amongst competing scholarly and personal demands. Along the way, they will highlight some of their most definitive successes as well as how they navigated through the various disappointments, failures, and challenges of academic writing. This session is targeted at graduate students, supervisors, researchers, early career researchers, and others interested in conducting research and publishing in educational and instructional technology.

Key takeaways:

- Develop and monitor their writing goals and plans for publishing with timelines.
- Participants will be able to decide on journal outlets appropriate for their scholarship.