Tuesday, February 19, 2019

7:00 a.m.–5:00 p.m.

Registration Desk Open

Registration Desk, Second Floor

8:00–11:00 a.m.

Morning Workshops

Note: Separate registration and fee are required

Digital and Information Literacy

Local and Global Decisions: Development and Assessment of Digital Competency Initiatives

El Capitan, Fourth Floor

Elizabeth Evans, Director, Liberal Arts Collaborative for Digital Innovation, Haverford College; **Edward W. Finn III**, Liaison for Innovation and Collaboration in Teaching and Learning, Associated Colleges of the Midwest; **Morris Pelzel**, Director of Academic Technology, Grinnell College; **Donnie Sendelbach**, Director of Educational Technology Services, Denison University; **Jennifer Spohrer**, Director of Educational Technology Services, Bryn Mawr College; **Edward N.M. Wilder**, Associate Director, Macalester College

Abstract: Digital competency initiatives begin from shared global objectives but must adapt to local culture and structures to succeed. Collaboration helps define needs and goals, but how can we collaboratively assess programs that adopt intensely local variations? In this workshop, we will present multiple examples of program development with overlapping goals. After examining existing efforts on co-participants' campuses, you will develop plans for your own initiatives, considering local circumstances. We will then brainstorm about how to collaboratively assess the impact of digital competency initiatives. Moreover, we will determine what evidence of impact would be meaningful to different stakeholders.
Outcomes: Elucidate the complexities of interinstitutional goals vs. unique campus factors in developing and assessing digital competency initiatives • Plan an initiative for your campus building on existing efforts and resources with unique factors/structures in mind • Articulate impact to stakeholders using best practices regarding assessment and collaboration in the context of local variations

Leadership and Academic Transformation

ELI 2019 Leadership Seminar | Moving from Piloting to Scale: Lessons Learned in Adaptive Courseware Projects, Part 1

Sponsored by PeopleGrove

Malibu, Fourth Floor

Patricia O'Sullivan, Manager, Personalized Learning and Adaptive Teaching Opportunities Program, University of Mississippi; **Karen Vignare**, Executive Director, Personalized Learning Consortium, Association of Public and Land-grant Universities (APLU)

Abstract: The ELI Leadership Seminar is a designed as an extended learning opportunity threaded throughout the annual meeting program. This highly interactive seminar will engage participants in why educational innovators need to focus on both innovation and moving innovations that work to scale. Universities have always supported innovation, but rarely have educational leaders been able to scale key academic innovations. Based on scaled initiatives, participants will learn not only key approaches but also how to approach scaling. Who should participate? The seminar is for individuals at multiple levels of leadership with direct or indirect responsibilities to instigate and forward innovation and change within their home institution or organization.

Individuals with academic technology experience, faculty champions, and instructional and media design, as well as academic department planning and evaluation experience, are welcomed.
Outcomes: Understand the need for how to both support education pilots and scale success • Create an implementation process like that used in A Guide for Implementing Adaptive Courseware • Learn to leverage other leaders in scale to influence your innovation strategy • Identify and describe specific strategies that "move the needle" on what matters to your school • Learn more about adaptive courseware as a sample of an academic innovation that is scaling

Learning Environments and Spaces

Creating a Learning Space Strategic Plan

Sponsored learning space design and furniture provided by Steelcase Education, Gold Partner

Pacific Ballroom A, Second Floor

Chris Alcock, Director, Six Ideas; **Shirley Dugdale**, Principal, Dugdale Strategy; **Adam B.A. Finkelstein**, Associate Director, Learning Environments (Physical and Digital), McGill University

Abstract: A Learning Space Strategic Plan (LSSP) links space planning to an institution's vision for learning, going beyond a traditional master plan. This workshop will share case studies of exemplary processes from different institutions and guidelines for development of a plan that can become a tool for change. Participants will discuss their context with colleagues and use the guidelines to begin developing a planning process to create a learning space strategic plan for their own campus.
Outcomes: Explore elements of an LSSP and discuss the opportunities (and challenges) that it can provide • Explore case studies where institutional goals and desire for pedagogy change drove the space planning process • Develop a roadmap to apply these guidelines in your institutional context

Learning Horizons: Emerging Technology, Ground-Breaking Practices, and Educational Futures

Designing Immersive Learning and Storytelling Experiences with 360° Video

Avila, Fourth Floor

Emory Craig, Director of eLearning, College of New Rochelle; **Maya Georgieva**, Director, Digital Learning, The New School

Abstract: In this interactive hands-on workshop, we will review examples and explore key elements in the design of compelling 360° video experiences to gain a deeper understanding of immersive learning and storytelling. We will learn and experiment with 360° video cameras and editing tools and brainstorm project ideas. You'll engage in design-thinking and prototyping activities to create a short 360° video project. We will also discuss and identify strategies and project-based use cases for the implementation of 360° video in the learning environment. You'll gain a new toolset for 360° content creation, design insights, and implementation strategies.
Outcomes: Learn about developments in creating 360° video immersive experiences and types of content best suited for learning • Learn how to prototype experiences and stories in 360° video following a design-thinking method tailored to produce immersive learning experiences • Explore creating a short 360° project with 360° cameras and delivery platforms

Student Success

The ALLURE of Play: Game Design for Deep Learning

San Simeon, Fourth Floor

Joseph L. Bisz, Associate Professor of English, Borough of Manhattan Community College/CUNY; **Victoria Mondelli**, Director, Teaching for Learning Center, University of Missouri

Abstract: The ALLURE method of game design uses learning, engagement, and assessment principles inherent in complex game mechanics to create a spectrum of highly engaging learning experiences, digital or nondigital. You will engage in the design process and find that options for when and how to apply the method are expansive and versatile. We will show you how to implement ALLURE so that it taps into the vast emotional and social wellsprings our students carry with them, and we will also show you how to structure the experience so that you will be confident you are helping to deepen student understanding.
Outcomes: Learn the ALLURE method of game design • Collaborate to design a learning game • Analyze the quality of the game for its deep learning, engagement, and assessment features

8:30–10:30 a.m.

Meeting of the ELI Advisory Board (by invitation only)
Santa Monica, Fourth Floor

9:30–9:45 a.m.

[b] Refreshment Break for Preconference Seminar Attendees
Pacific Promenade, Second Floor

11:00 a.m.–1:15 p.m.

Braindate – In Partnership with Ellucian, Platinum Partner
Pacific Ballroom B, Second Floor

11:15 a.m.–12:00 p.m.

Newcomer's Orientation
Pacific Ballroom A, second floor
Malcolm Brown, Director of Learning Initiatives, EDUCAUSE; **Kathe Pelletier**, Director of Student Success, Community Programs, EDUCAUSE

Abstract: This is a short and relaxed information session about the ELI Annual Meeting. Join us if you're attending the annual meeting for the first time, and want an inside look at the meeting program. We'll review all the content of the conference, session types, and opportunities to network (such as Brain Dating). We'll also have a pair of Annual Meeting "veterans" share their tips for getting the most of your event experience. This is geared toward first time attendees, but all are welcome to join us.

11:15 a.m.–12:45 p.m.

Leading Academic Transformation Community Meeting (open to all)
Avila, Fourth Floor

Liberal Arts Community Meeting (open to all)
El Capitan, Fourth Floor

LSRS Team Meeting (by invitation only)
Executive Boardroom, Fourth Floor

LTL Faculty Meeting
Santa Monica, Fourth Floor

12:00–1:00 p.m.

Lunch on Your Own

12:00–6:00 p.m.

Corporate Displays

Pacific Promenade, Second Floor

Visit companies providing the latest technology solutions for teaching and learning on Tuesday and Wednesday.

AEFIS; Campus Labs; D2L, Silver Partner; LinkedIn Learning, Bronze Partner; Macmillan Learning, Bronze Partner; McGraw-Hill Education, Bronze Partner; NoteAffect; Nureva; PeopleGrove; Watermark, Bronze Partner

1:15–2:15 p.m.

General Session

Bob Heterick Memorial Lecture: Causing a Scene: Creating Extraordinary Works in Ordinary Places

Sponsored by NoteAffect

Pacific Ballroom C, Second Floor

Charles E. Todd, Founder, Improv Everywhere

Abstract: Improv Everywhere founder Charlie Todd will share stories from the group's innovative and unauthorized public performances. Charlie will talk about what the group's work has taught him about working in public spaces, taking advantage of unexpected opportunities, and how he manages to coordinate hundreds and even thousands of people to work together toward a common goal.
Outcomes: Learn how to inspire a team of people to work together and take a risk • Discover how to find inspiration in everyday places and situations • Find out how to leave the door open for others to add their own creativity to your work

2:15–6:00 p.m.

Braindate – In partnership with Ellucian, Platinum Partner

Pacific Ballroom B, Second Floor

2:15–3:00 p.m.

[b] Refreshment Break, Community Posters, and Corporate Displays

Pacific Promenade, Second Floor

Corporate Displays

AEFIS; Campus Labs; D2L, Silver Partner; LinkedIn Learning, Bronze Partner; Macmillan Learning, Bronze Partner; McGraw-Hill Education, Bronze Partner; NoteAffect; Nureva; PeopleGrove; Watermark, Bronze Partner

Poster Sessions

Informal opportunities with peers to examine problems, issues, and solutions focused on effective practices, research findings, or technical implementations.

Digital and Information Literacy

Addressing the Digital Natives Myth Through Digital Literacy Course Design

Pacific Promenade–P9

Jenae Druckman Cohn, Academic Technology Specialist, Stanford University; **Renee Hewitt**, Instructional Designer, University of Kansas

Abstract: Near-ubiquitous device usage on college campuses may suggest that digital literacy is mainstream, but device ownership does not equate to digital literacy development. The norms, applications, and protocols required to engage in digital research, reading, writing, and programming require explicit instruction. In this presentation, we propose that instructional designers take hands-on approaches to supporting instructors in implementing digital pedagogy. For example, we suggest that IDs incorporate content curation as a practice into course design, offer customized support documentation, build workshops, and develop digital annotation strategies. In so doing, IDs take on more visible roles in disseminating digital literacy.
Outcomes: Review how 4-year colleges and universities implement digital literacy curriculum • Explore how IDs can both partner with campus stakeholders and offer their own programming to support the inclusion of digital pedagogy into undergraduate coursework • Identify digital pedagogy practice(s) to implement into a course activity or assignment with faculty

Teaching Students How Not to Get Faked Out by the News

Pacific Promenade–P2
Lesley Farmer, Professor, California State University, Long Beach

Abstract: Fake news is a wake-up call to educators and the community at large to gain competency in critically analyzing media in particular and information in general. Educators can leverage this hot topic to highlight the importance of information and digital literacy and incorporate it systematically into the school's curriculum so that students will be better prepared as informed citizens. We will share several resources and instructional strategies.
Outcomes: Define, and get examples of, fake news • Discern and critique fake news • Explore fake news curriculum and a strategy to teach students about fake news

Learning Efficacy: Impact Evaluation, Learning Research and Science

M-Learning at UC: Practices, Affordances, and Teaching Styles

Pacific Promenade–P3
Mindy Colin, Instructional Consultant, University of California, Santa Barbara; **Margaret Merrill**, Instructional Design Consultant and Educational Technologist, and **Alex Rockey**, Graduate Student, University of California, Davis; **Samantha Siegel Cofield Eastman**, Instructional Designer, University of California, Riverside

Abstract: Research conducted through interviews with faculty and teaching assistants provides insight into creative mobile learning practices from four University of California campuses. We will present findings for instructional designers and faculty seeking ways to implement mobile learning strategies to increase the impact of their teaching. Given near ubiquitous mobile device ownership among students at UC campuses, an increasing number of instructors use mobile devices to support student learning. Attendees will learn from innovative uses of mobile learning across the UC, including pedagogical strategies, affordances, successes, and challenges, as well as discuss mobile learning experiences at their own universities.
Outcomes: Discuss affordances, successes, challenges, and nuances of mobile learning that emerged from interviews with faculty and teaching assistants at 4 universities • Review a variety of mobile learning technologies and methods presented in use cases • Consider the breadth of student and faculty experiences with mobile learning and impacts on pedagogical choices

Learning Efficacy: Impact Evaluation, Learning Research and Science

Online Discussions: Participation, Issues, and Strategies

Pacific Promenade–P4

Chaohua Ou, Assistant Director, Learning and Technology Initiatives, Georgia Institute of Technology

Abstract: The poster session will present findings from a research study that examined how undergraduate and graduate students, instructors, and TAs participated in online discussions, as well as what strategies could be used to address issues in online discussions. The study consists of three components and findings from each will be presented as followed: 1. The results of the analysis of the online discussion participation data in 159 classes during an academic semester. 2. The results of a campus-wide survey on student perceptions of the effects of online discussions on their learning. 3. Instructor interviews on their strategies for effectively facilitating online discussions. The interview videos are available for watching during the session.
Outcomes: Understand common issues in online discussions in higher education • Identify strategies for effectively facilitating online discussions •Apply these strategies to address common issues in online discussions

Student Success

Implement, Innovate, and Inspire at the Intersection of Research and Instruction

Pacific Promenade–P6
Meggan Levitt, Director, Educational Technology Services, University of California, Berkeley; **Jaimie Henthorn**, Director, University of Colorado System; **Helen Y. Chu**, Associate Dean of Libraries and Chief Academic Technology Officer, University of Oregon

Abstract: Too often we talk about—even support—research and instruction as discrete activities. Through carousel presentations, you'll learn about efforts to combine the two through the development of sustainable services and communities that benefit students in both the classroom and the lab. UC Berkeley, University of Colorado, and University of Oregon colleagues will analyze their initiatives—supporting the teaching of research methods, scaling and evaluating research-based high-impact and inclusive teaching practices, and evolving a grassroots faculty learning community into a lab that combines digital scholarship and pedagogy. You'll create an action plan to bring innovation and inspiration to your own institution.
Outcomes: Explore research-led instruction as grounded in both the discipline and SOTL • Understand the importance of inclusive research design and pedagogy • Develop a personal action plan to implement on your return • Identify organizational models to support services that further the integration of research with effective teaching and learning

National Priority One: Empowering Instructional Designers to Improve Student Success

Pacific Promenade–P7
Flower Darby, Senior Instructional Designer, Northern Arizona University

Abstract: The 2017 American Academy of Arts and Sciences report *The Future of Undergraduate Education: The Future of America* makes a compelling call to "strengthen the undergraduate educational experience." This is priority one for our nation's—indeed our global society's—future success and well-being, according to report's authors. Despite some fluidity around the definition of instructional designers' roles, instructional designers are broadly recognized as being situated to directly impact student success. Join us to examine strategies that empower IDs and raise our profile. Along with our faculty partners, we can promote effective design and teaching excellence to answer the call.
Outcomes: Examine and think critically about the national call to improve student learning and success • Discuss strategies to form effective partnerships between faculty and IDs to answer this call • Identify action steps to strengthen the impact of both faculty and instructional designers on student learning and success

Student Software Trainers: Creative Work, Teachings, and Strategies

Pacific Promenade–P8
Elizabeth Hudson, Educational Technology Consultant, Purdue University

Abstract: Purdue's Student Software Trainers (SSTs)—undergraduate students in various computer science, computer graphic technology, and engineering majors—provide online tutorials, in-class, and open workshops on the Adobe Creative Suite, MATLAB, Python, and more. The students leverage their studies in a professional setting to help anyone on campus learn about our specific software. Through SSTs' explorations, learn about the various ways that college students and faculty enjoy learning about technology and creative software. Learn how the trainers utilize social media, a flipped classroom model, and hands-on workshops to help boilermakers at all corners of campus.
Outcomes: Understand the value of student employees and the creative outlets available through campus partnerships • Be able to plan how to receive student feedback to improve student success • Articulate ways to engage students in class through various mediums

Toward a Co-Curricular Academic Computing

Pacific Promenade–P5
Jason B. Jones, Director of Educational Technology, Trinity College; **Jessica McCullough**, Director of Research Support and Curricular Technology, Connecticut College; **Rachel Schnepper**, Director of Academic Technology, Wesleyan University

Abstract: Liberal arts colleges have always prided themselves on emphasizing the undergraduate educational experience, and have always measured themselves by student success, but face new pressures to demonstrate the relevance of their education, opening up new ways for IT to promote innovative and creative pathways in support of the college's mission. In our presentation, we propose to discuss how we are developing student-centered co-curricular opportunities to promote student success. After our brief presentations, we propose to open discussion up the audience, to brainstorm other ways that academic computing can help drive co-curricular student success.
Outcomes: Discover and co-create best practices for moving academic computing outside the classroom and into a fuller engagement with students • Explore the specific challenges at SLACs in reimagining academic computing and how to overcome them

3:00–3:45 p.m.

Featured Session

Learning Horizons: Emerging Technology, Ground-Breaking Practices, and Educational Futures

BioSpine: Accelerating the Adoption of Adaptive Platforms

Pacific Ballroom C, Second Floor
Laura L. DePue, Instructional Designer, **Dale P. Johnson**, Adaptive Program Manager, and **Peter van Leusen**, Manager of Instructional Design, Arizona State University

Abstract: Adaptive platforms are moving beyond the boundaries of individual courses. The development of adaptive programs that incorporate instructional resources from multiple courses will change the approach to digital education over the next decade. ASU has partnered with CogBooks to create an adaptive platform that integrates the content for 15 core and elective courses in an undergraduate biology degree. This system will

enable student success by using adaptive technology to deliver the content they need in each course. It will also help instructors determine what students have already learned by tracking their progress through the system.
Outcomes: Learn about current efforts to develop an adaptive biology undergraduate program • Explore outcomes from adaptive courses from 4 subject areas • Illustrate the implementation of adaptive and active learning in blended courses

Breakout Sessions

Leadership and Academic Transformation

A Strategic and Collaborative Approach to Online Education Compliance

San Simeon, Fourth Floor
Ilona Marie Hajdu, Senior Associate Director, Office of Online Education, and **Ilana Lauren Linder**, Regulatory Compliance Consultant, Indiana University; **Richard LaFosse**, Compliance Consultant, Indiana University

Abstract: The continuously evolving compliance framework for online education has created numerous leadership challenges for online education providers of all sizes and classifications. After providing a brief overview of common compliance challenges for online education (e.g., state authorization, web accessibility, and "regular and substantive interaction" requirements for federal student aid), we will share researched best practices for compliance as well as our own preferred approach used at Indiana University, which involves engaging stakeholders and collaborating across departments. We will then facilitate group discussion directed at supporting the compliance goals that you may have at your own institution.
Outcomes: Understand the current regulatory compliance framework surrounding online education • Recognize how to support compliance efforts, regardless of your position within the institution • Develop strategies for consolidating resources to promote compliance and quality goals simultaneously and with greater effect

Learning Environments and Spaces

Presentation Pair: Learning Environments and Spaces

Avila, Fourth Floor
Devon Elizabeth Harris, Instructional Technology Operations Specialist, **Owen McGrath**, Associate Director, Teaching and Learning Spaces and Operations, University of California, Berkeley; **Anastasia Morrone**, Associate Vice President, Learning Technologies, and Dean for IT, and **Meina Zhu**, Graduate Research Assistant, Indiana University

Methods for Conducting a University-Wide Classroom Needs Analysis
Abstract: Many universities have campus master plans, but few have a classroom master plan. To effectively study the classroom needs of a campus, it is critical to gather input from stakeholders, yet the process for how to conduct a comprehensive classroom needs analysis has not been well studied. Conducting a classroom needs analysis is vital to planning learning spaces that will meet the instructional goals of the campus. We will share the nuts and bolts of our recent university-wide classroom need analysis. You'll be encouraged to share your experiences in conducting classroom needs analysis on your campus.
Outcomes: Identify possible quantitative and qualitative data collection methods for conducting a large-scale classroom needs analysis • Learn about the data analysis approaches for diverse data sources • Learn about the benefits and challenges of conducting large scale needs analysis using mixed methods

Scaling Up: Lessons from Launching Very Large Active Learning Classrooms
Abstract: At UC Berkeley, active learning classrooms (ALCs) have typically been small to moderate sized. What happens when we scale up the ALC model—small group presentations, huddleboards, flexible furniture, interactive technology displays—to accommodate class sizes of over 100 students? We'll share data from faculty

and students across disciplines teaching and learning in a new large active learning space and highlight collaborative efforts to coordinate scheduling and continued support. We'll also discuss strategies for balancing classroom design elements with learning goals and supporting a community of instructors of varying experience with active learning.
Outcomes: Explore strategies to align goals and design features when launching a new space including scheduling and recruitment • Discuss perspectives of faculty and students engaged in the large ALC related to expectations, engagement, and technology-supported learning • Identify pedagogical and technical support for ALC faculty

Open Education

Engaged Faculty, Student Success, and $1M in Savings

El Capitan, Fourth Floor
Robin Ashford, Assistant Professor/Senior Librarian, **Gloria Doherty**, Director of Digital Learning, and **Ryan Ingersoll**, Dean of Libraries, George Fox University

Abstract: How did a small institution with limited seed funding get faculty buy-in with the OER movement to the point of $1 million in student savings, two faculty-authored open textbooks (one written collaboratively with graduate students), and several open textbook reviews and adoptions, all after only five semesters? OER momentum is growing across the nation and world. Come learn how we structured an open textbook initiative to incentivize faculty and turn what was an innovation grant the first two years into permanent sustainable funding.
Outcomes: Define open textbooks and how they contribute to OER adoption • Develop a procedure for discovering open textbook offerings • Author a 2-minute speech for inviting a faculty member to participate

Student Success

Using Design Thinking to Enable Student Success and Build Community

Sponsored learning space design and furniture provided by Steelcase Education, Gold Partner
Pacific Ballroom A, Second Floor
Elliot Felix, Founder, Brightspot Strategy; **Kelly E. Miller**, Associate Dean for Learning and Research Services, University of Miami

Abstract: How can you enable student success when students depend on support services from so many different groups? The University of Miami answered this question by developing a new learning commons using design thinking. We designed the process to transform mere staff committees into high-performance teams that became communities of practice among service providers. We established a vision, assessed user needs, developed a collaborative service model, defined what different partners would offer, prototyped services, and piloted spaces. This interactive session will walk your through a process you can apply to your institution while offering opportunities to reflect and discuss along the way.
Outcomes: Identify student success challenges in academic and administrative support services • Apply a design thinking process to generate, test, assess, refine, and communicate solutions to these challenges • Build relationships with like-minded change agents who are transforming how their institutions enable student success

3:00–4:45 p.m.

Breakout Session

Leadership and Academic Transformation

Leading Academic Transformation (LAT) Roundtable Discussion: Magic Tricks and Innovation Tips: Making the Unimaginable Possible

Malibu, Fourth Floor
Charles Todd, Founder, Improv Everywhere, and **David Thomas**, Director of Academic Technology, University of Colorado Denver

Abstract: Leaders know their teams need new ideas. They also require the right ideas and operational focus to get things done. This session will focus on the matrix of motivation, engagement, creativity, and innovation needed to bring change to life in your team and broader organization. Using magic as a metaphor for innovation and solution design, we will tackle a common problem through an unconventional lens—inspiring new ideas and insight and a little bit of wonder. Playing with ideas and plotting solutions, this roundtable workshop will model the fun of bringing new ideas to life.
Outcomes: Understand and identify the cultural levers supporting innovation • Use magic as a framing metaphor for solving problems • Connect with diverse peers and master simple techniques for exploring solution spaces

4:00–4:45 p.m.

Featured Session

Learning Horizons: Emerging Technology, Ground-Breaking Practices, and Educational Futures

On Innovation, Extended Reality, and Digital Transformation

Pacific Ballroom C, Second Floor
D. Christopher Brooks, Director of Research, and **Malcolm Brown**, Director of Learning Initiatives, EDUCAUSE

Abstract: What are the benefits of and barriers to institutional innovation in higher education? How is institutional innovation related to the how much extended reality (XR) technologies are valued and deemed important to the future of higher education? Are some XR technologies more important than others to the future of higher education? Are there disciplinary differences in the potential value placed on virtual reality (VR) and augmented reality (AR) technologies? How are XR technologies contributing to campus conversations about digital transformation (Dx) in higher ed institutions? These are just some of the questions to be addressed as we debut the results of our most recent survey about these three important topics for teaching and learning in higher education.
Outcomes: Understand the current range of application for XR technologies in higher education • Understand the relationship of institutional capacity for innovation and the deployment of XR technologies • Understand how XR technologies are being used across different academic disciplines

Breakout Sessions

Accessibility and Universal Design for Learning (UDL)

How IT Can Foster Expert-Level UDL

Avila, Fourth Floor
Thomas J. Tobin, Faculty Associate/Conference Programming Chair, University of Wisconsin–Madison

Abstract: You've heard about Universal Design for Learning (UDL) and the neuroscience behind it. You already offer learners choices in how they stay engaged, take in information, and demonstrate their skills. So what's

next? This highly interactive session from the author of *Reach Everyone, Teach Everyone: UDL in Higher Education* will show you how to unleash UDL expert practices by aligning four common IT tools to the UDL framework: personal file space, calendars, collaboration software, and mobile-communication channels. You'll leave with specific IT changes that unlock access and empowerment to drive learner persistence, retention, and satisfaction.
Outcomes: List 4 IT tools that support learner engagement • Analyze your campus IT systems for UDL openings • Plan at least 2 specific IT changes to expand adoption of the UDL framework

Learning Efficacy: Impact Evaluation, Learning Research and Science

Creating Psychologically Welcoming Online Learning Environments

El Capitan, Fourth Floor
Andrew Saltarelli, Senior Director, Evaluation and Research, Stanford University

Abstract: We will provide an overview of original research on practical, scalable techniques that can create psychologically welcoming online learning environments for traditionally marginalized learners. For example, one set of studies demonstrates how brief social psychological interventions effectively closed persistence gaps for students in developing countries. Another set of studies demonstrates how making marketing materials and course descriptions more inclusive can significantly increase enrollment and engagement by women in STEM courses. By the end of the session, you'll have access to example interventions and get a chance to explore how they can be implemented in almost any LMS.
Outcomes: Understand how social identity threat affects learner persistence and achievement in online learning environments • Gain a working knowledge of scalable interventions and tools that can be employed to create more inclusive and psychologically welcoming online learning environments • Apply these concepts and interventions in your own courses and/or curricula

Learning Environments and Spaces

FLEXspace 2.0: An International Community to Elevate Learning Spaces

Sponsored learning space design and furniture provided by Steelcase Education, Gold Partner
Pacific Ballroom A, Second Floor
John Augeri, Paris Digital University, CSIESR; **Rebecca V. Frazee**, Faculty, San Diego State University; **Dana C. Gierdowski**, Researcher, EDUCAUSE

Abstract: Experience the new FLEXspace (Flexible Learning Environments eXchange) portal to share, benchmark, and connect with international learning space experts including researchers, faculty, facilities planners, academic technologists, architects, and AV integrators. This hands-on tour will familiarize you (and your campus) with practical toolkits, research, and designs to ideate, plan, catalog, and assess learning spaces. This session will empower you to energize and lead campus-based teams to be more effective when considering learning space attributes and budget priorities.
Outcomes: Identify key features of FLEXspace and LSRS to plan effective learning spaces • Upload and share ideas and best practice exemplars • Apply additional toolkits to specific institutional contexts to research and assess space effectiveness • Connect with a growing international community of practice for ongoing support

Rethink Peer Review: Hands-On with Purdue's Circuit App

San Simeon, Fourth Floor
Jason Dufair, Full Stack Developer, **Alexander Cam Liu**, Application Developer, and **Evan Tragesser**, Full Stack Developer, Purdue University

Abstract: Purdue's Circuit app takes a fresh look at peer review, with features that include review calibration, flexible rubrics, rich content types, and a transparent and fair scoring system. Come learn about and try out the state of the art in peer-review tools.
Outcomes: Learn about how Circuit advances the state of peer review with an innovative approach to scaling the evaluation process • Understand how calibration in peer review benefits students • Consider strategies regarding how an online tool can enable peer review in large classes and online learning environments

5:00–6:00 p.m.

[b] Reception

Pacific Promenade, Second Floor

6:00–7:00 p.m.

Online and Blended Learning Community Group

Avila, Fourth Floor

Wednesday, February 20, 2019

7:00–8:00 a.m.

[b] Breakfast

Pacific Ballroom D, Second Floor

7:00 a.m.–5:00 p.m.

Registration Desk Open

Registration Desk, Second Floor

8:00–9:00 a.m.

General Session

Student Success

How Higher Ed Can Cultivate Students to Lead the Future We Want to Live In

Sponsored by Nureva

Pacific Ballroom C, Second Floor

Liv Gjestvang, Associate Vice President for Learning Technology, The Ohio State University; **Jennifer Sparrow**, Senior Director of Teaching and Learning With Tech, The Pennsylvania State University

Abstract: We are rapidly headed toward a future that will be unrecognizable from the world we live in today. While we don't know exactly what the year 2030 will look like, we do know that the careers and the world we are preparing our students to be engaged in will look dramatically different by then. How can higher education help prepare our learners to be culturally fluent and courageous leaders, critical thinkers, and ethical decision makers? Join in this lively session, where we explore the future we are heading toward and challenge each other to think boldly about how higher education can give our students transformative learning experiences, preparing them to lead in a changing global society.
Outcomes: Understand the forces impacting the need for transformative, engaged learning experiences for our college students • Articulate the skills that employers are seeking of our graduates and align those with higher-order thinking skills that higher ed seeks to grow • Evaluate current learning opportunities on your own campus and identify ways to engage with faculty to provide students with experiences that will grow their 21st-century digital citizenship skills

9:00 a.m.–5:00 p.m.

Braindate – In partnership with Ellucian, Platinum Partner
Pacific Ballroom B, Second Floor

9:15–10:00 a.m.

Breakout Sessions

Analytics: Privacy, Learning Data, Student Advising, and Interventions

Gap Analysis: Smart Strategies for Identifying Courses Impeding Student Success
Avila, Fourth Floor
Karen Swan, Stukel Professor, **Bill Bloemer**, Research Associate, and **Scott L. Day**, Professor, University of Illinois at Springfield

Abstract: We will describe methodology for identifying undergraduate courses in which failures and/or withdrawals impede student progression to degree. Using the differences between predicted and actual student outcomes—gap analysis—we will show how we uncovered courses at all levels in which actual D/F/W rates were greater than predicted and so warranted further investigation, as well as courses that were exceeding expectations despite high D/F/W rates and so should be left alone or emulated. Further examination of the former identified underlying issues, such as course sequencing, staffing, and scheduling, which can be easily, quickly, and inexpensively addressed.
Outcomes: Explore gap analysis • Understand how gap analysis could be applied at your institution to identify courses at all levels that might be impeding student success • Obtain examples of easy and inexpensive solutions to problems identified through gap analysis

Strategies for Growing a Scalable and Sustainable Learning Analytics Initiative
Pacific Ballroom C, Second Floor
Kimberly Arnold, Senior Evaluation Consultant and LA Lead, **Steven Cramer**, Vice Provost for Teaching and Learning, and **Linda A. Jorn**, Associate Vice Provost for Learning Technologies and DoIT Director of Academic Technology, University of Wisconsin–Madison

Abstract: Come hear how a large public research university has created a scalable and sustainable foundation for the educational practice of learning analytics (LA). You will be guided through a pragmatic framework for understanding organizational capacity including LA tools, culture, policies and processes, values and skills, and leadership. We will share our six-year journey and ask for attendee contributions to each of the domain listed above. The diversity of experience can help you devise action items to take back to your institution.
Outcomes: Learn about a framework that institutions can leverage to implement sustainable and scalable learning analytics initiatives • Explore pragmatic approaches that build from current institutional practices, policies, and services to support learning analytics • Think about initial action steps for implementing an LA initiative at your institution

Digital and Information Literacy

Is VR the Ultimate Empathy Machine or Just an Illusion?
Sponsored learning space design and furniture provided by Steelcase Education, Gold Partner
Pacific Ballroom A, Second Floor
Emory Craig, Director of eLearning, College of New Rochelle; **Maya Georgieva**, Director, Digital Learning, The New School

Abstract:The immersive power of virtual reality is compelling. It transports us to far off places and let us experience the world through the lives of others different from ourselves. It's a powerful medium for helping students understand social issues and cultural identities. But does it really create empathy? Or is it just a momentary feeling of sympathy that disappears when we remove the headset? And if it fosters empathy, how do we ensure it is empathy for good? As educators implement VR in the learning environment, these are critical questions in building digital fluency and citizenship in our students.
Outcomes: Gain a deeper understanding of the debate over the relationship between empathy and VR • Grasp the complicated ethical issues in using VR to foster empathy • Explore how we can continue a dialogue on VR and empathy that includes our students

Faculty Development and Engagement

It Takes a Village: Collaborative Development of Faculty Digital Fluency

CARMEL, FOURTH FLOOR
M. Aaron Bond, Senior Director, NLI and Faculty Digital Fluency; **Ian Griffin**, Assistant Director of Training and Documentation; **Dale D. Pike**, Executive Director and Associate Provost, Virginia Tech

Abstract: Too often, professional development efforts are offered in silos across the institution without a cohesive plan for a unified curriculum. The lack of a coordinated response to individual professional development needs can negatively impact a faculty member's ability to effectively implement tools and strategies. This engaging session will explore how a large group of faculty developers utilized a collaborative design model to create a unified digital fluency curriculum for faculty professional development at a Research 1 institution. Learn about the collaborative model, see sample design templates, and discuss collaborative evaluation methods.
Outcomes: Develop a plan to mitigate digital fluency gaps of faculty tailored to your institution needs• Explore how a collaborative design model can encourage cross-institution creation of a digital fluency professional development curriculum for faculty development • Create a sample curriculum using templates

Learning Horizons: Emerging Technology, Ground-Breaking Practices, and Educational Futures

Presentation Pair: Learning Horizons

SAN SIMEON, FOURTH FLOOR
Lucy Chen, Student Researcher, **Santiago V. Lombeyda**, Research Scientist, **Netra Ravishankar**, Student, and **Maya Srikanth**, Student, California Institute of Technology; **Dale Voorhees**, Director, Educational Technology, University of Central Florida

Authoring Instructional Activities for Mixed Reality: A Medical School's Journey
Abstract: Content presentation, interaction and assessment used to be limited to paper and face to face. Then television, computers, and eventually the internet expanded the palette to include a two-dimensional digital learning environment. Now the advent of head-mounted devices is expanding the opportunities to a whole new level. This session will discuss how at UCF College of Medicine, we're beginning to author learning activities with mixed reality headsets to present difficult or complex concepts to our students in this emerging 3D learning environment.
Outcomes: Understand what mixed reality is and how you can start using it at your institution • Understand the current limitations of mixed reality • Understand the potential opportunities mixed reality might offer higher education in the future

A Higher Ed VR Classroom: An Enhanced Reality for Teaching

Abstract: Immersive virtual reality, experienced by wearing a stereoscopic space-tracked headset, provides a strong sense of being in an actual location. This sense of "presence" is ideal for teaching, allowing us to furnish a virtual space with interactive elements that are both intuitive and dynamic, going beyond what is possible in a physical classroom or instructional lab setting. We will outline our UX-based design methodology, experiences, and outcomes for a new virtual classroom environment. This VR-based collaborative space has strong potential to scale up and impact instruction in higher education through the creation of small, customizable virtual classrooms.
Outcomes: Better understand the shortcomings of VR • Explore the opportunities that VR enables for creating richer experiences in the actual context of a traditional classroom or lab setting • Review the current state of the VR technology and requirements for a classroom deployment

Student Success

Student Success: Dimensions, Priorities, and Collaboration for the Future

El Capitan, Fourth Floor
Kathe Pelletier, Director of Student Success Community Programs, EDUCAUSE

Abstract: With the launch of its new Student Success Community Programs, EDUCAUSE is building on the important Integrated Planning and Advising for Student Success (iPASS) work, conducted with support from the Gates Foundation. iPASS enables advising reform and begins to shift the focus to a more student-centered model. While "student success" surely needs to encompass persistence and completion, in order to stay ahead of the workforce needs of the future, we need to ensure that as we continue to expand, student success also includes learning outcomes and quality. Together, we will explore some important questions, such as: How must higher education's understanding of student success evolve? What are the key dimensions of student success, and what technologies are central to support interventions, data collection, and analytics efforts? What kind of institutional collaboration is critical in these initiatives? Join the conversation and share your ideas and priorities around student success.
Outcomes: Discuss strategies and technologies that have impacted student success on your campus • Articulate key dimensions of student success • Consider new or expanded strategies to support student success for the future

9:30–10:30 a.m.

Demonstrations: Extended Reality in Higher Education (Session 1)

Pacific ballroom b, Second Floor
Jordan Tynes, Director, Academic Fabrication and Digital Design, Wellesley College

Abstract: Extended reality (XR) technologies (including virtual, augmented, immersive, and mixed reality technologies) hold great potential to provide the basis for a wide variety of new and vivid educational experiences. The higher education community is already actively exploring the possibilities for applications of XR in the curriculum and academic research. On Wednesday, February 20th, community members will be offering demonstrations of their work with these technologies. Come and don the goggles to see what's afoot. The schedule for the demonstrations is here: https://tinyurl.com/ELI2019xrdemos
Outcomes: Experience applications of extended reality in curricular and research settings • Understand the potential of XR to contribute to the curriculum and academic research • Learn from colleagues about the "do's and don'ts" of building XR applications

10:00–10:45 a.m.

[b] Refreshment Break, Community Posters, and Corporate Displays

Pacific Promenade, Second Floor

Poster Sessions

Informal opportunities with peers to examine problems, issues, and solutions focused on effective practices, research findings, or technical implementations.

Faculty Development and Engagement

Building Ongoing Faculty Learning Community Across Continents

Pacific Promenade–P17

Haiyan Zhou, Associate Director, Center for Teaching and Learning, Duke University

Abstract: In preparing for the launch of the inaugural highly interdisciplinary, cross-cultural Duke Kunshan University (DKU) undergraduate degree in 2018 in China, Duke University and DKU formed a faculty Learning Innovation Fellowship program. The program's team worked with fellows, the first cohort of 23 newly hired faculty from around the world. We will share the program design, the identified challenges, and strategies on how to make the initial hybrid, across-continents fellowship program successful and how to expand the fellowship into an ongoing faculty learning community integrated into the entire DKU faculty beyond the undergraduate degree program's launch.
Outcomes: Identify the strategies to foster remote faculty development model • Explain the best practices of bridging between Duke University in the US and DKU in China • Apply 3 ways of maintaining ongoing faculty learning community possibly to other higher ed institutions

Captivating Your Audience: A Practical Approach to Student Engagement

Pacific Promenade–P10

Crystal Nicole Bundrage, Lead Learning System Administrator, and **Kathleen Mapson**, Lead Learning Technologist, Georgia State University

Abstract: Student engagement is the heartbeat of any online course. It encompasses a student's interest and motivation toward the course content, instructor, and peers. We will discuss the potential challenges of student engagement and open-source technologies that could address them. We will also share tools and practical techniques that can be used to increase collaboration among peers and the instructor. Additionally, we will discuss how interactive content can be used to add interest and increase motivation within the course.
Outcomes: Define student engagement from a pedagogical perspective • Identify key benefits of increasing student engagement online • Learn about practical solutions to potential challenges addressing student engagement in an online environment • Identify open-source resources that could be implemented in an online course to increase student engagement

ELEVATE Fellows Program: Incorporating Diversity and Equity in Hybrid Teaching

Pacific Promenade–P11

Maria-Cecilia Gomez, Education Specialist, **Margaret Merrill**, Instructional Design Consultant and Educational Technologist, and **Leonardo de Oliveira Silva**, Graduate Student Researcher, University of California, Davis

Abstract: The UC Davis E-Learning for Equity, InnoVation, and Teaching Effectiveness (ELEVATE) Fellows Program is a year-long faculty development program designed to support the creation of innovative, hybrid learning environments and guide the transformation of traditional, face-to-face courses into hybrid courses based on learner-centered, evidence-based teaching practices and with a particular focus on promoting learning for all students while bridging the opportunity gap for underserved students. We'll discuss our faculty development approach as well as the program components and tools used to promote diversity, equity, inclusivity, and teaching effectiveness in hybrid teaching environments.

Outcomes: Explore an innovative faculty development program that incorporates diversity and equity into hybrid teaching • Identify key aspects of inquiry and reflection that inform teaching for diversity and equity in hybrid environments • Explore how the UCD faculty development model can be applied to your work context to support e-learning for equity

Instructional Design Barrier Breakers: Imagining New Paths to Faculty Engagement

Pacific Promenade–P16

Jennifer Antoon, Instructional Designer, and **Randall Beaver**, Senior Instructional Designer, Florida International University

Abstract: We will discuss the results of an exploratory research project designed to define "faculty engagement" from the point of view of faculty, students, and instructional designers and identify perceived barriers to faculty engagement from each of the groups. They will also share some novel instructional designer–led approaches to jump-start faculty engagement, including partnering with instructors in collaborative research projects and initiating opportunities for faculty to develop video presentation skills. You'll participate in the discussion and reflect on ways to tackle similar problems at your institution.
Outcomes: Define "faculty engagement" from the viewpoint of faculty, students, and instructional designers in your own professional and institutional context • Identify barriers to faculty engagement, particularly in teaching online courses • Recognize solutions to barriers and repurpose or imagine new ideas to solve similar problems at your institution

Promoting Teaching Innovation through Purposeful Peer Interaction

Pacific Promenade–P48

Angela Smith, Teaching Associate Professor, and **Bethany Smith**, Associate Director of Instructional Technology Training, North Carolina State University

Abstract: Are you responsible for faculty development on teaching with technology? Are you seeing the same “cast of characters” and doubting the effectiveness of your outreach strategies? In this session, we will discuss these issues and more with a focus on the impact of peer-to-peer interaction on promoting teaching innovation through our Faculty Fellows program. We provide perspectives of the program administrators as well as viewpoints from our the grant recipients. We will share how both parties have experienced growth and change and how the lessons from past cycles have informed subsequent offerings of the Faculty Fellows grant program.

Outcomes: Explain the impact of a Faculty Fellows program on diffusing innovation on campus • Identify the key factors of success with a Faculty Fellows Program • Outline your own plan to create or enhance a Faculty Fellow program

Speed Dating with Learning Technologies at Indiana University

Pacific Promenade–P15

John Gosney, Director, Faculty Engagement and Outreach–Learning Technologies, Indiana University-Purdue University Indianapolis; **Michele Kelmer**, Manager, Digital Education Programs and Initiatives, Indiana University Bloomington

Abstract: Faculty have limited time yet want to learn about technologies to engage students and enhance teaching and learning. To address this need, and as an alternative to a traditional workshop, we developed Speed Dating with Learning Technologies, a fast-paced, highly interactive event where faculty are introduced to,

and can ask questions about, a variety of learning technologies. By the end of the session, faculty "dated" 8–10 technologies and had a lot of fun in the process. Join us to learn how to host a speed-dating event on your own campus and for access to materials to help get you started.
Outcomes: Identify key components in creating a successful faculty development event in a nontraditional format• Design a speed-dating-with-technology event for your institution• Apply lessons learned from IU's speed-dating event to develop new approaches to faculty development

Strategizing Your Digital Presence Through Podcasting

Pacific Promenade–P14
Daniel Trego, Academic Specialist, Michigan State University

Abstract: Creating a podcast is a very simple endeavor that has a lot of potential to increase digital presence and scholarship. However, without effective strategies for creation and consumption, podcasts rarely become effective tools. Come and learn key strategies and ideas that you can use to help your faculty plan and produce their own successful podcasts. We will also talk about the importance that podcasting can play in the dissemination of research and how to make sure that more people from diverse backgrounds will have access to content that might not have always been accessible.
Outcomes: Develop clear strategies for podcast content creation • Identify and focus on a specific target audience • Learn how to approach and coach students and faculty interested in podcasting

Supporting Faculty Engagement and Development Through an Education Research Team

Pacific Promenade–P12
Kathy L. Jackson, Faculty Programs Researcher/Affiliate Faculty, **Crystal Ramsay**, Faculty Programs Manager, and **Jenay Robert**, Research Project Manager, The Pennsylvania State University

Abstract: The Faculty Engagement Team at Penn State's Teaching and Learning with Technology supports faculty engagement and development through educational research collaborations. Learn how the team works together and with other university stakeholders to accomplish its mission. You'll also have an opportunity to engage in discussion with the team and with other attendees to brainstorm ways you might implement some aspects of our model on your campus. In particular, we'll help you identify and troubleshoot roadblocks to implementation.
Outcomes: Explore the role of an education research team for faculty development/engagement • Understand how the structure of a teaching and learning center can support educational research as faculty development/engagement • Understand the institutional support required to maintain the team/structure described above

10:00 a.m.–3:15 p.m.

Corporate Displays

Corporate Displays, Pacific Promenade, Second Floor
Today is the last day to visit companies providing the latest solutions to the teaching and learning community. AEFIS; Campus Labs; D2L, Silver Partner; LinkedIn Learning, Bronze Partner; Macmillan Learning, Bronze Partner; McGraw-Hill Education, Bronze Partner; NoteAffect; Nureva; PeopleGrove; Watermark, Bronze Partner

10:45–11:30 a.m.

Featured Session

Faculty Development and Engagement

Helping Faculty Create Different Student Interactions with a New Online Conversation Platform - Sponsored by CirQlive

Pacific Ballroom C, Second Floor
Kyle Blythe, Product Team Lead, **Ben Maddox,** Chief Instructional Technology Officer, **Jeff Pasch**, Interim Associate Vice President, Application Development, and **William Shirky**, Vice Provost, EdTech, New York University

Abstract: Traditionally, academic discussion tools support a single interaction mode: rapid conversation, multiparagraph reading reactions, brainstorming, and so on. While each mode has its place, faculty typically select a single tool for their entire course and are often dissatisfied when it does not fully meet their needs. NYU is developing a platform that allows instructors to choose different modes of student interaction they want to encourage, assignment by assignment. This session will provide an overview of the project and a demo of the tool, which will eventually be released as open-source software.
Outcomes: Identify the types of student engagement that faculty typically want to facilitate in their online course sites • Understand the limitations inherent to many of the single-mode conversational tools currently available • Learn about NYU's development of a new conversation platform that provides faculty with multiple modes of student interaction

Breakout Sessions

Faculty Development and Engagement

Design Symposium for Dream Classrooms: Rethinking the Conversation on Space

San Simeon, Fourth Floor
Tracey Birdwell, Program Director–Mosaic Initiative, Indiana University; **Kelly Scholl**, Mosaic Initiative Consultant, Indiana University Bloomington

Abstracts: What would happen if instructors were asked to design the classroom of their dreams? Indiana University faculty were asked that and other questions when they participated in a 2018 classroom design symposium. The symposium, presented through IU's Mosaic Active Learning Initiative, brought together a diverse group of faculty to brainstorm design concepts for new learning spaces. The resulting designs were broadly shared and have already influenced conversations about space with many university stakeholders. In this session, you will experience the symposium and discuss how you might implement the same approach on your own campus.
Outcomes: Identify ways to engage instructors in conversation about learning spaces Identify strategies for connecting those who teach in classrooms with those who design classrooms • Acquire symposium documents to stage a similar event on your campus • Share ideas about classroom design on your campus with other session participants

Breakout Sessions

Leadership and Academic Transformation

Collective Action: Enabling a Meaning Digital Transformation of Learning

Avila, Fourth Floor
Rob Abel, CEO, IMS Global Learning Consortium; **Steven Cramer**, Vice Provost for Teaching and Learning, and **Bruce Maas**, Emeritus Vice Provost for IT and CIO, University of Wisconsin–Madison; **Vince Kellen**, CIO, University of California San Diego; **Jenn Stringer**, Chief Academic Technology Officer and Assistant Vice Chancellor, Teaching and Learning, University of California, Berkeley

Abstract: You hear a lot these days about the need for digital transformation and innovation in higher education to support strategies for improving student access and success. Getting to a better future—the kind promised by NGDLE—will require closer collaboration among academic and technology leaders and the private sector. How

can we move these collaborations forward? And what are some of the obstacles that should be addressed? This session will bring together institutional leaders who are repositioning educational technology as an enabler of innovation and change—by reimagining enterprise collaborations, procurement processes, and integration strategies—to enable a meaningful digital transformation of learning.
Outcomes: Understand the drivers for academic transformation at institutions and across the higher education landscape • Learn implementable solutions for overcoming obstacles to effect a meaningful digital transformation of learning • Develop a framework for collaboration and a single vision for the ideal learning ecosystem to support academic transformation and NDGLE

Learning Environments and Spaces

Learning Spaces Reimagined: Library Repository, Observation Octagon, and Service Closet

Sponsored learning space design and furniture provided by Steelcase Education, Gold Partner
Pacific Ballroom A, Second Floor
Michael Capriotti, Manager, Multimedia and Classroom Technology, University of California, Riverside; **Judi Franz**, Classroom Technologies, University of California, Irvine; **Sheryl Narahara Hathaway**, Associate Director, Instructional Technology, Chapman University; **Jana Remy**, Director, Educational Technology, Chapman University

Abstract: Hear how three teams were able to transform an old library repository, an observation octagon, and a service closet into flexible Wi-Fi-enabled learning spaces. Identify what successful IT and academic collaborations can produce, even with limited time and resources. You'll be challenged to rethink unused spaces—even those that are initially unappealing—and turn them into creative spaces using both technology and imagination. Through hands-on activities, learn how a growth mindset, collaborative spirit, and technical expertise can create new hybrid learning spaces for campus communities. Come join these interactive tales of grit and determination.
Outcomes: Summarize how learning beyond the classroom has impacted your role as IT personnel, faculty developer, instructional designer, or classroom technologist • Identify 2 or 3 opportunities for collaboration at your institution • List 2 or 3 personal connections you can make that help transcend roles and facilitate academic transformation

Learning Horizons: Emerging Technology, Ground-Breaking Practices, and Educational Futures

Search and Reuse of MOOC Content in On-Campus Instruction

Carmel, fourth floor
Michael Hilborn, Associate Director, Academic Platforms and Development, Harvard University

Abstract: The massive open online course (MOOC) movement has been a catalyst for the creation of digital-learning materials, with over 100 institutions in the edX consortium creating nearly 500,000 individual videos, problems, and pages since 2012. Through a new initiative called DART: Digital Assets for Reuse in Teaching, we are unbundling edX content and other digital content sources such that resources are searchable and reusable in residential settings at Harvard. We will highlight key features of DART, introduce an architecture well aligned with the next generation digital learning environment (NGDLE), and discuss faculty use cases.
Outcomes: Better understand the current MOOC landscape and opportunities related to content sharing • Utilize a tool to create custom learning sequences from Harvard open-online resources • Learn about current use cases for MOOC content in residential instruction • Contribute ideas to a broader movement around digital-learning content sharing

Student Success

Where to Start with a Student Success Initiative

El Capitan, Fourth Floor
Leah Lang, Director of Analytics Services, EDUCAUSE

Abstract: Degree planning, early alert, analytics dashboards, oh my! When you're drowning in student success technology options, how do you know how to get a foothold and whether your institution is ready to swim? Data on student preferences and IT service maturity from EDUCAUSE can help you develop a roadmap for success.
Outcomes: Understand student priorities for student success tools • Learn about institutional maturity for providing student success technologies • Discuss challenge areas with student success initiatives and how to overcome them

11:00 a.m. - 12:00 p.m.

Demonstrations: Extended Reality in Higher Education (Session 2)

Pacific Ballroom B, Second Floor
Jordan Tynes, Director, Academic Fabrication and Digital Design, Wellesley College

Abstract: Extended reality (XR) technologies (including virtual, augmented, immersive, and mixed reality technologies) hold great potential to provide the basis for a wide variety of new and vivid educational experiences. The higher education community is already actively exploring the possibilities for applications of XR in the curriculum and academic research. On Wednesday, February 20th, community members will be offering demonstrations of their work with these technologies. Come and don the goggles to see what's afoot. The schedule for the demonstrations is here: https://tinyurl.com/ELI2019xrdemos
Outcomes: Experience applications of extended reality in curricular and research settings • Understand the potential of XR to contribute to the curriculum and academic research • Learn from colleagues about the "do's and don'ts" of building XR applications

11:45 a.m.–12:30 p.m.

Seminar

Leadership and Academic Transformation

ELI 2019 Leadership Seminar | Moving from Piloting to Scale: Lessons Learned in Adaptive Courseware Projects, Part 2

Note: Separate registration and fee are required
Sponsored by PeopleGrove
Malibu, Fourth Floor
Patricia O'Sullivan, Manager, Personalized Learning and Adaptive Teaching Opportunities Program, University of Mississippi; **Karen Vignare**, Executive Director Personalized Learning Consortium, Association of Public and Land-grant Universities (APLU)
Abstract: The ELI Leadership Seminar is a designed as an extended learning opportunity threaded throughout the annual meeting program. This highly interactive seminar will engage participants in why educational innovators need to focus on both innovation and moving innovations that work to scale. Universities have always supported innovation, but rarely have educational leaders been able to scale key academic innovations.

Based on scaled initiatives, participants will learn not only key approaches but also how to approach scaling. Who should participate? The seminar is for individuals at multiple levels of leadership with direct or indirect responsibilities to instigate and forward innovation and change within their home institution or organization. Individuals with academic technology experience, faculty champions, and instructional and media design, as well as academic department planning and evaluation experience, are welcomed.
Outcomes: Understand the need for how to both support education pilots and scale success • Create an implementation process like that used in A Guide for Implementing Adaptive Courseware • Learn to leverage other leaders in scale to influence your innovation strategy • Identify and describe specific strategies that "move the needle" on what matters to your school • Learn more about adaptive courseware as a sample of an academic innovation that is scaling

Featured Session

Student Success

3 Critical Strategies for Influencing Students' Success

Pacific Ballroom C, Second Floor
Berenecea Johnson Eanes, Vice President for Student Affairs, California State University; **Amelia Parnell**, Vice President for Research and Policy, NASPA–Student Affairs Administrators in Higher Education; **Kathe Pelletier**, Director of Student Success Community Programs, EDUCAUSE

Abstract: As campuses continue to focus on improving the rates at which students persist in college and complete a degree, now is the time to further examine the many factors that can influence these outcomes. We will present several critical strategies that institutions are using to influence student success and highlight effective approaches for addressing students' health and well-being, financial capability, and connection to the institution environment. For example, we'll highlight national trends related to how institutions are using on-campus work opportunities, mental health resources, and first-generation student programming to help students thrive. We'll also include multiple examples of how faculty, administrators, and staff across the institution can leverage their expertise and resources to provide holistic care and support.
Outcomes: Explore leading challenges for college students, particularly those who are first generation • Discuss strategies that institutions are using, beyond financial aid, to address students' financial barriers • Identify unique roles that faculty have in supporting campus initiatives related to students' health and wellness • Learn how professionals are collaborating across multiple campus units, functions, and divisions

Breakout Sessions

Leadership and Academic Transformation

Movin' on Up: Senior Academic Technology Officer Roles

San Simeon, Fourth Floor
Donalee Attardo, Senior Director, Academic Technology, University of Minnesota; **Linda A. Jorn**, Associate Vice Provost for Learning Technologies and DoIT Director of Academic Technology, University of Wisconsin–Madison; **Jennifer Sparrow**, Senior Director of Teaching and Learning With Tech, The Pennsylvania State University; **Heath V. Tuttle**, Assistant Vice Chancellor for IT, University of Nebraska–Lincoln

Abstract: Learn why a senior academic technology officer (SATO) role is important for higher ed institutions. You'll will have the opportunity to hear leadership stories and learn from experienced SATOs about core SATO job duties, common services they lead, and critical partnerships they develop to champion strategic and transformational teaching and learning efforts. You'll also be given time to begin thinking and discussing your own career management strategy for "moving up" to a SATO position or working more closely with SATOs.

Outcomes: Understand core senior academic technology leaders' skills/knowledge • Understand why senior academic technology leaders are crucial to strategic higher ed teaching and learning efforts and why partnership development is a critical SATO skill • List 3 professional development strategies to invest in over the next year to gain SATO skills/knowledge

Women in Academic Technology Leadership: Overcoming Obstacles and Achieving Success

El Capitan, Fourth Floor

Carly J. Born, Academic Technologist, Carleton College; **Joann Martyn**, Director of Online Learning, College of Communication, DePaul University

Abstract: This discussion is an open invitation for all to examine the obstacles faced by women in academic technology and leadership and explore ways to support, promote, and advance careers for women in this field.
Outcomes: Generate techniques to strengthen colleagues voices • Identify strategies for establishing and developing mentoring relationships • Construct effective methods for navigating difficult conversations • List observation skills to establish culture and climate of a meeting/group

Learning Environments and Spaces

Point/Counterpoint: What Activates Learning? Space vs. Technology

Richard Jones, Director, Jones Architecture; **Jeanne L. Narum**, Founding Director, Project Kaleidoscope; **Parke Rhoads**, Principal, Vantage Technology Consulting Group

Abstract: How much is learning being shaped by the room or the technology? Panelists will debate, with supporting evidence, to pinpoint where to best improve outcomes and prepare students to engage in the future. The session will compare the role of architecture (e.g. arrangement of furniture, markerboards, etc.) vs technology; which is the unsung hero in modern learning environments? Conclusions will examine the shift in learning across many different institutions, providing attendees a clear and practical take-home understanding of how to apply emerging developments to their own spaces and what fundamental concepts are useful in distinguishing between emerging trends and fads.
Outcomes: Understand the underlying drivers behind trends in classroom furnishings and technology • Appreciate a broader context that differentiates trends from fads or an over-investment • Gain practical but bleeding-edge ideas (and supporting arguments) to innovate learning spaces

Learning Horizons: Emerging Technology, Ground-Breaking Practices, and Educational Futures

Explore a Framework for Shaping Tomorrow, Tackle Emerging Challenges Today

Sponsored learning space design and furniture provided by Steelcase Education, Gold Partner

Pacific Ballroom A, Second Floor

Paula Shaw, Academic Manager, and **Julie Stone**, Associate Pro Vice Chancellor (External Affairs–Business Gateway), University of Derby

Abstract: How can we tackle educational challenges on the horizon, today? This workshop will introduce strategic planners and practitioners to a framework with which to investigate organizational practices and take control of their educational needs. Through this highly interactive workshop, you will explore a 2018 Horizon Report challenge and collaboratively produce a refined framework to address those specific pedagogic and educational planning needs. Having actively worked through the framework, you will be equipped with a tool that is ready to be applied to emerging trends and challenges within your own institution.
Outcomes: Identify a short- to midterm horizon challenge that will have a disruptive effect on your institution's future • Categorize theories, models, and strategic approaches using the practice-oriented framework (Shaw

2017) to best overcome the challenge • Produce a refined framework through peer collaboration that could be applied within your institution

Other

The Stat Is Right! The Edtech Quiz Show

Carmel , Fourth Floor

D. Christopher Brooks, Director of Research, **Joseph Galanek**, Senior Researcher, **Dana C. Gierdowski**, Researcher, and **Leah Lang**, Director of Analytics Services, EDUCAUSE

Abstract: Join this interactive and participatory quiz show– stylesession that reports on the most recent findings from ECAR student and faculty survey reports in a fast-paced, high-energy environment! Fun will be had! Learning shall be done! Prizes will be given!
Outcomes: Explore faculty and student perspectives on IT in higher education • Identify ways to minimize the gap between tech expectations and experiences in campus and online learning environments • Be inspired to become a change agent on your campus to use tech in meaningful and engaging ways

12:30–1:30 p.m.

[b] Lunch

Sponsored by AEFIS

Pacific Ballroom D, Second Floor

1:00 - 2:00 p.m.

Demonstrations: Extended Reality in Higher Education (Session 3)

Pacific Ballroom B, Second Floor

Jordan Tynes, Director, Academic Fabrication and Digital Design, Wellesley College

Abstract: Extended reality (XR) technologies (including virtual, augmented, immersive, and mixed reality technologies) hold great potential to provide the basis for a wide variety of new and vivid educational experiences. The higher education community is already actively exploring the possibilities for applications of XR in the curriculum and academic research. On Wednesday, February 20th, community members will be offering demonstrations of their work with these technologies. Come and don the goggles to see what's afoot. The schedule for the demonstrations is here: https://tinyurl.com/ELI2019xrdemos
Outcomes: Experience applications of extended reality in curricular and research settings • Understand the potential of XR to contribute to the curriculum and academic research • Learn from colleagues about the "do's and don'ts" of building XR applications

1:45–2:30 p.m.

Breakout Sessions

Leadership and Academic Transformation

The 60-Year Curriculum: Ideas, Strategies, and Challenges

El Capitan, Fourth Floor

Michael Amick, Vice President of Distance Education, Pima County Community College District; **Christopher Sessums**, Visiting Professor, The Johns Hopkins University

Abstract: Today many young adults will go through 30 jobs and three careers that will span over 60 years. The question is, In what ways are higher education institutions serving learners over their lifetime, beyond a two- or four-year diploma? This session will explore an innovative framework for lifelong learning called "the 60-year curriculum" (#60YC). This framework posits that higher education institutions can and should provide continuous learning opportunities beyond a diploma—opportunities that span a range of personal and professional needs. What do these opportunities look like? What could they look like? Join us as we explore multiple ways organizations are meeting learners where they are today and where they will be in the future.
Outcomes: Develop a deeper understanding of new and different ways teaching and learning opportunities can be constructed • Explore innovative ways institutions can serve learners across their lifetime

From Mass Production to Mass Personalization: Adapting the ASU Approach to First-Year Math

Pacific Ballroom C, Second Floor
Dale Johnson, Adaptive Program Manager, Arizona State University; **Douglas WIlliams**, Faculty, Arizona State University

Abstract: Arizona State University changed its approach to first-year math in fall 2016. Faculty worked for nine months to design and develop the new approach, which included eliminating the developmental math course, implementing McGraw Hill ALEKS adaptive courseware, adopting a "stretch semester" model that allows students to take more time to complete the course, and adding more learning assistants to each classroom. These changes have helped faculty achieve a 20 percentage point gain in the student success rate over the past two years and enabled thousands of additional students to pass college algebra.
Outcomes: Understand the efficacy of true adaptive learning systems like ALEKS • Learn how best to implement adaptive learning on an institution-wide basis • Explore best practices for meeting the math coreq

Learning Environments and Spaces

Leveraging Strategic Partnerships to Build a Robust Learning Ecosystem

Pacific Ballroom A, Second Floor
Paige Barnett, Regional Education Leader, Steelcase Education; **Sunay Palsole**, Assistant Vice Chancellor for Engineering Remote Education, Texas A&M University

Abstract: TAMU's College of Engineering embraced the goal of transforming engineering education as part of its 25/25 initiative. This initiative focused on enhancing the learning experience by migrating courses to an active learning methodology. While planning, a key challenge was finding innovative furniture and software solutions that optimized the desired experience. Leveraging strategic partnerships, like Steelcase Education, was key to this successful large-scale transformative project. Our holistic approach resulted in the selection of partners who aligned with our vision and were inspired to help achieve our goals. These partnerships led to the codesign of integrated furniture and software solutions.
Outcomes: Develop a needs statement for leading your projects • Identify steps needed to select the best industry partners • Anticipate and strategize how to leverage the strengths of industry partners

Learning Horizons: Emerging Technology, Ground-Breaking Practices, and Educational Futures

Student Success Means Learning from Engagement

Carmel , Fourth Floor
Jay Tokosch, CEO, NoteAffect

Abstract: Leveraging techniques and technology that instructors and students are already comfortable with empowers students and instructors to become more successful through engagement of course material. Using students' digital devices and creating analytics enables data-driven decision-making.
Outcomes: Increasing student success and improve grades through technology • Gain insight into student learning through technology • Reduce the administrative burden of the accreditation process for the provost

Student Success

Closing the Mentorship Gap

San Simeon, Fourth Floor
Robin Darmon, Senior Director, Career Development Center, and **Dee Kayalar**, Assistant Director of Alumni Career Engagement, University of San Diego; **Jeep Hauser**, Director, Business Enterprise Systems, University of Southern California; **Adam Saven**, CEO and Co-Founder, PeopleGrove

Abstract: Mentorship unleashes social capital and opportunity, paving the way to lifelong career success for students and alumni. The advantages of mentoring are compelling, but quality mentoring is not within everyone's reach. This is the mentoring gap. Given the many reasons for the gap (difficulty organizing cross functionally, small staff and budgets, etc.), a new model is needed to help more students and alumni close the gap. Universities will need to leverage technology, put students and alumni at the center, personalize offerings, and simplify/consolidate resources to achieve this goal.
Outcomes: Get ideas to increase access to opportunity via mentorship for students and alumni • Improve career outcomes for students and build lifelong connections with alumni • Connect with peers and colleagues who are also focused on mentorship and success

Other

Reimagining the Role of Technology in End-of-Course Evaluation

Avila, Fourth FlooR
Kevin Hoffman, President, EvaluationKIT by Watermark, Watermark**; Meaghann Wheelis**, Senior Research and Planning Associate, Baylor University

Abstract: Much of the traditional focus of student evaluation of instruction and end-of-course evaluation has centered around obtaining institutional input for faculty review and tenure processes. However, with the technology available today, the previously limited paper process has been transformed to provide valuable data that can be efficiently surfaced to meet a variety of institutional needs. Specifically, this session will focus on how today's online course evaluation technology can assist faculty efforts to continuously improve the instructional quality of their courses.
Outcomes: Learn how Baylor has successfully reimagined the course evaluation process from paper to online • Learn strategies to better utilize course evaluations for continuous instructional improvement • See how course evaluation functionality from EvaluationKIT by Watermark can be used to support instructional quality

2:30–3:15 p.m.

[b] Refreshment Break, Community Posters, and Corporate Displays

Pacific Promenade, Second Floor

Poster Sessions

Informal opportunities with peers to examine problems, issues, and solutions focused on effective practices, research findings, or technical implementations.

Leadership and Academic Transformation

Being Human: High-Impact Instruction in a Technological Age

Pacific Promenade–P21

Jaci Lindburg, Director of Digital Learning, University of Nebraska at Omaha; **Jeremy Van Hof**, Director of Learning Technology and Development, Michigan State University

Abstract: What high-impact, high-efficiency practices exist on your campus? Can technology and/or human behavior propagate these activities? Address these questions and more in a session focused on finding ways to scale teaching practices that remain steeped in the humanness of both teachers and their students. We will discuss high-impact educational practices, identify opportunities for increased student engagement that require less rather than more of an instructor's time, and allow attendees to work together to create a powerful visual illustrating where most of our teaching and learning strategies fall on a matrix of high/low-impact and efficiency.
Outcomes: Explore the pedagogical changes stemming from technology • Analyze ways that meaningful human interaction can be incorporated into technology-enhanced learning activities • Detail behaviors and technologies that can maximize high-impact/high-efficiency practices

Creative Stakeholder Engagement: Evolving Our Academic Video Services

Pacific Promenade–P19

Cameron Alexson, Manager, Academic Technologies, and **Tyson Barry Brown**, Programmer Analyst, University of Saskatchewan

Abstract: Faced with a perfect storm of multiple service contracts coming to term and end-of-life hardware solutions, along with an engagement with learning technologies study recommending creating capacity for the "pedagogically sound use of video," we seized the opportunity to implement needed change. We will share our experience applying creative stakeholder engagement techniques evolving the enterprise academic video service at the University of Saskatchewan. This is our story, central to which is the use of creative stakeholder engagement techniques to confirm stakeholder needs, inform product selection, and gain shared understanding and support throughout the design, implementation, and early-adoption stages.
Outcomes: Understand the impact of active and early stakeholder engagement in requirements confirmation Understand the value of capturing and presenting requirements through ‘user stories’ stakeholders can readily identify with. Gain a stakeholder perspective as they share their stories Understand how meaningful engagement in product selection generates shared ownership and drives adoption.

Establishing a Culture for Data Analytics

Pacific Promenade–P20

David R. Cotter, CULTR Director of Communications and Data Analytics, **Yanju Li**, Lead Data Administrator, and **Chad Marchong**, Manager, Learning Analytics, Georgia State University

Abstract: With the significance of using data to drive student success at institutions, Georgia State University invested in learning analytics. We'll present the processes, experiences, and implications of establishing a data-driven culture at a diverse higher education institution, including how to build meaningful relationships with institutional colleagues, how to add value through exploratory data analyses, and how to accelerate wins with stakeholders. You'll leave with strategies for establishing and fostering a culture of data analytics at your institution.
Outcomes: Identify ways to effectively collaborate with departments on campus to create deeper relationships and to cultivate a data-driven culture • Explore how to offer unexpected insights and to provide answers to questions through data analysis • Explain how to establish and build trust with administrators, faculty, and students by leveraging data

Library/IT Collaborations Pay Off

Pacific Promenade–P22

Joan Lippincott, Associate Executive Director, Coalition for Networked Information

Abstract: Library/IT partnerships can thrive when there are mutual goals, benefits to user communities, and thoughtful strategies for implementation of programs and projects. This session will provide an overview of library/IT collaboration and highlight institutional initiatives including those focusing on open educational resources (OER), affordability, digital scholarship support, consortial initiatives, workshop programs, and more. You'll learn strategies to implement at your institution.
Outcomes: Identify specific areas in which library/IT collaboration has yielded positive results (OER, digital scholarship, workshop delivery) • Identify actions, communication, and behaviors that yield positive collaboration outcomes • Become motivated to explore library/IT collaborations at home institution

Sharing, Inclusiveness, and Transparency: Collaborative Strategies for Instructional Design Teams

Pacific Promenade–P23

Claudia Arcolin, Senior Instructional Designer, University of Texas at San Antonio; **Mary-Kate Najarian**, Assistant Director of Instructional Technology, Montgomery County Community College

Abstract: Join us to learn how we—an assistant director and a senior instructional designer in the ID2ID program—collaborated and shared our experiences of going from an operational to a leadership role and how we're engaging our teams to think innovatively and deliver high-quality online certificates and programs. We'll cover the maieutic approach we adopted to reflect on skills, strategies, and attitudes needed to engage our teams. In addition, we'll discuss what it takes to design courses and programs and how to create a synergistic network among different stakeholders.
Outcomes: Reflect on being a professional in the online education field and how this field is changing • Critique different strategies for team-building and collaborative leadership to be used in your workplace • Analyze the design principles and team values that sustain a rapid-development approach

The EDUCAUSE Learning Technology Leadership Program: Leadership Development for T&L Professionals

Pacific Promenade–P47

Julian Allen, Senior Director of Learning Innovations; **Sherri Braxton**, Senior Director, Instructional Technology, University of Maryland, Baltimore County; **Liv Gjestvang**, Associate Vice President for Learning Technology, The Ohio State University

Abstract: The press for transformation in higher education continues unabated and is particularly acute in teaching and learning. But transformation is something easier said than done, as it calls for a wide variety of leadership skills. The EDUCAUSE Learning Technology Leadership (LTL) program, a four-day intensive learning experience, is intended specially for teaching and learning and academic technology professionals. Participants will have the opportunity to work with the LTL faculty and fellow attendees through a variety of interactive sessions and engagements, all with the goal of enhancing current leadership skills and building new ones. Both 2019 faculty members and recent graduates will be available to discuss the program and its possible fit for you.
Outcomes: Hear from recent graduates of LTL about their program experience • Understand the ideas and goals underlying the curriculum of the LTL program • Explore the opportunities the LTL program may provide for you

Open Education

MOOCs for Working Professionals in Higher Ed: A PD Solution?

Pacific Promenade–P24

Olivia Yiqun Sun, Education Program Coordinator, Duke University

Abstract: Lifelong learning is crucial for working professionals to thrive in their careers, especially for those who work in the higher education and constantly feel the pressure of keeping up with the "educational spirits" of the institution. This poster will present the findings and reflections of a three-year ongoing project in Duke Kunshan University to promote lifelong learning through encouraging staff to take MOOCs by providing a supporting structure and a series of activities (for example, workshops, regular meetings, incentives, and social media). The presenter will evaluate how effective these approaches are and the challenges this project faces.
Outcomes: Understand the learning needs of working professionals in the higher education • Identify if and how a supporting project and MOOCs can help fulfill these needs and help staff become lifelong learners • learn from the past experiences and reflections of an existing project

OER: What's Your Game Plan?

Pacific Promenade–P25
John Raible, Instructional Designer, University of Central Florida; **Amy Sugar**, Director of Instructional Design and Technology, Rollins College

Abstract: Are you interested in using open educational resources but not sure where to start? Have you adopted OER but want to make a stronger connection to course outcomes and pedagogy? In this session, we will explore the various degrees to which you can engage with OER and develop a game plan to take back to your institution. We will share how the University of Central Florida and Rollins College support the creation and adoption of OER, discuss different approaches and levels of engagement, and share resources to help you achieve your goals.
Outcomes: Explore frameworks to support the adoption/integration of OER in higher ed • Learn about the approach used to support OER adoption at a large public state institution and small private liberal arts college • Identify next steps and resources for attendees to start or improve their engagement with OER

Open Doors with Open Resources: Collaborating to Provide OER

Pacific Promenade–P27
Michael Koskinen, Director, Digital Learning, and **Cassandra Sardo**, Instructional Technologist, New Jersey Institute of Technology

Abstract: Colleges and universities are addressing the high cost of textbooks and their negative impact on students by exploring and adopting open educational resources (OER). These are teaching and learning materials published under an open license, making them free and accessible to everyone. In this session, we will discuss NJIT's Open and Affordable Textbook (OAT) project, a collaboration between digital learning and the library, which has saved students over $300,000 in the two years of the program.
Outcomes: Define and identify OER approaches in higher education • Align OER with course redesigns • Create strategies for encouraging the use of OER

Open Education Initiatives in Canada

Pacific Promenade–P26
Mark Steven Morton, Senior Instructional Developer, Emerging Technologies, University of Waterloo

Abstract: This poster session will provide an overview of open education initiatives in Canada, including open educational resources (such as the BCcampus Open Textbook project with 259 open textbooks); open education policies (such as the provincially supported Ontario Open Textbooks initiative); open educational practices (such as the math department at the University of British Columbia's exclusively adopting open textbooks); and

institutional exemplars such as Athabasca University (known as Canada's first OER university) and Kwantlen College (developing Canada's first "Z" program, which aims to reduce textbook costs to zero).
Outcomes: Learn about key open education initiatives in Canada • Identify which open education initiatives in Canada have been successful, which ones have not, and why • Explore 3 areas relevant to supporting open education (i.e., open educational resources, open educational practices, and open educational policies)

2:30 - 3:30 p.m.

Demonstrations: Extended Reality in Higher Education (Session 4)

Pacific ballroom b, second floor
Jordan Tynes, Director, Academic Fabrication and Digital Design, Wellesley College

Abstract: Extended reality (XR) technologies (including virtual, augmented, immersive, and mixed reality technologies) hold great potential to provide the basis for a wide variety of new and vivid educational experiences. The higher education community is already actively exploring the possibilities for applications of XR in the curriculum and academic research. On Wednesday, February 20th, community members will be offering demonstrations of their work with these technologies. Come and don the goggles to see what's afoot. The schedule for the demonstrations is here: https://tinyurl.com/ELI2019xrdemos
Outcomes: Experience applications of extended reality in curricular and research settings • Understand the potential of XR to contribute to the curriculum and academic research • Learn from colleagues about the "do's and don'ts" of building XR applications

3:15–4:00 p.m.

Featured Session

Leadership and Academic Transformation

We Innovated Ourselves into This Mess and We Can Innovate Out of It

Pacific Ballroom C, Second Floor
David Thomas, Director of Academic Technology, University of Colorado Denver

Abstract: Everywhere you look in higher education, people talk about innovation. We turn to innovation to reinvigorate learning, fix budgeting problems, and attract and retain talent. But what do we make of all this innovation, and how do we really put it to work in our institutions? This session will tackle that question by looking at the concept of innovation markets, describing how you build innovation nodes in your organization and develop your own innovation networks. Moving away from the idea of innovation as a one-time lightbulb moment to a notion of a vibrant market of ideas and solutions unlocks meaningful innovation at the individual, team, and organizational level.
Outcomes: Build an understanding of innovation as a professional practice that can be learned and developed • Recognize the limits of innovation • Create a plan for applying innovation to a real-world problem

Breakout Sessions

Analytics: Privacy, Learning Data, Student Advising, and Interventions

Learning Analytics and Privacy: Practice Implications for Higher Education

El Capitan, Fourth Floor

Kimberly Arnold, Senior Evaluation Consultant and LA Lead, University of Wisconsin–Madison; **Robin Pappas**, Instructional Innovation Program Manager, Oregon State University

Abstract: Come join a discussion focusing on student privacy in learning analytics (LA). The facilitators will provide a brief overview of policy and practices relevant to LA in higher education, but YOUR thoughts and perspectives are the highlight of this jam session. Discussion will focus on privacy implications for LA practice.
Outcomes: Understand the current landscape of student privacy policy as it relates to learning analytics • Actively contribute to the discussion about the implication of and approaches toward student privacy • Frame up large issues for consideration surrounding student privacy in learning analytics

Faculty Development and Engagement

Presentation Pair: Faculty Development and Engagement

San Simeon, Fourth Floor
Thomas C. Pantazes, Instructional Designer, West Chester University of Pennsylvania

Building Community and Connecting Educators Through a NODE
Abstract: Are you interested in fostering or improving a community of educators on your campus or among your online instructors? If so, come for a brief exploration of methods for community building before a more detailed exploration of how West Chester University mimicked EdSurge's Loop program to facilitate faculty community development and promote cross-departmental interactions. Learn how a small investment of time coupled with free web tools overcame barriers that kept faculty from talking and sharing with each other. After this session, you will be equipped to start your own virtual faculty networking program at your institution.
Outcomes: Discuss methods of building faculty community • Identify tools to assist in creating a faculty community through a virtual faculty networking program • Learn how to create a virtual faculty networking program

EdSurge Loop: Building Insights from Academic Leaders and Instructional Designers
Abstract: How do you learn about what your peers at other institutions are experimenting with? We'll review how academic leaders and instructional designers, through one-on-one conversations, are sharing best practices, favorite resources, and what they've learned from their missteps. EdSurge Loop is a free service to enable meaningful peer-to-peer exchanges that further knowledge-sharing and collaboration across institutions. You'll learn about how to participate, trends in what members are talking about, and how West Chester University mirrored the effort to facilitate faculty community development and promote cross-departmental interactions.
Outcomes: Learn method for building a network of peers from institutions around the country • Assess insights from 2 years of conversations between academic leaders and instructional designers • Discover how peer-to-peer learning can support your institutional initiatives

Innovation in Instructional Design and Course Models

Learning Sequence Building Blocks: A Collaborative Design Tool

Sponsored learning space design and furniture provided by Steelcase Education, Gold Partner
Pacific Ballroom A, Second Floor
Patricia Vanderbilt, Learning Designer, Harvard Graduate School of Education

Abstract: What can a visual sequence of a learning experience reveal about the effectiveness of the design? Learning Sequence Building Blocks is a simple, customizable tool that helps instructional designers and content experts work collaboratively to craft learning experiences that incorporate principles of Universal Design for Learning and promote active processing. In this workshop, you will map a learning experience and make design

recommendations drawn from what the visual sequence shows and your own knowledge of research-based best practices. You'll also reflect on how this tool might be customized for your work and provide feedback for its overall improvement.
Outcomes: Map the sequence of elements in a learning experience and articulate the goals of each element • Review a mapped learning sequence and provide design recommendations drawn from research-based best practices • Assess the utility of using the tool in collaborative design work and propose adjustments to customize it

Presentation Pair: Innovation in Instructional Design and Course Models

Avila, Fourth Floor
Patricia Low Dinneen, Director, University Teaching and Learning Center, The George Washington University; **Katie Linder**, Research Director, Ecampus, Oregon State University

Student Device Preferences for Online Multimedia
Abstract: It is important to understand what devices students prefer to use to access online course materials. We will share the results of a study that examined 1,991 online students' device preferences for accessing online course sites, viewing video content, and learning with simulations and games.
Outcomes: Learn about device preferences of those in attendance as well as the online students in the study • Discover reasons behind student device preferences for online course materials • Explore students' perceptions of ideal device platforms • Understand for what purposes students would be likely to purchase new devices

Powering Up Assignments Through Transparent Design Online
Abstract: We will discuss the benefits to of having faculty use a Transparent Assignment Rubric to peer review their online assignments. Recognizing that taking assignments online requires faculty to be even clearer about the purpose, tasks, and assessment guidelines than with in-person courses, we have introduced transparency into online faculty development efforts. We will share the transparency rubric, national research into its impact, and how it can be used together with faculty peer review to revitalize assignments and student persistence.
Outcomes: Identify the transparency rubric's components and the reasons each is important • Understand the demonstrated benefits to student learning from transparent design • Explore how peer review works in concert with the transparency rubric to improve faculty development around online assignment creation

Learning Horizons: Emerging Technology, Ground-Breaking Practices, and Educational Futures

App Smackdown! A Battle Royal of Education Technology

Carmel , Fourth Floor
Melody Buckner, Senior Director of Digital Learning, **Lauren Elizabeth Gaub**, Instructional Designer; **Angela Gunder,** Director of Instructional Design and Curriculum Development, **Matthew Romanoski,** Assistant Director, Instructional Design, **Cathy Russell**, Instructional Designer, The University of Arizona

Abstract: This quick-fire showcase will feature four lightweight apps to foster active, experiential online learning via a battle royal style competition! Three challengers from the University of Arizona will present a lightning demo each, followed by audience voting on who should be crowned the winner of this no-holds-barred app smackdown.
Outcomes: Identify at least one app that they would like to implement in the future • Collect multiple use cases for different apps • Gain experience with rapid-fire professional development techniques to drive the experimentation and implementation of new education technology tools

4:00–5:00 p.m.

Demonstrations: Extended Reality in Higher Education (Session 5)

PACIFIC BALLROOM B, SECOND FLOOR

Jordan Tynes, Director, Academic Fabrication and Digital Design, Wellesley College

Abstract: Extended reality (XR) technologies (including virtual, augmented, immersive, and mixed reality technologies) hold great potential to provide the basis for a wide variety of new and vivid educational experiences. The higher education community is already actively exploring the possibilities for applications of XR in the curriculum and academic research. On Wednesday, February 20th, community members will be offering demonstrations of their work with these technologies. Come and don the goggles to see what's afoot. The schedule for the demonstrations is here: https://tinyurl.com/ELI2019xrdemos
Outcomes: Experience applications of extended reality in curricular and research settings • Understand the potential of XR to contribute to the curriculum and academic research • Learn from colleagues about the "do's and don'ts" of building XR applications

4:15–5:00 p.m.

Breakout Sessions

Faculty Development and Engagement

Use Them or Lose Them: Digital Devices for Student Engagement

AVILA, FOURTH FLOOR

Christina M. Goode, IT Specialist III, **Iryna P. Loboda**, Instructional Projects Coordinator, and **Jian Su**, Instructional Design Specialist, The University of Tennessee

Abstract: Since fall 2018, the UT Knoxville, driven by student feedback, has provided a campus-wide personal response system license, funded by the student technology fee. All students can now use their digital devices rather than purchase clickers for in-class interactions. However, some instructors have been reluctant to allow student device use in the classroom because they consider such devices a distraction, even disruption, to learning. The Office of Information Technology developed training that helps faculty realize the value of student-owned devices for increased classroom engagement and provides guidelines for their effective use. We will offer highlights and insights from the faculty training.
Outcomes: Identify strategies for managing digital distractions ranging from self-regulation tips to classroom policy • Implement at least 3 instructional techniques using digital devices in the classroom • Propose a training solution that encourages the use of personal digital devices for learning

Innovation in Instructional Design and Course Models

Calling Digital Escape Artists! Design Strategies for Digital Escape Rooms

Sponsored learning space design and furniture provided by Steelcase Education, Gold Partner

PACIFIC BALLROOM A, SECOND FLOOR

Laura Park Gogia, Senior Design Strategist, and **Whitney Kilgore**, Chief Academic Officer, iDesign

Abstract: In this workshop, you'll participate in a digital escape room learning activity and use the experience as a platform from which to discuss the purpose, design components, and challenges associated with integrating gamification into fully online higher ed settings. We will teach you how to design a digital escape room with consideration for accessibility and pedagogical best practices. You'll leave with a framework for conceptualizing

digital escape rooms that fits all educational context and an assortment of digital tools and techniques that will make your digital escape room come alive.
Outcomes: Analyze pedagogical escape rooms using a gamification design framework • Explore strategies for promoting accessibility and Universal Design for Learning within digital pedagogical escape rooms • Identify tools and techniques for building escape room experiences in learning management systems and other digital settings

Leadership and Academic Transformation

Beyond Mentoring: Networks for Connectedness, Learning, and Leadership

El Capitan, Fourth Floor
Shannon Dunn, Interim Manager and Instructional Designer, University of Florida; **Kelly Scholl**, Mosaic Initiative Consultant, Indiana University Bloomington; **Diana Voss**, Director of Academic Technology Services, Stony Brook University

Abstract: We all know that professional networks are important, but how do you go about building and maintaining meaningful networks that are mutually beneficial? How do you identify the positions or people who can help you solve problems? During this interactive discussion, facilitators will guide small group conversation around participant-identified topics related to networking in higher education. Each group will identify challenges, outline resources, brainstorm solutions, and share strategies relevant to many institutional and professional contexts. You will leave with a personal action plan for developing and maintaining networks along with structured opportunities to continue networking after the session.
Outcomes: Identify obstacles to creating meaningful networks • Consider gaps in your networks, including those related to diversity and inclusion • Connect with new people from different institutions • Create an individual action plan for meaningfully growing and sustaining your network • Continue the conversation online postmeeting

The Chief Academic Technology Officer: A Unique Tech Exec

Pacific Ballroom C, Second Floor
Helen Y. Chu, Associate Dean of Libraries, Chief Academic Technology Officer, University of Oregon; **Jenn Stringer**, Chief Academic Technology Officer and Assistant Vice Chancellor, Teaching and Learning, University of California, Berkeley

Abstract: In 2018, the Center for Higher Education CIO Studies (CHECS) conducted its first survey of the chief academic technology officer (CATO). Combined with information from the CHECS 2018 CIO survey, the research paints a picture of the differences and similarities between CATOs and other higher education technology executives. Join two CATO practitioners and the founder of CHECS to explore the data and what it may mean for the profession.
Outcomes: Gain a data-based view of the CATO • Be able to identify the characteristics of the CATO • Be able to identify the career path, background, and organizational placement of the CATO

What We Know About Online Learning Leadership

Carmel , Fourth Floor
Eric E. Fredericksen, Associate Vice President, University of Rochester; **Ronald Legon**, Executive Director Emeritus, Quality Matters

Abstract: Building on previous seminal studies of online learning leadership at US colleges and universities, the researchers continue this important work with the latest CHLOE (Changing Landscape of Online Education) survey. Vital topics include institutional perspectives on curriculum, quality assurance, student outcomes, teaching and learning, and organization and management.

Outcomes: Describe the current state of leadership for online learning in US higher education • Compare and contrast the leadership for online learning at your institution to the national landscape • Analyze priorities and strategies for online learning in higher education and consider them in the context of your college or university

Learning Horizons: Emerging Technology, Ground-Breaking Practices, and Educational Futures

The Role of Learning Engineering for Next-Gen Learning Technologies

San Simeon, Fourth Floor

Shelly Blake-Plock, CEO, Yet Analytics; **Ellen Wagner**, Visiting Professor, George Mason University

Abstract: The term "learning engineering" was coined 50 years ago by Herbert A. Simon while at Carnegie Mellon, who saw the essential benefits of applying technical competencies to learning design. Today, Simon's vision is evident as learning engineering emerges as both a professional practice and an academic discipline. At the confluence of learning science, learning technology, and instructional design, today's learning engineering is framed as the application of engineering methodologies in developing learning technologies and infrastructures to support learners and learning. We will explore the opportunities, challenges, and essential collaborations required to realize full benefits of this emerging discipline partnership.
Outcomes: Explore what learning engineering is, what it does, and why it matters • Contribute important educational perspectives to creating the new discipline of learning engineering • Discuss strategies for assembling effective "learning tech teams" including learning engineering and ID

5:00–6:15 p.m.

Receptions

[b] Happy Hour Meet-Up Reception hosted by Adobe Systems, Bronze Partner

Palos Verdes ab, fourth floor

Join Adobe for drinks, refreshments, and engaging conversation about digital literacy in higher education. Our Adobe for Education team is looking forward to discussing how we are supporting institutions in the transformation of teaching and learning and preparing students for their future careers.

[b] Happy Hour Meet-Up Reception hosted by McGraw-Hill Education, Bronze Partner

huntington ab, fourth floor

McGraw-Hill Education invites you for drinks, snacks, and spirited conversation around the role of learning services and analytics in our shared future! Join members of our Enterprise Solutions and Learning Science team to speak one-on-one with us on topics we know matter most to you, your students, and your institution—open platforms/open data, modular learning, and the science of learning.

5:15–6:00 p.m.

Microcredentialing and Professional Learning (open to all)

Avila, Fourth Floor

5:30–7:00 p.m.

Games and Learning Community Group (open to all)

San Simeon, Fourth Floor

Instructional Designers Unite (open to all)

Pacific Ballroom A, Second Floor

6:00–6:45 p.m.

[b] VIP Reception
By invitation only
Green Room, Second Floor

Thursday, February 21, 2019

7:30–8:30 a.m.

[b] Breakfast
Sponsored by Macmillan Learning, Bronze Partner
Pacific Ballroom D, Second Floor

7:30 a.m.–12:00 p.m.

Registration Desk Open
Registration Desk, Second Floor

8:30–9:15 a.m.

Seminar

Leadership and Academic Transformation

ELI 2019 Leadership Seminar | Moving from Piloting to Scale: Lessons Learned in Adaptive Courseware Projects, Part 3
Note: Separate registration and fee are required
Sponsored by PeopleGrove
Malibu, Fourth Floor
Patricia O'Sullivan, Manager, Personalized Learning and Adaptive Teaching Opportunities Program, University of Mississippi; **Karen Vignare**, Executive Director Personalized Learning Consortium, Association of Public and Land-grant Universities (APLU)

Abstract: The ELI Leadership Seminar is a designed as an extended learning opportunity threaded throughout the annual meeting program. This highly interactive seminar will engage participants in why educational innovators need to focus on both innovation and moving innovations that work to scale. Universities have always supported innovation, but rarely have educational leaders been able to scale key academic innovations. Based on scaled initiatives, participants will learn not only key approaches but also how to approach scaling. Who should participate? The seminar is for individuals at multiple levels of leadership with direct or indirect responsibilities to instigate and forward innovation and change within their home institution or organization. Individuals with academic technology experience, faculty champions, and instructional and media design, as well as academic department planning and evaluation experience, are welcomed.
Outcomes: Understand the need for how to both support education pilots and scale success • Create an implementation process like that used in *A Guide for Implementing Adaptive Courseware* • Learn to leverage other leaders in scale to influence your innovation strategy • Identify and describe specific strategies that "move the needle" on what matters to your school • Learn more about adaptive courseware as a sample of an academic innovation that is scaling

Featured Session

Innovation in Instructional Design and Course Models

Digitally Transforming Teaching with AI to Personalize Learning

Pacific Ballroom C, Second Floor
Shih-Hsi Liu, Associate Professor, and **Max J. Tsai**, Innovation Architect, California State University, Fresno

Abstract: Technologists in higher education continually strive to break through learning and teaching barriers. Through the session, we'll demonstrate our open-source virtual learning assistant platform developed to incorporate chatbot and artificial intelligence to improve personalized student learning experience and assessment. Preliminary analytics will be presented.
Outcomes: Explore academic innovation opportunities with artificial intelligence • Learn how to integrate our virtual learning assistant-chatbot platform with online courses through LTI • Explore strategies to engage student learning through just-in-time dynamic assessment interactions and improve student learning outcome through AI-powered analytics

Breakout Sessions

Accessibility and Universal Design for Learning (UDL)

Presentation Pair: Accessibility and Universal Design for Learning (UDL)
Carmel , Fourth Floor
Caitlin McKeown, Instructional Designer, and **Julia McKeown**, Assistant Professor, North Carolina State University; **Megan Wuebker**, Instructional Designer, University of Cincinnati

Beyond Captions: Making Online Learning Truly Accessible to Deaf Students
Abstract: Accessibility is a common topic in academic institutions, but what does true accessibility really mean? Typical accommodation efforts often fail to consider different layers of access that students must navigate in order to fully access their online courses. We developed a model that breaks down the three layers of access barriers deaf students might encounter in an online learning situation: LMS barriers, course materials barriers, and communication barriers. We will present strategies and solutions for addressing the barriers associated with each layer in this thought-provoking and informative presentation.
Outcomes: Identify the access barriers that exist for online students with disabilities • Compare and contrast the language and learning differences between hearing and deaf students and describe what impact this has on online learning • Identify and apply strategies for addressing accessibility barriers that may be present in your online courses

Engaging Faculty in the Creation of Accessible Course Content
Abstract: In spring 2018, we conducted a pilot of Blackboard Ally as part of a broader commitment to ensure the accessibility of our digital content. There were many positive results, including significant accessibility increases in the pilot courses. Valuable hands-on experience in making documents accessible empowered faculty, resulting in an unexpected but noteworthy benefit. We will discuss how we worked with faculty to address the barriers to creating accessible content: time, skills, and resources. We will also discuss how this pilot is driving course content accessibility and our plan for broader faculty engagement and development moving forward.
Outcomes: Identify challenges to faculty engagement in the creation of accessible course content • Explain solutions that result in faculty engagement in the creation of accessible course content • Understand the faculty perspective on creation of accessible course content that resulted from a well-supported tool

Faculty Development and Engagement

Course-Mapping Camp: Empowering Faculty Creativity for Learner-Centered Design
Sponsored learning space design and furniture provided by Steelcase Education, Gold Partner
Pacific Ballroom A, Second Floor

Shannon Dunn, Interim Manager and Instructional Designer, **Allyson Haskell**, Instructional Designer, and **John Krigbaum**, Associate Professor, University of Florida

Abstract: UF's Course-Mapping Camp (CMC) is an intensive hands-on course development workshop in which faculty work through the backward design process to (re)conceptualize and map a learner-centered course. CMC provides a unique opportunity for faculty reflection, creativity, messiness, and discovery through problem-based peer- and active-learning tasks. In this session, participants will complete a portion of CMC and leave with resources for tailoring a similar offering for their faculty. A UF professor and CMC alum will share his experience with the process and outcomes, which will frame a discussion of potential challenges and benefits in implementation.
Outcomes: Explore how course mapping can support learner-centered design and help faculty identify opportunities for strategic incorporation of learning technologies in their courses • Map a course design retreat for your institution with an understanding of potential challenges in implementation • Appreciate faculty perspectives on this style of professional development

Innovation in Instructional Design and Course Models

Integrating Digital Simulations into Science Courses

Avila, Fourth Floor
Jacqui Hayes, Director of Innovation, Smart Sparrow; **Kathy Perkins**, Director, PhET Interactive Simulations, University of Colorado Boulder

Abstract: How do you enable hands-on learning long-distance? What about conducting experiments without a laboratory? Join us for an interactive discussion and exploration of the next big thing in science education: digital simulations. Learn about the pedagogical and design possibilities offered by simulations, such as PhET's award-winning free resources and the impact of this type of learning on student success. We'll cover how to effectively scaffold simulations, lessons learned from simulation user data, and what's in store for the future.
Outcomes: Understand the purpose and design considerations of effective science simulations • Learn methods for effectively scaffolding simulations in learning experiences • Learn how to author your own challenge prompts, placing science simulations into a lesson or learning experience

Leadership and Academic Transformation

Active Learning Everywhere

San Simeon, Fourth Floor
Sam Craighead, Associate Director of Learning Experience, and **Stephanie Orr**, Director of Learning Experience, The Ohio State University

Abstract: At The Ohio State University, we're aiming to enable active learning at scale, not just in our spaces but in our technology tools, training, and support as well. Educators have been employing these types of student-centered teaching strategies for years, but with the recent expansion and proliferation of active learning classrooms, it's the rest of us that are catching up. We'll share lessons learned and ongoing challenges in this mission to expand adoption of active learning strategies, spaces, and programs and discuss how staff awareness and understanding are just as important as faculty buy-in.
Outcomes: Identify ways to expand the adoption of active learning pedagogy • Determine which practices will maximize cultural impact at your institution • Formulate solutions for overcoming common roadblocks to implementing active learning at scale

Learning Environments and Spaces

Learning Space Innovations to Influence Design and Understand Learning Experiences

El Capitan, Fourth Floor
Crystal Ramsay, Faculty Programs Manager, and **Jenay Robert**, Research Project Manager, The Pennsylvania State University; **Kelly Scholl**, Mosaic Initiative Consultant, Indiana University Bloomington

Abstract: The design and evaluation of active learning spaces are two sides of the same coin. Both sides challenge institutions to be creative in the ways they inform design of learning spaces then subsequently evaluate their efficacy. Learn about what Penn State and Indiana University are doing in both areas and, more importantly, engage in conversation about ways colleagues at other colleges and universities are innovating. As presenters and participants share ideas, a takeaway Google document will be generated to curate strategies for influencing stakeholders and getting beyond postoccupancy surveys.
Outcomes: Identify at least one innovative strategy for influencing space design • Identify at least one innovative strategy for understanding teaching and learning experiences in ALCs • Connect with a network of colleagues from various institutions that are contributing to work related to active learning spaces

9:30–10:15 a.m.

Featured Session

Analytics: Privacy, Learning Data, Student Advising, and Interventions

Improving Student Success Analytics with Multiple Data Sources

Pacific Ballroom C, Second Floor
Daniel Green, Director, Product Analytics, VitalSource Technologies; **John Fritz**, Associate Vice President, Instructional Technology, University of Maryland, Baltimore County; **John Whitmer**, Senior Director, Data Science and Analytics, ACT

Abstract: Increasingly, institutions are building learner record stores to more fully describe student interaction with educational technologies. However, little research has assessed how much these increases in data actually move the needle in predicting student achievement. To find out, Blackboard, VitalSource, and UMBC partnered on a research project to explore both vendors' Caliper and LTI-enabled tools to mine UMBC students' use of an LMS and e-textbooks. Among other things, we found the combined model was very accurate in predicting C or better final grades by week 4 of the semester. We will also discuss how these findings support other ongoing research.
Outcomes: Understand why and how infrastructure standards promote interoperability • Understand why and how interoperability expands existing analytics research • Compare one institution's analytics results to your own or extrapolate how you could

Breakout Sessions

Accessibility and Universal Design for Learning (UDL)

Accessible Interactive Simulations to Create a More Inclusive STEM Experience

Sponsored learning space design and furniture provided by Steelcase Education, Gold Partner
Pacific Ballroom A, Second Floor
Kathy Perkins, Director, PhET Interactive Simulations, University of Colorado Boulder

Abstract: Faculty often struggle to provide students with disabilities access to interactive and engaging STEM learning experiences. The PhET Interactive Simulations project at University of Colorado Boulder is engaged in pioneering research and development to make their widely used OER simulations accessible to all students, including students with visual and mobility impairments. Join us to learn about the new accessibility features, to

experience these features in action, and to discuss how to use accessible PhET simulations to create a more inclusive classroom, where all students can engage collaboratively in science inquiry. (IMPORTANT: Bring your laptop!)
Outcomes: Describe key pedagogical design features used to make highly interactive simulations accessible • Provide basic support to students with disabilities in using accessible simulations for learning • Plan the use of accessible interactive simulations in a variety of college contexts (lab, homework, or class)

Optimizing Active Learning Environments and Faculty Development Through Universal Design

Carmel , Fourth Floor
Alison Diefenderfer, Instructional Technologist, Muhlenberg College

Abstract: Too often when Universal Design for Learning is discussed, it is reactive and responsive to specific areas of accessibility, despite the proactive and inclusive inherent nature of these design principles. This discussion circle will move the conversation toward how faculty development and active learning environments both can be augmented by UDL from the onset and what the future pathways might entail for this to occur. As a group, we could find ways to optimize the balance of UDL, active learning, and faculty development occurring on our campuses through reflective and interactive discourse.
Outcomes: Explore ways to augment faculty development programming and active learning environments through the use/lens of UDL principles • Synthesize how UDL (as proactive vs. reactive/responsive model) supports goals of faculty development and active learning environments • Strategize ways to use UDL in future teaching and learning programming on your campus

Innovation in Instructional Design and Course Models

Story Design: Use Storytelling to Shape Educational Experiences

San Simeon, Fourth Floor
Ben Gottfried, Associate Director of Instructional Technology, St. Olaf College

Abstract: If we consider that every course, workshop or learning experience we design conveys some kind of story to the learner, whether intended or not, then why not adopt time-tested storytelling principles to design them? This session will draw on contemporary design strategies to introduce a story-based framework that was developed as an alternative to the world of functional-but-unexciting instructional design approaches. Session participants will be invited to begin developing their own story-driven educational activity and to consider how this may result in both students and instructors being more invested in the stories they tell.
Outcomes: Understand principles of storytelling as applied to instructional design for assignments, workshops/trainings, or courses • Examine how a story design framework aligns with, and differs from, other instructional design frameworks • Consider your own instructional or curriculum design process and identify methods for integrating a story design approach

Zen and the Art of Gamification

El Capitan, Fourth Floor
Carly J. Born, Academic Technologist, and **Asuka Sango**, Associate Professor, Carleton College

Student Success

Integrated Planning/Advising for Student Success (iPASS): Lessons from the Field

Avila, Fourth Floor
Susan E. Metros, Founder and Principal–Metros Consulting, University of Southern California; **Kathe Pelletier**, Director of Student Success Community Programs, EDUCAUSE

Abstract: As an instructional technologist/designer and a professor of religion, we collaborate in designing innovative activities for experiential learning. We aim at incorporating new technologies not only to make learning more accessible but also to transform learning from a strictly cognitive to more experiential process through which students actively seek, engage, search, and discover subject matter knowledge. We will demonstrate our gamification modules developed for select religion courses and conclude by discussing how we happened on our faculty-staff collaboration, what we each learned from our collaboration, and how you can delve into similar collaboration at your institution.
Outcomes: Learn about specific technologies that you can use to integrate experiential learning into your own teaching • Learn about how to create collaborations with campus partners to maximize learning outcomes for your students

10:15–11:00 a.m.

[b] Refreshment Break and Community Posters

Pacific Promenade, Second Floor

Poster Sessions

Informal opportunities with peers to examine problems, issues, and solutions focused on effective practices, research findings, or technical implementations.

Analytics: Privacy, Learning Data, Student Advising, and Interventions

Closing the Learning Analytics Loop with Advising and Interventions

Pacific Promenade–P30
Kevin Abbott, Lead Teaching, Learning, and Technology Consultant, **G. Alex Ambrose**, Professor of Practice at the Teaching and Learning Center, and **Xiaojing Duan**, Learning Platforms and Analytics Architect, University of Notre Dame

Abstract: Notre Dame ranks in the top 10 of national universities for freshman retention, with a 98% retention rate. Our challenge is to identify and support those struggling 2% early enough to take action. We will describe how we built an innovative and transparent learning environment for the First-Year Experience course, embedded data collection in course design, captured data from multiple sources into the learning records warehouse, used predictive analytics to move 83% of students identified as underperforming to thriving, answered key questions through visualization reports, and identified what is the best and earliest predictor of student success.
Outcomes: Learn how we designed our learning environment using open-source and commercial tools • Understand our best practices and lessons we learned from this project • Consider how this project could be replicated at your institution

Degrees of Data Visualization

Pacific Promenade–P41
Marisa Beard, Director of Educational Technology and the Innovation Foundry, and **Stephen Rektenwald**, Assistant Director, Innovation Foundry, Abilene Christian University

Abstract: There is a mountain of data front of you and a variety of tools at your disposal. First, ask “What do I want to know?” or “What story do I need to tell?” Next, determine “What do the numbers say?” and “What numbers mean something?” Finally, ask again “What story needs to be told? and “What information should the pictures share?” If all the talk on data visualization has you intrigued, this is the session for you!

Outcomes: The attendee will be able to... ...differentiate between good and bad data visualization. ...compare different types of data measurements. ...define and understand why to use various survey questions. ...describe how an infographic is different from a simple chart.

Predicting and Optimizing Retention and Graduation of Students with Disabilities

Pacific Promenade–P28

Lesley Farmer, Professor, California State University, Long Beach

Abstract: What factors promote the retention and graduation of students with disabilities? Ten years of data from an urban comprehensive four-year university were analyzed using quantitative statistical tests and informed by the relevant research literature to answer the research question and develop a possible model for prediction and intervention. Find out how you can analyze your own site's data and improve academic success for these students.

Outcomes: Understand challenges that students with disabilities have to face in higher ed • Identify positive and at-risk factors that impact the academic success of students with disabilities • Set up and analyze data about students with disabilities to optimize their academic success

Psychometric Validation of the Self-Directed Learning Scale for Online Learning

Pacific Promenade–P29

Kelly D. Bradley, Professor, University of Kentucky; **Jian Su**, Instructional Design Specialist, The University of Tennessee; **Hongwei Yang**, Assistant Professor, University of West Florida

Abstract: Recently, the effectiveness of online education to promote student learning has become an active area of research. To add to the literature, our study developed and validated a new instrument, the Self-Directed Learning Scale (SDLS), to examine students' perceptions of their ability to self-manage their own learning in an online environment. The psychometric properties of the SDLS were evaluated using the Rasch rating scale model. Results support the SDLS as a psychometrically sound instrument capable of producing valid and reproducible measures and also identified three problematic items requiring revision. Our study concludes with possible extensions of the SDLS to different race/ethnicity groups.

Outcomes: Validate the SDLS and understand its item hierarchy representing factors contributing to students' ability to self-manage their online learning • Investigate students' perceptions of characteristics and effectiveness of online learning environments • Identify grounds for improvement for the SDLS and its extensions to various race/ethnicity groups

Viewing Academic Success Through the Lens of Student Engagement

Pacific Promenade–P43

Casey Nugent, Assistant Director, Information Technology Services, and **Jessica Steffen**, Learning Analytics Analyst, University of Nebraska–Lincoln

Abstract: Student engagement has long been a field of interest to higher education institutions. However, the concept of student engagement has largely been theoretical, with many institutions struggling to define holistic, reliable metrics. What elements of student experience determine and/or alter student engagement? What influence does student engagement exert on a student’s academic performance? With the aid of academic technologies as well as learning analytics, a university is better able to assess student engagement levels and determine what impact such engagement has on academic performance. We will discuss methodologies used in this research, as well as model results, limitations, and future applications.

Outcomes: Explore the concept of student engagement and what practical variables can be used to gauge its impact on student performance • Discuss the methodologies used in this process and the challenges they present • Share results of the engagement model and its future applications for building predictive models

Innovation in Instructional Design and Course Models

Courses Without Borders: Implementing Successful Online International Learning Experiences

Pacific Promenade–P31

Daniel Stanford, Director of Faculty Development and Technology Innovation, DePaul University

Abstract: Learn how DePaul University's Center for Teaching and Learning and Office of Global Engagement have helped dozens of instructors implement successful virtual exchange projects in their courses. Virtual exchange, also known as collaborative online international learning or COIL, allows students to collaborate with their peers abroad via online interaction and group projects. This session will provide an overview of virtual exchange collaborations among faculty and students from diverse countries and academic disciplines. You'll learn how to establish effective faculty training and support and how to overcome the unique technological, cultural, pedagogical, and logistical challenges that virtual exchange projects present.
Outcomes: List resources, tools, and support needed to implement a successful virtual-exchange initiative at your institution • Identify key characteristics of a successful virtual-exchange project • Analyze key challenges in implementing virtual exchanges and how to mitigate them

Digital Humanities: Integrating Scalar into an Undergraduate American Studies Course

Pacific Promenade–P32

Elizabeth Hodas, Senior Director, Educational Technology Services, **Yi Luo**, Instructional Designer, and **James Michael Sadler**, Instructional Technologist, Harvey Mudd College

Abstract: What is digital humanities, and how does it impact student learning outcomes? Through an empirical study, this session will explore the use of Scalar, an open-source scholarly publishing tool that can be used to create media-rich content, in an undergraduate American studies course in a liberal arts college. We'll discuss the course goals, the use of Scalar as a good fit for these goals, the assessments of individual and collaborative projects, and the scaffolding for students, as well as the outcomes. Interview results on how students feel about their experience will be shared. Data-based course design suggestions will also be discussed.
Outcomes: Recognize the significance of digital humanities (DH) and identify relevant resources that can help faculty develop DH initiatives • Identify the capabilities of Scalar that can create media-rich content, promote student-centered pedagogy, and facilitate collaborative learning • Discuss data-based best practices to integrate Scalar into course design for improving student learning outcomes

Learning Environments and Spaces

Space Evolution: From Active to Flexible Design with Mobile Devices

Pacific Promenade–P40

Cheryl Knight, Senior Classroom Technologist, and **Tina Oestreich**, Senior Director, Teaching and Learning Technologies, Case Western Reserve University

Abstract: Active learning classrooms require large amounts of space and significant capital investment; the scale of these models is not fiscally sustainable or practical on a space constrained campuses. CWRU is incorporating lessons learned in active learning design to inform a new approach using traditional spaces augmented with mobile devices. You'll learn about CWRU's approach to space design while using design thinking to consider possibilities for your own campus. The ideal way to experience this session is with a mobile device in order to participate fully in the collaboration activity.
Outcomes: Recognize the benefits and challenges associated with active learning space design • Evaluate ways to create flexible learning spaces in your traditional classroom spaces • Design a prototype of a flexible learning space in a small group to share with the session and take back to your institution

Your Building and Learning Spaces Dreams Came True! Now What?

PACIFIC PROMENADE–P33

Marcia Dority Baker, Assistant Director, Academic Technologies, University of Nebraska–Lincoln; **Jeremy Van Hof**, Director of Learning Technology and Development, Michigan State University

Abstract: New building opportunities pop up on campus when we least expect them. Educational technology experts are key to space design and help ensure that learning spaces maximize 21st-century pedagogies. They need to be engaged whenever a new building opportunities arise. This session will equip you with a ready kit centered on these driving questions: How do we build positive working relationships with key stakeholders across campus to align with the university's strategic plan? Who decides on what type of space is appropriate for teaching and learning on campus? What technology is required for effective collaborative and flexible classrooms?

Outcomes: Strategize about learning spaces to prepare for when an unexpected opportunity arrives • Strategize ways to build meaningful partnerships • Understand the relationship between technology and pedagogy in 21st-century room design • Create a faculty development plan surrounding learning spaces • Create an "emergency kit" to manage surprises as they arise

Learning Horizons: Emerging Technology, Ground-Breaking Practices, and Educational Futures

Course Sharing: Google It!

PACIFIC PROMENADE–P42

Andrew J. Bare, Assistant Director of Instructional Technology, Alma College

Abstract: Three liberal arts colleges in Michigan ran an innovative pilot to explore options for course sharing that would help to strengthen all three against competition from public and community colleges. Collaborating with Google, technologies from both the consumer (Hangouts) and corporate (Jamboard) worlds were piloted together in education for the first time ever in an attempt to reshape the “distance learning” format for small, highly interactive classes. You'll receive survey results from students and faculty who participated and hear thoughts on next steps.

Outcomes: Understand potential benefits of course sharing between small liberal arts colleges • Identify new technologies that can be combined to create a seamless experience for small discussion-based courses involving students in multiple locations • Identify unexpected benefits to students involved in a shared learning experience across multiple colleges

Makerspaces: A Multidepartmental Collaborative Project

PACIFIC PROMENADE–P49

Shariq Ahmed, Director of Academic Computing and Instructional T, **Cheyne Murray**, Associate Director–Instructional Technology, and **Iyan Sandri**, Computer Lab Supervisor, University of Redlands

Abstract: Has your campus already developed a makerspace, or are you planning a makerspace? If so, this workshop is for you. The instructional technology team at the University of Redlands recently took on a project to establish makerspaces on campus. The project involved the setup of a central makerspace, and collaboration with multiple departments including art, physics, and the library to add minimakerspace locations across the campus. We will discuss lessons learned, scalability, and key strategies that led to the success of this project. Topics will include campus buy-in, funding, cross-departmental collaboration, and technology selection and setup.

Outcomes: Explore key factors involved in the planning, setup, and promotion of a makerspace • Develop a strategy to collaborate among various departments and stakeholders to participate in the project • Discuss ideas

on how to connect makerspaces to instructional outcomes • Create a community of practitioners to continue collaboration on makerspaces

Metaliteracy and Emerging Technologies: Educational Leadership Beyond the Horizon

Pacific Promenade–P36

Melissa L. Miller, Head, Hoose Library of Philosophy and Faculty Librarian for The Humanities, and **Jade Winn**, Assistant Dean for Instruction, Assessment and Engagement, University of Southern California

Abstract: Educational leadership beyond the horizon requires a broader and more inclusive perspective. While information literacy and digital literacy (as constructs) have permeated across campuses, a common transdisciplinary understanding and language will facilitate the integration of these constructs into course, program, school, and institutional-level efforts. We will expand on the definition for the construct of metaliteracy (Mackey and Jacobson 2011); discuss how it's transdisciplinary and requires adaptability; and provide an interactive opportunity to develop an action plan for a course, program, school, or institution that is relevant to each participant.
Outcomes: Understand the construct of metaliteracy, with key points including a shift to teach adaptability to technology • Identify one area in your work where metaliteracy instruction can be impactful • Develop a brief action plan for impactful integration of metaliteracy into your efforts

Recipes for Effective Online Teaching: Curated Videos plus Activities

Pacific Promenade–P35

Nima Salehi, Instructional Designer, and **Susan Tade**, Academic Technologist, University of Minnesota

Abstract: Research shows us that recording hours of video lectures for online or flipped classes is an ineffective online teaching resource. Studies show that students aren't watching them. Faculty effort, technical staff, and captioning are expensive. What are effective options? We will highlight key research on the types of videos faculty should be creating and identify strategies faculty can use to create focused video presentations, as well as the support services needed. We'll also provide suggestions for activities prior to, during, and after watching course videos that ensure greater student engagement and deeper learning.
Outcomes: Define the components needed to create engaging and effective online video lectures • Examine strategies for curating online video lecture content • Identify activities that enhance deeper learning of video lecture content

Teaching, Learning, and Research at 400 Feet

Pacific Promenade–P34

Douglas Higgins, Instructional Designer, Hamilton College; **Ahmad Khazaee**, Director of Engagement and Support, Colgate University

Abstract: Join us as we explore how unmanned aircraft systems (UASs), often called drones, are being utilized in higher education. Members of Colgate University and Hamilton College will share their experiences in leveraging UASs to support teaching, learning, and research at their institutions. We will identify, discuss, and share specific policies, procedures, and practices related to the implementation and long-term support of this technology as we investigate a range of applications from exploring active volcanoes in Hawaii to supporting advanced video courses. Learn more and get your questions answered.
Outcomes: Explore the use of UASs in teaching, learning, and research • Investigate policies, procedures, and practices that promote the implementation and long-term support of UASs • Share information and resources and explore a variety of perspectives regarding the use of UASs at institutions of higher ed

Virtual Organic Chemistry Lab: Your Personal TA Is Waiting for You!

Pacific Promenade–P38
Michael Cuales, Creative Director, **Cathi Phillips Dunnagan**, Lead Instructional Designer, and **Maria Teresa Gallardo-Williams**, Teaching Associate Professor, North Carolina State University

Abstract: NC State University is investigating the feasibility of replacing an organic chemistry lab with a virtual reality (VR) experience. Our team, including faculty, teaching assistants, instructional designer and new media specialists, collaborated to create a VR laboratory experience designed to teach students how to use an infrared spectrometer and elucidate an unknown structure from the resulting infrared spectrum. This first-person VR experience is immersive and realistic, with a teaching assistant guiding the user along the steps required to complete the experiment and providing feedback as needed. VR provides a possible solution for students with disabilities and can accommodate pregnancy, safety concerns, or military deployments.
Outcomes: Experience a first-person point-of-view VR experience • Understand the steps behind planning and producing a 360 first-person point-of-view video • Identify some of the populations that could benefit from a distance-education organic lab offered via VR experiences

11:00 a.m.–12:00 p.m.

General Session

EDUCAUSE Horizon Report, 2019

Pacific Ballroom C, Second Floor
Bryan Alexander, President, Alexander Consulting; **Kevin Ashford-Rowe,** Pro Vice-Chancellor (Digital Learning), Queensland University of Technology; **Nicole Weber,** Director of Learning Technology, University of Wisconsin-Whitewater

The EDUCAUSE Horizon Project continues to identify and describe higher education trends challenges, and technology developments that are likely to have an impact on teaching, learning, and creative inquiry. The complete preview of the 2019 Horizon Report will be released during this final general session and guest institutions will join to share project exemplars from innovative institutions implementing technology developments. This year, EDUCAUSE releases a new, reflective section of the Horizon Report, a section that revisits several forecasts from 3-5 years ago and provides the audience with context from the field. Join as our special guest essayists reflect upon previous Horizon forecasts.