Monday, March 2

7:00 a.m.–5:00 p.m.

Mother's Room Open
GREEN ROOM, 3RD FLOOR

Registration Desk Open
GRAND FOYER EAST, 2ND FLOOR

Speaker Ready Area Open
GRAND FOYER EAST, 2ND FLOOR
Presenters are encouraged to visit the Speaker Ready Area to test their equipment, prepare for their sessions, or make last-minute modifications.

8:00–11:00 a.m.

Beyond Talk: How to Walk the Walk on Building Inclusive Organizations (separate registration is required)—Learning space design and furniture provided by Steelcase Education, Silver Partner
GRAND BALLROOM B/C, 2ND FLOOR
Session Type: Additional Fee Program
Delivery Format: Preconference Workshop
Track: Inclusivity and Accessibility

Liv Gjestvang, Associate Vice President for Learning Technology, The Ohio State University

Michael Cato, Senior Vice President and Chief Information Officer, Bowdoin College

Sherri Nicole Braxton, Senior Director, Instructional Technology, University of Maryland, Baltimore County

Do you want to create a more inclusive organization, but don't know how? The words "diversity, equity, and inclusion" are increasingly visible in organizational missions, but what does it look like to actually change the ways our organizations function to achieve these goals? In this session, we will explore key practices that effectively foster inclusivity, discuss strategies that work, and learn actionable steps to build more inclusive, honest, and effective teams.

Outcomes: Differentiate between key concepts including sexuality, gender, race, ethnicity, and ability • Identify strategies to eliminate bias in hiring and development practices • Identify strategies that foster inclusive environments and determine which are most applicable in your institutional or organizational context

Designing "Learning Ready" Spaces
Note: Separate registration and fee are required
CEDAR, 2ND FLOOR
Session Type: Additional Fee Program
Delivery Format: Preconference Workshop

David Consiglio, Director of Assessment & Learning Spaces/Director of MISO Survey, Bryn Mawr College

Lisa Wiebenga Stroschine, Academic Technologist, Coe College

Adam Konczewski, Instructional Technology Ninja, College of Saint Benedict/Saint John's University

Kristen Lukens, Director of Academic Technology, St. Norbert College

Over the last decade we've seen a proliferation of high-tech active learning spaces implemented in our Colleges and universities. However, these types of classrooms remain a small percentage of the overall classroom types afforded by most institutions. How can we address the issue of supply and demand for these types of spaces to best meet the growing need to support active teaching? How can we "right size" the large ALCs for small liberal arts Colleges? How can we shift the bulk of our traditional classrooms to be more "learning ready" spaces to support multiple teaching strategies? Creative solutions will be explored along with refresh models, for both technology as well as furniture, so you can leave with some ideas for an action plan for your own institution. Be part of the planning—share your successes and your challenges! For more information, visit http://bit.ly/lac-eli2020.

Outcomes: Learn from colleagues via lightning talks about successes with designing "learning ready" spaces, Pecha Kucha style! • Learn about the top 3 wicked challenges you'll face when designing learning ready spaces • Explore tools that can help you, including LSRS, FLEXspace, and the Learning Space email list

Designing Faculty Development Programs for an XR Future
Note: Separate registration and fee are required
GRAND BALLROOM A, 2ND FLOOR
Session Type: Additional Fee Program
Delivery Format: Preconference Workshop
Track: Learning Horizons

Emory Craig, Interim CIO, College of New Rochelle

Maya Georgieva, Director, Digital Learning/XReality Center, The New School

As XR move beyond its early experimental stage, we have a unique opportunity to rethink faculty development models in implementing immersive learning. In this interactive hands-on workshop, we will share faculty development models, workshop design strategies, and experiential approaches to engaging faculty in incubating and managing XR projects. You'll gain a new toolset to design an immersive technology faculty development program and implementation strategies that will transform student learning.

Outcomes: Discover innovative workshop design strategies and best practices in building faculty buy-in and a deeper understanding of XR • Identify strategies to develop an experiential faculty development program • Understand how we can leverage student talent and emerging developments to create a sustainable framework for teaching and learning with XR

ELI 2020 Analytics Leadership Seminar, Part 1—Sponsored by AEFIS

LARCH, 3RD FLOOR

Note: Separate registration and fee are required
Session Type: Additional Fee Program
Delivery Format: Interactive Presentations

Linda D. Feng, Software Architect, Unicon, Inc.

Ian Dolphin, Executive Director, Apereo Foundation

Kimberly Arnold, Senior Eval Consultant and LA Lead, University of Wisconsin–Madison

Mitchell Colver, Senior Data Analyst, Utah State University

The seminar will focus on policy and practice surrounding institutional use of analytics and big data, with a specific focus on the emerging field of learning analytics. Different approaches within the broad landscape of educational data sciences will be demarcated, including academic analytics, educational data mining, and learning analytics. Particular attention will be given to institutional readiness for learning analytics approaches, emphasizing broad requirements for clarity of purpose, an open ethical framework, and inclusive and open governance as the basis for leadership, communication, and developing consensus and buy-in, including buy-in from learners. Real-world institutional stories, including experiences from outside North America, will illustrate and ground the conversation throughout. Collaborative discussions and facilitated activities will give attendees an opportunity to experiment with strategic leadership frameworks related to analytics initiatives.

Outcomes: Work with and evaluate various strategic frameworks designed for analytics initiative planning, rollout, and sustainability • Acquire and begin using common language surrounding central issues of effective analytics leadership • Gain insight into embedding effective and ethical frameworks in policy and governance and collaboratively discuss effective approaches to this work

From Idea to Implementation: Evaluating and Enhancing "the Student Experience"

REGENCY BALLROOM D–G, 2ND FLOOR

Note: Separate registration and fee are required
Session Type: Additional Fee Program
Delivery Format: Preconference Workshop
Track: Student Success

Elliot Felix, Founder, Brightspot Strategy, LLC

Adam Griff, Managing Director, Brightspot Strategy, LLC

Schools are trying to better analyze, improve, and compete on "the student experience." But the concept is not well defined and it's ineffectively measured, and separations between academic affairs, student affairs, technology, and facilities inhibit implementation. Institutions need to evaluate and envision student experiences and then strategically turn ideas into reality. In this interactive session, we'll walk you through an open access tool to help you better understand and improve "the student experience."

Outcomes: Explore the definition and assessment of the student experience and its relationship to student success and student engagement • Relate student experience needs to broader institutional goals and gain context into how institutions are working to improve the student experience • Brainstorm how to sustain and scale up what's working and eliminate what's not

Learning Science and Its Implementation in the Classroom

REGENCY BALLROOM A–C, 2ND FLOOR

Note: Separate registration and fee are required
Session Type: Additional Fee Program
Delivery Format: Preconference Workshop
Track: Designing for Learning

Elizabeth Evans, Director, Liberal Arts Collaborative for Digital Innovation, Haverford College

Hiroyo Saito, Director of Instructional Technology Services, Haverford College

In this workshop, you will learn about research that backs up effective learning strategies, including retrieval practice, spacing, and interleaving. In the process of learning, you will be engaged in some active learning practices: reflection, think-pair-share, discussion, and retrieval practice. As a group, we will create a list of practical ideas (both analog and digital) to implement those evidence-based strategies in your own teaching and learning.

Outcomes: Learn about 3 main learning strategies based on learning science (retrieval practice, spacing, and interleaving) • Explore the research that backs up those strategies • Apply those learning strategies in your own learning and teaching environment

Surviving and Thriving Amidst Organizational Change

REGENCY BALLROOM D–G, 2ND FLOOR

Note: Separate registration and fee are required
Session Type: Additional Fee Program
Delivery Format: Preconference Workshop
Track: Leading Transformation

Jean Cheng, Program Manager, Academic Innovation Studio, University of California, Berkeley

Teggin Summers, Manager, Teaching and Learning with Technology, San Francisco State University

Jason B. Jones, Director of Research, Instruction, Technology, Trinity College

As ed tech leaders, how do we manage institutional change effectively, not only in terms of obtain resources and meeting workforce needs but also in terms of getting buy-in around a new vision and adapting culture, identities, and practices? As staff, how do we make sense of our role and identity in a new environment? Join us to explore the unique challenges and opportunities for edtech groups. Whether you're at the top or in the middle of the ladder, change brings opportunities for reflection, reprioritization, and growth.

Outcomes: Identify the types of organizational change that most impact you and relate them to edtech trends in higher ed • Explore strategies for effective change management • Discuss and compare with others who share similar and dissimilar experiences • Develop strategies to care for yourself and others during times of uncertainty and change

9:30–9:45 a.m.

Refreshment Break for Preconference Workshop Attendees

11:00 a.m.–1:15 p.m.

Braindate Lounge Open
EVERGREEN BALLROOM, 1ST FLOOR

You came here to meet great people and learn about new things. But how do you spark those meaningful conversations? It all starts with a braindate. Braindates are about sharing knowledge. They are one-on-one or group conversations that you book with other participants while you're at the 2020 ELI Annual Meeting. It's simple:

1. Log in to Braindate to create your profile.
2. Explore the topic market, where all participants (including you!) post the knowledge they are willing to share.
3. Pick something you want to learn or create your own topic.
4. Book your braindates and meet in person at the Braindate Lounge.

If you have any questions, stop by the Braindate Lounge and our Learning Concierges will get you started.

11:15–11:45 a.m.

Newcomer's Orientation
GRAND BALLROOM B/C, 2ND FLOOR

Kathe Pelletier, Director of Student Success Community Programs, EDUCAUSE

Malcolm Brown, Director of Learning Initiatives, EDUCAUSE

Join us for this short and relaxed information session about the ELI Annual Meeting. We welcome you to attend if you're attending the annual meeting for the first time, and/or want an inside look at the meeting program. We'll discuss how to find sessions that fit your interests, explore innovations and new ideas in the 2018 experience, and review activities you won't want to miss. 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.

Outcomes: Learn about the in's and out's about the ELI Annual Meeting works • Learn about meeting highlights and what's new • Get advice from fellow community members on how to make most of your event experience

12:00–1:00 p.m.

Lunch on Your Own

12:00–6:00 p.m.

Corporate Displays
EVERGREEN BALLROOM, 1ST FLOOR

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

AEFIS

AEFIS improves student and faculty success and helps institutions do it at scale through better analytics. The AEFIS mission is to create meaningful value from assessment for learning to enhance student and faculty experiences. The AEFIS passion is to empower students with evidence of their learning through Comprehensive Learner Records (CLRs).
Key Issue | Student Success

Campus Labs, Bronze Partner

Campus Labs was founded to empower educational institutions to evolve in a data-centric world. Uncover a platform of integrated tools that drive an institutional mindset for insightful data connections. The holistic framework includes solutions for assessment, retention and success, teaching and learning, student engagement, skills and achievement, and institutional effectiveness. Proudly serving more than 1,400 member campuses, discover more at campuslabs.com.
Key Issue | Analytics

CogBooks

CogBooks Adaptive Learning works with faculty and institutions by providing ready-made adaptive courseware for adoption or by working with you to develop adaptive courses in our self-service authoring tool. Plug our courseware into your existing system—Blackboard, Canvas, D2L, or any other—and transport yourself to the forefront of learning. You can customize one of our ready-made titles to fit your individual approach or work with us to develop a whole new course.
Key Issue | Student Success

D2L, Silver Partner

D2L believes learning is the foundation upon which all progress and achievement rest. D2L has transformed the way millions of people learn online and in the classroom. Learn more about D2L for Higher Education at www.D2L.com.
Key Issue | Inclusivity and Accessibility

Formstack

Formstack is a workplace productivity platform built to transform the way people collect information and put it to work. Its flexible, secure data collection and process automation products empower users from all industries to reduce data chaos and solve important business problems. Combining collaborative work products including electronic forms, documents, signatures, and data sync, Formstack allows businesses to improve efficiency and do more with the information they collect. Additionally, Formstack's advanced security features ensure that organizations can accelerate their operations without sacrificing security and compliance.
Key Issue | Leading Academic Transformation

Learning Experiences

Learning Experiences works with open source projects like Sakai and Tsugi in order to lead the marketplace towards Next Generation Digital Learning Environment (NGDLE) solutions that meet learner and teacher needs and protect the privacy of learner data.

Key Issue | Open Education

Odigia

Odigia's intuitive tools help drive engagement while providing real-time insight on learner performance. Odigia also leverages self-directed inquiry techniques to accommodate multiple learning styles, game theory to drive student progression, and high-level connections to promote the development of 21st-century skills such as critical thinking, problem solving, collaboration, and communication to better prepare students for success in today's workplace. Odigia is engaging, accessible, and dynamic, and it's changing the way people think about learning.

Key Issue | Leading Academic Transformation

Proctorio

Proctorio's Learning Integrity Platform provides a scalable, cost-effective solution for protecting academic integrity by validating student identities, activities, and originality during online exams. Proctorio's customizable exam settings allow instructors to set up unscheduled, on-demand exam proctoring specific to their assessment needs.

Key Issue | Other

Respondus

More than 1,500 institutions use Respondus applications to enhance online testing within their learning management system. LockDown Browser protects the integrity of online exams by locking down the student's computer during online exams. Respondus Monitor adds webcam and powerful analytics to LockDown Browser for exams taken in nonproctored environments—suspicious behaviors are flagged, and exam sessions are ranked in terms of risk.

Key Issue | Other

1:15–2:15 p.m.

Understanding Students' Lived Experiences and Closing Equity Gaps—Sponsored by CogBooks

GRAND BALLROOM E–K, 2ND FLOOR
Session Type: General Session
Delivery Format: General Session

Nani Jackins Park, Founding Principal, equityworksNW

Among the prominent themes playing out at all levels of higher education pedagogy and practice is the need to understand the lived experiences and life contexts students from historically underserved populations bring to their educational endeavors. In this keynote presentation, Nani Jackins Park will discuss why these knowledge sets are critical to the design and implementation of culturally relevant and responsive curriculum and educational practice and closing attainment and equity gaps.

Outcomes: Deepen your knowledge of the relationship between understanding students' lived experiences and life contexts and culturally relevant and responsive pedagogical design and practice • Increase your understanding of how the root causes of educational disparities related to race have become embedded within higher ed systems through historical and contemporary practice • Engage in related conversations using "the real words"—direct and racialized language that doesn't mute the urgency or importance of the equity dynamics being addressed

View a message from CogBooks, the sponsor of this session.

2:15–3:00 p.m.

Embracing the Challenge: A Phased Approach to Learning Analytics

EVERGREEN BALLROOM, 1ST FLOOR
Session Type: Poster Session
Delivery Format: Poster Sessions
Track: Analytics

Tim Walker, Manager, Instructional and Research Technology, Loyola University Chicago

Tony Vavarutsos, Manager, Business Intelligence, Loyola University Chicago

Higher education has become immersed in learning analytics, and Loyola Chicago is embracing the challenge. We will describe a three-phased approach to assist faculty and administrators with interpreting course data to improve student engagement and learning outcomes, which includes building an enterprise data warehouse, joining data from different systems, and creating dynamic reports. We will also emphasize cross-functional collaboration and discuss data ownership and access control.

Outcomes: Ascertain the necessary technical components for a sustainable learning analytics initiative • Identify the primary, secondary, and even tertiary stakeholders of learning data • Recognize the challenges of data ownership and access control

How to Get an Advantage in Instructional Design

EVERGREEN BALLROOM, 1ST FLOOR
Session Type: Poster Session
Delivery Format: Poster Sessions
Track: Designing for Learning

Kelly Hoyland, Higher Education Program Manager, IMS Global Learning Consortium

Charlotte Jones-Roberts, Instructional Designer, University of Central Florida

As the digital learning environment continues to grow to meet the diverse needs of learners, instructors and instructional designers are challenged to create a seamless and innovative learning experience. Learn about the instructional benefits of leveraging LTI Advantage when integrating or building tools within the LMS. The University of Central Florida has been designated as a Center of Excellence for LTI . We will share how using this open standard has enabled a rich digital ecosystem.

Outcomes: Explore the LTI open data standard • Learn how LTI Advantage can benefit course design • Identify how to leverage LTI to solve course design challenges

Inclusive Teaching and Course Design

EVERGREEN BALLROOM, 1ST FLOOR
　Session Type: Poster Session
　Delivery Format: Poster Sessions
　Track: Inclusivity and Accessibility

Jason E. Gines, Assistant Dean, The Pennsylvania State University

Chris Gamrat, Instructional Designer, The Pennsylvania State University

Lynette Yarger, Associate Professor, The Pennsylvania State University

Learn more about inclusive teaching and course design. We will discuss actionable practices and considerations with worked examples for your course design and instruction. The poster will be broken into three parts: expectations for interactions, communications and collaborations, and structures for success. Participants will have opportunities to unpack examples of teaching and instructional design techniques and lessons learned.

Outcomes: Identify common parts of a course that can be bolstered to support inclusive teaching • Discover techniques that can be designed into the structures of course or embedded in the course communications to improve inclusive practices • Articulate a plan for improving inclusive teaching practices in your context

Leveraging Academic Technology to Connect IT to the Campus Mission

　Session Type: Poster Session
　Delivery Format: Poster Sessions
　Track: Inclusivity and Accessibility

Jason Buzzell, Lead, IT Accessibility, University of Nebraska

Jaci Lindburg, Assistant Vice President, IT Strategy & Learning Technologies Liaison, University of Nebraska at Omaha

The academic technology division delivers value through our service to faculty and students. A formalized ITS Big Ideas program takes this value even further through the launch of coordinated, mission-centric, transformational efforts in accessibility and affordability. By positioning academic technology as a catalyst to drive these strategic projects in partnership with campus stakeholders, we increase the value proposition of our entire IT organization.

Outcomes: Discover how our institution has launched and funded an ITS Big Ideas program • Learn how we have leveraged our academic technology division to rally around these efforts • Identify mission-centric opportunities for IT to take back to your own campus

Making It Real: Unlocking the Potential of Virtual Reality

EVERGREEN BALLROOM, 1ST FLOOR
　Session Type: Poster Session
　Delivery Format: Poster Sessions
　Track: Digital & Information Literacy

Doralyn Rossmann, Associate Professor, Head of Digital Library Initiatives, Montana State University

Virtual reality has great potential for use in the classroom and beyond. Attend this poster to learn about a VR setup at Montana State University and how to integrate VR at your own institution. In addition, you will learn about outreach strategies, use cases, hardware and software considerations, staffing, budgeting, and interdisciplinary conversation. You will have access to VR equipment to try out this exciting technology using MSU-developed apps.

Outcomes: Learn how to establish a VR space and program • Discover a wide variety of VR applications for education • Build VR capacity awareness and skills with students and faculty

Refreshment Break, Community Posters, and Corporate Displays

EVERGREEN BALLROOM, 1ST FLOOR

Reimagining Faculty Engagement

EVERGREEN BALLROOM, 1ST FLOOR
　Session Type: Poster Session
　Delivery Format: Poster Sessions
　Track: Teaching for Learning

Michele Kelmer, Manager, Digital Education Programs and Initiatives, Indiana University Bloomington

Speed dating. Escape rooms. Dice games. What do these things have to do with faculty engagement? Faculty are busy. We sometimes overwhelm them with the abundance of technology available and how to use it. IU's Digital Education Programs and Initiatives took on these challenge by asking how can we engage faculty while respecting their time while making it fun for all. Join us to discuss the events we facilitate, to hear what's worked and what hasn't, and to brainstorm what could or should we be doing next.

Outcomes: Identify new approaches to faculty engagement • Explore innovative communication and educational experiences to increase the awareness, adoption, and use of learning technologies • Implement one or more of these programs on your campus

UDL in Action: Successful Partnerships for Student Success

EVERGREEN BALLROOM, 1ST FLOOR
　Session Type: Poster Session
　Delivery Format: Poster Sessions
　Track: Inclusivity and Accessibility

Judi Cook, Director of Instructional Design, The College of New Jersey

Jonathan Zobek, Student, The College of New Jersey

This poster considers the perspectives of both the student and the instructor in the context of creating an accessible classroom experience. A senior communication studies student from the College of New Jersey will explain what instructors can do to better accommodate visually

impaired students. One of the student's instructors will report on her experiences and the changes she made to improve her course for all students using UDL principles. Strategies for instructor-student partnerships on accessibility will be distributed.

Outcomes: Learn from real-world examples of students and instructors collaborating on accessibility • Identify strategies for partnering with students to enhance the classroom experience for all learners • Discover techniques for improving communication around accommodation needs

Using Student Data to Create Inclusive Learning Environments
EVERGREEN BALLROOM, 1ST FLOOR
Session Type: Poster Session
Delivery Format: Poster Sessions
Track: Analytics

Robert Henshaw, IT Liaison to the Center for Faculty Excellence, University of North Carolina at Chapel Hill

My Course Analytics Dashboard makes it easy for instructors at UNC-Chapel Hill to learn more about the diversity of the students enrolled in their courses and how they are performing. Aggregate grade distributions can be compared against a wide range of student demographic data (e.g., transfer status). In this session, you'll get an introduction to the dashboard and policies governing data access, learn about the results of a recent pilot, and can reflect on the role of such data at your institution.

Outcomes: Learn how student data can be used to increase faculty awareness about student diversity and inclusive teaching practices • Identify policy issues that should be considered when making such data available to instructors • Reflect on the value of introducing similar data at your institution

What Can We Do with Student Data?
EVERGREEN BALLROOM, 1ST FLOOR
Session Type: Poster Session
Delivery Format: Poster Sessions
Track: Analytics

Sanghyun Jeon, Senior Academic Technology Specialist/LMS, Pomona College

Big data and AI enable us to have real-time access to and rapid analysis of extensive data sets. We expect advanced analytics to magically provide us with an adaptive learning platform based on findings from student learning patterns, student success optimization from preventive analysis and/or early detection, and overall academic trajectories from the likelihood of student success and failure across the student data. Let's find out how much we actually know about the use of student data.

Outcomes: Gain an understanding of the current trends in how student data is used • Better understand what you can and can't do with the use of student data with current technologies • Develop action plans with the use of student data

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2:15–5:00 p.m.

Braindate Lounge Open
EVERGREEN BALLROOM, 1ST FLOOR

You came here to meet great people and learn about new things. But how do you spark those meaningful conversations? It all starts with a braindate. Braindates are about sharing knowledge. They are one-on-one or group conversations that you book with other participants while you're at the 2020 ELI Annual Meeting. It's simple:
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4. Book your braindates and meet in person at the Braindate Lounge.

If you have any questions, stop by the Braindate Lounge and our Learning Concierges will get you started.

3:00–3:45 p.m.

Creating a Culture of Accessibility Through Faculty Development and Procurement
REGENCY BALLROOM A–C, 2ND FLOOR
Session Type: Breakout Session
Delivery Format: Interactive Presentations

Nargas Oskui, Instructional Designer, University of Michigan–Ann Arbor

Kate Miffitt, Assistant Director for Innovation, California State University, Office of the Chancellor

Jeremy Van Hof, Director of Learning Technology and Development, Michigan State University

Phil Deaton, DIAC (Digital Information Accessibility Coordinator), University of Michigan–Ann Arbor

Stephen R. Thomas, Curriculum Developer, Michigan State University

Kelly Hermann, VP, Accessibility Strategy, University of Phoenix

Institutions create a sustainable culture of accessibility by framing both tool procurement and faculty development through the lens of diversity, equity, and inclusion (DEI). This session will address the wicked problem of affecting a cultural change that instills an ethos of accessibility into campus life. With the ever-increasing usage of digital tools in teaching and learning, vetting the accessibility of these technologies is critical. Similarly, helping faculty members use these tools in an accessible manner is the only way to create a sustainable environment. We will discuss questions such as: What are the gaps in learning experiences that students with disabilities are facing? What policies and processes can institutions use to ensure that the digital teaching and learning tools are accessible? How can institutions leverage faculty development to enhance accessibility? How can institutions prioritize accessibility in the procurement process and communicate the accessibility requirements effectively to vendors? How can institutions shift from thinking about accessibility as a compliance issue to a DEI imperative?

Outcomes: Understand the importance of including accessibility requirements as part of the procurement process for evaluating LTIs and third-party software • Consider how to structure support for faculty interested in accessibility • Understand the impact of accessibility barriers on

learners • Learn about how accessibility guidelines interact with accessible learning experiences • Continue community of practice through THE (Transforming Higher Education) Blog

Interactive Voice Design for Building Educational Virtual Assistants—Learning space design and furniture provided by Steelcase Education, Silver Partner

GRAND BALLROOM B/C, 2ND FLOOR
Session Type: Breakout Session
Delivery Format: Hands-On Workshops
Track: Learning Horizons

John Farquhar, Director, Academic Technology & User Services, Western Washington University

Virtual assistants such as Siri, Alexa, and Google Assistant deliver a voice-driven, interactive user experience. Educators can take advantage of these technologies to provide valuable instructional dialogues. In this workshop, we will consider voice design principles from Apple, Amazon, and Google in the design of conversations. Using those principles, participants will construct a prototype and test that design. Finally, participants will implement a basic voice application using Alexa Skill Blueprints. No coding experience is needed.

Outcomes: Design a user-centric, interactive conversation considering the voice design principles of brevity, attention, context, and personality • Prepare a conversation design for implementation by converting the dialogue into utterances, intents, and slots • Evaluate the utility, success, and concerns of voice applications for serving education

Research Says Course Design Matters

AUDITORIUM, 3RD FLOOR
Session Type: Featured Session
Delivery Format: Featured Session
Track: Evidence of Impact

Tanya Joosten, Director, Digital Learning R&D, DETA Research Center, University of Wisconsin–Milwaukee
Patsy Moskal, Director, RITE, University of Central Florida

This interactive session will present findings from independent research conducted at two different research centers, the Research Initiative for Teaching Effectiveness (RITE) at UCF, and the National Research Center for Distance Education and Technological Advancements (DETA) at UWM, affirming the importance of quality course design toward improving student success.

Outcomes: Understand the importance of course design and research of teaching and learning effectiveness • Replicate research models and learn how to gather evidence of impact through new instruments and techniques • Implement new evidence-based practices of course design

Supporting Student Success with a Comprehensive Learner Record

GRAND BALLROOM A, 2ND FLOOR
Session Type: Breakout Session
Delivery Format: Interactive Presentations
Track: Leading Transformation

Sherri Nicole Braxton, Senior Director, Instructional Technology, University of Maryland, Baltimore County
Thomas Penniston, Analytics Specialist, Instructional Technology, University of Maryland, Baltimore County

We will share the strategies and processes used in the University System of Maryland and, more specifically, at the University of Maryland, Baltimore County to participate in a Lumina-funded national project to develop pilots for the Comprehensive Learner Record (CLR) in partnership with AACRAO and NASPA.

Outcomes: Learn about the purpose and function of the CLR • Identify best practices for creating a CLR • Identify the potential use cases for a CLR • Determine next steps for building a diverse team of stakeholders at their institution • Align CLR work with student success

3:15–4:45 p.m.

Building Your Understanding of Students' Lived Experiences and Life Contexts

CEDAR, 2ND FLOOR
Session Type:
Delivery Format: Interactive Presentations

Nani Jackins Park, Founding Principal, equityworksNW

During this interactive workshop you will be introduced to a thinking and learning framework designed to guide consideration and understanding of the lived experiences and life contexts students from historically underserved populations bring to their educational endeavors. You'll be challenged to address the basic epistemological questions of "How do you know what you think you know? How do you know what you don't know?" and "How will you learn what you need to know?" about students' real lives from an emancipatory standpoint (privileging students' own voices and perspectives from within their home communities. This workshop will also provide a "lab" experience and opportunity to practice engaging in direct conversations using "the real words" related to racial equity.

Outcomes: Deepen your knowledge of the relationship between understanding students' lived experiences and life contexts and culturally relevant and responsive pedagogical design and practice • Learn about a knowledge construction framework designed to help them privilege students' voices and perspectives from within your home community • Participate in a facilitated "lab" opportunity to engage in related conversations and practice using "the real words"

4:00–4:45 p.m.

Active Teaching Labs: Instructor-to-Instructor Teaching Development

REGENCY BALLROOM D–G, 2ND FLOOR
Session Type: Breakout Session
Delivery Format: Interactive Presentations
Track: Teaching for Learning

Lane Sunwall, Teaching, Learning, and Technology Consultant, University of Wisconsin–Milwaukee

Margaret Merrill, Instructional Design Consultant & Educational Technologist, University of California, Davis

John Martin, Active Teaching Initiatives — Program Manager, University of Wisconsin–Madison

Experience a well-tested (200+ sessions), cheap (bagels and coffee), responsively structured teaching development session, adaptable to fit your institutional needs. Lab facilitators from UW-Madison, UW-Milwaukee, and UC Davis will guide you through an interactive Active Teaching Lab (ATL) on the topic of educators learning from each other. We'll collect subtopics to address, share and solicit experiences (including the lab's history), document takeaways, check for new questions, and repeat until time's up.

Outcomes: Experience and appraise the adaptable, innovative, and tested ATL framework • Relate labs to educator-driven active learning at your institution • Discuss strategies to adapt to your needs and context • Connect by exploring authentic (participant-generated!) problem spaces in teaching and learning

Bringing Daily Experiential Learning to Scale with SAIL
GRAND BALLROOM A, 2ND FLOOR
Session Type: Breakout Session
Delivery Format: Interactive Presentations
Track: Leading Transformation

Gail Matthews-DeNatale, Senior Associate Director, Center for Advancing Teaching and Learning Through Research, Northeastern University

Samsudeen Sallah, Self-Authored Integrated Learning Media Production Co-op, Northeastern University

Michael Sweet, Director of Design and Integration, Northeastern University

Cigdem Talgar, Associate Vice Chancellor, Teaching and Learning, Northeastern University

SAIL is an ambitious institution-wide evolution involving a learning framework and online/mobile platform designed to support networked, integrated, experiential learning for holistic learner development. It is essential to the institution's strategic goals and engages all curricular and co-curricular educators. This session will provide a platform demo and discuss cultural strategies for scaling up. The presenters represent three perspectives: senior leadership, faculty developer, and student.

Outcomes: Articulate opportunities for using edtech to support experiential learning • Explore strategies and models for bringing an experiential learning initiative to scale • Identify opportunities for connecting experiential learning to institutional priorities

Digital Competencies as Ways of Knowing: A Digital Liberal Arts Framework
REGENCY BALLROOM A–C, 2ND FLOOR
Session Type: Breakout Session
Delivery Format: Interactive Presentations
Track: Digital & Information Literacy

Mary Mahoney, Andrew W. Mellon Postdoctoral Fellow in Digital Humanities, Trinity College

Joelle Thomas, User Engagement Librarian, Trinity College

David Tatem, Instructional Technologist, Trinity College

The work of defining digital competencies frameworks resists standardization across institutions due to diverging institutional needs. What should these frameworks encompass? How should they intersect with curricula? How should an institution of higher education describe them? We will draw on our experience creating a digital liberal arts framework at Trinity College to discuss how to adapt a broad digital competencies framework into one that is locally relevant.

Outcomes: Learn how to adapt a broad framework to local institutions • Discover different approaches to digital competencies/fluencies/literacies • Connect and collaborate with peers working on similar initiatives

Making Analytics Work: Ethics, Policies, and People—Learning space design and furniture provided by Steelcase Education, Silver Partner
GRAND BALLROOM B/C, 2ND FLOOR
Session Type: Breakout Session
Delivery Format: Hands-On Workshops
Track: Analytics

Henry Fletcher Lyle III, Analytics Program Manager, University of Washington

Colleen Carmean, Founder, Ethical Analytics Group, University of Washington, Tacoma

Analytics makes possible new understandings of current students and of an institution's ability to improve services in alignment with student success, but implementing the software is only the first step. Via this workshop, participants will explore how, using analytics, campuses can strategically support students via data, but are finding that without new practices, policies, and roles, analytics initiatives have failed to take hold within the campus culture.

Outcomes: Learn about the current state of higher ed analytics and practices • Determine where your campus lies in effective implementation and what is needed • Connect the dots in moving data to insight, action, and impact within a collaborative analytics culture

Nudge: A Classroom Experiment in Forgetting Less
AUDITORIUM, 3RD FLOOR
Session Type: Featured Session
Delivery Format: Featured Session
Track: Evidence of Impact

Kim Manturuk, Associate Director of Research and Development, Duke University

Karen Murphy, Lecturer/Academic Dean, Duke University

Seth Anderson, Teaching Consultant, Duke University

Nudge is a tool that helps students remember more, longer. After each class, instructors write a multiple-choice question related to something covered in class. Students get sent questions, and they can reply in just a few seconds. We tested Nudge at Duke University and found that students who used the tool had a small but significant increase in higher final course grades than students who didn't. This session will review that analysis and give you a chance to experience Nudge yourself.

5:00–6:00 p.m.

Reception
EVERGREEN BALLROOM, 1ST FLOOR

One of the most valuable aspects of this conference is the opportunity to connect face-to-face with fellow attendees. Join us for the reception, where you can relax over food and drink and get to know your colleagues.

Schedule a Braindate to share knowledge with other participants in a one-on-one or group conversation.

In addition, corporate display representatives will be present to answer questions about their solutions.

A cash bar will be available; each attendee will receive one drink ticket. NOTE: Please wear your name badge for admittance.

Tuesday, March 3

7:00 a.m.–5:00 p.m.

Mother's Room Open
GREEN ROOM, 3RD FLOOR

Registration Desk Open
GRAND FOYER EAST, 2ND FLOOR

Speaker Ready Area Open
GRAND FOYER EAST, 2ND FLOOR

Presenters are encouraged to visit the Speaker Ready Area to test their equipment, prepare for their sessions, or make last-minute modifications.

7:30–9:00 a.m.

Breakfast (and General Session)
GRAND BALLROOM E–K, 2ND FLOOR

8:00–9:00 a.m.

Building AI That Works for Everyone—Sponsored by Formstack
GRAND BALLROOM E–K, 2ND FLOOR
    Session Type: General Session
    Delivery Format: General Session

Cathy O'Neil, Author, ORCAA

Too often algorithms are opaque "silver bullets" that work for the people who make and own them but have negative consequences for others. In this talk, Cathy O'Neil will discuss the kinds of mistakes people unintentionally make, how to anticipate them, and how to improve the design of algorithms to avoid algorithmic harm.

Outcomes: Be empowered to ask hard questions of algorithms and refuse to blindly trust the "black box" • Understand the kinds of common problems that pop up in algorithmic design • Learn how to set up a process to hold algorithms accountable

[View a message from Formstack](#), the sponsor of this session.

9:00 a.m.–5:00 p.m.

Braindate Lounge Open
EVERGREEN BALLROOM, 1ST FLOOR

You came here to meet great people and learn about new things. But how do you spark those meaningful conversations? It all starts with a braindate. Braindates are about sharing knowledge. They are one-on-one or group conversations that you book with other participants while you're at the 2020 ELI Annual Meeting. It's simple:

1. Log into Braindate to create your profile
2. Explore the topic market, where all participants (including you!) post the knowledge they are willing to share.
3. Pick something you want to learn or create your own topic.
4. Book your braindates and meet in person at the Braindate Lounge.

If you have any questions, stop by the Braindate Lounge and our Learning Concierges will get you started.

9:15–10:00 a.m.

The Stat Is Right! The Edtech Quiz Show
REGENCY BALLROOM A–C, 2ND FLOOR
    Session Type: Breakout Session
    Delivery Format: Interactive Presentations
    Track: Designing for Learning

Leah Lang, Director of Analytics Services, EDUCAUSE
Joseph D. Galanek, Senior Researcher, EDUCAUSE
Dana C. Gierdowski, Researcher, EDUCAUSE

Are faculty satisfied with their technology experiences on campus? What factors influence student learning environment preferences? What learning activities do students and faculty prefer to do face-to-face versus online? If you know the answers to these and other higher ed IT questions, then join us at this quiz show–style session as we share key findings from the most recent ECAR faculty and student survey reports. Prizes and bragging rights are up for grabs, so come on down!

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

Demystifying Learning Analytics: A Cross-Institutional Landscape
GRAND BALLROOM A, 2ND FLOOR
    Session Type: Breakout Session
    Delivery Format: Interactive Presentations
    Track: Analytics

Kimberly Arnold, Senior Eval Consultant and LA Lead, University of Wisconsin–Madison

Learning analytics (LA) has been in educational parlance for over a decade, yet there is still confusion about what it is. Come hear about a study in which in-depth focus groups were run at 10 different institutions focusing on how LA was defined, operationalized, communicated about, and handled via oversight and governance.

Outcomes: Explore the high-level landscape of LA across 10 institutions • Learn about different drivers/motivations for LA • Understand different models of adoption for scaling LA • Contribute to discussions about how to continue demystifying LA

Designing Next-Gen Solutions for Your Campus—Learning space design and furniture provided by Steelcase Education, Silver Partner
GRAND BALLROOM B/C, 2ND FLOOR
    Session Type: Breakout Session
    Delivery Format: Hands-On Workshops
    Track: Learning Horizons

Jolie Tingen, Product Manager, Duke University

Michael Greene, Associate Director, Learning Technology Services and Strategy, Duke University

Kits is Duke's next-gen solution that provides turnkey roster access to learning apps without funneling faculty through the LMS and gives students a single point of access to all learning apps used in all of their courses. Join us to engage in a hands-on design session where you'll identify and design a solution to solve a next-gen problem on your own campus and discuss balancing flexibility and ease of use when creating student learning experiences.

Outcomes: Learn about Duke's NGDLE platform and potential partnership opportunities • Learn how to design solutions for next-gen problems • Learn how to apply design thinking approaches to remove barriers to teaching and learning

Learning Space Design Community Group Session
REGENCY BALLROOM D–G, 2ND FLOOR
    Session Type: Breakout Session
    Delivery Format: Discussion Circle
    Track: Spaces for Learning

Adam B.A. Finkelstein, Associate Director, Learning Environments (Physical and Digital), McGill University

Julie Johnston, Director of Learning Spaces, Indiana University

Join our discussion on topics from what makes a physical space conducive to learning the principles and processes of effective learning space design. Share your ideas and experiences on how formal/informal spaces impact teaching practices, learning activities, student interactions, and a campus's sense of community. Explore how we measure/assess the effectiveness of new or redesigned learning spaces.

Outcomes: Share your ideas and experiences on how formal/informal spaces impact teaching practices, learning activities, student interactions, and a campus's sense of community

Not Your Average Online Advising and Student Support Model
AUDITORIUM, 3RD FLOOR
    Session Type: Featured Session
    Delivery Format: Featured Session
    Track: Student Success

Courtney Bondi, Executive Director of Advising & Learning Support, National Louis University

Reece McDevitt, Learning Support Manager, National Louis University–North Shore Campus

Bettyjo Bouchey, Associate Dean and Director of Online Academics, National Louis University

This presentation will provide an overview of the realignment of three departments to better support underserved online students at a private, nonprofit university in Chicago that is experiencing high growth in online programs. The new model led to increased student persistence and satisfaction. Join us to receive a copy of the model and engage in a brainstorming session on how to implement some or all of the model at your own institution.

Outcomes: Explore the process behind implementing the model • Examine how student persistence is strengthened through active collaboration between faculty, advising, and learning support units • Brainstorm possible implementation of all or parts of the model at your institution in an effort to increase persistence

9:15–10:30 a.m.

Student-Faculty Collaborative XR Simulation Design and Development
EVERGREEN FOYER EAST, 1ST FLOOR
    Session Type: Activity
    Delivery Format: Mixed Reality (XR) Hands-On Demonstrations
    Track: Learning Horizons

James P. Frazee, Chief Academic Technology Officer, San Diego State University

Michelle Peterson, Faculty Support Specialist, San Diego State University

Sean Hauze, Instructional Media Developer, San Diego State University

The Virtual Immersive Teaching and Learning (VITaL) initiative at San Diego State University enables student-faculty collaborations to design, develop, and evaluate immersive simulations across the XR spectrum. This hands-on demonstration will showcase three student-developed XR applications: a nanoengineering simulation delivered via HTC Vive, a parallax astronomy simulation delivered via Oculus Rift, and a holographic medical patient video delivered via Microsoft HoloLens.

Outcomes: Experience immersive simulations developed through student-faculty collaborations in mechanical engineering, astronomy, and nursing • Learn how the VITaL initiative enabled cross-campus simulation development collaboration • Evaluate 3 different approaches to XR simulation design, development, and delivery

Take a 360° Video Trip with Us: How to Make It, How to Implement It
EVERGREEN FOYER EAST, 1ST FLOOR
Session Type: Activity
Delivery Format: Mixed Reality (XR) Hands-On Demonstrations
Track: Learning Horizons

Carla Seward, Media Commons, The Pennsylvania State University

Many 360° videos are created by production teams, but how do you create a quality experience as a staff member of one or empower faculty to do the same? Learn the best pedagogical and video production processes for creating a 360° video with this in mind. Experience videos that are an end result of this process through a variety of VR headsets. Attendees will be able to dive in the coral reefs of Palau, step into a Buddhist temple in Philadelphia, or survey a construction site in Pennsylvania.

Outcomes: Experience 360° videos used in a variety of classroom instruction settings and a frequently used reflection activity • Learn how to best plan and create a 360° video as a production team of one with pedagogical and 360° multimedia guidelines • Discuss use cases of incorporating 360° video experiences in various learning contexts and disciplines

9:15 a.m.–4:45 p.m.

Accessible Classroom Technology: Demonstrations and Discussions
EVERGREEN BALLROOM, 1ST FLOOR

Join us for an exploration of the technology supporting accessibility in the classroom. Throughout the day on Tuesday and Wednesday, we will have demonstrations of available technology, opportunities for hands-on experience, and time to discuss the implications with your peers. The specific schedule is coming soon! Please keep your eyes peeled for activities and times in the online agenda.

10:00–10:45 a.m.

Hello, Mica! Learning in a Future of Avatars and AI
EVERGREEN BALLROOM, 1ST FLOOR
Session Type: Poster Session
Delivery Format: Poster Sessions
Track: Learning Horizons

Maya Georgieva, Director, Digital Learning/XReality Center, The New School

Emory Craig, Interim CIO, College of New Rochelle

The convergence of immersive technologies and AI will bring incredible opportunities and profound ethical challenges to higher education. Projects such as Magic Leap's Mica and Fable Studio's Lucy are already creating deeply realistic and responsive virtual avatars. How will we manage the promise and perils of virtual beings in our future learning environments?

Outcomes: Understand how the convergence of immersive technologies and AI will create deeply realistic and responsive avatars • Learn how cutting-edge XR and AI projects will open new opportunities for learning • Identify ethical questions that will arise when virtual avatars become indistinguishable from humans

New Approaches to Protecting the Privacy of Student Learning Data
EVERGREEN BALLROOM, 1ST FLOOR
Session Type: Poster Session
Delivery Format: Poster Sessions
Track: Learning Horizons

Charles Russell Severance, Clinical Professor, University of Michigan–Ann Arbor

This session will address issues, concerns, and possible solutions around handing over private student learning data to third parties. We will propose a middle ground, where institutions can outsource software maintenance and upgrades without also losing long-term control of student data to software vendors. These ideas are aspirational, in the hope that we can create a better outsourcing model that we can encourage the learning software industry to adopt.

Outcomes: Obtain the initial tools to think differently about the long-term ownership, curation, and life cycle of student data (PII and otherwise)

Next-Generation Approaches to Assessing Learning and Collaboration
EVERGREEN BALLROOM, 1ST FLOOR
Session Type: Poster Session
Delivery Format: Poster Sessions
Track: Evidence of Impact

John Whitmer, Senior Director, Data Science & Analytics, ACT

Educational assessment is transitioning from a focus on large-scale, high-stakes assessments of academic skills to analysis of processes through which learning occurs and additional domains that impact student outcomes. In this presentation, we will discuss several applied research projects that illustrate this transition including natural language processing, multimodal analytics, and click-stream analytics. The results illustrate emerging approaches to learn more about our students.

Outcomes: Understand current approaches in predictive learning analytics and the limited work in construct-aligned predictors • Identify social and emotional skills that apply to students at your institution • Apply research findings to your institution

Refreshment Break, Community Posters, and Corporate Displays
EVERGREEN BALLROOM, 1ST FLOOR

Research Carnival: Engaging Faculty in Research on Teaching
EVERGREEN BALLROOM, 1ST FLOOR
Session Type: Poster Session
Delivery Format: Poster Sessions
Track: Evidence of Impact

Jenay Robert, Research Project Manager, The Pennsylvania State University

Crystal Ramsay, Faculty Programs Manager, The Pennsylvania State University

Teaching and learning scholarship can be a daunting undertaking for faculty who are mainly familiar with research in their discipline. "Step right up" to learn how we planned and hosted an event intentionally focused on teaching research in a fun and informal environment where faculty had easy access to our institution's people and resources to support them. Join us for carnival games as we share successes, challenges, and practical logistics for a research carnival at your institution.

Outcomes: Discuss the inevitable, but not insurmountable, challenge of supporting faculty who want to engage in teaching and learning scholarship • Identify creative ways to support faculty who want to engage in research on teaching and learning with technology • Engage in carnival games similar to those that can be played at a real research carnival

Shaping Up Services: Developing Prototypes for Student Success
EVERGREEN BALLROOM, 1ST FLOOR
Session Type: Poster Session
Delivery Format: Poster Sessions
Track: Student Success

Melissa Blankstein, Surveys Analyst, ITHAKA

What methodologies can higher education institutions employ to develop new services that promote student success? This poster will share a data-driven approach recently implemented across a cohort of colleges: concept testing. Through concept testing, service providers can identify stakeholder practices, build prototypes to address unmet needs, and gather evidence to inform actionable decisions. Come stop by to find out how you can adapt this methodology at your college!

Outcomes: Consider user-centric, data-driven approaches for redesigning and creating new services • Assess available institutional data on current user practices, perspectives, and needs • Generate ideas for new service offerings to better serve user needs

Student Success in the Library Through Successful Partnerships
EVERGREEN BALLROOM, 1ST FLOOR
Session Type: Poster Session
Delivery Format: Poster Sessions
Track: Student Success

David Woodbury, Department Head, Learning Spaces & Services, North Carolina State University

Many libraries are increasingly becoming hubs of student success initiatives on campuses through the introduction of services provided by other units such as advising, writing support, and tutoring. We will discuss the renovation under way of the Hill Library at NC State University that will bring together these student support services while strengthening current services that focus on affordability, accessibility, and democratized access to technology through our services, spaces, and items we lend.

Outcomes: Explore ways to refocus existing programs in order to work toward student success goals • Identify best practices for working with campus partners to provide student-focused services in shared spaces • Learn strategies for extending the reach of libraries through partnerships

The Future of Work: Empowering Students via Online Experiential Learning
EVERGREEN BALLROOM, 1ST FLOOR
Session Type: Poster Session
Delivery Format: Poster Sessions
Track: Learning Horizons

Brittney Paulk, Projects Director, Provost Strategic Initiatives, Arizona State University

Karen Bakker, Strategy Director, The University of British Columbia

This session will present the results of an innovative pilot at ASU, which is testing methods for enabling online work-integrated experiential learning. During this interactive presentation, you'll learn about future of work trends; discuss opportunities and potential pitfalls of moving work-integrated learning online; tour a virtual experiential learning library; and explore the potential for online experiential learning to support diversity, equity, and inclusion goals.

Outcomes: Discover how work-integrated experiential learning can be delivered online • Learn how to embed work-integrated learning into curriculum • Explore how online work-integrated experiential learning can enhance DEI goals • Identify key barriers to scaling work-integrated experiential learning across campus

Turning Over the Reins: Tutorial Design Driven and Created by Students
EVERGREEN BALLROOM, 1ST FLOOR
Session Type: Poster Session
Delivery Format: Poster Sessions
Track: Student Success

Phyllis Ung, Curriculum Development Assistant, University of California, Riverside

Dani Brecher Cook, Director of Teaching & Learning, University of California, Riverside

We often talk about designing course content with our students in mind, but what if we empowered students to be the primary creators of that content? In this interactive session, we will take a deep dive into a project to develop an introductory information literacy tutorial for chemistry

that was primarily authored by a student and invite participants to reflect on their own practices. You will walk away with tools for creating a similar program at your institution.

Outcomes: Reflect on how you engage with student voices in designing learning objects • Articulate strategies for how you can support students in becoming content authors • Propose and plan a similar model at your institution using the tools provided here

VR on the Go: Bringing Virtual Reality to the Classroom
EVERGREEN BALLROOM, 1ST FLOOR
Session Type: Poster Session
Delivery Format: Poster Sessions
Track: Learning Horizons

Stephen Rektenwald, Assistant Director, Innovation Foundry, Abilene Christian University

Abilene Christian University Innovation Foundry has assembled a mobile virtual reality cart that brings multiple VR headsets to the students in the lecture hall/classroom. Faculty have begun to use the cart as a station among several centers in the room, as a visual aid to assist in lecture, and as an assigned experience that requires a video reflection.

Outcomes: Bring ideas back to your campus regarding the use of VR in the classroom • Discuss options in commercially available VR setups and VR applications • Collaborate with peers regarding their use of VR in the classroom

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10:00 a.m.–3:00 p.m.

Corporate Displays
EVERGREEN BALLROOM, 1ST FLOOR
Today is the last day to visit companies providing the latest solutions to the teaching and learning community.

AEFIS
AEFIS improves student and faculty success and helps institutions do it at scale through better analytics. The AEFIS mission is to create meaningful value from assessment for learning to enhance student and faculty experiences. The AEFIS passion is to empower students with evidence of their learning through Comprehensive Learner Records (CLRs).
Key Issue | Student Success

Campus Labs, Bronze Partner
Campus Labs was founded to empower educational institutions to evolve in a data-centric world. Uncover a platform of integrated tools that drive an institutional mindset for insightful data connections. The holistic framework includes solutions for assessment, retention and success, teaching and learning, student engagement, skills and achievement, and institutional effectiveness. Proudly serving more than 1,400 member campuses, discover more at campuslabs.com.
Key Issue | Analytics

CogBooks
CogBooks Adaptive Learning works with faculty and institutions by providing ready-made adaptive courseware for adoption or by working with you to develop adaptive courses in our self-service authoring tool. Plug our courseware into your existing system—Blackboard, Canvas, D2L, or any other—and transport yourself to the forefront of learning. You can customize one of our ready-made titles to fit your individual approach or work with us to develop a whole new course.
Key Issue | Student Success

D2L, Silver Partner
D2L believes learning is the foundation upon which all progress and achievement rest. D2L has transformed the way millions of people learn online and in the classroom. Learn more about D2L for Higher Education at www.D2L.com.
Key Issue | Inclusivity and Accessibility

Formstack
Formstack is a workplace productivity platform built to transform the way people collect information and put it to work. Its flexible, secure data collection and process automation products empower users from all industries to reduce data chaos and solve important business problems. Combining collaborative work products including electronic forms, documents, signatures, and data sync, Formstack allows businesses to improve efficiency and do more with the information they collect. Additionally, Formstack's advanced security features ensure that organizations can accelerate their operations without sacrificing security and compliance.
Key Issue | Leading Academic Transformation

Learning Experiences
Learning Experiences works with open source projects like Sakai and Tsugi in order to lead the marketplace towards Next Generation Digital Learning Environment (NGDLE) solutions that meet learner and teacher needs and protect the privacy of learner data.
Key Issue | Open Education

Odigia
Odigia's intuitive tools help drive engagement while providing real-time insight on learner performance. Odigia also leverages self-directed inquiry techniques to accommodate multiple learning styles, game theory to drive student progression, and high-level connections to promote the development of 21st-century skills such as critical thinking, problem solving, collaboration, and communication to better prepare students for success in today's workplace. Odigia is engaging, accessible, and dynamic, and it's changing the way people think about learning.
Key Issue | Leading Academic Transformation

Proctorio
Proctorio's Learning Integrity Platform provides a scalable, cost-effective solution for protecting academic integrity by validating student identities, activities, and originality during online exams. Proctorio's customizable exam settings allow instructors to set up unscheduled, on-demand exam proctoring specific to their assessment needs.

Key Issue | Other

Respondus

More than 1,500 institutions use Respondus applications to enhance online testing within their learning management system. LockDown Browser protects the integrity of online exams by locking down the student's computer during online exams. Respondus Monitor adds webcam and powerful analytics to LockDown Browser for exams taken in nonproctored environments—suspicious behaviors are flagged, and exam sessions are ranked in terms of risk.

Key Issue | Other

10:45–11:30 a.m.

Cross-Campus Collaboration for Sustainable, Affordable Learning Content
REGENCY BALLROOM D–G, 2ND FLOOR
Session Type: Breakout Session
Delivery Format: Discussion Circle
Track: Open Education

Candi Morris, Associate Vice Provost for Instructional Innovation, Ohio University

Kelly Broughton, Assistant Dean for Research & Education, University Libraries, Ohio University

Eszti Major-Rohrer, Service Owner, Academic Technology, Ohio University

Join your colleagues in a discussion about the future of textbooks, open educational resources, and the publishing paradigm. Share challenges and successes from your institution and listen to the stories of others. Together, we can leverage our collective efforts and expertise to strategize about where to put our next efforts.

Outcomes: Create a shared understanding of what a successful affordable learning strategy consist of • Understand the potential problems and learn from each other's lessons • Walk away with ideas to set up a successful affordable learning program • Brainstorm and share tips to maintain a successful program long term

Digital Transformation: What You Need to Know
REGENCY BALLROOM A–C, 2ND FLOOR
Session Type: Breakout Session
Delivery Format: Interactive Presentations
Track: Leading Transformation

Malcolm Brown, Director of Learning Initiatives, EDUCAUSE

Digital transformation (Dx) is well under way in many industries. But what will transform higher ed—and what will our future look like? Inevitably, Dx will impact higher ed, so campus leaders need to play a critical role in helping their institutions understand the urgency and potential of Dx. This session's speakers will describe digital transformation, with a view toward helping us all prepare for an uncertain future.

Outcomes: Explore the importance of Dx in higher education • Understand the Dx impact on workforce, culture, and technology • Plan for the next steps you can take at your institution

Inclusive Learning Communities to Foster Future Change Agents
AUDITORIUM, 3RD FLOOR
Session Type: Featured Session
Delivery Format: Featured Session
Track: Inclusivity and Accessibility

Tiffany Green-Abdullah, Assistant Director, Learning Community Development, Georgia State University

Annette Owusu, Project Manager, Georgia State University

Julian O. Allen, Chief Learning Innovations Officer, AVP, Georgia State University

In this session, we will engage participants in developing cross-organizational networks to explore developing broad and innovative learning communities for connecting student experiences to problem solving while leveraging participation across interested faculty and the university and local community. We will describe our university's methodology, demonstrate outcomes related to student-developed solutions, and present outcomes of these learning communities focused around problem solving.

Outcomes: Explore higher ed's role in connecting students' experiences, goals, and self-perception as change agents • Learn about learning community structures that bring students, instructors, and industry together to address societal issues • Discuss ideas for inclusive digital learning to ensure all students have access to tools for problem solving

LSRS and FLEXspace: Tool Upgrades for Classroom Design and Collaboration at Scale
GRAND BALLROOM A, 2ND FLOOR
Session Type: Breakout Session
Delivery Format: Interactive Presentations

Malcolm Brown, Director of Learning Initiatives, EDUCAUSE

Shirley Dugdale, Principal, Dugdale Strategy LLC

Rebecca V. Frazee, Faculty, San Diego State University

Adam B.A. Finkelstein, Associate Director, Learning Environments (Physical and Digital), McGill University

Lisa Andrae Stephens, Assistant Dean–UB School of Engineering, and Sr. Strategist–SUNY Academic Innovation, University at Buffalo–SUNY

Julie Johnston, Director of Learning Spaces, Indiana University

Learning Space Rating System and FLEXspace resources have been further integrated to facilitate creative and effective learning environment research, design and support. Team members will briefly describe newly released features to quantify learning potential of space, the sharing of detailed space attributes and how to use these resources to build team and stakeholder cohesion as well as global collaboration to grow this exciting online community of practice.

Outcomes: Learn about LSRS Version 3.0, and new FLEXspace features for planning and designing effective learning spaces • Discover how to upload, exchange, and share ideas and best practices • Leverage toolkits to research and assess space effectiveness • Connect with a growing international community of practice for ongoing support

Student Success Analytics: Tackling Wicked Problems as a Community—Learning space design and furniture provided by Steelcase Education, Silver Partner

GRAND BALLROOM B/C, 2ND FLOOR
  Session Type: Breakout Session
  Delivery Format: Discussion Circle
  Track: Student Success

Deborah L. Anderson, Vice Chancellor for Student Success, Ivy Tech Community College of Indiana

Kimberly Arnold, Senior Eval Consultant and LA Lead, University of Wisconsin–Madison

Join the Student Success Analytics Community Group (SSA CG) as we host a discussion circle focusing on the wicked problems of student success analytics. Some wicked issues the SSA CG has grappled with over the past 18 months will be presented, followed by facilitated discussion. Please come and share your experience, expertise, and perspective as the SSA CG sets its course for 2020 efforts. This session is open to anyone interested in student success analytics.

Outcomes: Learn about the SSA CG and the issues we have identified • Actively participate in a facilitated discussion about students success analytics • Contribute to the shared vision of community action

11:15 a.m.–12:30 p.m.

AR Physical Examination of a 4-Legged Patient

EVERGREEN FOYER EAST, 1ST FLOOR
  Session Type: Activity
  Delivery Format: Mixed Reality (XR) Hands-On Demonstrations

Tracy A. Moore, Instructional Designer, Western University of Health Sciences

Henry is a seven-year-old golden retriever who came into the vet's office for a checkup…well, Henry is not exactly a real golden retriever. Henry is an augmented reality (AR) canine asset that is incorporated into the VetMed program. The Doctor of Veterinary Medicine (DVM) program at Western University of Health Sciences uses a problem-based learning (PBL) curriculum for the first two years of instruction. AR-Henry simulates the patient's physical examination component outlined within the PBL curriculum. Prior to the development of AR-Henry, students were simply given a printed list of patient vitals. With the use of augmented reality, content delivery has been reimagined into an active learning space. Now, PBL student groups don a Microsoft HoloLens to uncover pertinent patient information. Using AR triggers and hotspots, students can identify Henry's temperature and heart rate, observe his attitude, check the cleanliness of his ears and teeth, and so much more.

Bringing the Farm to the Classroom with VR

EVERGREEN FOYER EAST, 1ST FLOOR
  Session Type: Activity
  Delivery Format: Mixed Reality (XR) Hands-On Demonstrations
  Track: Learning Horizons

Kate Borowske, Instructional Design Librarian, Southwest Minnesota State University

Stand next to a cow giving birth, get up close to a herd of Red Angus, and watch robots on a dairy farm, all from the safety of an Oculus Go: no risk, no allergies, no smells. Even deep in the heart of rural Minnesota, it was difficult to schedule farm tours for students in our Introduction to Animal Science course. VR presented another option, so we hired a professional production company to create content to enable students to experience what they would on a farm visit and, possibly, more.

Outcomes: Experience immersive VR content using the stand-alone Oculus Go headset • Discuss the technical, practical, and pedagogical considerations involved in the decision to use VR to replace a field trip or tour • Identify different ways VR can be used in a course

Leveraging the XR Garage Concept for Student Learning and Employment

EVERGREEN FOYER EAST, 1ST FLOOR
  Session Type: Activity
  Delivery Format: Mixed Reality (XR) Hands-On Demonstrations
  Track: Digital & Information Literacy

Carolina Fernandez, Core Programmer, University of Miami

Jinqi Li, Master's Degree Student, University of Miami

Maxime Cacchione, Director of Innovation, University of Miami

How does mixed reality bring together students and faculty outside the classroom? The University of Miami presents the XR Garage concept, a diverse and inclusive space where students and faculty work and learn side by side to implement ideas for augmenting teaching, health, and research with mixed reality. Come visit us to discover student-built Magic Leap apps in the areas of architecture, operating room simulations, and XR circuits for electrical engineering.

Outcomes: Learn new human-computer interaction (HCI) modalities to manipulate mixed reality content for the classroom • Learn how best to engage students in VR/MR/AR/XR media • Learn how to quantify student engagement during XR experiences and scientifically prove the validity of the medium for teaching

11:45 a.m.–12:30 p.m.

Building Equitable Access: Leveraging Adaptive Courseware for Successful Change

  Delivery Format: Interactive Presentations

Dale P. Johnson, Director of Adaptive Learning Initiatives, Arizona State University

Scott Jaschik, Editor & Co-Founder, *Inside Higher Ed*

Karen Vignare, Executive Director Personalized Learning Consortium, Association of Public and Land-grant Universities (APLU)

Steven Gary Silber, Director, Speakers Bureau, McGraw-Hill Education

Adaptive learning technologies have the potential to transform the learning experiences of students and faculty alike. Intelligent adaptive learning systems and personalized teaching methods can help instructors meet students where they are, regardless of background, and guide them to success. Since effective adaptive courseware implementation can have a broad footprint at an institution, it's critical that institutions have the necessary resources and strategic alignment in place to achieve success. In this session the presenters will discuss the effectiveness of adaptive learning technologies, the research behind adaptive courseware, and outline the structural efforted and goals needed at the institutional level in order for implementation to be successful.

Outcomes: Understand the definition and purpose of adaptive courseware and how it supports improvements in pedagogy • Be familiar with different applications of adaptive courseware in postsecondary education aimed at improving foundational courses and reducing achievement gaps • Have an introduction to the evidence base around adaptive courseware efficacy and know where to find more information • Understand the organizational effort required to implement adaptive courseware effectively

Disruption as Opportunity: Women Leaders in Educational Technology

REGENCY BALLROOM A–C, 2ND FLOOR
Session Type: Breakout Session
Delivery Format: Interactive Presentations
Track: Leading Transformation

Sherri Nicole Braxton, Senior Director, Instructional Technology, University of Maryland, Baltimore County

Eden Dahlstrom, Vice President, Professional Learning, EDUCAUSE

Jennifer Sparrow, Associate Vice President, Teaching and Learning with Tech, The Pennsylvania State University

Liv Gjestvang, Associate Vice President for Learning Technology, The Ohio State University

Disruption is a constant presence in our lives and can stem from forces in our professional and personal worlds. Join a group of women leaders in educational technology as they discuss the ways that disruption has created opportunities for reflection, learning, growth, and humor in their lives and careers. Audience questions and engagement will be an active part of this session.

Outcomes: Identify the value of mess-ups, mistakes, and misfires as opportunities to stop, reassess, and reframe our work for the better • Recognize the value of vulnerability, honesty, and openness in our professional connections • Explore opportunities for reflection, reframing, and growth within your professional path

Examining Student Prototypes in Adaptive Learning

GRAND BALLROOM A, 2ND FLOOR
Session Type: Breakout Session
Delivery Format: Interactive Presentations
Track: Evidence of Impact

Patsy Moskal, Director, RITE, University of Central Florida

Constance Johnson, Provost and Chief Academic Officer, Colorado Technical University

Colm Howlin, Principal Researcher, Realizeit

Charles D. Dziuban, Director, RITE, University of Central Florida

We will describe collaborative ongoing research among the University of Central Florida, Colorado Technical University, and Realizeit, examining the adaptive paradigm and its potential and challenges for higher education. Recent research efforts included examining the impact of adaptive learning related to course design granularity, student behavior prototypes, real-time predictive analytics, and adaptive learning's potential for positively impacting underserved student populations.

Outcomes: Articulate the potential impact of adaptive learning • Identify student prototypes that can benefit from adaptive learning • Learn how adaptive learning can efficiently direct a student's academic path

Social and Emotional Learning as a Student Success Analytics Variable

AUDITORIUM, 3RD FLOOR
Session Type: Featured Session
Delivery Format: Featured Session
Track: Analytics

John Whitmer, Senior Director, Data Science & Analytics, ACT

John Fritz, Associate VP, Instructional Technology, University of Maryland, Baltimore County

Clickstream data from LMSs and other educational technologies has been repeatedly demonstrated to predict course-level student success, but why are these predictions accurate? We will present research results from five courses (n = 927 students) that evaluate the relationship between social and emotional skills (e.g., grit, tenacity, curiosity), edtech clickstream data, and student background characteristics. The significant results show the power of these constructs and advanced analysis methods.

Outcomes: Understand current approaches in predictive learning analytics and the limited work in construct-aligned predictors • Identify social and emotional skills that apply to students at your institution • Apply research findings to your students and identify effective practices or potential methods you could apply in your own analytics

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11:45 a.m.–1:30 p.m.

ELI 2020 Analytics Leadership Seminar, Part 2—Sponsored by AEFIS

Note: Separate registration and fee are required
LARCH, 3RD FLOOR
Session Type: Additional Fee Program
Delivery Format: Interactive Presentations

Linda D. Feng, Software Architect, Unicon, Inc.

Mitchell Colver, Senior Data Analyst, Utah State University

Ian Dolphin, Executive Director, Apereo Foundation

Kimberly Arnold, Senior Eval Consultant and LA Lead, University of Wisconsin–Madison

The seminar will focus on policy and practice surrounding institutional use of analytics and big data, with a specific focus on the emerging field of learning analytics. Different approaches within the broad landscape of educational data sciences will be demarcated, including academic analytics, educational data mining, and learning analytics. Particular attention will be given to institutional readiness for learning analytics approaches, emphasizing broad requirements for clarity of purpose, an open ethical framework, and inclusive and open governance as the basis for leadership, communication, and developing consensus and buy-in, including buy-in from learners. Real-world institutional stories, including experiences from outside North America, will illustrate and ground the conversation throughout. Collaborative discussions and facilitated activities will give attendees an opportunity to experiment with strategic leadership frameworks related to analytics initiatives.

Outcomes: Work with and evaluate various strategic frameworks designed for analytics initiative planning, rollout, and sustainability • Acquire and begin using common language surrounding central issues of effective analytics leadership • Gain insight into embedding effective and ethical frameworks in policy and governance and collaboratively discuss effective approaches to this work

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12:30–1:30 p.m.

Lunch—Sponsored by Learning Experiences
GRAND BALLROOM E–K, 2ND FLOOR

View a message from Learning Experiences, the sponsor of this lunch.

1:15–2:30 p.m.

Immersive Digital Storytelling: Be Surrounded by the Story
EVERGREEN FOYER EAST, 1ST FLOOR
Session Type: Activity
Delivery Format: Mixed Reality (XR) Hands-On Demonstrations
Track: Learning Horizons

Sarah P. Kunze, Instructional Designer | Innovative Media, Colgate University

Jessica Graybill, Associate Professor, Colgate University

Kenneth Wilson, Instructional Designer, Colgate University

Learn how a geography professor at Colgate University transformed her traditional video assignment by having her students create immersive stories using panoramas from Google Street View to present their research. By capturing high-resolution panoramas, the students became immersed in the cities that they were learning about, which made them more compelling and lessened the "distance," one of the main barriers to effective storytelling. You'll learn the process and be able to view many of the projects. Bring a laptop if you want to try it yourself. We'll bring the VR headsets!

Outcomes: Understand the difference between immersive and traditional video narratives • Learn what tools are available to obtain high-resolution 360° videos and images • Evaluate both the positives and challenges of creating immersive narratives

Made in the Libraries: VR and 360° Video Projects from NC State
EVERGREEN FOYER EAST, 1ST FLOOR
Session Type: Activity
Delivery Format: Mixed Reality (XR) Hands-On Demonstrations
Track: Digital & Information Literacy

David Woodbury, Department Head, Learning Spaces & Services, North Carolina State University

The Virtual Reality and 3D Scanning Studios at NC State University Libraries have provided access to XR services and equipment for students, faculty, and staff since spring 2017. Content from XR collaborations with the libraries will be shared including a VR experience from the BLOOME project with the Department of Plant and Microbial Biology featuring a VR activity designed to tackle plant blindness and a 360° video collection featuring movies made with lending equipment from the libraries.

Outcomes: Understand how VR can be used in STEM learning • Discover potential applications for 360° video • Learn about successful collaborative processes for emerging technology

Virtual Reality Orchestra Conducting
EVERGREEN FOYER EAST, 1ST FLOOR
Session Type: Activity
Delivery Format: Mixed Reality (XR) Hands-On Demonstrations

Benjamin Salzman, Instructional Designer & VR/AR Specialist, Hamilton College

Control a virtual orchestra in this immersive VR experience created by professor of music Heather Buchman and VR/AR technologist Ben Salzman of Hamilton College. To better prepare her students for the auditory and visual experience of conducting an orchestra, Buchman collaborated with Salzman and four computer science majors to create a fully immersive VR environment in which students could practice conducting Brahms Symphony No. 3 from the point of view of the orchestra podium.

1:30–2:15 p.m.

Engaging and Empowering Users Is an Iterative Process
GRAND BALLROOM B/C, 2ND FLOOR
Session Type: Industry Led
Delivery Format: Industry Led

Jami Moyer, Customer Experience Leader, Steelcase Education

Implement and walk away…we see this too often. What if we looked at everything through a user-centered lens? Discover user needs, empower users in the design process, prototype, measure and keep iterating! Learn how Grand Valley State University Libraries used this process when

designing the Mary Idema Pew Library, Learning, and Information Commons and engages their students, faculty, and staff for continuous improvement.

Outcomes: Understand the iterative design process and how it can be used to develop innovative learning spaces and successful projects of all types • Engage in hands-on techniques that can be used to better understand student and campus needs • Walk away with tangible tools and activities that you can use with your projects right now

The Sakai LMS: Why Sakai and Why Now?
REGENCY BALLROOM D–G, 2ND FLOOR
Session Type: Industry Led
Delivery Format: Industry Led

Michael Greene, Associate Director, Learning Technology Services and Strategy, Duke University

Dede Hourican, Manager of Instructional Technology, Marist College

The Sakai learning management system has been meeting the needs of schools, teachers, and learners for over 15 years and is supported by an active and engaged community of universities, schools, and commercial vendors. Sakai's user interface is delightful, modern, responsive, and accessible. We will describe how Sakai solves our LMS needs for the present and forms the foundation of a campus strategy to move beyond the LMS through integrations and interoperability. We will also describe how Sakai's 100% open-source strategy provides a wide range of hosted options from vendor-cloud to university-owned cloud environments to locally hosted configurations. It has never been easier to deploy Sakai using cloud computing and data resources that are owned and under direct control of a university, allowing for self-hosting without requiring any local hardware. We will explore how the different hosting options allow a school to construct a student data privacy strategy that meets their requirements and keeps costs low.

2:15–3:00 p.m.

Comparative Approaches to Engage Faculty in Hybrid Course Redesign
EVERGREEN BALLROOM, 1ST FLOOR
Session Type: Poster Session
Delivery Format: Poster Sessions
Track: Teaching for Learning

Erica Fleming, Instructional Designer, The Pennsylvania State University

Cub Kahn, Hybrid Initiative Coordinator, Oregon State University

In this interactive session, learn about successful faculty development programs for hybrid/blended course design at two land-grant universities and discover how these programs have evolved. We'll share our successes and pitfalls and visions for future scaling and invite you to share your own experiences with hybrid/blended faculty development. Then we'll discuss ways to overcome barriers to success and brainstorm new strategies to engage faculty in blended course redesign at your institution.

Outcomes: Explore frameworks for supporting hybrid course design that can be customized to match your institution's needs and resources • Apply tools, templates, and planning forms used in successful blended faculty support programs • Connect with colleagues working on hybrid/blended course design to share ideas and resources

Course Quality Pathways: A Model for Faculty Development
EVERGREEN BALLROOM, 1ST FLOOR
Session Type: Poster Session
Delivery Format: Poster Sessions
Track: Teaching for Learning

Arlene Mendoza-Moran, Instructional Technologist, North Carolina State University

Rebecca Sanchez, Instructional Designer, North Carolina State University

Vincent Lastreto, Instructional Designer, North Carolina State University

We invite you to explore a framework for encouraging the development of high-quality online and blended courses, engaging faculty in course design, and increasing visibility for high-quality courses. This multipath professional development model is faculty friendly, responsive to feedback, research based, and focused on continuous improvement. We will share our team-based faculty support approach, results to date, steps to develop the program, and our five-year expansion proposal.

Outcomes: Identify components of a successful faculty development program for course quality improvement • Discover resources for planning and implementation of a course quality improvement program • Compare faculty development pathways for developing and recognizing high-quality online and blended courses

Does It Spark Joy? Designing Faculty Development for Positive Emotion
EVERGREEN BALLROOM, 1ST FLOOR
Session Type: Poster Session
Delivery Format: Poster Sessions
Track: Teaching for Learning

Kathryn Hanselman, Instructional Designer, University of Nevada, Reno

Lia Schraeder, Senior Instructional Designer, University of Nevada, Reno

Instructional designers in UNR's Teaching and Learning Technology facilitate a semester-long faculty development program, the Certificate in Teaching with Technology. We will discuss the program design, including how the neuroscience of learning was applied to evoke positive emotions among faculty. We'll also share our most effective faculty engagement strategies and invite your contributions to the conversation on how to further "the spark of learning" in faculty development.

Outcomes: Learn about the neuroscience supporting the use of positive emotion for learning and application of the research to faculty development • Identify specific engagement strategies that work well to evoke positive emotion and learning in faculty development • Apply the neuroscience of positive emotion and/or examples of effective faculty engagement to other contexts

Faculty Media Production: Designing and Implementing a DIY Studio
EVERGREEN BALLROOM, 1ST FLOOR
Session Type: Poster Session
Delivery Format: Poster Sessions
Track: Teaching for Learning

Marc Cholewczynski, Equipment Systems Specialist, Oregon State University

David A. Goodrum, Director of Academic Technology, Oregon State University

Ed Ostrander, Program Manager, Oregon State University

Amy L. Hunter, Instructional Media Consultant, Oregon State University

Curious about designing and operating a DIY Instructional Media Studio? Discover how the Academic Technology team at Oregon State University built the new Faculty Media Center. Join us and learn how to empower faculty to become exceptional content creators; how to design your studio space; ways to quickly record, edit, and publish educational media; and what gear to buy and why.

Outcomes: Learn about DIY studio design principles • Learn about DIY media workflow • Learn about DIY operations and support services

Incentivizing Innovation: Designing a Faculty Awards Program
EVERGREEN BALLROOM, 1ST FLOOR
Session Type: Poster Session
Delivery Format: Poster Sessions
Track: Teaching for Learning

Bryan Revis, Manager, Educational Technology Programs & Consulting, Tufts University

How can institutions recognize faculty innovators? A "teaching with technology" awards program is powered by student nominations and engages a team of educational technologists and faculty leaders to select each year's honorees. In this presentation, we'll provide adaptable project planning template, evaluation rubrics, and video vignettes and share techniques for analyzing nomination data to improve and extend academic technology services.

Outcomes: Identify the benefits of implementing a teaching with technology awards program • Learn about the process for designing and implementing an awards program • Discover opportunities and actionable ideas that can emerge from data gathering

Keep Teaching in Times of Unexpected Disruption
EVERGREEN BALLROOM, 1ST FLOOR
Session Type: Poster Session
Delivery Format: Poster Sessions
Track: Teaching for Learning

Michele Kelmer, Manager, Digital Education Programs and Initiatives, Indiana University Bloomington

Circumstances might require faculty to temporarily take classes online with minimal notice, from a campus closure to a family emergency. A Keep Teaching team at IU created resources to provide options for keeping a class running during an unexpected disruption. Find out how we increase discussion and preparation among faculty through marketing, games, F2F consultations, webinars, a website, and Canvas modules. We also want to brainstorm with you what more could be done.

Outcomes: Identify gaps in a faculty outreach strategy for continued teaching during an unexpected disruption • Identify gaps in resources available to faculty on a daily basis that could be used in times of emergency • Customize our Keep Teaching Story Dice game for your campus

Online Professional Development for New Faculty with Microlearning
EVERGREEN BALLROOM, 1ST FLOOR
Session Type: Poster Session
Delivery Format: Poster Sessions
Track: Teaching for Learning

Gulinna A, Instructional Designer, Fort Hays State University

Andrew Feldstein, Assistant Provost for Teaching Innovation and Learning Technologies, Fort Hays State University

In fall 2016, we supplemented our face-to-face new faculty orientation with an online initiative that provided essential information through microlessons. Microlearning represents a significant shift from traditional workshops and is delivered either in person or through webinars. Our challenge is to engage faculty with content and one another by using all the tools at our disposal to deliver engaging, timely, and focused content.

Outcomes: Understand the role of microlessons in creating timely and effective learning experiences • Differentiate between microlearning and chunked learning • Conceptualize how to convert an hour-long workshop into a 5-minute microlesson

Refreshment Break, Community Posters, and Corporate Displays
EVERGREEN BALLROOM, 1ST FLOOR

The LMS as Learning Space: Leveraging a Transition for Teaching Innovation
EVERGREEN BALLROOM, 1ST FLOOR
Session Type: Poster Session
Delivery Format: Poster Sessions
Track: Teaching for Learning

Ksenia Ionova, Instructional Designer, Cornell University

Robert Vanderlan, Associate Director, Center for Teaching Innovation, Cornell University

Can an LMS transition engage faculty in teaching innovation? This poster will consider how a transition can help faculty think of the LMS as a third learning space, beyond the classroom and homework. Drawing on a transition at a R1 institution, qualitative and quantitative data will illustrate how the transition increased teaching innovation and the adoption of evidence-based practices. Opportunities and obstacles in leveraging technology in teaching will be identified.

Outcomes: Learn how an LMS migration can be designed to leverage teaching innovation • Learn about the key elements of a successful pedagogy-driven transition • Identify the key opportunities and constraints to innovation

There's a "C" for That: How Mesa CC Redesigned Learning Opportunities

EVERGREEN BALLROOM, 1ST FLOOR

    Session Type: Poster Session

    Delivery Format: Poster Sessions

    Track: Designing for Learning

Linda Diann Collins, Chair, Department of Business and Information Systems, Mesa Community College

Debra LaVergne, CIS Occupational Program Director: Programming and Web Technology, Mesa Community College

Diane M. Meza, Director, Mesa Community College

The three Cs—collaboration, connection, and creativity focused on student learning—are at the heart of redesigning learning opportunities and success for higher education students while meeting the needs of industry. Let's explore in an engaging hands-on session how to apply the three Cs and a variety of streamlining techniques to fast-track your students' success and to quickly provide certified, skilled employees for the local workforce. Begin today and take your initial plan for redesign with you.

Outcomes: Collaborate through a shared vision of objectives and expectations • Connect and strategize using combined resources to achieve the goals • Create with dual focus on student success and quickly adjusting to industry needs

3:00–3:45 p.m.

Evidence-Based Blended Learning Design

REGENCY BALLROOM A–C, 2ND FLOOR

    Session Type: Breakout Session

    Delivery Format: Interactive Presentations

    Track: Evidence of Impact

Ronald D. Owston, University Professor Emeritus, York University

The presenter will discuss the implications for the design of blended learning programs of four research studies conducted at his university. Issues considered include student perceptions and success, the amount of time devoted to online activities, models for the redesign of large-enrollment courses, and whether STEM students are more successful than non-STEM students in blended courses. You'll have an opportunity to compare your own experiences with the findings of the four studies.

Outcomes: Identify design and implementation factors leading to student success in blended learning • Enhance blended learning course (re)design • Contrast research findings with personal experiences

Instructional Technology Community Group: Inspiration and Innovation—Learning space design and furniture provided by Steelcase Education, Silver Partner

GRAND BALLROOM B/C, 2ND FLOOR

    Session Type: Breakout Session

    Delivery Format: Discussion Circle

    Track: Teaching for Learning

Matthew L. Aron, Blended Curriculum Lead, Northwestern University

Sherri Nicole Braxton, Senior Director, Instructional Technology, University of Maryland, Baltimore County

This conceptual jam session will provide technophiles with an opportunity to reflect on and discuss the future of education and technology. What drivers are changing the way we do business? What are the hot trends, and what are we doing that's on the "bleeding edge"? How do we stay fresh and on top of the constant changes in the field? How do we manage this change and innovation in general?

Outcomes: Learn about processes used to both adopt and scale instructional technologies • Identify new trends and ways of using existing technology on your campus • Discuss the challenges and strategies of implementing innovation in the teaching and learning space

Stakeholder Management: Who Are the People in Your Neighborhood?

REGENCY BALLROOM D–G, 2ND FLOOR

    Session Type: Breakout Session

    Delivery Format: Hands-On Workshops

    Track: Leading Transformation

Diana Voss, Director of Academic Technology Services, Stony Brook University

Mr. Rogers always encouraged us to know the people in our neighborhood. Each neighbor in Mr. Rogers's neighborhood had a specific job, role, or skill. If your institution's president asked you to form a committee to solve a problem, would you know whom to pick? Session participants will take part in activities to improve their networking and communication skills, focusing on the idea that when you get "the call," you know who the "people that you meet each day" are that can help.

Outcomes: Identify obstacles to participating in cross-organizational projects • Create meaningful business networks to expand your social graph • Develop an individual action plan for meaningfully growing and sustaining your network

Where to Start with Student Success Initiatives

GRAND BALLROOM A, 2ND FLOOR

    Session Type: Breakout Session

    Delivery Format: Interactive Presentations

    Track: Student Success

Leah Lang, Director of Analytics Services, EDUCAUSE

Kathe Pelletier, Director of Student Success Community Programs, EDUCAUSE

D. Christopher Brooks, Director of Research, EDUCAUSE

Degree planning, early alert, analytics dashboards, oh my! When you are swimming in student success technology options, how do you know where to start and whether your institution is ready? 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

XR in Education: Past, Present, and Future
AUDITORIUM, 3RD FLOOR
   Session Type: Featured Session
   Delivery Format: Featured Session

Paul Martin, Chief Technologist, HP Inc

This session will cover the early work in XR, leading to current solutions and how they are being successfully used by today's leaders in education. Several examples will be discussed in detail, in terms of technology and efficacy. We will also cover the game-changing technological advances in computing, graphics, optics, human I/O, connectivity, and platforms in 2020 and beyond. The next generation of XR devices will have the power to dramatically change the approach to learning.

Outcomes: Background on today's XR technologies • How XR is being used effectively in education today • A peek at the amazing XR technology advances coming in the next two to three years

3:15–4:30 p.m.

Digital Eleon 2.0
EVERGREEN FOYER EAST, 1ST FLOOR
   Session Type: Activity
   Delivery Format: Mixed Reality (XR) Hands-On Demonstrations

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

Faculty and staff from Wellesley College have built a fully immersive and interactive VR environment that explores new possibilities for presentation and analysis of an ongoing research excavation in central Greece. This "tool," which has been used in coursework at Wellesley and research more broadly, allows viewers to experience the excavation area as a physical space of individual tombs within a larger architectural complex. This software has been completely rebuilt in 2019, redesigning the experience to focus the user's attention on key portions of the site and improve functionality.

Global Spaces: Developing an Extended Reality Pedagogy
EVERGREEN FOYER EAST, 1ST FLOOR
   Session Type: Activity
   Delivery Format: Mixed Reality (XR) Hands-On Demonstrations
   Track: Digital & Information Literacy

Timothy Schaffer, Educational Technologist, New York University

As part of an immersive seminar focused on place-based experiential learning, Global Liberal Studies students create XR projects based on 360° footage gathered in multiple global sites. To facilitate the project, faculty partner with an educational technologist to create assignment models, learning outcomes, grading rubrics, and training for the Wonda Spaces authoring tool. This session will include a technology demo, as well as pedagogical models and faculty support developed for this course.

Outcomes: Apply an XR project grading rubric to a sample project • Discuss ways to support implementation of XR in the digital humanities curriculum • Model XR assignments that ask students to apply theoretical conceptions of place in the analysis of local, regional, national, and global forces that have shaped the character of a city

4:00–4:45 p.m.

Bells and Whistles or True Change? Demonstrating Impact
AUDITORIUM, 3RD FLOOR
   Session Type: Featured Session
   Delivery Format: Featured Session
   Track: Evidence of Impact

Eli Collins-Brown, Director, Coulter Faculty Commons, Western Carolina University

How do educational development/teaching and learning centers go beyond measuring participation and satisfaction of programs and services to measuring institutional impact? In this session, we will address the challenges centers have experienced in determining how to conduct an impact study. Through the presentation of three different approaches, we will discuss the benefits and challenges of each approach and determine which one may fit your institutional structure and culture.

Outcomes: Compare and contrast methods of gathering, analyzing, and presenting data • Discuss the benefits and challenges of measuring the impact of educational development centers or units • Gain access to at least 2 freely available evaluation resources

Can Inclusive Design Empower Instructional Transformation?
REGENCY BALLROOM D–G, 2ND FLOOR
   Session Type: Breakout Session
   Delivery Format: Interactive Presentations
   Track: Spaces for Learning

Kaitlyn Marie Alohilani Corlett, Project Assistant–The Innovation Hub, University of Toronto
Steven Bailey, Director, Academic + Campus Events, University of Toronto
Julia Smeed, Innovation Hub Project Officer, University of Toronto
Emily Ling, Architect | Project Manager | Learning Space Specialist, University of Toronto

Classroom design affects many stakeholders, including instructors, students, and staff. To understand the needs of all, U of T's Transforming the Instructional Landscape team delved into their experiences using human-centered design techniques and emerged with a perspective of classroom redesign that considers how interpersonal, digital, physical, and emotional connections affect learning and instruction. We will share our experience and the design principles we developed.

Outcomes: See how design thinking can engage a range of stakeholders in greater depth than surveys • Learn what we learned about implementing a design thinking process in the U of T community • Apply any useful principles for use to your own understanding of instructional spaces

OpenSimon Toolkit for Learning Engineering: Analytics to Improve Design—Learning space design and furniture provided by Steelcase Education, Silver Partner
GRAND BALLROOM B/C, 2ND FLOOR
   Session Type: Breakout Session
   Delivery Format: Hands-On Workshops
   Track: Designing for Learning

Erin Czerwinski, The Simon Initiative TEL Ecosystem Product/Community Manger, Carnegie Mellon University

Norman Bier, Director, Open Learning Initiative. Executive Director, Simon Initiative, Carnegie Mellon University

In support of a growing learning engineering community, CMU offers the OpenSimon toolkit, a range of techniques, tools, content, and code. Join us as we share our idea of learning engineering, the technologies to support each part of the iterative improvement process, and the role of data in the design and improvement of learning materials. Participants will engage in a small-group exercise to explore sources of data, analyze that data, and brainstorm strategies to improve learning outcomes.

Outcomes: Learn about learning engineering and the role of data in the design and improvement of learning materials • Relate the iterative improvement cycle of learning engineering to techniques, tools, and analyses • Construct improvement strategies from analyses of student performance data

Panel Presentation: Engaging Faculty in the Development of Adaptive Curricula
REGENCY BALLROOM A–C, 2ND FLOOR
   Session Type: Breakout Session
   Delivery Format: Lightning Round

Stanley Kruse, Instructional Designer, Colorado State University

Joshua Caulkins, Assistant Director School of Life Sciences, Arizona State University

Tonya Buchan, Instructional Designer, Colorado State University

Karen Vignare, Executive Director Personalized Learning Consortium, Association of Public and Land-grant Universities (APLU)

Kevin Dranuski, Senior Instructional Designer, Cuyahoga Community College

Susan Adams, Instructional Designer, Achieving the Dream, Inc

This session will consist of reports from three institutions pioneering the adoption of adaptive technology: Arizona State University, Cuyahoga Community College, and Colorado State University. Their reports will focus on their engagement with faculty to diffuse adaptive innovations across a variety of curricular contexts.

Outcomes: Describe strategies for collaborating effectively with large groups of faculty and explain needs and challenges when scaling evidence-based teaching with innovative technologies • Understand the importance of engaging faculty in student success through adaptive learning by launching a faculty learning community and aligning faculty support staff with discipline specific faculty • Identify evidence-based teaching practices that support student success in courses using courseware

Perceptions of Online Privacy at the Intersections of Teaching and Learning
GRAND BALLROOM A, 2ND FLOOR
   Session Type: Breakout Session
   Delivery Format: Interactive Presentations
   Track: Analytics

Megan Christina Masters, Director, Academic Technology Experience, University of Maryland

Cory Tressler, Director of Learning Programs & Digital Flagship, The Ohio State University

This session will be led by institutional leaders within the fields of learning analytics and academic technology from two different high-enrollment R1 universities. The speakers will discuss real-world experiences navigating the intersections between the risks associated with exchanging personal data for (real or perceived) institutional benefits, the increase in the use of student-related data across higher education, and the implications of these landscapes on the large-scale deployment of academic technology.

Outcomes: Understand faculty and student perceptions of online privacy and the use of student data • Consider the trade-offs to consider when developing institutional policies • Learn strategies to use when deploying large-scale digital assets

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6:00–6:45 p.m.

VIP Reception—by invitation only
EQUES, 2ND FLOOR

Wednesday, March 4

7:30–8:30 a.m.

Breakfast
GRAND BALLROOM E–K, 2ND FLOOR

7:30–11:00 a.m.

Braindate Lounge Open
EVERGREEN BALLROOM, 1ST FLOOR

You came here to meet great people and learn about new things. But how do you spark those meaningful conversations? It all starts with a braindate. Braindates are about sharing knowledge. They are one-on-one or group conversations that you book with other participants while you're at the 2020 ELI Annual Meeting. It's simple:

1. Log in to Braindate to create your profile
2. Explore the topic market, where all participants (including you!) post the knowledge they are willing to share.
3. Pick something you want to learn or create your own topic.
4. Book your braindates and meet in person at the Braindate Lounge.

If you have any questions, stop by the Braindate Lounge and our Learning Concierges will get you started.

7:30 a.m.–12:00 p.m.

Mother's Room Open
GREEN ROOM, 3RD FLOOR

Registration Desk Open
GRAND FOYER EAST, 2ND FLOOR

Speaker Ready Area Open
GRAND FOYER EAST, 2ND FLOOR

8:00–9:15 a.m.

ELI 2020 Analytics Leadership Seminar, Part 3—Sponsored by AEFIS
LARCH, 3RD FLOOR
Note: Separate registration and fee are required
Session Type: Additional Fee Program
Delivery Format: Interactive Presentations

Ian Dolphin, Executive Director, Apereo Foundation

Linda D. Feng, Software Architect, Unicon, Inc.

Mitchell Colver, Senior Data Analyst, Utah State University

Kimberly Arnold, Senior Eval Consultant and LA Lead, University of Wisconsin–Madison

The seminar will focus on policy and practice surrounding institutional use of analytics and big data, with a specific focus on the emerging field of learning analytics. Different approaches within the broad landscape of educational data sciences will be demarcated, including academic analytics, educational data mining, and learning analytics. Particular attention will be given to institutional readiness for learning analytics approaches, emphasizing broad requirements for clarity of purpose, an open ethical framework, and inclusive and open governance as the basis for leadership, communication, and developing consensus and buy-in, including buy-in from learners. Real-world institutional stories, including experiences from outside North America, will illustrate and ground the conversation throughout. Collaborative discussions and facilitated activities will give attendees an opportunity to experiment with strategic leadership frameworks related to analytics initiatives.

Outcomes: Work with and evaluate various strategic frameworks designed for analytics initiative planning, rollout, and sustainability • Acquire and begin using common language surrounding central issues of effective analytics leadership • Gain insight into embedding effective and ethical frameworks in policy and governance and collaboratively discuss effective approaches to this work

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8:30–9:15 a.m.

Ethics and Privacy in Learning Analytics: Implications for Higher Ed—Learning space design and furniture provided by Steelcase Education, Silver Partner
GRAND BALLROOM B/C, 2ND FLOOR
Session Type: Breakout Session
Delivery Format: Discussion Circle
Track: Analytics

Kimberly Arnold, Senior Eval Consultant and LA Lead, University of Wisconsin–Madison

Robin Pappas, Instructional Innovation Program Manager, Oregon State University

Marcia Ham, Learning Analytics Consultant, The Ohio State University

In a data environment where data breaches are becoming more prevalent and Congress is calling for more accountability and transparency surrounding data practices, institutions of higher education need to prioritize discussions about ethics and privacy in learning analytics. We need your experience, thoughts, and perspectives as we discuss this complex space in this jam session.

Outcomes: Understand the current landscape of student privacy policy as it relates to learning analytics • Actively contribute to the discussion about implications and approaches toward student privacy • Frame up large issues for consideration surrounding ethics in learning analytics

Extended Reality (XR) in Higher Education: Year 3 of the Campus of the Future Research Project
REGENCY BALLROOM A–C, 2ND FLOOR
Session Type: Breakout Session
Delivery Format: Interactive Presentations

D. Christopher Brooks, Director of Research, EDUCAUSE

Virtual reality, augmented reality, and 3D scanning and printing technologies—collectively called extended reality (XR) tools—are being adopted across higher education in service to the teaching and learning mission. In this session, we will present key findings from the three years of collaboration between HP & EDUCAUSE on the Campus of the Future research project. We will also include selected case studies and examples of leading XR projects in higher education, serving as illustrations of the potential for these technologies to further the postsecondary teaching and learning mission.

Outcomes: Learn about how the variety of XR technologies can best support applications in various disciplines • Learn about XR technologies that could be effective for achieving learning objectives for a course at your institution • Understand the challenges and opportunities for adopting and deploying XR technologies across campus

Innovate Grading with Gradescope: Faculty Attitudes and Implementation
REGENCY BALLROOM D–G, 2ND FLOOR
Session Type: Breakout Session
Delivery Format: Interactive Presentations
Track: Learning Horizons

Yi Luo, Instructional Designer, Harvey Mudd College

James Michael Sadler, Instructional Technologist, Harvey Mudd College

Elizabeth Hodas, Senior Director, Academic and Research Computing Services, Harvey Mudd College

Aashita Kesarwani, Scientific Computing and Data Science Specialist, Harvey Mudd College

What is Gradescope, and how does this grading tool impact teaching and learning? We will present results from a survey and a faculty discussion: faculty attitudes, the practical aspects of using Gradescope, and how it affects pedagogy. We will also discuss a computer science course in which Gradescope is part of a customized programming environment. The adaptability and flexibility of Gradescope to integrate well with GitHub, GitHub Classroom, Docker, and Sakai enables a seamless learning experience for students.

Outcomes: Identify the capabilities of Gradescope that can make grading fairer and more consistent while saving grading time • Discover how a CS course integrates Gradescope with GitHub, Docker, and GitHub Classroom to enable a seamless learning experience for students • Discuss experience and best practices of integrating grading tool(s) into STEM courses

Innovative Classroom Design on a Budget: Did It Work?
AUDITORIUM, 3RD FLOOR
Session Type: Featured Session
Delivery Format: Featured Session
Track: Spaces for Learning

Andreas Brockhaus, Executive Director, Office of Digital Learning & Innovation, University of Washington Bothell

Ana Thompson, Learning & Access Designer, University of Washington Bothell

To promote active learning, the University of Washington Bothell converted 12 general use classrooms in three weeks and on a tight budget to a flexible classroom design. How well did it work? What was the faculty response? What did the students think about the change? Join us as we explore together what we did and the impact, as well as present ideas that you can adapt on your own campus to design classrooms that promote student engagement.

Outcomes: Discover how to quickly redesign classrooms to enhance active learning • Learn about the impact of flexible classrooms on student engagement • Identify key space design strategies, including accessible design

Untangling LMS Support: How a Reorg Unearthed Competing Values
GRAND BALLROOM A, 2ND FLOOR
Session Type: Breakout Session
Delivery Format: Interactive Presentations
Track: Leading Transformation

Ben Brinkley, Director, Application Services, University of Oregon

Carol Gering, Associate Vice Provost for UO Online, University of Oregon

Join us for a case study of reorganization and clashing cultures. CAROL was hired by the University of Oregon to bring cohesion to online education. BEN was charged with developing a new LMS service model as part of campus-wide IT centralization. Our joint work to untangle support roles revealed fundamental differences in how we measured effectiveness. This session will engage you in an exploration of your own institution's culture conflicts as we share tools used to negotiate success.

Outcomes: Articulate opposing perspectives on a controversial issue (centralization vs. decentralization of services) • Consider how implicit definitions of success shape organizational behavior • Identify opportunities for collaborative change management

9:15–11:00 a.m.

Accessible Classroom Technology: Demonstrations and Discussions
EVERGREEN BALLROOM, 1ST FLOOR

Join us for an exploration of the technology supporting accessibility in the classroom. Throughout the day on Tuesday and Wednesday, we will have demonstrations of available technology, opportunities for hands-on experience, and time to discuss the implications with your peers. The specific schedule is coming soon! Please keep your eyes peeled for activities and times in the online agenda.

9:30–10:15 a.m.

Active Learning Spaces Initiative: Reshaping the Classroom Landscape
GRAND BALLROOM A, 2ND FLOOR
Session Type: Breakout Session
Delivery Format: Interactive Presentations
Track: Spaces for Learning

JT Singh, Senior Associate Vice President & CIO, West Chester University of Pennsylvania

Esther Smidt, Associate Professor of TESOL, West Chester University of Pennsylvania

Rui Li, Executive Director–Distance Education, West Chester University of Pennsylvania

Our university-wide active learning space initiative aimed to foster technology innovation and teaching effectiveness in active learning classroom (ALC) spaces. We asked the following research questions: Does the participation in the initiative increase faculty satisfaction and effective use of the ALC? Does the use of the ALC have positive impacts on student learning? We'll share our findings and provide recommendations.

Outcomes: Identify the essential elements of an ALC • Draft a basic plan for a potential active learning space initiative at your institution • Understand opportunities and challenges associated with implementing ALCs on your campus

Ask the Magic 8 Ball: Why Do Students Resist Active Learning?
REGENCY BALLROOM A–C, 2ND FLOOR
Session Type: Breakout Session
Delivery Format: Interactive Presentations
Track: Leading Transformation

Cody Connor, Assistant Director of Instructional Design, Purdue University

Matthew L. Aron, Blended Curriculum Lead, Northwestern University

Building active learning into classes pushes faculty and students out of their comfort zones. Can we leverage student and faculty motivation and learning science to better support these initiatives? In this interactive session, we will explore answers to these questions through case studies, evidence from the literature, and the strategies used at two very different universities.

Outcomes: Learn to untangle student and faculty resistance to evidence-based teaching and learning innovations • Analyze other institutions' models that optimize active learning strategies • Appraise institutions' efforts toward integration of active learning • Discover ways to leverage your institutional roles to optimize efforts

Faculty Perspectives on Edtech Engagement Strategies
AUDITORIUM, 3RD FLOOR
Session Type: Featured Session
Delivery Format: Featured Session
Track: Teaching for Learning

Jacob E. Larsen, Director, Language Studies Resource Center, Iowa State University of Science and Technology

Karina Silva, Lecturer/Assistant Director, Iowa State University of Science and Technology

Faculty often hesitate to engage with educational technology for different reasons, including attitude and motivation. Building on findings from previous research, we surveyed faculty attitudes toward different engagement strategies and found clear preferences and motivating factors. A comparison with administrators' perspectives reveals that the two groups do not agree on the efficacy and motivational value of several common faculty engagement strategies, prompting a need for revised approaches.

Outcomes: Articulate faculty edtech engagement priorities and challenges • Identify the different perspectives and attitudes of faculty regarding edtech engagement strategies • Be better prepared to take up the discussion at your institution and draw on a network of other attendees for continued exploration and support

Keeping Personalized, Data-Driven Faculty Development on the Rails—Learning space design and furniture provided by Steelcase Education, Silver Partner
GRAND BALLROOM B/C, 2ND FLOOR
Session Type: Breakout Session
Delivery Format: Hands-On Workshops
Track: Teaching for Learning

Will Kerr, Instructional Designer, Georgia State University

Justin Lonsbury, Director of New Learning Models, Georgia State University

Sarah Hepler, Manager, Instructional Design, Georgia State University

In this hands-on workshop, we'll model a strategy for turning diverse faculty experiences, interests, and insights into sharable, scalable, data-driven learning improvement pilots grounded in learning sciences and backed by best practices. You'll leave with a ready-to-go learning improvement pilot plan as well as resources to lead your own faculty development workshops back home.

Outcomes: Practice ways to help faculty select and test pedagogical best practices backed by learning sciences • Practice a valid and reliable learning improvement pilot design process that supports innovation sharing and scaling • Review data sources often available to faculty and centers of teaching that can inform learning improvement pilots

The Collaborative Benefits of Academic Advising and Dynamic Technology
REGENCY BALLROOM D–G, 2ND FLOOR
Session Type: Breakout Session
Delivery Format: Interactive Presentations
Track: Student Success

Brett McFarlane, Associate Director of External and Institutional Partnerships, NACADA at Kansas State University

Wendy Gates Troxel, Director–NACADA Ctr for Research, NACADA at Kansas State University

Academic advisors' roles and responsibilities have become increasingly complex as they incorporate technological supports. This session will address the aspirational elements of technology-enabled advising by grounding it in the literature and through a discussion of intended and unintended consequences of tools and processes. Participants will generate actionable steps to strengthen the use and influence of advising-related technologies on student success.

Outcomes: Discuss the role of technology in academic advising and its connections to student success • Explore the benefits and challenges of involving the academic advising community in the selection, delivery, and assessment of advising technologies • Generate an action plan for better integration of advising-related technology toward student success

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10:15–11:00 a.m.

A Cross-Institutional Model for Curricular Transformation
EVERGREEN BALLROOM, 1ST FLOOR
Session Type: Poster Session
Delivery Format: Poster Sessions
Track: Leading Transformation

Luca Giupponi, Educational Technology Specialist, Michigan State University

How do you get 14 different institutions to pursue a unified agenda? We will illustrate a project supporting historically isolated, low-enrollment, and undersupported less commonly taught language (LCTL) programs to cross-institutionally develop, teach, and distribute online courses through the Big Ten Academic Alliance (BTAA). We'll also share strategies for identifying faculty champions, empowering development teams, and ensuring sustainability.

Outcomes: Define limitations of an isolated and localized LCTL program model • Identify strategies for selecting and empowering cross-institutional faculty teams • Discover principles for effective cross-institutional professional development and program support

Are We Ready for Next Generation Digital Learning Environments?
EVERGREEN BALLROOM, 1ST FLOOR
Session Type: Poster Session
Delivery Format: Poster Sessions
Track: Spaces for Learning

Adam Hain, Stanford University

Kathryn Dirkin, Professor, Central Michigan University

The NGDLE is designed to foster iterative improvement, varying across institutions. We asked, What is the current state of digital environments and integration? The session will begin with a brief discussion of findings on IDs, LMSs, and digital tool integration. Next, participants will elaborate on key themes and establish a current state of NGDLEs. We will then engage in a gap-filling protocol bridging current and future states. Research interests will be shared, in service of creating a CoP.

Outcomes: Discuss the findings of a nationwide survey of the instructional designer's role in building digital learning environments • Collaboratively expand on research findings to establish a current state for gap-filling protocol • Brainstorm ideas to bridge the gap between the current and future state of NGDLEs

Connecting the Dots: Solidify Your Active Learning Vision
EVERGREEN BALLROOM, 1ST FLOOR
Session Type: Poster Session
Delivery Format: Poster Sessions
Track: Spaces for Learning

Katelyn Venia, Space Design Strategist, The Ohio State University

Amber N. Sherman, Professional Learning Programs Manager, The Ohio State University

Consider the state of your institution's active learning program and active learning classroom (ALC) design. Do you have defined processes, useful data sources, and a clear vision to guide future directions? Or do you still need to connect the dots? Learn how Ohio State's classroom design and active learning programming are evolving together to scale support across a large university.

Outcomes: Evaluate key operations for your institution's classroom design and active learning program • Identify data and feedback sources that can inform a strategy responsive to instructor and student needs • Consider the "vision" for ALC design and/or active learning programming at your institution

Creating an XR Initiative from the Ground Up
EVERGREEN BALLROOM, 1ST FLOOR
Session Type: Poster Session
Delivery Format: Poster Sessions
Track: Leading Transformation

Marilyn Dispensa, Instructional Designer, Ithaca College

Mark L. Fink, Director, Teaching and Learning with Technology, Ithaca College

Christine Havens-Hafer, Assistant Professor, Ithaca College

Becky Lane, Instructional Designer–XR, Ithaca College

The changing role of higher education requires utilizing XR technologies that optimize learning. While education innovators understand the imminent need for media fluency in this arena, implementing a successful change process presents challenges for adoption. This active learning session will allow attendees to identify resources required, create a strategy for adoption, and review examples of successful collaborations for consideration at their campuses.

Outcomes: Identify resources (staff, space, hardware, and software) necessary for your campus • Translate current learning technologies into the XR experience • Develop strategies and utilize examples provided for ensuring a successful campus adoption process

Cross-Institutional Professional Development and Collaboration
EVERGREEN BALLROOM, 1ST FLOOR
Session Type: Poster Session
Delivery Format: Poster Sessions
Track: Leading Transformation

Michele Kelmer, Manager, Digital Education Programs and Initiatives, Indiana University Bloomington

Diane Espy, Marketing and Communications Manager, Teaching and Learning with Technology, The Pennsylvania State University

Are you looking for new ways to offer professional development to your colleagues? Learn about the first virtual conference organized by the Big Ten Academic Alliance Women in IT Peer Group. A virtual conference delivers high-quality, tailored professional development from across the world directly to your campus. Hear how we did it (learn from our mistakes!), talk to us about potential roadblocks, and connect with other ELI attendees so you can work collaboratively.

Outcomes: Learn how to deliver a virtual symposium (identifying and inviting speakers, communication, setting up technology, etc.) • Identify benefits and possible barriers to implementing a virtual symposium at your institution • Identify potential collaborators from similar institutions that share similar needs and challenges

Empowering Teaching and Learning Through AR/VR
EVERGREEN BALLROOM, 1ST FLOOR
  Session Type: Poster Session
  Delivery Format: Poster Sessions
  Track: Leading Transformation

Brian Faggin Batista, Immersive Technology Analyst, University of North Carolina at Chapel Hill

Lynn Eades, Health Technology Librarian, Health Sciences Library, University of North Carolina at Chapel Hill

Nandita Mani, Associate University Librarian for Health Sciences & Director, Health Sciences Library, University of North Carolina at Chapel Hill

The presenter will share, via an interactive poster and devices, several ways you can empower students, faculty, and staff to integrate augmented and virtual reality (AR/VR) in instruction and research. The focus will be on actual examples and applications. The presenter will also share the AR/VR ecosystem that has been developed at UNC-Chapel Hill as a result of library initiatives, including resources, small grants, and outreach to potential collaborators.

Outcomes: Get examples you can use to motivate students, faculty, and staff to learn about and use AR/VR • Discuss different models of supporting AR/VR exploration and use • Share your own examples of AR/VR integration in instruction and research and learn from other attendees

Fostering Faculty Competencies for Innovation
EVERGREEN BALLROOM, 1ST FLOOR
  Session Type: Poster Session
  Delivery Format: Poster Sessions
  Track: Leading Transformation

Rachel K. Niemer, Director, Outreach and Access–Academic Innovation, University of Michigan–Ann Arbor

Michael Goudzwaard, Learning Designer, Dartmouth College

Faculty working on successful learning innovation projects exhibit certain core competencies or mindsets. Depending on the structure of innovation organizations on higher ed campuses and the overarching innovation culture at the institution, these can be met in various ways. This highly interactive session will give participants a chance to reflect on the innovation culture at their own institutions and discuss, in both small and large groups, the trends in innovation across higher education.

Outcomes: Explore a set of competencies and mindsets that are relevant to faculty innovation • Analyze the relationship between an institution's culture around innovation and the competencies/mindsets a faculty innovator needs • Apply these factors to map out the context for innovation at your own institution

Innovating from the Inside: Leading Change Within Your Organization
EVERGREEN BALLROOM, 1ST FLOOR
  Session Type: Poster Session
  Delivery Format: Poster Sessions
  Track: Leading Transformation

Christopher Sessums, Director, Academic Affairs, D2L

It's an old maxim about innovation: people inside the organization often see the next big thing coming, then have difficulty being heard or driving real change. Many of us have to be agents for innovation and change working with people who aren't necessarily as open to it. In this session, we will collectively explore this topic. You will be invited to share your insights as we explore ways to lead change and innovation within our current organizations.

Outcomes: Analyze a relevant case study with peers • Apply and share prior learning • Reflect on and share possible solutions

Innovating Smarter: 5 Leadership Hacks to Facilitate Change
EVERGREEN BALLROOM, 1ST FLOOR
  Session Type: Poster Session
  Delivery Format: Poster Sessions
  Track: Leading Transformation

Mary Catherine O'Neill, Associate Director, Loyola University Maryland

Take time to reconnect with what makes you tick as a leader by sharing best practices that allow you and your organization to adapt to the changing learning styles and preferences of students, students' needs for information, and the technology used to infuse pedagogy and spaces. Develop a toolkit that you can use to persuade others to innovate smarter, foster collaboration, spot potential in others, use curiosity to generate momentum for change, and stay grounded with a practice of gratitude.

Outcomes: Define 3 practices energizing your leadership engagement • Critically examine 5 leadership practices used by a nonprofit academic library to innovate smarter and share institutional best practices • Commit to a "take action" challenge to extend the lessons learned to your own campus communities

Leveraging People, Space, and Systems to Ignite Active Learning
EVERGREEN BALLROOM, 1ST FLOOR
  Session Type: Poster Session
  Delivery Format: Poster Sessions
  Track: Leading Transformation

Richard Preville, Director of the Office of Classroom Support, University of North Carolina, Charlotte

Julie Ann Keith-Le, Instructional Designer & Technologist, University of North Carolina, Charlotte

This interactive presentation will share how to leverage people, space, and systems to ignite a culture of active learning on your campus. At UNC Charlotte, cross-campus collaboration ensured the building of flexible active learning classrooms, the creation of a faculty community of practice (the Active Learning Academy), and continued strategic changes in scheduling practices and future learning spaces. The academy has grown steadily, with members representing disciplines across campus.

Outcomes: Envision creating active learning spaces at your institution • Collaborate with colleagues and faculty across campus to engage in a community focused on active learning • Strategically plan for sustainable active learning culture and environments

Mentorship Magic: A Collaborative DLE Transition
EVERGREEN BALLROOM, 1ST FLOOR
Session Type: Poster Session
Delivery Format: Poster Sessions
Track: Leading Transformation

Glenn Spiczak, Professor, University of Wisconsin–River Falls

Mialisa Moline, Professor and Chair of Faculty Senate, University of Wisconsin–River Falls

John Murphy, Teaching and Learning Technologies Department Manager, University of Wisconsin–River Falls

The University of Wisconsin River Falls created a mentorship program for a transition to a new digital learning environment (DLE). This work involved migrating substantial content within a short time frame and training faculty, staff, and students. Participating mentors were first trained to create and deliver content; they then trained and mentored their colleagues. This mentorship program increased subject matter expertise early on, leading to a successful outcome of adoption and usage.

Outcomes: Understand the process involved in a successful DLE-transition mentorship program • Consider multiple aspects of the value of an inclusive strategic planning process • Understand ways this program model can be applied to other transformational digital changes in the academy

Ready Leader One: A Simulated Approach to Boosting Your Service Design
EVERGREEN BALLROOM, 1ST FLOOR
Session Type: Poster Session
Delivery Format: Poster Sessions
Track: Leading Transformation

Leslie Shoaf, Service Development Coordinator, The Ohio State University

Jeffrey Vernon, Strategic Initiatives Manager, The Ohio State University

Celia Soller, Student Market Research Assistant, The Ohio State University

Margaret Ricci, Principal Online Instructional Technologist, Indiana University

How can we inspire and manage efficient transformation in order to improve services related to learning technology? Leaders at Indiana University and Ohio State will share techniques and strategies they're currently using to advance service design and spark organizational change. This session will demonstrate an iterative, agile, and holistic model for service design that flips the script on the way it's been done in the past.

Outcomes: Describe at least 5 advanced strategies for proactively improving service design • Apply at least 5 of the presented concepts to your work and university needs • Assess the potential success of divergent approaches to improving service design

Refreshment Break and Community Posters
EVERGREEN BALLROOM, 1ST FLOOR

Sharing Truth: Curricular Transparency at Michigan with Atlas
EVERGREEN BALLROOM, 1ST FLOOR
Session Type: Poster Session
Delivery Format: Poster Sessions
Track: Leading Transformation

Caitlin Holman, University of Michigan–Ann Arbor

August E. Evrard, Professor of Physics and Astronomy, University of Michigan–Ann Arbor

How much do you know about the courses, instructors, and majors on your campus? At the University of Michigan, a new service called Atlas offers visual summaries of these elements and more across 18 schools and Colleges in Ann Arbor. Join us as we review Atlas service features, describe efforts to foster a community of practice around curricular transparency, and promote discussion about a future in which student curricular pathways and outcomes are analyzed across multiple institutions.

Outcomes: Learn about Atlas features and how to spin up a similar service • Examine multiple stakeholders involved in launching Atlas and how to increase buy-in • Learn about opportunities to engage in research around student choice and outcomes

Shifting the Mission from Assisting to Empowering Online Faculty
EVERGREEN BALLROOM, 1ST FLOOR
Session Type: Poster Session
Delivery Format: Poster Sessions
Track: Leading Transformation

Jonathan Gunnell, Director, Center for eLearning Initiatives, The Pennsylvania State University

How do you shift the focus of an e-learning center from assistance to empowerment? As the number of online courses grows, providing full-service support becomes a challenge. Our center initiated a strategic plan aimed at increasing faculty development opportunities for faculty teaching online courses in an effort to lessen the reliance on individualized support from course production staff. Share how your institution is retaining quality while scaling as we share lessons learned in this shift.

Outcomes: Reflect on changes in online course development support services at your institution • Respond to concerns from faculty and staff when the strategic plan forces a change in culture • Identify possible strategies for increasing the efficiency and quality of online course development without increasing budget

The ACE Framework: Case Studies on Communicating Microcredentialing
EVERGREEN BALLROOM, 1ST FLOOR
Session Type: Poster Session
Delivery Format: Poster Sessions
Track: Leading Transformation

Scott Schopieray, Assistant Dean for Academic and Research Technology, Michigan State University

Stephen R. Thomas, Curriculum Developer, Michigan State University

Often when talking to faculty, administration, or students, people get a glazed-over look as soon as words like microcredentialing, badging, and e-portfolios are used. In this new teaching and learning landscape, we need methods to communicate and plan innovative educational approaches across these various stakeholders. This poster will introduce a framework for planning and communicating informal learning programs and will put the framework in context with examples from Michigan State University.

Outcomes: Understand the difficulties in communicating nontraditional accreditation methods to academics • Translate a co-curricular experience into competencies, experiences, and artifacts • Explore the interactions between competencies, experiences, and artifacts in your own context •

The Design of an Immersive Informal Learning Space for STEM Education
EVERGREEN BALLROOM, 1ST FLOOR
Session Type: Poster Session
Delivery Format: Poster Sessions
Track: Spaces for Learning

Merve Basdogan, Doctoral Candidate, Indiana University

Meina Zhu, Wayne State University

Anastasia Morrone, Associate Vice President, Learning Technologies, and Dean for IT, Indiana University-Purdue University Indianapolis (IUPUI)

Chris Andrews, Research Assistant, Indiana University Kokomo

Given that learning is a social activity, space design should create comfortable, immersive spaces for learners to meet and collaborate, yet how students use and perceive these spaces has not been well studied. Examining students' use of immersive informal learning spaces is vital to space design. This session will share students' experience in a space called the Idea Garden. Session attendees will share their experiences in designing immersive informal learning spaces on their campuses.

Outcomes: Learn about the design of the Idea Garden as an immersive informal learning space • Explore STEM students' use and perceptions of the learning affordances of immersive informal learning spaces • Explore the benefits and challenges of designing immersive informal learning spaces for STEM education

The EDUCAUSE Learning Technology Leadership Program: Leadership Development for T&L Professionals
Session Type: Poster Session
Delivery Format: Poster Sessions

Julian O. Allen, Chief Learning Innovations Officer, AVP, Georgia State University

Sherri Nicole Braxton, Senior Director, Instructional Technology, University of Maryland, Baltimore County

Rob Gibson, Director, Learning Technologies, Emporia State University

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

The Mosaic Blog: A Platform and Resource for Active Learning Classrooms
EVERGREEN BALLROOM, 1ST FLOOR
Session Type: Poster Session
Delivery Format: Poster Sessions
Track: Spaces for Learning

Tracey Birdwell, Program Director–Mosaic Initiative, Indiana University

Indiana University's Mosaic blog (https://blogs.iu.edu/mosaiciu/) gives our growing active learning classroom (ALC) community a platform to share their experiences with and contributions to Mosaic classrooms. The blog features faculty, student, and staff submissions and operates as a living repository of examples for teaching in ALCs.

Outcomes: Discover how IU worked with multiple stakeholders to create a community blog • Learn how to leverage a blog to create a repository of examples for teaching in an ALC • Identify how to create your own blog to support active learning classrooms

Think "Adaptive" When You Consider Adaptive Learning
EVERGREEN BALLROOM, 1ST FLOOR
Session Type: Poster Session
Delivery Format: Poster Sessions
Track: Leading Transformation

Enoch Park, QM/Online Learning Specialist, University of North Carolina, Charlotte

As institutions consider introducing and implementing adaptive learning courseware, what are the processes to select the right platform, build foundations, develop course content, set personalization, and launch the courseware? As adaptive learning courseware projects require collaboration among multiple constituents and integration of internal and external resources, how much flexibility would be needed to implement the projects?

Outcomes: Identify the phases and components of adaptive learning courseware development • Explore multidisciplinary, multiplatform experiences and locate the resources that helped the projects • Discuss the needs for transforming the roles and strategies in teaching with adaptive learning courseware

11:00 a.m.–12:00 p.m.

Introducing the *2020 EDUCAUSE Horizon Report™*—Sponsored by HP and Oracle, Platinum Partners

GRAND BALLROOM E–K, 2ND FLOOR

Session Type: General Session
Delivery Format: General Session

Malcolm Brown, Director of Learning Initiatives, EDUCAUSE

Tanya Joosten, Director, Digital Learning R&D, DETA Research Center, University of Wisconsin–Milwaukee

D. Christopher Brooks, Director of Research, EDUCAUSE

Join us for the official unveiling of the complete *2020 EDUCAUSE Horizon Report™*! With participation from the international expert panel, EDUCAUSE has worked to evolve the report's methodology to keep it apace with the rapid evolution of postsecondary teaching and learning, while at the same time preserving its traditions of identifying trends and emerging technologies and practices. In this session, we will take you on a tour of what is new in the 2020 report and we will have some of our panelists and authors on hand to share their insights and to respond to questions and discussions from the audience.

Outcomes: Learn about the new methodologies that inform the 2020 report • Learn about the report's findings, including the trends and emerging technologies and practices important for postsecondary teaching and learning • Understand how the report can assist in strategic planning for teaching and learning at your institution