Connected Learning: Opening Pathways, Enabling Collaborations

February 3–5 | New Orleans, Louisiana, and Online | Hilton New Orleans Riverside
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Welcome to the 2014 EDUCAUSE Learning Initiative’s Annual Meeting!

This year’s ELI Annual Meeting, “Connected Learning: Opening Pathways, Enabling Collaborations,” explores how connected learning captures the way that teaching and learning is rapidly evolving how faculty and students alike are leveraging the diversity of information technology, digital resources, and personal connections to construct unique pathways to accomplish individualized academic goals.

Complementing connected learning is the idea of new and breakthrough models. We know that providing access, improving quality, and demonstrating the value of teaching and learning are key concerns for higher education today. The innovation that is being called for now and in the future hinges on a deep understanding of learners’ cognition, business models, and learning outcomes. New models allow us to fulfill higher education’s mission, strategically blending traditional values and new approaches.

As has become traditional for the ELI Annual Meeting, the conference is thematically structured on the key T&L issues that you as a community helped to identify through ELI’s content anchor survey. These themes include the assessment of student learning, blended and online learning, academic transformation, digital literacies, and the evaluation of instructional innovations. As an example of how we use the anchors, our poster sessions have been organized into thematic “neighborhoods” enabling you to plan your visits in a way that supports your specific interests.

The ELI Annual Meeting strives to be a locus for exploration, networking, and learning. I encourage you to take advantage of all the opportunities the event affords. Join us in our flexible learning space for sessions exploring the potential of technology to make a difference in teaching and learning. Roll up your sleeves and program an Arduino board in our “mini-makerspace” sessions on Tuesday. Hear firsthand from faculty pioneering the use of Google Glass in their curriculum and explore hands-on how motion controllers can be used in a higher education context. You’ll find many innovaTED sessions in the program, which are 2-for-1 sessions featuring focused, TED-style presentations allowing for plenty of time for questions and discussions.

At EDUCAUSE, we look forward to the ELI Annual Meeting, as it gives us an intimate opportunity to engage with you. Please look for anyone with a red-and-white EDUCAUSE name badge and strike up a conversation about what’s on your mind. We are always on the lookout for innovative ideas, fresh perspectives, and new approaches. We want you to know that this is your meeting and that the ELI is your organization.

Thank you for joining us as we work to achieve our collective goal of advancing learning through IT innovation.

Sincerely,

President and CEO

The EDUCAUSE Learning Initiative (ELI) is where teaching and learning professionals come to learn, lead, collaborate, and share in the context of an international forum. Members benefit from the expansive emerging technology research and development that takes place collaboratively across institutions.

With hundreds of leading institutions of higher education participating, the ELI community is rich with dialogue, sharing, and collaboration among and between professionals, faculty members, and students. To learn more about ELI, including membership, visit educause.edu/ELI.
GETTING STARTED

NETWORK WITH COLLEAGUES

RECEPTION
One of the most valuable aspects of this meeting is the opportunity to connect face-to-face with fellow attendees. Please join us for the reception in the Jefferson Room on Monday, February 3 from 5:45–6:45 p.m., where you can relax over food and drinks and get to know your colleagues. A cash bar will be available; each attendee will receive one drink ticket. NOTE: Please wear your name badge for admittance, and badge stickers to let other attendees know more about you.

PARTICIPANT LISTS
Visit educause.edu/ELI14/RegList to search a list of your fellow attendees and sort by their interests, institution type, or geographical location. Use this as an opportunity to connect with other attendees on-site. (For noncommercial use by meeting attendees only; login required.)

NETWORKING STICKERS
Check out the ELI Sticker Bar located on the ELI publications table near the registration desk to identify areas of interest to you and maximize your on-site interactions.

CONTRIBUTE AND CONNECT
It’s easy to “connect” and “collaborate” with others, on-site and online:

- Join the Twitterati: Contribute to the ELI Annual Meeting Twitter feed. Tag your tweets with #eli2014.
- Become a fan: “Like” the ELI Facebook fan page and get updates on all things ELI.
- Be a photo journalist: Share your photos on Flickr by uploading to the ELI Annual Meeting group site at www.flickr.com/groups/eli2014.

VOTE ON THE 2014–15 CONTENT ANCHORS
Each year, the ELI conducts a crowdsourcing survey among the teaching and learning community to determine its content anchors for the coming year. From the list of possible topics, the top five or six anchors chosen serve as organizing themes for ELI events and publications. It’s time for the 2014–15 survey, and you can vote at http://goo.gl/Hmppcu. Be sure to share this survey link with all your teaching and learning colleagues!

MODEL LEARNING SPACE
Room design and furniture provided by Herman Miller.
We know that learning can happen anywhere, in both formal and informal spaces. Space—its configuration and its outfitting—contributes a great deal to learning. Stop by the model learning space in Versailles Ballroom to learn, explore, and interact. All Learnshops presentation sessions will take place in the model learning space.

POSTER SESSION “NEIGHBORHOODS”
This year, poster sessions will be grouped thematically, using the ELI content anchors. This way you’ll be able to make sure you can visit all the poster sessions that interest you. And don’t forget the digital poster gallery, our poster session in the cloud, educause.edu/ELI14/DPG.

UNVEILING OF THE 2014 HORIZON REPORT
Come to the Horizon Report session on Monday, February 3, from 4:45 to 5:45 p.m. Hear about which technologies will be key over the next five years for teaching, learning, and creative expression.

BADGING
This year, we’re continuing our badging initiative as a way to recognize your professional development at the annual meeting. The EDUCAUSE Learning Initiative will award eight badges. Visit educause.edu/ELI14/Badging for detailed information about the badges and the criteria for earning them, and how you can view and track your badges.

EDUCAUSE Learning Initiative Annual Meeting
NEW MEETING FEATURES

InnovaTED SESSIONS
To expand the range of topics covered at the annual meeting, we’re featuring new InnovaTED sessions. As the name suggests, each InnovaTED session will have a pair of 15-minute presentations with 15 minutes of Q&A and discussion.

LEARNSHOPS
Wave your hands and control your computer, program a circuit board, and get a front-row look at Google Glass: these are just some of the opportunities awaiting you at the annual meeting’s new Learnshop sessions. For makerspace sessions, please note: to participate, you must bring a laptop (not a tablet) to this workshop (Arduino is supported on Windows, Mac OS). You’ll need to download and install the free Arduino 1.5.5 BETA, or the latest version of 1.5 prior to the workshop, available from http://arduino.cc/en/Main/Software or at the information desk for thumb drives that can be checked out. This workshop spans two sessions and the material covered in the first half will not be repeated in the second.

MOBILE APP
Provided by campusM, Bronze Partner
Download the meeting mobile app for quick and easy access to the daily agenda, your personal itinerary, hotel maps, and the meeting session evaluations (Android, iOS, BlackBerry, and tablet versions are available). Access the best thinking at edudcause.edu/ELI14/Mobile-app.

ROAMING ROBOT
Provided by Double Robotics
New this year will be a special guest visiting with ELI annual meeting attendees. Double (a robot on wheels) is a remotely controlled mobile teleconferencing system, enabling conversations to happen anywhere and anytime. So, while taking in sessions, be on the lookout for our newest attendee and say hello (to the person or persons joining remotely!). To learn more, visit doublerobotics.com.

WIRELESS ACCESS
To access our wireless network, please follow the instructions below. Wireless is available during registration hours.
1. Open a browser on your device
2. Connect to the SSID PSAV_Event_Solutions
3. Enter the password edudcause (case sensitive)
4. Press Go or Enter
5. This will take you to the PSAV web page and you can now use the Internet as desired

Please be respectful and limit your use of personal MiFi devices. These will disrupt the wireless experience for those around you.

EVALUATIONS
Your feedback is critical for continuous improvement. You can participate in the following ways:

1. Sessions: Share your thoughts on sessions and speakers through the meeting mobile app, or the event program page at edudcause.edu/ELI14/Agenda.
2. Postconference evaluation: Shortly after the meeting you’ll receive an e-mail inviting you to complete an overall event evaluation. Your input is vital to improving future meetings and only takes 10 minutes to complete.

WEBCASTS
Webcast recordings provided by Sonic Foundry, Platinum Partner
Select general, featured, and selected interactive presentation sessions will be professionally streamed, recorded, and made available to you after the meeting. Webcasts are marked in the daily agendas with the icon above.

PROCEEDINGS
All speakers are invited to upload their presentation resources including slides, videos, and handouts, etc. These resources will be available to attendees at edudcause.edu/ELI14.

MEETING POLICIES

NAME BADGES
Your name badge verifies your registration and provides admission to functions. Please wear your name badge during the meeting.

MOBILE DEVICES
As a courtesy to the speakers and to other attendees, we ask that you silence all cell phones and mobile devices during meeting sessions. We also ask that you limit your mobile device usage so bandwidth is not exceeded.

AUDIO/VIDEOTAPING, DIGITAL RECORDING, AND PHOTOGRAPHY
Because all presentations and associated materials are the intellectual property of the speakers, attendees must obtain speaker permission to record a session or other activity in any medium. Attendees are allowed to record for commercial purposes only with prior permission from both EDUCAUSE and the speakers. EDUCAUSE reserves the right to ask attendees to move within or to leave a session venue if their use of technology is disruptive. By attending the meeting, attendees agree to the terms of the EDUCAUSE Image/Audio/Video Release Form, which allows images, audio, and video recorded on-site to be used for educational and promotional purposes.

Disclaimer: Content from meeting speeches, presentations, blogs, wikis, and feeds reflects the opinions of the authors and not necessarily those of EDUCAUSE or its members.


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Manager, Teaching and Learning Initiatives
Purdue University
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Sue Bauer       Reba-Anna Lee Tracie O. Lewis
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Brian Burchett  John Raible   Corey Ray
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Mike Caulfield  Marianne Schroeder Andria Schwegler
Allan Chen      Sean Sharp     Lisa A. Stephens
Amy Collier     Amy Sugar     Amy Sugar
Troy Courville  Kristen Vogt  Kristen Vogt
Ben Deaton      Patrick Whitaker
The best thinking in higher education IT will take place in Orlando, Florida, and concurrently online September 29–October 2. Join us and visit educause.edu/E14 for details.
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<td>Preconference Seminars</td>
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<td>Newcomer’s Orientation</td>
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PRECONFERENCE SEMINARS

PLEASE NOTE: Separate registration and fee are required to attend seminars.

Methods for Evaluating Technology-Based Instructional Innovations

SEMINAR 02

How to Investigate Connected Learning Environments on Campus

JASPERWOOD

Matthew Barritt, Research Fellow, Linda Knox, Learning Design Librarian, and Steven Lonn, Assistant Director, USE Lab and Library Learning Analytics Specialist, University of Michigan–Ann Arbor

What do faculty and students experience in connected learning environments? How can stakeholders better understand and describe the pedagogical, cultural, intellectual, institutional, and technical characteristics of these complex and unique spaces? How can stakeholders implement evaluation programs that allow them to first learn what to attend to, and then to gather both deep and broad information on the resulting themes in an organized, meaningful, and context-appropriate way?

Participants will discuss—and participate in a simulation of—a mixed-methods research process that begins with ethnographic tools to develop emergent themes that then lead to quantitative data gathering to explore broad applicability across the study population. The organizers will review their recent study of one connected learning environment, Michigan’s Design Lab 1, including observation and time-lapse image capture, interviews, focus groups, thematic analysis, and surveys (see http://www.scup.org/page/scup_phe/v42n1/observations). Participants will explore adapting and applying this approach in their own local contexts. The session will close with a discussion of how these methods can inform ongoing design processes for both existing and new connected learning environments.

Outcomes: Understand what constitutes a connected learning environment as defined by the current literature and leading work as well as by the session participants themselves • Understand the different research tools used, how they inform and support each other, and how they can be adapted • Understand how a coherent sequence of mixed methods can inform the emergence of research questions in an ongoing connected learning environment design process.
has jumped to the forefront of the academic technology landscape. If your institution is not currently in the MOOC space, chances are your leadership is asking you why not. In this interactive session, we will help you untangle the options so you can help your school make informed decisions. You will be interacting with the presenters and the other participants to identify the technological, pedagogical, and operational issues that should be addressed in determining a campus’s strategy for course delivery.

Outcomes: Identify options in the online learning landscape • Analyze your campus’s needs in this space • Understand why other campuses have made the choices they did • Draft a strategy to help your campus determine next steps • Choose and justify appropriate learning technologies and pedagogies for online/blended courses

ELI 2014 Leadership Seminar: Using MOOCs to Spur Innovation
ROOM DESIGN AND FURNITURE PROVIDED BY COMPUTER COMFORTS, BRONZE PARTNER

ELMWOOD

Amy Collier, Director of Digital Learning Initiatives, Vice Provost for Online Learning, Stanford University; Karen Vignare, Associate Provost, Center for Innovation in Learning, University of Maryland University College

Participants will have a chance to discuss strategies for spurring innovation on their campuses as leaders in a time of change. The agenda will include:

• An overview of leadership seminar goals
• A review of MOOCs as the context within which to explore some of the broader leadership issues that inform campus change efforts
• A discussion of leadership challenges in online innovation
• A review of literature on innovation in online and blended learning contexts
• A discussion on how to be a leader in a time of change
• A guide to building a leadership toolset
• A review of examples from practitioners on ways to take technology opportunities to build consensus/direction
• A discussion of ways to coach and align institutional teams to support innovation

8:30–10:30 a.m.

ELI Advisory Board Meeting
(Board members only)

FOUNTAIN
2:15–2:45 p.m.

**Refreshment Break**

*COURT ASSEMBLY FOYER*

2:15–4:30 p.m.

**POSTER SESSIONS**

*COURT ASSEMBLY FOYER*

*Emerging Technology, Future Models, and Academic Transformation*

### Changing the Culture of Learning One Class at a Time

**Vicky Cardullo**, Assistant Professor, **Wiebke Kuhn**, Information Technology Manager, and **Scott Simkins**, Lecturer, Auburn University

*Additional project contributor: Anna-Ruth Gatlin*, Interior Designer, Auburn University

Auburn University is planning a new central classroom facility that will contain a number of active learning classrooms. One classroom has already been built to gather information on effective classroom design and to create a community of active learning teachers. This session will focus on the development of this space and community and share assessment results of the first 10 courses taught that cover courses on different levels (core, upper level, graduate) and in different disciplines (English, psychology, health administration, education, communication, and others).

**Outcomes:**
- Learn about a faculty development model that connects teaching and learning directly with impacting the design of new learning spaces, including timeline, stakeholder participation, and assessment
- Learn about the evaluation tools we are using and explore our first set of findings

### Extreme Makeover: Course Edition: Inspiring Faculty to Innovate and Collaborate in Instructional Design

**Maggie Beers**, Director of Academic Technology, and **Noelia Mendoza**, Academic Technology Consultant, San Francisco State University; **Angelica Portacio**, Instructional Designer, University of San Francisco

This session will chronicle a design process that positively transformed the teaching with technology faculty development model at a large public California university. In alignment with several high-profile initiatives related to student access and academic success, teams of faculty were given the creative challenge of reinventing a course lesson using a variety of academic technologies. Faculty embraced the task with creativity and humor as they created course content, student engagement activities, and comprehensive assessments. After experiencing the *Extreme Makeover: Course Edition* challenge, faculty indicated they felt revitalized, with a renewed sense of professionalism and a commitment to transforming their teaching.

**Outcomes:**
- Learn how to develop intrinsically motivating faculty development models
- Learn how to incorporate instructional strategies based on universal design principles
- Develop creative strategies to overcome resource and morale challenges
- Explore lessons learned and potential “gotchas”
- Align institutional priorities and initiatives with faculty development goals and designs

### International Educational Exchange: A Learning Technologist as a Fulbright Scholar

**Meg Stewart**, Subject-area Specialist, National Institute for Technology in Liberal Education–NITLE

With the skills the ELI community members possess in advancing teaching and learning in the digital age, learning technology professionals are uniquely poised to be viable candidates for a Fulbright Scholar grant. American educational institutions are increasingly going global, and technology-fluent faculty, learning technologists, librarians, and administrators have valuable and sought-after expertise to share in an international higher education setting. In this interactive presentation, learn about the Fulbright Scholar experience of living, studying, and teaching abroad and hear about the various Fulbright Scholar grant opportunities. Fulbright myths will be busted!

**Outcomes:**
- Learn what the life of a Fulbrighter is like while living, teaching, and researching in the host country
- Discover that Fulbright Scholar grants can be awarded to professionals without the PhD and more
- Discover what types of Fulbright Scholar awards exist through the CIES
- Learn about several Fulbright milestones (application due dates)

### No More “Tiers” for Classroom Technologies

**Barbara Friedman**, Assistant Director, Academic Technologies, and **Clare van den Blink**, Director, Academic Technologies, Cornell University

Since the use of technology became widely available for classrooms and learning spaces, many schools have used basic technology taxonomies to describe the type of technology recommendations and level of complexity for different type of spaces. Cornell’s “classroom tiers” was reframed from a technology focused “tiers” to a format that outlines the teaching and learning activities that can be enabled by the use of technologies. This presentation will describe how the new framework was devel-
developed, and how it is helping to develop, implement, and evaluate more innovative and cost-effective technologies in classrooms and learning spaces.

**Outcomes:** Develop teaching and learning classroom use cases to describe the type of activities to be enabled by technologies • Evaluate the benefits and drawbacks of using a simple technology taxonomy combined with a potential range of teaching activities • Understand how to develop a descriptive process to describe the use of classroom technologies paired with strategic recommendations

**Partnership by Design**

Elliot Felix, Director, Brightspot Strategy

How can different groups on campus partner to deliver services that improve the student and faculty experience while ensuring that services are effective and sustainable? This session will answer this question using case studies from Brightspot’s work with several leading institutions on the design, implementation, and evaluation of new collaborative service models. We will discuss the process employed, tools used, and lessons learned and offer concrete tactics and tips that any institution can use.

**Outcomes:** Choose the appropriate process and tools for service design and assessment • Recognize typical pitfalls of developing collaborative partnerships for service delivery • Plan to avoid common pitfalls, based on lessons from the case studies presented

**Providing the Missing Piece for Advanced and High-Performance Computing at Liberal Arts Colleges**

Jeho Park, Scientific Computing Specialist, Harvey Mudd College

Almost all disciplines taught and researched at liberal arts colleges use computer tools and digital data that are neither simpler nor smaller than those used in large universities. However, it is often difficult to find readily available advanced computing resources at liberal arts colleges due to various reasons. For the last two years, the IT department at Harvey Mudd has worked to identify high-performance computing resources outside the college. In this poster, we will introduce the resources that liberal arts colleges can obtain and maintain without spending a large amount of money to provide advanced computing for teaching and research.

**Outcomes:** Learn about the XSEDE program • Learn about the Campus Champions program and its best practices • Learn about other opportunities for obtaining advanced computing resources that are readily available to higher education

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**The Quad: An Online Interface to the Formative Influence of a Radically Expanded Learning Community beyond the Classroom**

Matt Lumpkin, Online User Experience Strategist, and Cory Pina, Online Community Coordinator, Fuller Theological Seminary

Facing the challenges of a changing marketplace for our degrees and increased demand for geographically and technologically distributed classes, we began to ask how much educational formation happens beyond the course content. How can we make that often-overlooked experience more available to our online, commuter, regional, and global students, as well as face-to-face? We will share the user-driven design process we used to create “The Quad,” a new platform built on open-source frameworks, exclusive to our community and focused on enhancing student engagement, performance, and formation, and review how the experiment is going, six months in.

**Outcomes:** Learn the basics of an iterative, user-driven design process you can apply to your next project • Learn strategies on seeding and nurturing a positive culture of discourse online • Be challenged by a vision for an engaged student experience that moves beyond information delivery to formative encounter by integrating the learning community

**Viral Viability: Student Campaigns and Engagement through Social Media**

Laura March, Coordinator for Faculty Technology Initiatives, American University; Stuart Isaac Shapiro, Brand Strategist, Unison Agency

What can viral student movements teach administrators and faculty about online engagement and civic participation? This poster will present results from a discourse analysis of grassroots student activism on social media. Findings suggest that creating an open environment through emerging multimodal technology nurtures creative interactions and promotes dialogue. Based on these findings, recommendations for fostering online expression that generates offline results will be provided.

**Outcomes:** Learn about the risks and rewards of fostering public discourse without censorship on the Internet • Learn which methods of online communication provoke the highest rates of engagement • Understand the differences between public interactions with corporate/brand channels and educational outlets • Be able to create curricula and learning environments that reflect relevant and contemporary Internet culture
What’s in Your Teaching and Learning Ecosystem?

Kimberly Edelman, Lead Product Manager/Manager of Client Services, Colin Murtaugh, Senior Technical Architect, and Annie Rota, Associate Director of Academic Technology, Harvard University

Like many other institutions, Harvard is moving away from a monolithic learning management system to an ecosystem of integrated tools, with the promise of more flexibility, quicker integration of new tools, and more choice for faculty. But what does that mean for our faculty and students? How do they navigate this new environment? How do academic technologists curate and support an ever-growing collection of tools? We’ll share our experiences from a series of fall 2013 pilots, and, more importantly, we want to hear from you! How is the ecosystem approach working at your school?

Outcomes: Learn about the ecosystem approach to providing technologies for teaching and learning • Learn about Harvard’s emerging learning management ecosystem and the project to implement and evolve it • Contribute to a shared collection of examples, strategies, and success stories

Mobile Learning

Reframing Mobile Technology Design through Education Principles

Diane L. Brown, Program Manager II, Medical College of Wisconsin

Today’s aging population requires that health care professionals and trainees have immediate access to concise, evidence-based information. Mobile technology provides universal access but requires significant advance planning to ensure the mobile design will meet teacher and learner needs for point-of-care appropriate education resources. Educators’ limited experience with mobile design documents (e.g., requirements management plan, detailed use cases) can be addressed by reframing it using core instructional design steps. This concept will be illustrated through the shift of a web-based resource site entitled Geriatric Fast Facts to a searchable, user-friendly mobile app.

Outcomes: Learn how to use mobile technology across the health care profession, from the trainee to the trainer • Gain a bird’s-eye view of key strategies and design practice when developing a mobile app • Understand the advantages of specialty-specific, interdisciplinary collaboration and how to create teams within your institution • Learn what Geriatrics Fast Facts are and how they can be used across specialties to improve elderly quality of care

FEATURED SESSION
Assessment of Student Learning

Assessment of Student Learning

The Learning Brain

Note: This session will be streamed live for the online audience only and will not be recorded.

BELLE CHASSE

John Medina, Developmental Molecular Biologist and Research Consultant, University of Washington

Join opening keynote speaker John Medina for a follow-on, in-depth exploration of what research in neuroscience is telling us about how we learn. This informal, engaging discussion will be driven by attendee questions and comments.

INTERACTIVE PRESENTATIONS
Emerging Technology, Future Models, and Academic Transformation

Catalyst for Change: A Penn State Case Study on Digital Badges

NAPOLEON BALLROOM

Chris Gamrat, Instructional Design and Technology Lead, NASA Aerospace Education Services Project, Barton K. Pursel, Faculty Projects Coordinator, and Chris Stubbs, Project Manager, EGC, The Pennsylvania State University

During this session, we’ll provide an overview of Penn State’s new L3 Digital Badging Platform and discuss how it was built to address a variety of academic and cocurricular needs. We’ll start with the why and how of digital badges, share our research on badges, talk about related challenges and opportunities, and ultimately discuss how badges fit into an exciting ecosystem of educational change, alongside learning analytics and MOOCs. We’ll even let attendees get their hands on L3 and create some badges of their own. And we’ll do it all without a single Treasure of the Sierra Madre joke. Maybe. For badge novices and experts alike!

Outcomes: Understand, at a high level, the origin of digital badges • Learn how and why to create a digital badge in a vast array of contexts • Learn how to build broad stakeholder buy-in for using digital badges across your school, university, or organization • Understand what Penn State research tells us about how badges are influencing behavior
Collaboration for Change: Enabling an Open IT Architecture to Support Connected Learning

ROSEDOWN

Robin S. Robinson, Director, Education Technology and Interactive Media, Framingham State University; Rob Abel, CEO, IMS Global Learning Consortium; Terence N. O’Heron, Interim Senior Director, Teaching and Learning with Technology, The Pennsylvania State University

As institutions transition from print to digital, they increasingly confront challenges related to the effective deployment, acceptance, and integration of new resources. The problem is that today’s digital applications do not easily work together. What if CIOs could safely integrate applications in a day rather than months, and faculty could seamlessly combine tools into a course with one click? Then we would have invented a new educational experience to enable connected learning. Luckily, this imagined scenario can become reality. Learn how you and your institution can join a growing collaboration to move education toward an open, scalable architecture to support instructional innovation.

Outcomes:
- Learn about specific policies that can be implemented with surprisingly little effort to accelerate the development of effective and efficient personalized learning environments
- Learn about practical strategies that enable IT leaders and faculty
- Learn how to get involved in a growing education community collaboration guided by the IMS Global Learning Consortium

Methods for Evaluating Technology-Based Instructional Innovations

Rapid Evaluations of Emerging Instructional Technologies: Practical Strategies to Inform University IT Governance Decisions and Faculty Development

JASPERWOOD

Chad Hershock, Associate Director, Faculty Programs, Eberly Center for Teaching Excellence, Carnegie Mellon University; Margaret Bakewell, Assistant Director, Center for Research on Learning and Teaching, and Sean M. DeMonner, Director of Teaching and Learning, University of Michigan–Ann Arbor

Many factors contribute to universities’ IT governance decisions, such as cost, data security, accessibility, and infrastructure requirements. Ironically, data on teaching and learning rarely inform such decisions. Time lags between the availability of a new technology and its broad adoption by faculty, and the completion of rigorous evaluation studies inhibit forward-looking decisions. We will present pilot-tested protocols for rapid evaluations of emerging technologies, illustrating how teaching centers and IT service units can collaborate and leverage complementary expertise to enhance both IT governance and faculty development. Participants will discuss opportunities, challenges, and strategies for adapting these protocols for use at their institutions.

Outcomes:
- Adapt and apply our concrete protocols for how to rapidly evaluate emerging instructional technologies
- Identify opportunities, challenges, and strategies for how teaching centers and IT service units can leverage their complementary skills and expertise to collaboratively support the effective use of technology in teaching
- Select effective and appropriate techniques from a menu of strategies for evaluating emerging instructional technologies
- Leverage evaluation data to support faculty development and the adoption of new technologies

InnovaTED PRESENTATION

E-Textbooks: User Perspectives and Future Opportunities

OAK ALLEY

Ashley Miller, Educational Technologist, The Ohio State University; Cara Giacomini, Research Manager, University of Washington

Taking the Textbook Digital: Faculty, Student, and Staff Perspectives

Ashley Miller, Educational Technologist, The Ohio State University

Ohio State’s theatre department and learning technology teams collaborated to create an interactive, multitouch textbook for use in a large-enrollment course during the 2013–14 school year. In this session, we’ll discuss our findings and hear multiple perspectives on teaching and learning with this new tool. Currently at the halfway point of the project, we’ll examine our process and evaluation models to understand what should evolve, and we’ll rely on participant feedback to help guide the discussion. We’ll also ask participants to brainstorm ideas to find ways to creatively apply our findings to their own institutions’ digital publishing efforts.

Outcomes:
- Learn how we created and implemented a digital textbook for use in a high-enrollment GEC course
- Learn how students in the course experienced the book
- Learn about the technology we used to create the textbook
- Brainstorm ways to approach a digital book project of this scale at your institution
- Interact with others to draw a complete picture of the state of digital publishing at Ohio State now and in the future
E-Textbooks: Current State and Future Opportunities

Cara Giacomini, Research Manager, University of Washington

A tricampus e-textbook pilot at the University of Washington found that current solutions perform below expectations in several key areas, hindering broad adoption and failing to offer substantial advantages over printed textbooks. However, instructor and student feedback revealed five areas where specific enhancements could help e-textbooks realize their potential to transform teaching and learning: offering better pricing; moving beyond fidelity to the printed page; offering true anytime, anywhere access; providing greater availability of materials; and better integrating e-texts into the larger digital learning ecosystem.

Outcomes: Obtain criteria for monitoring developments in the rapidly evolving e-textbook market • Understand students’ needs and priorities for e-textbooks • Get tips for designing and implementing a learner-centered technology pilot • Get additional resources (an ELI brief and a UW report)

LEARNSHOP

Leap Motion Applications: Rare Books and Language Immersion

ROOM DESIGN AND FURNITURE PROVIDED BY HERMAN MILLER

VERSAILLES BALLROOM

Benjamin M. Andrus, Assistant Librarian, and Juan Denzer, Library Systems Specialist, Binghamton University; Jeff Kuhn, Assistant Director, Language Resource Center, Ohio University

Leap Motion for Language Immersion

Jeff Kuhn, Assistant Director, Language Resource Center, Ohio University

Language learning is all about context. At Ohio University’s Language Resource Center we have developed the ‘Holodeck’ an immersive learning space that places students in a hands-free computer environment. Using the Leap Motion controller and Google Apps students are able to explore cities, play simulations and navigate the web using gesture and voice controls. The Holodeck provides students opportunities to practice language skills in highly contextual environments that mimic the conditions they will encounter while travelling or studying abroad.

Leap Motion + Rare Books

Juan Denzer, Library Systems Specialist, IT Department, Binghamton University

As rare books become more delicate over time, making them available to the public becomes harder. We at Binghamton University Library have developed an application that makes it easier to view rare books without ever having to touch them. We have combined the Leap Motion hands-free device and 3D-rendered models to create a new virtual experience for the viewer. The application allows the user to rotate and zoom in on a 3D representation of a rare book. The user is also able to “open” the virtual book and flip through it using a natural user interface such as swiping the hand left or right to turn the page.

We’ll discuss the technologies used in developing the application and ways that any library could implement the application with virtually no coding at all. Come see a demo of the software and try the Rare Book Leap Motion app.

Outcomes: Learn what tools are needed to implement a 3D system (hardware and software) • Being able to interact with a working native application • Discussion of future applications for hands-free 3D interaction in educational settings

3:30–3:45 p.m.

Break

COURT ASSEMBLY FOYER

3:45–4:30 p.m.

FEATURED SESSION

Emerging Technology, Future Models, and Academic Transformation

Higher Education Innovation: Facilitating Global Access to the American Dream

NAPOLEON BALLROOM

Deborah Quazzo, Founder and Managing Partner, GSV Advisors

“If you want the American dream, go to Finland,” quipped Edward Miliband, the current leader of the British Labour Party. The “American Dream”—the notion that “life should be better and richer and fuller for everyone, with opportunity for each according to ability or achievement”—was a term coined in 1931 by James Truslow Adams, a Pulitzer Prize–winning historian. This talk will explore the role of higher education, and particularly higher ed innovation, in providing global access to the American Dream.
INTERACTIVE PRESENTATIONS

Emerging Technology, Future Models, and Academic Transformation

Does Change Equal Progress? Using Cross-Institutional Survey Data to Examine LMS Conversions and the Smart Device Explosion

ROSEDOWN

Joshua Wilson, Director for Academic Support and User Services, Brandeis University; David Consiglio, Head of Research Support and Educational Technology, Bryn Mawr College; Gentry Lankewicz Holbert, Director, Library and Information Resource Services, Spring Hill College; Kevin J.T. Creamer, Director for Teaching, Learning, and Technology, University of Richmond

Using data from more than 100,000 respondents at 83 institutions, this session will explore smart device usage and LMS conversion as examples of two large-scale system changes currently affecting higher education. Large-scale system change may be initiated by the community (smart device inundation) or by the institution (LMS conversation). Examining both entries of disruptive change may predict the demands placed on existing support services and higher education structure. Participants will gain insight on how system change may affect service expectation within their campus communities and, as part of this interactive session, collaboratively build interpretations from the data.

Outcomes: Frame data generated by disruptive changes in ways that will assist with predicting campus responses and demands • Better understand a constructivist approach in discovering and building meaning from data • Understand how community- and institution-driven system changes have commonalities and differences in their impact on campus communities • Determine whether expectations about the impact of disruptive system changes match manifestation in the community

Next-Generation Learning in Higher Education: What Did We Learn from the First Wave of Innovations?

OAK ALLEY

Barbara Means, Director, Center for Technology in Learning, SRI International

The 29 projects funded through Wave I of the Next Generation Learning Challenges (NGLC) were a major investment in diverse strategies for applying technology to improve course and college completion rates. Some of the projects demonstrated positive effects on student outcomes, while others did not. This variation in effectiveness provides the opportunity to investigate the design and implementation features that mark successful technology innovations. Positive effects were found for projects targeting mathematics courses, projects that involved whole-course redesign, and for implementations on the campus of the grantee institution. Students participating in other Wave 1 projects had outcomes equivalent to those of students in comparison groups. Implications for the design of future technology initiatives will be discussed.

Methods for Evaluating Technology-Based Innovation

Rating the Learning Space Rating System

BELLE CHASSE

Roger Yohe, Dean of Innovative Learning, Mesa Community College; Richard Holleton, Director, Academic Computing Services, Stanford University; Jenn Stringer, Associate CIO, Academic Engagement, University of California, Berkeley

The ELI announced the Learning Space Rating System (LSRS) project in August 2013. This initiative has created a set of measurable criteria that assess how physical environments enable a spectrum of active teaching and learning engagements. In this session, community members from our review team, all learning space experts who have worked closely with the current beta version, will report on their experience, discuss what they see as the future opportunities and challenges for the project, and situate the LSRS effort in the context of best practices in learning space design.

Outcomes: Understand the purpose and outlines of the LSRS as a contribution to best practices for learning space design • Understand how successful the beta LSRS is judged to be by learning space experts who have applied it on their campuses • Judge the potential usefulness of the LSRS on your campus

InnovaTED PRESENTATION

Emerging Technology, Future Models, and Academic Transformation

Designs Supporting Students

JASPERWOOD

Douglas Allen Peterson, Associate Professor of Psychology, The University of South Dakota; Jerzy Jura, Director, Academic Technology, School of Nursing, University of Wisconsin–Madison

Why You Should Care about Usability

Douglas Allen Peterson, Associate Professor of Psychology, The University of South Dakota

Usability should inform the design, adoption, and assessment of educational technology. After a brief overview of usability as a concept, this talk will address the implications of poor usability in education and explain why usability is ignored or undervalued. The conclusion of the talk will summarize common principles of usability that are particularly important for consideration in educational technology. Each principle is illustrated by examples of good and poor design or implemen-
tation. An increased awareness and understanding of usability principles can improve the evaluation of educational technology products, enhance educational outcomes, and diminish frustrations for educators and learners alike.

**Outcomes:** Understand the importance of usability in educational applications • Consider usability from the student’s point of view • Complete an informal usability assessment • Understand usability issues and apply that understanding to training programs to minimize the impact of poor usability

**SCALE-UP Classrooms Revisited: Strategies and Techniques for Teaching in the Age of Connected Learning**

*Jerzy Jura*, Director, Academic Technology, School of Nursing, University of Wisconsin–Madison

Over the past two decades, since the introduction of SCALE-UP or active learning classrooms (ALCs), similar teaching environments that have become increasingly popular on campuses are the embodiments of constructivist pedagogies, radically different from those used in lecture-based curricula. But even those teaching strategies that had been developed specifically for ALCs such as team-based learning or just-in-time teaching were all devised long before social, mobile, and BYOD had become significant forces in campus-technology landscapes. This presentation will focus on exploring teaching methods suitable for ALCs that incorporate many of these recent technologies.

**Outcomes:** Understand three major modes of learning and which teaching and assessment methods best match each mode • Identify the main points of alignment of SCALE-UP/ALC environments with constructivist, learner-focused approaches to teaching that emphasize construction of knowledge • Identify and understand the sources of limitations of traditional SCALE-UP/ALC implementations • List at least four broad categories of SCALE-UP/ALC-suitable classroom strategies that are enabled by new and emerging technologies • Adapt several shared examples of classroom strategies to developing expertise and teaching practice in your discipline

**LEARNSHOP**

**Leap Motion Applications: Rare Books and Language Immersion**

*ROOM DESIGN AND FURNITURE PROVIDED BY HERMAN MILLER*

*VERSAILLES BALLROOM*

*Benjamin M. Andrus*, Assistant Librarian, and *Juan Denzer*, Library Systems Specialist, Binghamton University; *Jeff Kuhn*, Assistant Director, Language Resource Center, Ohio University

Language learning is all about context. At Ohio University’s Language Resource Center we have developed the Holodeck, an immersive learning space that places students in a hands-free computer environment. Using the Leap Motion controller and Google Apps, students are able to explore cities, play simulations, and navigate the web using gesture and voice controls. The Holodeck provides students with opportunities to practice language skills in highly contextual environments that mimic the conditions they will encounter while travelling or studying abroad.

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**Outcomes:** Learn what tools are needed to implement a 3D system (hardware and software) • Interact with a working native application • Discuss future applications for hands-free 3D interaction in educational settings
### 4:45–5:45 p.m.

**GENERAL SESSION**  
*Emerging Technology, Future Models, and Academic Transformation*

- **The 2014 Horizon Report for Higher Education**  
  NAPOLEON BALLROOM  
  Laurence F. Johnson, Chief Executive Officer, The New Media Consortium (NMC)

Join us for the traditional unveiling of the new edition of the *Horizon Report* for higher education. This year we’re showcasing videos submitted by teams worldwide illustrating their uses of horizon technologies in teaching and learning. We’ll also be announcing the winners, as selected by the community, of the *Horizon Report* Video Competition.

### 5:45–6:45 p.m.

- **Reception**  
  JEFFERSON BALLROOM

One of the most valuable aspects of this meeting 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. A cash bar will be available; each attendee will receive one drink ticket. **NOTE: Please wear your name badge for admittance.**
7:00–8:00 a.m.

Breakfast
SPONSORED BY LIVETEXT
JEFFERSON BALLROOM

7:00 a.m.–5:00 p.m.
Registration Open
REGISTRATION COUNTER, THIRD FLOOR

8:00–9:00 a.m.

GENERAL SESSION
Emerging Technology, Future Models, and Academic Transformation

Into the Great Wide Open: Leading and Managing IT in the Age of BYOD and Clouds

NAPOLEON BALLROOM

Tracy Schroeder, Vice President, Information Services and Technology, Boston University; David J. Baird, Vice President for Information Technology and Chief Information Officer, Wesleyan University; James L. Hilton, Vice President and CIO, University of Michigan–Ann Arbor

Moderated by: Susan E. Metros, Associate Vice Provost, Associate CIO, Associate Dean, and Professor, University of Southern California

With the emergence of BYOD, connected learning, cloud services, MOOCs, big data, and eclectic combinations of mobile devices and apps, the management of academic technology to support teaching and learning has become increasingly challenging. More than ever before, there is a need for leadership at the level of the CIO and other similar senior administrators to guide institutional planning. The target must be to provide the institution with the academic technological infrastructure it needs to meet its challenges in fulfilling its mission of teaching and learning. Join three senior IT leaders as they discuss provisioning academic technology and the role of senior leadership.

9:15–10:00 a.m.

FEATURED SESSION
Online and Blended Teaching and Learning

Seeking Evidence of Impact in Blended Learning: New Models, Designs, and Results

NAPOLEON BALLROOM

Charles R. Graham, Professor of Instructional Psychology and Technology, Brigham Young University; Anthony Picciano, Professor and Executive Director, The Graduate Center, CUNY; Charles D. Dziuban, Director, RITE, University of Central Florida

The presenters will describe their work over the past two years with 53 researchers in blended learning from all over the world. The result of the project was the book *Blended Learning Research Perspectives: Volume II*, which summarizes the evidence of impact in blended learning in numerous educational settings and extends the scope of research in this area. Topics include scaling blended learning, long-haul impact in specific disciplines, improved pedagogy, nontraditional settings, and international perspectives on blended learning.

Outcomes: Gain basic insights into the latest research on blended learning • Learn about a number of effective strategies and designs for conducting blended learning research that can be implemented at your institution

INTERACTIVE PRESENTATIONS
Emerging Technology, Future Models, and Academic Transformation


JASPERWOOD

Theodore Fondak, Educational Technologist and NY6 ITAP Co-Director, Hamilton College; Angelo Gonzalez, Student, and Ben Harwood, Instructional Technologist, Skidmore College; Liana Nunziato, Instructional Technology Fellow, Union College

In 2011, the Educational Technologists of the New York Six Liberal Arts Consortium created ITAP, the Instructional Technology Apprenticeship Program. The goal: engage students in a one-year, consortial, paraprofessional educational technology experience incorporating teaching, learning, and real-world practice. Now in its second year, ITAP has inspired experiments with and new approaches to consortium-level course support, pedagogy, blended learning, professional development, and networking, which has heightened agility and connectivity and created bold, new opportunities in our educational technology efforts. Please join us
for a presentation and group conversation about ITAP and learn about how you can create a similar, deeply connected learning program.

**Outcomes:** Learn how six institutions collaboratively built the administrative and governance structures of ITAP • Learn novel ways of jointly developing expertise among student and professional staff in new educational paradigms • Learn how this collaborative work strengthens and empowers professional staff to develop cross-institutional education programs • Engage current and former ITAP students in a conversation about the program and their experiences with it • Learn how functional and effective collaboration between institutions amplifies what each institution is able to do.

**Mobile Learning**

**Vision and Action: A Three-Year Retrospective on a Large-Scale Mobile Initiative**

**ROSEDOWN**

David Ernst, CIO, College of Education and Human Development, and Alison Link, Academic Technologist, University of Minnesota

In 2010, the University of Minnesota’s College of Education and Human Development attracted the attention of higher education by announcing that it would provide its entire freshman class of 450 students with iPads in the largest pilot of its kind at a major research university. The presenters will share their different perspectives on lessons learned on this mobile initiative, now in its fourth year, and offer key considerations for those working on mobile integration in their programs or courses.

**Outcomes:** Examine research data and results from our mobile initiative • Understand the inherent tensions between vision and action in large-scale, innovative educational technology initiatives • Understand the mobile “hype cycle” we’ve navigated as part of a large-scale mobile initiative • Learn to anticipate common barriers in mobile teaching and learning within higher ed and generate strategies for overcoming those barriers • Leverage our experience to implement a better mobile program on your campus.

**Online and Blended Teaching and Learning**

**Diving Deep into Data: Motivations, Perceptions, and Learning in Minnesota MOOCs**

**BELLE CHASSE**

D. Christopher Brooks, Senior Research Fellow, EDUCAUSE; J. D. Walker, Research Associate, University of Minnesota

We will present the results of a four-month research project in which we collected instructor and student data from the University of Minnesota’s first five MOOCs during the summer of 2013. This large-N study draws on pre- and posttest course data to offer an empirically grounded picture of who takes MOOCs and why, the factors that affect completion rates, and the impact of MOOCs on student learning. Additionally, data on MOOC production and delivery efforts and cross-course comparisons will be offered.

**InnoVaTED PRESENTATIONS**

**Emerging Technology, Future Models, and Academic Transformation**

**Experiential Ed Models: Labs and Makerspaces**

**OAK ALLEY**

Kyle Dickson, Learning Studio Director, James Langford, Director of Educational Technology, and John B. Weaver, Dean of Library Services and Educational Technology, Abilene Christian University; Michael Faber, IT Innovation Program Manager, Duke University

**A Maker Vision for Higher Education**

James Langford, Director of Educational Technology, Abilene Christian University

In the fall of 2012, faculty, librarians and educational technologists at ACU began looking at bringing new desktop fabrication technologies into the university library. The initial problem: few faculty had heard of the maker movement and fewer still had thought deeply about the value of a makerspace to the undergrad curriculum. So we spent the spring semester planning and shooting a short documentary on makers from many contexts in museums, design schools, and community centers. The film project helped us accelerate campus planning so we could be ready for our first pilot courses being taught in the new Maker Lab by the fall. We’ll introduce key considerations at each step, from vision to implementation, with some idea of next steps.

**The Duke Innovation Co-Lab: Advancing Innovation through Experiential Education**

Michael Faber, IT Innovation Program Manager, Duke University

The Duke IT Innovation Co-Lab’s mission is simple: engage students in the evolution of the ever-changing technology environment of higher education. The execution of that mission, on the other hand, can be a little tricky. Duke has created a new kind of learning environment by providing a combination of incentives, events, challenges, and regular engagement to support innovative students, effecting meaningful change on both the IT ecosystem and their own educational experience.

**Outcomes:** Learn how a centralized IT organization can take an active role in the experiential education of students • Define a set of technical
and nontechnical resources that makes a program like the Co-Lab work • Understand the high-level rationale for a student-based innovation program through examples of specific outcomes and benefits that can be used to justify starting a program at your institution

LEARNSHOP


ROOM DESIGN AND FURNITURE PROVIDED BY HERMAN MILLER

VERSAILLES BALLROOM

Michael Shiloh, Senior Lecturer, Arduino Education

Makerspaces are zones of self-directed learning, providing a physical laboratory for inquiry-based learning and are primarily used for technological experimentation, hardware development, and idea prototyping, but increasingly, individual inventors and creative teams are using makerspaces to build projects in fields other than engineering and technology. Come to this learnshop and experience a makerspace firsthand using Arduino devices. Arduino is an easy-to-use device for connecting simple electronic components (e.g., LEDs, switches, sensors, loudspeakers, and motors) to each other that also describes how they should behave. PLEASE NOTE: Attendance is limited to 40 participants. Seating will be offered on a first-come, first-served basis.

In this workshop you will learn: How to install Arduino on your laptop, write simple programs, and download them to the Arduino board • How to build simple electronic circuits and connect them to Arduino • How to gather data from multiple sensors and control multiple output devices (LEDs, speakers, etc.)

IMPORTANT: You must bring a laptop (not a tablet) to participate in this workshop (Arduino is supported on Windows, Mac OS, and Linux). You’ll need to download and install the free Arduino 1.5.5 BETA or the latest version of 1.5 prior to the workshop, available either from http://arduino.cc/en/Main/Software or at the information desk on thumb drives that can be checked out. Note that this workshop spans two sessions and that material covered in the first half will not be repeated in the second.
Outcomes: Understand the challenges with online testing and how Respondus applications can help overcome them • View a one-on-one demo of any Respondus application for use in your online courses and tests • Learn how easily Respondus applications integrate with your LMS to enhance online testing

Emerging Technology, Future Models, and Academic Transformation

Collaborative Learning: Closing the Gap between Knowing and Doing

Bill Mullin, President, Starin

With tech devices core to personal communications, research, and study, educators know that adapting their practices with methods conducive to sharing and collaborating is essential to creating engaging learning experiences. Understanding how the connected generation responds to interactivity and how devices extend learning resources is one thing. Going from oratory to interactivity is another. Having the right digital teaching platform helps make crossing the gap possible. We will show how the WOW learning platform encourages sharing, comparing, viewing, and controlling of devices, mark-up by students and instructors, editing of common documents, remote participation, and more. Bring on BYOD.

Outcomes: Understand how adding collaborative/connected learning tools creates a springboard for adaptive teaching methods with interaction between students, their peers, and their instructor/facilitator • Understand when the collaborative capabilities are applicable to an area of study • Learn how approachable, immediate, and effective collaboration can be

The Good, the Bad, and the Ugly Side of BYOD in the College Classroom

Gregory McCoy Sarita, Assistant Professor of Political Science, Kennesaw State University

This poster will discuss the benefits of BYOD in an undergraduate classroom. Using the analytic software by ExamSoft as a model of electronically administering exams in the classroom, the potential benefits to students will be considered: smooth delivery of the assessment, instant feedback to students, and a detailed report of student success and trouble areas. Results from two surveys given to two pilot classes, which also reveal difficulties with BYOD in the college classroom, will be presented. In addition, both the digital divide that persists in college settings and student attitudes about technology and assessment in the classroom will be highlighted. In conclusion, recommendations for closing these gaps and best practices for implementing BYOD at the college level will be given.

Outcomes: Learn about student learning assessment best practices • Understand how to implement BYOD in the classroom • Learn about student learning assessment software

Schoology

Robert Tousignant, Senior Director, Higher Education, Schoology

Schoology is a unique, user-centric LMS whose ease of use promotes campus-wide adoption. It empowers real people to share in meaningful academic experiences anytime, anywhere, and on any device. Schoology transforms the campus into a flourishing online community of creators, mentors, and proactive learners. Most importantly, Schoology filters all the activity of academic life into a quickly digestible format to help students be more effective and focus on their education. Schoology combines modern communication tools with a collaborative environment in an integrated platform that’s more than a learning management system. Schoology is the academic world’s first instructional operating system. Learn why more than 3.5 million users have joined the Schoology community in less than four years.

Outcomes: Understand the paradigm shift happening in learning management and the drivers behind LMS adoption in 2014 • Understand why the user-centric model greatly benefits students today • Understand why communication, collaboration, and instructional integration are the cornerstones of an effective LMS

Online and Blended Teaching and Learning

Blended Learning, an “Educational Cocktail”: Social Interaction in a Mixture of Learning Environments

Alejandra Torres Landa Lopez, Teacher, Universidad Autonoma de Aguascalientes

This poster will present a blended learning course for a design studio at the Autonomous University of Aguascalientes (Mexico) to highlight the importance of the relationships between the knowledge and experience of an expert, seen as the “first teacher,” with the collaboration of student peers who are considered the “second teachers,” and the environment conceived by the educational infrastructure, which could be physical or virtual and acts as “the third teacher” (OWP/P Architects et al 2010). Therefore, blended learning is not only a mixture of learning environments but also an “educational cocktail” (Serrato-Combe 2008) where the “third teacher” should be a social catalyst.

Outcomes: Recognize the expert of a subject as the first teacher, the student as the second teacher, and the physical educational environment as the third
teacher • Identify the importance and influence that each teacher has in the teaching and learning process • Learn about our blended learning course for architecture students • Understand how to make an “educational cocktail” using the best qualities of all the three teachers

**Blending for Student Engagement: Making the Right Choices**

*John J. Doherty*, Instructional Designer, Lead, and *Kevin Ketchner*, Librarian, Northern Arizona University

We will demonstrate that active, constructivist, and intentional approaches to blended learning are important to the development of learning activities that engage and motivate students. We will present a case study of two courses, describing an intended learning outcome and showing its alignment to assessment and learning activities. Together with participants, we will uncover the best approach to making choices between online and in-class activities and discuss which student engagement techniques work best in which medium. Participants should bring their own device to participate in constructing a shared document that will define terms, explore strategies, and document ideas and examples.

**Outcomes:**
- Explore the meaning of “student engagement” in a blended learning environment
- Identify 3–5 blended learning strategies that have been proven to work with first-year students
- Identify blended learning activities and assessments that align with the intended learning outcomes in your own course

**Making Your Online Course Student-Friendly**

*Hala Esmail*, Educational Technology Consultant, Louisiana State University

For some students, using an online course management system may be new. You can help ease this transition by designing your course to be more accessible and easier to navigate. Guidelines, tips, and techniques that can help your students succeed in your course will be discussed.

**Outcomes:**
- Share expectations with students using different methods in a CMS
- Apply best practices of course organization in a course
- Create activities to assess students and foster student collaboration
- Use different features of a CMS to communication with students

**Transforming Instructional Laboratories for Blended and Online Learning at a STEM University**

*Amy Skyles*, Instructional Technologist, eLearning Specialist, Missouri University of Science and Technology

Missouri S&T strives to be a leader in how instructional labs for science and engineering courses are designed and delivered in a blended or online format. The Instructional Laboratory Pilot project is working to develop a comprehensive set of models for redesigning instructional laboratories in engineering and science disciplines that other institutions could adopt. The goals of the project are to develop a set of e-learning models, processes, and strategies for the redesign of traditional laboratory courses for blended/online delivery, pilot an online/blended laboratory in at least two courses, and create a handbook for use by instructors and institutions to apply these models.

**Outcomes:**
- Investigate why faculty are teaching the labs currently offered at their institutions
- Re-evaluate assessment techniques in traditional labs in order to realign them with desired learning outcomes for blended and online labs
- Be able to develop and select the appropriate delivery model for the content being presented
FEATURED SESSION

Not Everyone Gets a Trophy: Why Making and Creativity Are Critical in Higher Education

**NAPOLEON BALLROOM**

**Marc De Vinck**, Dexter F. Baxter Professor of Practice in Creativity, Lehigh University

The maker revolution is here! The garage tinkerer, hackerspace member, and creative thinkers are the ones driving this new era of innovation. They’re making their own rules, setting new standards, and refusing to fail. We’re in the midst of the third industrial revolution, and it’s not happening at corporate headquarters—it’s happening in your neighbor’s garage. What’s the secret behind the maker movement, and why is it driving so much innovation? The answer is creativity.

INTERACTIVE PRESENTATIONS

Emerging Technology, Future Models, and Academic Transformation

**Prime Your Institution for Success: An Introduction to the Learning Analytics Readiness Instrument**

**ROSEDOWN**

**Matthew D. Pistilli**, Research Scientist, Purdue University; **Steven Lonn**, Assistant Director, USE Lab and Library Learning Analytics Specialist, University of Michigan–Ann Arbor; **Kim Arnold**, Evaluation Consultant, University of Wisconsin–Madison

Is your institution planning to implement learning analytics? Are you ready? How do you know? Come discover a new survey tool to help you think about who and what to involve and how to prepare: the Learning Analytics Readiness Instrument. Designed for institutional reflection and self-study prior to implementation, LARI will provide an institutional profile using feedback from multiple stakeholders to provide decision makers with a comprehensive picture of how to best ensure a successful learning analytics initiative. We will discuss our initial pilot, and how your institution can participate in the next phase of development toward public release.

**Outcomes:**
- Understand the complex nature of a scalable learning analytics initiative
- Examine components across the institution that serve as a means of formative assessment for institutions
- Find solutions before an LA initiative is under way
- Identify success metrics in the LA field and how they apply to teaching and learning
- Understand the distinction between course- and institution-level LA initiatives

**Mobile Learning**

Mobile Assessment of Student Learning for the Blended Classroom

**OAK ALLEY**

**Diane Elizabeth Sieber**, Associate Dean, College of Engineering and Applied Sciences, University of Colorado Boulder

This session will introduce multiple ways to assess student learning through mobile devices such as smartphones, tablets, and laptops. It will feature real-time implementation of evidence-based mobile classroom assessment techniques and demonstrate to participants the results of their mobile interaction. Such brief assessment tools as minute papers, directed paraphrasing, one-sentence summaries, identification of real-world applications, and student-generated test questions are particularly suited to social media through mobile. All participants with digital devices will engage in live feedback exercises both during and after the presentation. Results will be displayed, with analysis, bibliography, and practical applications, on the presentation website.

**Outcomes:**
- Get an overview of the challenges presented by mobile and socially networked student engagement
- Understand the teaching and learning benefits of low-stakes mobile classroom assessment
- Get a toolkit of assessment exercises that work in higher education
- Learn about multiple technological delivery options for mobile assessments and assignments
- Get hands-on experience with three mobile assessment techniques, from both student and instructor perspectives

**Online and Blended Teaching and Learning**

Building a Strategic Plan for Online Course Accessibility: A Simple Template to Get You to Compliance

**BELLE CHASSE**

**Gary Chinn**, Interim Director; **Cathy Holsing**, Director, Learning Design, and **Timothy Lengel**, Instructional Designer, The Pennsylvania State University

Online courses offered through Penn State’s World Campus are developed both by the World Campus learning design team and by learning design units located in the individual colleges of the university. Learning designers and accessibility experts from various units came together to develop a strategic plan template, which would ensure all colleges addressed pertinent accessibility issues and would be in compliance with the university’s agreement with the National Federation of the Blind. This presentation will discuss the resulting template, which consists of accessibility issues to consider, a means of prioritizing the work, and checklists to assist in the process.

**Outcomes:**
- Understand the need for establishing university-wide recommendation for achieving online course accessibility
- Identify the challenges faced by
EDUCAUSE Learning Initiative Annual Meeting

TUESDAY

10:30-11:15 a.m. cont.

universities seeking to make online courses accessible
• Explain the benefit of units working collaboratively to address accessibility issues • Modify a strategic plan for an accessibility template to your institution’s needs and challenges • List the sections of a strategic plan template that are useful for incorporating accessibility into online course development

InnovaTED PRESENTATION
Emerging Technology, Future Models, and Academic Transformation

Using Data to Support Technology Selection and Course Design

JASPERWOOD

David A. Goodrum, Director, Instructional Technology Systems and Services, and Matthew Gunkel, Manager, Online Instructional Design and Development, Indiana University Bloomington; Pat Reid, Manager, Teaching and Learning Initiatives, Purdue University; Lynn Ward, Principal Systems Analyst for Instructional Technologies Systems and Services, Indiana University–Purdue University Indianapolis

New Directions for Teaching and Learning Technologies Strategy and Results of Next.IU

David A. Goodrum, Director, Instructional Technology Systems and Services, Indiana University Bloomington

Next.IU is a two-year initiative consisting of several pilots exploring the future for teaching and learning technologies at Indiana University. Areas of exploration include collaboration and social networking; content creation, sharing, and reuse; portfolio creation and management; and learning and teaching activity management. In this session, we’ll explain the strategy behind our approach and share the results of completed pilots using a multipronged analysis of student/faculty, functional, and technical perspectives.

Outcomes: Learn about a multiprong approach to piloting, analyzing, and evaluating new systems and applications for teaching and learning • Hear results of completed pilots • Learn how IU is moving beyond the standard LMS to a new learning ecosystem

Flipping Our Website

Pat Reid, Manager, Teaching and Learning Initiatives, Purdue University

Purdue’s IT website has a section on instructional technologies, which includes a lot of information about the services we provide. For faculty who know what service they want, this approach works well; however, often we find faculty do not know where to start. Recently, we launched a new companion site, focused on faculty issues and pedagogies that lead to technology use. This session will invite participants to explore the site and provide feedback.

Outcomes: Discuss and share our institutional website approaches • Explore Purdue’s new approach and provide suggestions and feedback • Identify methods you can use to improve your website

LEARNSHOP


VERSAILLES BALLROOM

Michael Shiloh, Senior Lecturer, Arduino Education

Makerspaces are zones of self-directed learning, providing a physical laboratory for inquiry-based learning and are primarily used for technological experimentation, hardware development, and idea prototyping, but increasingly, individual inventors and creative teams are using makerspaces to build projects in fields other than engineering and technology. Come to this learnshop and experience a makerspace firsthand using Arduino devices. Arduino is an easy-to-use device for connecting simple electronic components (e.g., LEDs, switches, sensors, loudspeakers, and motors) to each other that also describes how they should behave. PLEASE NOTE: Attendance is limited to 40 participants. Seating will be offered on a first-come, first-served basis.

In this workshop you will learn: How to install Arduino on your laptop, write simple programs, and download them to the Arduino board • How to build simple electronic circuits and connect them to Arduino • How to gather data from multiple sensors and control multiple output devices (LEDs, speakers, etc.)

IMPORTANT: You must bring a laptop (not a tablet) to participate in this workshop (Arduino is supported on Windows, Mac OS, and Linux). You’ll need to download and install the free Arduino 1.5.5 BETA or the latest version of 1.5 prior to the workshop, available either from http://arduino.cc/en/Main/Software or at the information desk on thumb drives that can be checked out. Note that this workshop spans two sessions and that material covered in the first half will not be repeated in the second.

11:15–11:30 a.m.

Break

COURT ASSEMBLY FOYER
FEATURED SESSION
Emerging Technology, Future Models, and Academic Transformation

Sustaining Educational Innovation: Designing Our Future
NAPOLEON BALLROOM

Linda A. Jorn, Associate Vice President, Learning Technologies and Director of DoIT AT, Bruce Maas, Vice Provost for Information Technology and CIO, Christopher Olsen, Interim Vice Provost for Teaching and Learning, and Jeffrey Russell, Vice Provost for Lifelong Learning and Dean of the Division of Continuing Studies, University of Wisconsin–Madison

UW–Madison’s Educational Innovation (EI) effort empowers faculty, staff, and students to be change agents to enhance student learning and generate new resources. Learn how we implemented an institutional change effort and created a campus culture that values educational innovation, supports efforts to scale and sustain this innovation, uses institutional change strategies to encourage alliances and partnerships, and defines outcomes, implements pilots, and analyzes metrics for sustaining innovation. We will describe activities over the past two years and our successes and lessons learned, as well as our plans for the next five years.

Outcomes: Learn strategies for starting and sustaining an institutional change effort related to educational innovation • Hear concrete examples that demonstrate how campus technology and academic leaders can partner to move scalable and sustainable educational innovations forward • Discuss with peers how to adopt or adapt some of our strategies on your own campus

INTERACTIVE PRESENTATIONS

Assessment of Student Learning

MavCLASS: Deep, Real-World Learning Analytics to Enhance Student Success
BELLE CHASSE

Jude Higdon-Topaz, Assistant CIO for Academic Technology, Minnesota State University, Mankato

The MSU Mankato analytics design team, powered by a Gates Foundation grant administered by Purdue University, sought to go beyond the superficial uses of analytics and to begin to dig deeply into the data to support enhanced instructional praxis, competency-based curricula, truly differentiated, personalized learning (Tomlinson 2001), and overall student success. The result was the Maverick Comprehensive Learning Analytics Support System (MavCLASS), an agnostic tool that is designed to provide instructors with meaningful, formative information about where students are struggling and how and when to stage interventions to support their learning.

Outcomes: Define learner analytics and contextualize it within the greater conversation about predictive analytics and big data • Articulate challenges and opportunities associated with implementing LA at your institution • Apply some basic instructional and curriculum design principles implied by LA to your courses or curricula • Explain the potential relationship between competency-based instruction/curricula and LA, and how they might complement each other to support student success • Begin designing a plan for exploring LA at your institution, including using MavCLASS

What You Shouldn’t Ask about Online Learning
ROSEDOWN

George Otte, University Director of Academic Technology, City University of New York; Charles D. Dziuban, Director, RITE, and Patsy D. Moskal, Associate Director, RITE, University of Central Florida; Gardner Campbell, Vice Provost for Learning Innovation and Student Success, Virginia Commonwealth University

The panelists will address four questions on the effectiveness and quality of online learning in the present context of higher education: How can I harness the power of disruption? Should I MOOCify my course? Will teaching online adversely impact my evaluations? Is it scalable? The questions are centered on issues that appear to be driving the higher education research agenda; however, on closer examination, there is the possibility of unintended consequences with each.

Outcomes: Understand disruptive innovation as well as positive and negative unanticipated side effects • Gain a brief overview of MOOC positives and negatives and how a MOOC differs and can evolve from an online...
class • Learn about the effect of course modality on student evaluations of instruction and what students value in “excellent instructors” • Gain an awareness of issues surrounding scalability • Connect with others and engage in ongoing dialogue on these issues

Online and Blended Teaching and Learning

The Yin and the Yang of MOOCs: What IT Leaders and Undergraduate Learners Have Told Us

OAK ALLEY

Jacqueline Bichsel, Senior Research Analyst, and Eden Dahlstrom, Director of Research, EDUCAUSE

MOOCs have helped enhance the reputation of some institutions and have provided an alternative method of taking a course for some students. However, MOOCs are not for every student, and they’re not for every institution. This presentation will synthesize the results from multiple recent EDUCAUSE studies to provide information on which institutions may benefit from MOOCs, which students may benefit from MOOCs, and where MOOCs fit in the current higher education landscape. This interactive session will include discussion about the advantages and disadvantages of offering MOOCs at your institution, as well as predictions about the future of MOOCs.

Outcomes: Understand the various motivating factors that compel institutions to offer (or not offer) MOOCs • Discuss how MOOC learning principles and practices attract (or repel) different types of learners • Recognize the institutional characteristics and learner demographics that mark innovators and early adopters of MOOCs • Theorize how MOOCs currently fit into the online learning landscape and whether they still have transformative potential • Apply research findings to determine if MOOCs are a good fit for your institution

InnovaTED PRESENTATIONS

Assessment of Student Learning

Assessing Student Learning through the Use of Digital Video and Data Mining

JASPERWOOD

Mikhail Gershovich, Lead, VOCAT Development and Marketing, Baruch College/City University of New York; Perry J. Samson, Professor, Department of Atmospheric, Oceanic and Space Sciences, University of Michigan–Ann Arbor

Grounded in data collected at Baruch College since 2007, this session will present lessons learned in the ongoing use of open web video technologies in the assessment of student learning as a way to a broader discussion of the implications of digital video for outcomes assessment. This panel will introduce VOCAT 3.0, a video assessment application developed by Baruch using open-source tools, and will consider the institutional, technical, and pedagogical challenges of developing and deploying video-based assessments. We will address the possibilities VOCAT offers for the collection, analysis, and visualization of assessment data.

Outcomes: Critically engage with the complexities and nuances of video-based assessments of student learning • Understand the challenges of developing new assessment models and deploying digital video assessment instruments • Explore the implications of assessment initiatives reliant on digital tools that allow assessments to move online/mobile • Address institutional challenges to funding, developing, and integrating digital video assessment tools • Get models for video-based assessments of student learning and program efficacy • Brainstorm possibilities for data analysis and visualization presented by open-source libraries integrated with VOCAT

Real-Time Mining of Student Notes and Questions

Perry J. Samson, Professor, Department of Atmospheric, Oceanic and Space Sciences, University of Michigan–Ann Arbor

Online web applications now make it easier to gather data about what students do in and outside the classroom. This presentation will discuss lessons learned from a project to crowdsource study guides based on the real-time mining of student notes and questions from LectureTools. “Lecture clouds” of words and concepts generated from mining student notes and questions in Lecture-
Tools are presented to students with links to germane content for further study. The effect of this system on student outcomes and participation will be presented, along with survey results from students and suggestions for further development.

**Outcomes:** Understand the spectrum of processes that are available for mining student notes and questions • Understand the options for displaying results to students and instructors • Learn how to apply this technique to your courses

**LEARNSHOP**

*Emerging Technology, Future Models, and Academic Transformation*

**Makerspace in Action: A Hands-On Introduction to Arduino Electronic Prototyping Platform, Special Two-Part Session, Part 1**

**ROOM DESIGN AND FURNITURE PROVIDED BY HERMAN MILLER**

**VERSAILLES BALLROOM**

Michael Shiloh, Senior Lecturer, Arduino Education

Makerspaces are zones of self-directed learning, providing a physical laboratory for inquiry-based learning and are primarily used for technological experimentation, hardware development, and idea prototyping, but increasingly, individual inventors and creative teams are using makerspaces to build projects in fields other than engineering and technology. Come to this learnshop and experience a makerspace firsthand using Arduino devices. Arduino is an easy-to-use device for connecting simple electronic components (e.g., LEDs, switches, sensors, loudspeakers, and motors) to each other that also describes how they should behave.

**PLEASE NOTE:** Attendance is limited to 40 participants. Seating will be offered on a first-come, first-served basis.

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**11:30 a.m.–1:30 p.m.**

**ELI 2014 Leadership Seminar: Using MOOCs to Spur Innovation**

**PLEASE NOTE:** Separate registration and fee are required to attend seminars.

**ROOM DESIGN AND FURNITURE PROVIDED BY COMPUTER COMFORTS, BRONZE PARTNER**

**ELMWOOD**

Amy Collier, Director of Digital Learning Initiatives, Vice Provost for Online Learning, Stanford University; Karen Vignare, Associate Provost, Center for Innovation in Learning, University of Maryland University College

After discussing innovation and change in the online learning context, participants will consider ways in which MOOCs or other teaching and learning online innovations could be implemented at their institutions. Participants will have an opportunity to hear multiple institutional perspectives on MOOCs and will also meet with several of the presenters over lunch to discuss potential strategies.

Tuesday’s agenda will include:

• Exploring the MOOC’s evolution and how the various models address student needs
• Considering what can be transferred from what we know of the online learning environment to the MOOC learning model and vice versa
• Understanding what can be learned from large-scale innovations through research and learning analytics
• Examining the MOOC as a new way to think about how we teach (i.e., the flipped classroom)
• Considering emerging and unaddressed issues in the online innovation context

**12:15–1:30 p.m.**

**Lunch**

**SPONSORED BY LIVETEXT**

**JEFFERSON BALLROOM**
1:30–2:15 p.m.

### FEATURED SESSION

**Emerging Technology, Future Models, and Academic Transformation**

#### Incubating Strategic Innovation

**NAPOLEON BALLROOM**

Ed Klonoski, President, Charter Oak State College; Deborah Amory, Acting Provost, Empire State College SUNY; Marie A. Cini, Provost and Senior Vice President, Academic Affairs, University of Maryland University College

Normally we think of successful innovations as brilliant ideas that explode on the scene. In truth, innovations emerge from the collision of ideas and collaborations with leadership that recognizes timely opportunities. In this session, three participants from the Breakthrough Models Incubator (BMI) will discuss their institutions’ latest innovations and cross-institutional collaboration to improve student learning outcomes and college success.

**Outcomes:** Better understand who the “new traditional” student is and why next-generation learning models are needed • Learn how institutional innovations like the BMI can dramatically improve student outcomes and college success • Understand how we worked with stakeholders to design and implement next-generation learning models • Learn how we are collaborating across institutions to achieve our individual institutional goals

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### INTERACTIVE PRESENTATIONS

#### Assessment of Student Learning

**Designing the Future of Portfolio-Based, Connected E-Learning**

**ROSEDOWN**

Gail Matthews-DeNatale, Senior Faculty Fellow, Graduate Programs in Education, Northeastern University

This interactive session will begin with a kick-off exercise during which attendees will consider the professional attributes necessary for success in next-generation “connected” e-learning design. The brainstorming session will be followed by a case study on the “backward design” of a fully online master’s degree program intended to prepare teachers and academic technology professionals for this future. Attendees will consider learning principles and curriculum design practices that foster connected, experiential learning. Participants will also receive a booklet that includes exemplars of curriculum design maps, program-level learning outcomes, signature assignments, and online resources aimed at orienting students to the concept of outcomes-oriented learning.

**Outcomes:** Learn about applying the concept of backward design to program development and aligning curriculum and course assessments with program-level outcomes • Learn about connecting academic and workplace-based study through experiential learning • Learn how to create online and portfolio learning environments that support connected, experiential learning • Learn how to create online and portfolio environments to engage students and faculty in examining evidence of learning, for the purposes of formative and summative assessment

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#### Messy Realities: Investigating Learners’ Experiences in MOOCs

**BELLE CHASSE**

George Veletsianos, Canada Research Chair in Innovative Learning and Technology, Royal Roads University; Amy Collier, Director of Digital Learning Initiatives, Vice Provost for Online Learning, Stanford University

What do we know about learners’ experiences in MOOCs? While surveys and big data yield insights into general behavioral patterns, these detached methods can distance us rather than help us understand the human condition. As a result, the phenomenon of “learning in a MOOC” is understudied and undiscovered. In this session, presenters will share their findings from two small-scale qualitative investigations of MOOC learners’ experiences. Attendees will discuss findings from the investigations and generate research questions and methods that advance understanding of MOOC learners’ experiences.

**Outcomes:** Learn about early findings on MOOC learners’ experiences • Understand design and teaching goals for addressing issues surfaced in investigations of MOOC learners’ experiences • Discuss research approaches that advance understanding of learners’ experiences
InnovaTED PRESENTATION
Digital and Information Literacies
Supporting Students with Data and Technology
JASPERWOOD

Michelle Bower, Chair of the Mathematics and Computer Science Department Associate Professor, and Ibrahim Dahlstrom-Hakki, Research and Education Specialist and Associate Professor, Landmark College; Cathy Allison, Project Manager, Computer, David Esping, Manager, Information Technology, Angela Hammons, Manager, Instructional Technology Services, and Gregory H. Smith, CIO, Missouri University of Science and Technology

Making Data Accessible to Diverse Populations of Students
Ibrahim Dahlstrom-Hakki, Research and Education Specialist, Landmark College

Data literacy is an increasingly important part of our modern global lives and has become critical to almost every field of study. Yet research shows that most adults tend to incorrectly interpret data and rarely use data to make informed decisions. It is therefore not surprising that many students struggle to develop fluency in interpreting data and working with statistics. This session will provide information and hands-on experience with a new approach that uses the software TinkerPlots to teach statistics to at-risk populations of college students. This work is funded by NSF RDE Grant HRD–1128948.

Outcomes: Learn about a new approach to teaching statistics and data literacy developed for diverse populations of students • View the results of pilot testing of our approach • Learn how to reorganize and interpret data through a live demo of a classroom activity using TinkerPlots software

Teaching and Technology Decisions to Support a Campus in an Ever-Changing Environment
Angela Hammons, Manager Educational Technology, Missouri University of Science and Technology

With technology and the way education is delivered changing rapidly, how do you know what services and technology are needed on your campus to support teaching and learning? This presentation will lead you through the processes that Missouri S&T used to determine the changing needs on our campus, how we formed partnerships across campus, and how we implemented a new service for students. You will have an opportunity to brainstorm with other session participants as well as see how S&T went about this process to implement rapid prototyping and additive manufacturing experiences with 3D printing on our campus.

Outcomes: Explore the value of developing partnerships across campus for successful service implementations • Create services that matter to students and support teaching and learning • Learn from our demo of 3D printing

LEANSHOP
ROOM DESIGN AND FURNITURE PROVIDED BY HERMAN MILLER
VERSAILLES BALLROOM
Michael Shiloh, Senior Lecturer, Arduino Education

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**POSTER SESSIONS**

**COURT ASSEMBLY FOYER**

**Assessment of Student Learning**

**Respondus: Tools for Online Assessments**

*Nick Laboda*, Senior Account Manager, Respondus

Respondus applications enhance the online testing features within a learning system. At this session you can see a live demonstration or discuss any Respondus product. LockDown Browser and Respondus Monitor protect the integrity of online exams by locking down the student’s computer and recording the test-taking environment with a webcam. Respondus 4.0 makes it easy to create and publish assessments to online courses. StudyMate engages students with learning activities, assessments, and games.

**Outcomes:** Understand the challenges with online testing and how Respondus applications can help overcome them • View a one-on-one demo of any Respondus application for use in your online courses and tests • Learn how easily Respondus applications integrate with your LMS to enhance online testing

**Digital and Information Literacies**

**Connecting the Dots for Data Information Literacy: What Data Skills Do E-Scientists Need?**

*Camille Andrews*, Learning Technologies and Assessment Librarian, and *Sara E. Wright*, Head of User Services, Cornell University

What digital and information literacy skills will e-scientists need to deal with data? The Data Information Literacy (DIL) project ([http://datainfolit.org](http://datainfolit.org)) brought together four research libraries to identify data trends and skills needed by graduate students across the STEM disciplines and to collaborate with faculty to develop and implement curricula to address those needs. In this session, project members will describe data information literacy and what the team learned through faculty and graduate student interviews, discipline-based literature reviews, environmental scans, and curriculum implementation and gather input from session attendees on DIL competencies.

**Outcomes:** Understand data information literacy and emerging data information literacy competencies • Identify potential methods for developing effective needs assessments and instructional strategies for teaching data curation/management skills to students • Articulate relevant data information literacy skills

**Emerging Technology, Future Models, and Academic Transformation**

**Collaborative Learning: Closing the Gap between Knowing and Doing**

*Bill Mullin*, President, Starin

With tech devices core to personal communications, research, and study, educators know that adapting their practices with methods conducive to sharing and collaborating is essential to creating engaging learning experiences. Understanding how the connected generation responds to interactivity and how devices extend learning resources is one thing. Going from oratory to interactivity is another. Having the right digital teaching platform helps make crossing the gap possible. We will show how the WOW learning platform encourages sharing, comparing, viewing and controlling of devices, mark-up by students and instructors, editing of common documents, remote participation, and more. Bring on BYOD.

**Outcomes:** Understand how adding collaborative/connected learning tools creates a springboard for adaptive teaching methods with interaction between students, their peers, and their instructor/facilitator • Understand when the collaborative capabilities are applicable to an area of study • Learn how approachable, immediate, and effective collaboration can be

**The Good, the Bad, and the Ugly Side of BYOD in the College Classroom**

*Gregory McCoy Sarita*, Assistant Professor of Political Science, Kennesaw State University

This poster will discuss the benefits of BYOD in an undergraduate classroom. Using the analytic software by ExamSoft as a model of electronically administering exams in the classroom, the potential benefits to students will be considered: smooth delivery of the assessment, instant feedback to students, and a detailed report of student success and trouble areas. Results from two surveys given to two pilot classes, which also reveal difficulties with BYOD in the college classroom, will be presented. In addition, both the digital divide that persists in college settings and student attitudes about technology and assessment in the classroom will be highlighted. In conclusion, recommendations for closing these gaps and best practices for implementing BYOD at the college level will be given.

**Outcomes:** Learn about student learning assessment best practices • Understand how to implement BYOD in the classroom • Learn about student learning assessment software
Schoology

Robert Tousignant, Senior Director, Higher Education, Schoology

Schoology is a unique, user-centric LMS whose ease of use promotes campus-wide adoption. It empowers real people to share in meaningful academic experiences anytime, anywhere, and on any device. Schoology transforms the campus into a flourishing online community of creators, mentors, and proactive learners. Most importantly, Schoology filters all the activity of academic life into a quickly digestible format to help students be more effective and focus on their education. Schoology combines modern communication tools with a collaborative environment in an integrated platform that’s more than a learning management system. Schoology is the academic world’s first instructional operating system. Learn why more than 3.5 million users have joined the Schoology community in less than four years.

Outcomes: Understand the paradigm shift happening in learning management and the drivers behind LMS adoption in 2014 • Understand why the user-centric model greatly benefits students today • Understand why communication, collaboration, and instructional integration are the cornerstones of an effective LMS

Treks: The Faculty Learning and Integration Model That Works

David Ernst, CIO, College of Education and Human Development, University of Minnesota

Treks is an innovative, successful faculty development and technology integration program designed in the University of Minnesota’s College of Education and Human Development. Treks provides faculty with an intensive retreat experience in which they consider their professional and course goals and determine how academic technologies can serve and support these goals. Treks provides faculty with the necessary time, space, motivation, inspiration, and expertise to begin or further their academic technology journey. This program gains in popularity each year and has become extremely competitive. Presentation participants will learn how they can apply lessons learned from Treks to their own institutions.

Outcomes: Understand the qualities of an effective faculty development program • Learn strategies for motivating and supporting faculty members through professional development programming • Learn about Treks through discussion, case studies, and survey results

Online and Blended Teaching and Learning

Developing a Faculty Resource Center in the Blackboard LMS

Justin T. Dellinger, Instructional Programmer, The University of Texas at Arlington

The University of Texas at Arlington has experienced extensive growth in its online courses over the past five years. As more colleges at the university offer programs in the Blackboard LMS, faculty members enter the online realm with a variety of knowledge and skills. A faculty resource center offers these instructors the opportunity to have more ownership of their courses by providing instructional manuals and videos, best practices, and a collaborative location to share strategies and experiences.

Outcomes: Understand the role that a resource center plays in furthering faculty engagement and learning in an online environment • Understand the strengths and weaknesses of using a faculty resource center • Understand how to engage faculty members through online collaborative sessions • Understand how to adapt resources to varying program standards

Flipping the Classroom with lynda.com

Brendan Nelson, Academic Solutions Advisor, lynda.com

Advances in technology have inspired teachers to replace textbooks, pursue the flipped classroom, and embrace the “cloud.” These innovations—free, open source, and third party—have liberated teachers to rethink the traditional classroom and to consider the introduction of complementary resources such as lynda.com online video instruction covering technology, creative, and business skills. Teachers and students are redefining learning and creating blended learning environments that combine face-to-face with online activities and supplement curricula. Join us to evaluate academic options that extend learning, making instruction available anytime, anywhere.

Outcomes: Learn how online instruction can supplement classroom curricula • Learn how students can use technology to learn at their own pace • Learn how lynda.com provides 24/7 access to a wide range of technology, creative, and business skills tutorials
Making Videos: The Practical and the Imaginative

Elizabeth A. Evans, Duke Digital Initiative, Duke University

MOOCs are everywhere. Open a business magazine, a newspaper, or an education publication and you’re likely to see something about the rise of the MOOC movement. In today’s MOOCs, most content is delivered via short video lectures. This poster will show how faculty at Duke University who are teaching a MOOC using the Coursera platform create standard lecture videos with a do-it-yourself (DIY) kit. The poster will provide an opportunity for discussion and debate about the creative potential of videos for content delivery.

_Outcomes:_ Create a DIY video kit and identify video styles that faculty can create using the kit • Identify optional support elements to enhance DIY videos • Generate, share, and evaluate ideas for creative video design and use

Moving Math Online: Technology Solutions

Barbara Wilkins, Instructional Designer, eLearning Specialist, Missouri University of Science and Technology

Online mathematics? Is that possible? Yes! Integrating technology in mathematics is possible, and even allows for effective online instruction! Best teaching practices with technology will be demonstrated with a variety of tools to enhance mathematics and problem-based courses in online, face-to-face, or blended settings.

_Outcomes:_ Respond quickly and easily to student homework questions in STEM classes without spending hours typing symbols • Encourage group learning and nonthreatening self- and peer-assessment • Create online assignments without resorting to publisher materials, and without spending hours grading • Create videos using readily available tools • Evaluate discipline-specific technology tools and resources

2:15–2:45 p.m.

☕ Refreshment Break

_COURT ASSEMBLY FOYER_

Meet EDUCAUSE Learning Initiative Staff

Stop by to visit with Malcolm Brown, director of the EDUCAUSE Learning Initiative.

2:45–3:30 p.m.

CORPORATE AND CAMPUS SOLUTIONS

Assessment of Student Learning

Protecting the Integrity of Online Tests: LockDown Browser and Respondus Monitor

ROSEDOWN

Nick Laboda, Senior Account Manager, Respondus

This information-packed session will demonstrate how to maintain the integrity of online exams in both proctored and nonproctored environments. Two products will be demonstrated, LockDown Browser and Respondus Monitor. Collectively, these applications lock down the computer (preventing students from searching for answers or accessing other applications) and deter the use of other resources during exams (such as smartphones or second computers). We’ll also discuss key challenges with online testing, including verifying student identity, ensuring exam integrity, mitigating proctoring expenses, and giving students greater flexibility in when and where they take online exams.

_Outcomes:_ Understand the challenges with online testing and how LockDown Browser and Respondus Monitor can help overcome them • Learn how LockDown Browser and Respondus Monitor differ from other types of proctoring • Learn how to use LockDown Browser and Respondus Monitor to deter cheating in online exams

Emerging Technology, Future Models, and Academic Transformation

Education 2020: Empowering Learners and Strengthening Institutions in a Time of Transformative Change

OAK ALLEY

Deborah Everhart, Director of Integration Strategy, Blackboard

In publicity around rapid change in education, there’s often hyperbole about a rising tide of consumer-minded, job-oriented learners making demands that obliterate traditional educational institutions and their centuries-old models. But analyzing the forces shaping the future of education and envisioning what learning will look like in 2020 lead us to conclude that the rising tide of innovation will advance and benefit both learners and institutions. The not-so-evenly-distributed future shows today’s avant-garde demonstrating the transformative power of big data, learner-centric models, and alternative programs and credentials empowering post-traditional learners while capitalizing on the strengths of traditions in educational institutions.
Outcomes: Learn how areas of seismic shift can be expected to impact educational institutions in the near future, including big data, learner-centric design, and alternative credentials • Gain insight into how institutions are already empowering learners through educational innovations • See how Blackboard is supporting transformative change with integrated, innovative technologies and services

How to Create a Custom Course Content Resource from Textbooks and OER

ELMWOOD

Lida Hasbrouck, Chief Communications Officer, Ginkgotree

We will explore the possibilities for creating a custom course resource from textbook content, journal articles, and open educational resources (OERs) using the Ginkgotree platform. This session is designed for technology innovators looking for a new approach to course materials. Ginkgotree is a tool used by instructional designers and teaching faculty who prioritize increasing the value of course materials by improving their quality and lowering their cost.

Outcomes: Learn how to customize curriculums • Discover new OER sources and tools • Become familiar with the Ginkgotree platform

Solving Online Student Retention

MAGNOLIA

Steve Gottlieb, Founder and CEO, Shindig

Does your current online learning program leave students isolated, with no sense of peer group or inspiration to overcome difficulties? What causes classes to go from tens of thousands of enrollees to only hundreds of completions? Learn how Shindig solves the online student retention quandary through robust instructor-to-student and student-to-student interactivity, video chat discussion groups, and other engaging ways of building student body cohesion around your online curriculum. Explore the latest techniques that move from massive to meaningful in online education.

Outcomes: Understand that peer-to-peer interaction is essential for student body retention and cohesion • Understand that discussion groups can and should be an essential part of online instruction • Discover that flipped online MOOCs, where both an asynchronous MOOC component and a live synchronous instructor-led discussion done entirely online, are now possible

Online and Blended Teaching and Learning

Academic Integrity in Online Learning Environments

BELLE CHASSE

Christopher Uthe, eLearning Product Manager, Jenzabar

The growth in online testing, courses, programs, and schools has resulted in a reexamination of a school’s ability to prove the identity of the student performing the work. In this session, we’ll examine the various depths at which we can prove identity, along with the pros and cons of some current and theoretical solutions for identity management. We’ll attempt to organize and weigh assignment types into groups and discuss what, if any, different requirements for ID verification those groups have.

Outcomes: Better understand identity requirements in online learning • Understand the benefits and downsides of current solutions to identity management products in online learning • Get ideas for how to assess the need for an identity management strategy on your campus

3:30–3:45 p.m.

Break

COURT ASSEMBLY FOYER
LEARNING CIRCLES

Blended Learning: The Ideal Instructional Model?

OAK ALLEY

Anthony Picciano, Professor and Executive Director, The Graduate Center, CUNY; Charles D. Dziuban, Director, RITE, and Patsy D. Moskal, Associate Director, RITE, University of Central Florida

Why is blended learning evolving into the instructional model of choice at all levels of mainstream education? The basic premise for this session is that even with the media attention that MOOCs and other online modalities are getting, blended learning is viewed as the most practical approach for scaling up and integrating online technology into teaching and learning. Questions to be addressed in this learning circle include: Why does blended learning appeal to mainstream institutions? Is blended learning a graceful approach for integrating technology that minimizes “disruption”? What are blended learning’s pedagogical foundations? How flexible is it, and what are the types of “blends” that are evolving? What issues does blended learning pose for faculty development? Does the role of teacher change in a blended learning environment? How do students respond to learning in a blended environment?

Breakthrough Models Learning Circle

ROSEDOWN

Lauren Fancher, Director, GALILEO Support Services, Board of Regents of the University System of Georgia; Philip Neufeld, Senior Director, Technology Services, California State University, Fresno

We all know that higher education is under unprecedented pressure to evolve and change. The idea of a breakthrough model connotes a comprehensive new plan that is institutional in scope and departs from tradition in a significant way. How might the idea of a breakthrough model play out in the context of teaching and learning? What is needed to achieve an institutional breakthrough? Come and discuss this concept and its relevance to the future of higher education teaching and learning. This session will be facilitated by a pair of graduates from the Breakthrough Models Academy.

Crowdsourced Learning Circle

JASPERWOOD

Paul E. Fisher, Associate CIO / Director, Teaching Learning and Technology Center, Seton Hall University

This learning circle topic will be determined by you, the teaching and learning community, by voting at https://www.surveymonkey.com/s/LearnCircle on the topic you’d like to discuss during this crowdsourced learning circle by Monday, February 3, at 5:00 p.m. local time.

How Do You Know If Your Faculty Development Program Is Effective?

BELLE CHASSE

Edward C. Bowen, Director of Consulting, Dallas Learning Solutions, Dallas County Community College District; Tanya Joosten, Director, Learning Technology Center, University of Wisconsin–Milwaukee

Recently, many of us have been asked to provide evidence of the effectiveness of our faculty development programming. How do we do that? Administrators are looking for an ROI in faculty development to ensure quality in blended and online programming. Some of us are seeing decreases in state funding and enrollments, leading to the need to cut budgets. Although we know faculty development is critical to successful programming, how do we demonstrate its effectiveness? We will discuss different approaches to evaluating and researching the effectiveness of faculty development programming at the course, program, and institutional levels, from phenomenological to big data approaches. Please join us to share your questions, approaches, and experiences.

4:30–5:15 p.m.

Breakthrough Models Academy 2013 Cohort Meet-Up

TRAFALGAR

Content Anchor Discussions

OAK ALLEY

Moderated by: Eric Behrens, Director, Academic Computing, Swarthmore College

Each year, the EDUCAUSE Learning Initiative conducts a survey to identify the key themes in teaching and learning in higher education; the top five or six serve as content anchors for ELI events and publications. Join us for this conversation about the themes and what they mean to the teaching and learning community.
ELI Town Hall Meeting

**MAGNOLIA**

**Malcolm Brown**, Director, EDUCAUSE Learning Initiative, and **Veronica Diaz**, Associate Director, EDUCAUSE Learning Initiative, EDUCAUSE

ELI brings together a diverse group of individuals interested in advancing learning through IT innovation. This session will introduce newcomers and other interested members to ELI’s philosophy and programs. You will learn about the different ways to become engaged with ELI activities and hear about ELI’s future directions. At this session, we will also ask for your input about ways we can better support you and your colleagues.

Health Science IT Constituent Group

**NAPOLEON BALLROOM**

This discussion group focuses on issues and challenges facing IT professionals serving in medical and health-related institutions. In this session, we will focus on educational technologies.

Liberal Arts Colleges Roundtable

**VERSAILLES BALLROOM**

**Barron Koralesky**, Associate Director of Information Technology Services, Macalester College

Attend this open discussion facilitated by liberal arts institution leaders to explore ways for the liberal arts teaching and learning community to collaborate, network with peers, and leverage ELI resources on the small college campus.

Social Media Constituent Group

**ROSEDOWN**

We will discuss using social media to increase communication, build an online learning community, create connections between the student and the instructor and among students, and enhance engagement. We again will focus on harnessing the capacity of social media and look to members to bring their experiences to share. We will explore the implications of the integration of social media throughout higher education for an array of purposes (e.g., teaching, recruiting, advising, and more). Social media for our purposes is defined as media that’s used to build social networks and connections for sharing information through a mediated channel.

Teaching and Learning Team Discussions

**ELMWOOD**

This year, we’ve designated some time for institutional teams (groups of two or more attendees from a college or university) to meet and discuss what they’ve learned and how it may apply to their setting. Individual participants who are not with a college team may join other teams or discussion groups during this time.

Women in IT Constituent Group

**JASPERWOOD**

The Women in IT Constituent Group is out to change the world, one IT shop at a time. Join us as we explore and practice behaviors that can lead to improved recruitment, retention, and advancement of women in higher ed IT. We’ll give an overview of effective practices based on your input. Come prepared to learn, engage, and be inspired to make positive change.

VIP Reception

(By invitation only)

**NEWBERRY/ASCOT**
7:30–8:30 a.m.

Breakfast
JEFFERSON BALLROOM

7:30–10:45 a.m.

Registration Open
REGISTRATION COUNTER, THIRD FLOOR

8:30–9:15 a.m.

FEATURED SESSION
Emerging Technology, Future Models, and Academic Transformation

Four Big Ideas for What’s Next
NAPOLEON BALLROOM

Kyle Bowen, Director of Informatics, Purdue University

This presentation will explore four emerging concepts that reimagine the dynamics of learning. Digital badges reinvent the idea of a grade and how they can capture learning in all of its forms. Mobile devices, especially tablets, provide a virtual “second screen” that is an interactive companion to boring lectures. Insights gained from analyzing large data sets, so-called big data, have the potential to fuel new forms of in-depth interactions. And isn’t it time that we move beyond e-books to build experiences instead of content? This presentation will explore practical scenarios where these concepts have been put into practice as well as ideas for future directions.

Outcomes:
- Critically evaluate four emerging technologies and their impact on teaching and learning
- Identify different approaches to using digital badges as part of formal and informal learning
- Compare techniques for implementing alternative mobile learning technologies with students and faculty
- Evaluate online interactions that could be enabled through analytics
- Identify typical challenges associated with publishing content to mobile devices

INTERACTIVE PRESENTATIONS
Assessment of Student Learning

Proving Innovation Effective: How Three NGLC Projects Improved Outcomes for Students
ROSEDOWN

Katherine Stevenson, Professor of Mathematics, Director of Developmental Mathematics, California State University, Northridge; John Squires, Math Faculty and Chair, Chattanooga State Community College; Timothy McKay, Arthur Thurnau Professor of Physics, University of Michigan–Ann Arbor

Moderated by: Nancy Millichap, Program Officer, Next Generation Learning Challenges, EDUCAUSE

In the spirit of ELI’s Seeking Evidence of Impact program, this session will engage the teaching and learning community in a consideration of what works when gathering evidence of the impact of innovation. Project leaders from the University of Michigan, California State University, Northridge, and Chattanooga State Community College are among the Next Generation Learning Challenge’s first 29 grantees whose completed projects were judged by an independent SRI review to have produced statistically significant gains in student success. These project leaders will share scenarios from their work and invite participants into the decision making that ultimately led to these strong results.

Outcomes:
- Develop a sense of which project design elements must be included up front in order to measure success after an innovation has been applied
- Get tips on developing effective questions for determining if an innovation works, why it works, and for whom it works
- Gain insights into working and collaborating successfully with independent researchers and institutional research officers

Emerging Technology, Future Models, and Academic Transformation

Leveraging Collaborative Technologies and Pedagogies in Large Active Learning Classrooms
BELLE CHASSE

Greg Siering, Director, Center for Innovative Teaching and Learning, Indiana University Bloomington; Anastasia Morrone, Associate Vice President, Learning Technologies, and Dean for IT, Indiana University–Purdue University Indianapolis

Multiple universities are exploring the potential of large active learning classrooms, focusing on collaborative, problem-based learning activities. Current models do not actively address the collaborative use of rich media in these classes, however, which led Indiana University Bloomington to explore a new classroom design centered around small group tables with extensive technology, coupled with a video wall and video distribution system capable of sharing screens in multiple ways. These technologies, used with innovative pedagogies, address the unique active learning needs of media-rich courses. This presentation will explore the room’s development and the results of studies on its impact on both faculty and students.

Outcomes:
- Learn about collaborative technologies that support large active learning classrooms
- Understand key aspects of designing high-tech, media-rich, active learning classrooms
- Learn potential research questions for assessing and enhancing media-rich active learning classrooms
- Understand essential faculty-development elements of active learning projects
InnovaTED PRESENTATIONS
Emerging Technology, Future Models, and Academic Transformation

Promoting Student Success through Course Redesign and Retention Strategies
OAK ALLEY

Megan Kohler, Instructional Designer, and Matt Meyer, Senior Instructional Designer, The Pennsylvania State University; Hae K. Okimoto, Director, Academic Technologies, University of Hawaii at Manoa

An Epidemics MOOC: An Investigation of Student-Retention Strategies
Megan Kohler, Instructional Designer, The Pennsylvania State University

The goal of this session is to discuss the validity and efficacy of the methodologies implemented in one of Penn State’s MOOCs with a specific focus on retention strategies, faculty involvement, and student engagement. Epidemics: Infectious Disease Dynamics consisted of 61 fully animated videos, a custom web app simulation, a weekly recorded roundtable discussion, and a development team of eight internationally recognized faculty with no prior experience in online education.

Outcomes: Evaluate the student retention strategies we implemented in our MOOC to determine if they were successful • Identify key components of MOOC design and what learning strategies should be implemented to ensure student retention and participation rates • Evaluate where MOOCs may be falling short and how we can enhance MOOC design to ensure stronger learning experiences

A Two-Pronged Approach to Student Success
Hae K. Okimoto, Director, University of Hawaii at Manoa

Analytics of the past has focused on reporting how things have been working. Analytics most recently has focused on how it can be used to improve what happens in the classroom, as well as in the support services areas to help students succeed. The University of Hawaii is using analytics to improve what’s happening in the classroom and how classes are scheduled. Two examples discussed will be how analytics was used to redesign developmental math and how analytics was used to prepopulate student registration with a full course load to ensure timely progress toward degree.

Outcomes: Understand how to use data for course redesign • Understand how to use data for student registrations • Understand how to use data to promote student completion

Online and Blended Teaching and Learning

Supporting Students through E-Textbooks and Problem-Based Software
JASPERWOOD

Jared Danielson, Assistant Professor; Laurie Kruzich, Practicum Placement Coordinator/Dietetic Internship Instructor, and Carla Weiner, Lecturer, Department of English, Iowa State University of Science and Technology; Paul Golisch, Dean of Information Technology, Paradise Valley Community College; Lisa C. Young, Instructional Design/Ed Tech Faculty, Scottsdale Community College

Additional project contributors: Jean Anderson, Dietetic Internship Director/Senior Clinician, Holly Bender, Associate Director, Center for Excellence in Learning and Teaching and Professor, John P. Boysen, Senior Systems Analyst, and Jim Twetten, Director, Academic Technologies, Iowa State University of Science and Technology

"Please Don’t Make Me Buy a Textbook": Using ExtraOERdinary Materials to Save Money and Increase Access for Students
Lisa C. Young, Instructional Design/Ed Tech Faculty, Scottsdale Community College

The Maricopa Millions project is saving students money and creating greater access to learning materials using open educational resources. This presentation will provide details on how a very large community college district is developing awareness of OER to faculty and students, increasing use of OER and documenting critical measures. The presenters will share how the targeting of developmental education courses and high-enrollment classes ensures students have the learning materials necessary on day one of class (or before) without having to break the bank.

Outcomes: Identify strategies to increase awareness and use of OER at your institution • Identify strategies for documenting the use and impact of OER • Understand the impact of the use of OER on cost and access, from a student view

Pathfinder and ThinkSpace: 13 Years of Software Development to Teach Discipline-Specific Problem Solving and Clinical Judgment
Jared Danielson, Director of Curricular and Student Assessment, Iowa State University of Science and Technology

Current research emphasizes the instructor’s crucial role in providing students with meaningful practice, reflection, and feedback opportunities. Nonetheless, it can be difficult to provide students with carefully designed and meaningful practice and timely feedback in commonly available computer-based teaching environments. We
will describe two related learning tools that address this challenge, the diagnostic Pathfinder and ThinkSpace. Participants will review research showing the importance of meaningful practice, process, and reflection; learn characteristics of effective computer-based practice environments; and conceptualize the design of meaningful problems in their own content areas using veterinary medicine, business communication, and food science/nutrition as examples.

Outcomes: Understand the importance of engaging students in effective problem-solving and reflective practice activities • Identify the characteristics of practice activities that engage students in meaningful problem solving • Adapt the characteristics of effective practice activities to your own content area • Design effective computer-based, problem-solving activities that will promote student learning

LEARNSHOP
Google Glass: Implications for Teaching and Learning in Music and Digital Storytelling
ROOM DESIGN AND FURNITURE PROVIDED BY HERMAN MILLER
VERSAILLES BALLROOM
Cynthia Johnston Turner, Associate Professor of Music, Cornell University; Jeremy Littau, Assistant Professor, Lehigh University

The speakers will share their experiences and research as beta-testers for Glass, Google’s wearable technology. Jeremy has been using Glass in his multimedia skills classes, guiding 10 students as they experiment with new first-person video storytelling forms. He has been doing research on the experience and, while the work is in progress, he’ll share some of the lessons learned from the early data. Cynthia and her team have been using Glass in conducting labs as well as in a variety of performance spaces. Their research has implications for how we give feedback and access learning, as well as how musicians make music and share with audiences.

During the closing session, leadership seminar participants will have the opportunity to share their ideas, concerns, and potential action steps to consider implementation of innovations like the MOOC at their institutions. They’ll also clarify the potential goals for adopting/launching innovations in teaching and learning.

8:30–10:00 a.m.

POSTER SESSIONS
COURT ASSEMBLY FOYER
Assessment of Student Learning
Assessing Educational Effectiveness Using Shape, Color, and Sound
Penny Bamford, Assistant Academic Vice President, and Valerie Landau, Director of Assessment, Samuel Merritt University

We developed a web application for the assessment of educational effectiveness that illustrates the relationships and alignment of learning outcomes at the course, program, and institutional levels as well as alignment with industry standards. Each course learning outcome is linked to samples of student learning (papers, videos, and images), providing evidence that students are, in fact, demonstrating mastery of outcomes. These color-coded maps create a mosaic effect, with each shard representing a dense data point that, when combined, create a picture. To heighten faculty engagement, we use the curricular data as a musical score.

Outcomes: Analyze the educational effectiveness of an academic program by looking at the curricular maps as a color-coded mosaics • Participate in curricular assessment by listening to the data as music • Participate in a game of assessment of educational effectiveness

Redesigning Collaborative Learning Spaces: How to Get the Information You Need to Get the Transformation Right the First Time
Camille Andrews, Learning Technologies and Assessment Librarian, and Sara E. Wright, Head of User Services, Cornell University

How do students work collaboratively, what do they need to do so in library spaces, and how do librarians find out this information? For a recent space redesign, our library’s learning technologies team applied qualitative and quantitative methods and tested products such as Tidebreak’s Teamspot collaborative software (http://tidebreak.com/prodteamspot.shtml) to find out from users at our research-intensive university exactly what it takes to work together. We’ll outline our research process, share our results, and show changes the library has made to help others who are considering their own collaborative space redesign.

8:30–9:30 a.m.

ELI 2014 Leadership Seminar: Using MOOCs to Spur Innovation
PLEASE NOTE: Separate registration and fee are required to attend seminars.
ROOM DESIGN AND FURNITURE PROVIDED BY COMPUTER COMFORTS, BRONZE PARTNER
ELMWOOD
Amy Collier, Director of Digital Learning Initiatives, Vice Provost for Online Learning, Stanford University; Karen Vignare, Associate Provost, Center for Innovation in Learning, University of Maryland University College

How do students work collaboratively, what do they need to do so in library spaces, and how do librarians find out this information? For a recent space redesign, our library’s learning technologies team applied qualitative and quantitative methods and tested products such as Tidebreak’s Teamspot collaborative software (http://tidebreak.com/prodteamspot.shtml) to find out from users at our research-intensive university exactly what it takes to work together. We’ll outline our research process, share our results, and show changes the library has made to help others who are considering their own collaborative space redesign.
Outcomes: Identify student needs for collaborative work space and tools required to investigate similarities or differences at your institution • Describe a variety of qualitative and qualitative research methods in consideration for your own learning space research • Examine a learning space redesign to get ideas for implementing your own redesigns

**Digital and Information Literacies**

**Connecting Online Learners for Success in an Evidence-Based Platform**

**Beth Nettles**, Instructional Development Team Lead, University of Central Florida

For students to be successful in an online course, they need to orient themselves to the learning management system and course quickly. The University of Central Florida has a system to provide tutorials in a just-in-time format to assist students in their online courses. The system provides information to students and collects data. Visit our poster session to hear more details.

Outcomes: Identify ways to help students gather information to succeed in online courses • Review how the topics were selected, tutorial design, and assessment data • Review assessment data and evaluate impact on student performance • Identify future tutorials

**Methods for Evaluating Technology-Based Instructional Innovations**

**Broadening Our Horizons: Using the Horizon Report to Help Medical Schools Make Better Decisions**

**William Holloway**, Director, Educational IT, New York University; **Boyd Knosp**, Associate Dean for Information Technology, The University of Iowa

Additional project contributors: **Morgan Passiment**, Director, Information Resources Policy and Programs, Association of American Medical Colleges; **Chandler Mayfield**, Director, Technology Enhanced Learning, University of California, San Francisco

The New Media Consortium’s *Horizon Report* is a valuable tool for anticipating trends in emerging technologies. Academic health centers have been slow to adopt the *Horizon Report* in their technology planning and decision-making processes. A collaboration of educational technologists from several academic health centers has developed a process to help medical schools better apply the *Horizon Report* by evaluating each trend for its relevance to medical education and identifying relevant materials from the academic health community. This poster will describe this process and outline how it is being applied across medical schools and their affiliated health profession partners.

Outcomes: Get a deeper understanding of the *Horizon Report* • Get ideas for applying the report to a specific area of academia • Learn how technology allows education to reach beyond the classroom to impact learning throughout a career

**Employee-Driven Innovations: Novel Technology Adaptations to Advising Millennial Medical Students**

**Jason Bergschneider**, Residency Application Counselor, and **Meredith Szumski**, Director of Student Affairs, UCLA

In 2010, the David Geffen School of Medicine at UCLA piloted a faculty-based career-advising program for medical students. Though largely successful, millennial students reported dissatisfaction in two areas: engagement with advisors and accessibility of information at an individualized pace. Student affairs staff responded to these concerns by adapting simple web-based platforms, thereby providing real-time advising. The resulting innovations increased student satisfaction immediately and remain highly rated. This poster will examine the drivers and challenges behind technologically simple solutions and introduce employee-driven innovations (EDI) as a valued method for improving learning outcomes. Programs resulting from creative adaptations of technology highlight student affairs practitioners’ innovation potential.

Outcomes: Gain knowledge of EDI theory as a mechanism to engage staff, encourage creative solutions, and address student concerns within the parameters of institutions with limited resources and budget • Understand the basic framework used to measure successful EDI outcomes

**Mobile Learning**

**The Flipped Classroom and Mobile Learning: A Pilot Project**

**Tom Smyth**, Professor, University of South Carolina Aiken

This session will describe a pilot project that implements three innovative, high-impact pedagogies and assesses their effectiveness on student learning at the undergraduate level. Participants will learn research-based strategies for implementing and assessing the effectiveness of a flipped classroom at the college level, the use of mobile technologies as a key technology in an undergraduate course, and authentic assessment techniques such as an electronic portfolio. Participants also will explore how the use of these engaging techniques can increase student engagement and in turn affect retention, progression, and graduation (RPG) rates.

Outcomes: Learn strategies for implementing and assessing the effectiveness of a flipped classroom, implementing and assessing the effectiveness of the use of mobile technologies as a key technology
in an undergraduate course, and implementing authentic assessment techniques (e-portfolios) • Understand the relationship between these strategies and the increase in student engagement and RPG

Organic Chemistry Demystified and Mobilized with a Touch of Technology

Jacqueline Bennett, Associate Professor, and Maurice Odago, Assistant Professor, SUNY College at Oneonta

Undergraduate students in an introductory organic chemistry course were provided with iPad minis equipped with iSpartan, a powerful molecular visualization app, for one semester. Student performance in the iPad course was compared to performance in the same course taught by the same instructor the previous semester. Using composite SAT scores as a covariate to control for academic ability, performance on the final exam was statistically greater in the iPad course than in the comparison course (p < 0.001). Similarly, course grades were statistically higher in the iPad course (p = 0.007). Please bring a smartphone or tablet. The presenters will demonstrate all apps on iOS devices. The iSpartan is a paid app and will be demonstrated at a level appropriate for nonchemists.

Outcomes: Learn how to access resources using QR codes, create QR codes, and embed QR codes in handouts to link to online content • Create a free Evernote account on your personal mobile device, create notebooks, take notes containing text and photos within the same note, and access notes from other devices • Create a free Dropbox account, take video, upload video to Dropbox, and share video with others • Use ColorAssist to describe colors precisely • Understand how iSpartan can be used to explore 2D to 3D molecular transformations, 3D rotations, and other important molecular manipulations

Promoting Situated Learning with Mobile Devices: The TourGuide Project

Scott Schopieray, Director of Academic Technology, College of Arts and Letters, Stephen R. Thomas, Assistant Professor, and Tatum Walker, Instructional Technologist, Michigan State University

Using mobile devices to promote situated learning opportunities provides opportunities for constructivist learning. TourGuide is a web-based application that leverages HTML5 to create a mobile environment capable of supporting student-created tours. This presentation will outline projects involving TourGuide that allow students to use the entire campus as their classroom, exploring ideas and artifacts in their original contexts.

Outcomes: Make the case for the power of mobile-based situated learning • Generate awareness of our tool, which supports student learning in this manner • Contribute to an understanding of the powerful learning experiences that can be had by experiencing artifacts in their authentic context

Using Mobile Devices to Enhance the Curriculum

W. Lee Hisle, Vice President for Information Services and Librarian of the College, Laura Little, Instructional Developer/Designer, and Chris Penniman, Director, Instructional Technology, Connecticut College

Connecticut College’s Digitally Enhanced Learning Initiative (DELI) explores how mobile devices such as iPads, iPods, and other student-centered technologies (pocket video cameras and underwater cameras) can be used to enhance students’ academic experiences. A merged computing and library environment provides the resources and support for faculty who want to furnish devices to a class to achieve specific content-related learning goals and increase digital literacy. Presenters will describe the application process, logistics, assessment, and future strategies, as well as offer attendees hand-on experience with course kits from a number of disciplines.

Outcomes: Learn about a successful model for a mobile initiative and distribution/deployment options, particularly for iOS devices • Understand potential challenges, including institutional buy-in, sustainability, assessment, and scalability

Online and Blended Teaching and Learning

Launching a Campus-Wide Video Platform

David Weinstein, CEO, Sharestream

The use of streaming video, mobile media, and other forms of digital content (such as audio, podcasts, and lectures) has skyrocketed at educational institutions. This session will focus on the implementation of ShareStream for institution-wide media management and its use for instructional technology, online learning, the library, and campus communications.

Outcomes: Learn how to consolidate multiple silos of media into a single system to achieve economies of scale • Learn how to provide easy access to media for teaching and learning • Discover how to secure and control access to media through digital rights management

9:15–9:45 a.m.

Refreshment Break
FEATURED SESSION
Emerging Technology, Future Models, and Academic Transformation

Breakthrough Models Academy Winners Panel
NAPOLEON BALLROOM

Join us for this discussion with representatives of the three winning EDUCAUSE Breakthrough Models Academy teams. Find out more about the winning projects and the Breakthrough Models Academy at educause.edu/BMA_Projects.

Outcomes: Understand what makes up a higher education breakthrough model • Explore challenges and opportunities around designing new models • Review models that support increasing accessibility, relevance, flexibility, and sustainability

INTERACTIVE PRESENTATIONS
Digital and Information Literacies

Faculty and Students Working beyond the Classroom: Flipped Knowledge Production
BELLE CHASSE

Susan Pennestri, Instructional Technologist; Lucas Regner, Student/Graduate Associate, and Janet Russell, Director for Science Programs and Technology Enhanced Learning, Georgetown University

We will show how social media features that accompany lecture capture technology such as bookmarking and discussion tools can be used to mine captures for reusable content. This content can then be repurposed in learning modules for a flipped classroom, online course, or even a MOOC. We will focus on one professor’s workflow, in which classroom lectures are recorded wholesale with lecture capture software and then reviewed and annotated by students using the collaborative features of a lecture capture tool. We will discuss our failed workflows and the scalability of this approach and offer suggestions for involving students in the creation of remixable online content.

Outcomes: Understand how lecture capture technology can be used to mine lectures, how mined content can be repurposed for various other contexts, and how faculty and students can participate in annotating captured lectures • Get a lecture-structure checklist that makes lectures the most suitable for mining • Get examples of student “assignment” prompts for annotating captured lectures

Emerging Technology, Future Models, and Academic Transformation

Introducing FLEXspace: The Flexible Learning Environments eXchange
JASPERWOOD

Megan Marler, Director, Strategic Initiatives, ARTstor; Clare van den Blink, Director, Academic Technologies, Cornell University; Joseph A. Moreau, CTO and Vice Chancellor, Technology, Foothill-DeAnza Community College District; Jim Twetten, Director, Academic Technologies, Iowa State University of Science and Technology; Susan Brower, Media Services Coordinator, Loyola University New Orleans; Lisa A. Stephens, Senior Strategist, Academic Innovation, University at Buffalo–SUNY

The Flexible Learning Environments eXchange is an open-access repository populated with examples of learning spaces. It contains high-resolution images and detailed attributes of learning spaces from institutions across the globe. Members of the FLEXspace team will provide an update on this exciting collaborative project and demonstrate how to use it. The database now includes features suggested over the past year by ELI and other constituent organization members. It includes three taxonomies—learning and assessment, A/V integration, and facilities—and enables participants to take a “test-drive” and provide critical feedback. Attendees are encouraged to bring laptops.

Outcomes: Become familiar with the FLEXspace mission as a shared resource • Use laptops (note: mobile access not yet available in beta) to navigate and provide feedback on FLEXspace • Understand the project team’s next steps and direction • Understand the synergy between the ELI Learning Space Rating System and FLEXspace, as well as how data and attribute fields will align with and complement efforts
Worrydream.com: Bret Victor and the Future of Learning Design

W. Gardner Campbell, Vice Provost for Learning Innovation and Student Success, Virginia Commonwealth University

Bret Victor is one of the most innovative thinkers in learning design today. His goal, as stated on his website worrydream.com, is direct and ambitious: “I intend to invent the medium and representations in which the scientists, engineers, and artists of the next century will understand and create systems.” A natural heir to Dewey, Montessori, Papert, and Kay, Victor’s work is largely unknown within the academy. This talk will provide an engaging exploration of Bret Victor’s work and suggest compelling implications for higher education, especially for participatory culture and computational thinking.

Outcomes:
Understand the scope and emphases of Bret Victor’s work in learning design and computational thinking • Gain greater awareness of the computational thinking movement and its implications for reimagining approaches to the representation of abstractions and problem-solving techniques • Learn about specific instructional resources in STEM areas • Discover a sophisticated, transformational model of learning design that derives from research and development in computer-human interfaces for mobile devices

The App as a Metaphor for Learning Objects and Tools

John J. Suess, Vice President for Information Technology/CIO, University of Maryland, Baltimore County

In the past five years the mobile app has transformed and revolutionized software development by moving from a small number of large, all-inclusive applications to hundreds of thousands of small, but focused, applications that provide specialized niche solutions. We will describe a model for extending the app concept to learning objects and learning tools so that instructors and students can create custom learning solutions. We will also discuss relevant standards that make this possible and a new effort being launched by IMS Global to provide the necessary infrastructure for learning apps to flourish.

Outcomes: Understand the concept of connected learning (how new technologies are changing the game) • Learn about the standards that make this a reality and why campuses need to encourage their use going forward • Understand how this model can work to benefit the institution

New Directions in Learning: Badges and Peer Assessment

Deborah Everhart, Director of Integration Strategy, Blackboard; Elise Mueller, Academic Technology Consultant, Duke University; Anne Derryberry, Analyst, Sage Road Solutions

Badges: New Currency for Professional Credentials

Deborah Everhart, Director of Integration Strategy, Blackboard

Degrees, certificates, credentials: will badges be added to this list of professionally valued “currencies”? A badge represents an accomplishment, skill, competency, or interest. Badges provide evidence of learning that occurs in and beyond the classroom. Unlike transcripts, badges give prospective employers, schools, collaborators, and other learners a more complete picture of knowledge, skills, and abilities. This session will explore emerging ecosystems that validate badges as currency of exchange for high-value postsecondary and professional credentials. Themes from the Open Badges MOOC will inform the discussion (see http://badges.coursesites.com).

Outcomes: Learn about digital badges, which are breaking down barriers and unbundling learning achievements • Understand the current impact they’re having on government policy • Develop a deeper understanding of civic/educational partnerships in badge frameworks • Gain a general awareness of breakthrough implementations of badges in the workforce • Develop a rich understanding of the value of Open Badges
Writing in Coursera: The Challenges of Peer Assessment

Elise Mueller, Academic Technology Consultant, Duke University

Teaching a MOOC with a writing component brings a layer of complexity to assessment design. Traditional peer assessments do not directly translate into the parameters of a massive course. This session will describe peer assessment in Coursera, outline the major challenges associated with peer review, and offer insight into the reactions to the process of peer-to-peer grading by both teaching staff and students. The presentation relies mostly on the experience in Duke University’s English Composition I: Achieving Expertise. It will also outline the approaches in other courses and suggest some best practices when designing peer assessments at a massive scale.

Outcomes: Learn about calibrated peer review in the Coursera platform • Get a sense of how peer review differs in a MOOC from a typical face-to-face or online learning environment • Learn how students and teaching staff reacted to peer assessment in the MOOC • Explore strategies for peer assessment in MOOCs

Google Glass: Implications for Teaching and Learning in Music and Digital Storytelling

ROOM DESIGN AND FURNITURE PROVIDED BY HERMAN MILLER

VERSAILLES BALLROOM

Cynthia Johnston Turner, Associate Professor of Music, Cornell University; Jeremy Littau, Assistant Professor, Lehigh University

The speakers will share their experiences and research as beta-testers for Glass, Google’s wearable technology. Jeremy has been using Glass in his multimedia skills classes, guiding 10 students as they experiment with new first-person video storytelling forms. He has been doing research on the experience and, while the work is in progress, he’ll share some of the lessons learned from the early data. Cynthia and her team have been using Glass in conducting labs as well as in a variety of performance spaces. Their research has implications for how we give feedback and access learning, as well as how musicians make music and share with audiences.

10:45–10:55 a.m.

INTERACTIVE PRESENTATION

Emerging Technology, Future Models, and Academic Transformation

Horizon Report Announcement

NAPOLEON BALLROOM

Malcolm Brown, Director, EDUCAUSE Learning Initiative, EDUCAUSE

Come to the ELI NMC Horizon Report video competition session, where we’ll announce the top-three winners who submitted videos and describe how their projects apply one of the six horizon technologies in the 2014 report (http://www.nmc.org/pdf/2014-horizon-he-preview.pdf) to teaching, learning, and creative expression.

10:45–11:45 a.m.

GENERAL SESSION

Emerging Technology, Future Models, and Academic Transformation


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NAPOLEON BALLROOM

Steven Mintz, Institute for Transformational Learning, The University of Texas System

Public higher education is on the verge of far-reaching transformations, which will occur far more quickly than most anticipate. At a time when public attention fixates on MOOCs, the truly transformational changes will occur in program design, pedagogy, delivery models, certification models, assessment techniques, and business models. Catch a glimpse of the transformations that will fundamentally alter public higher education over the next 24 months.
Looking to learn more about the latest technology to serve your campus needs? Contact our participating companies for information.

**Blackboard, Gold Partner**  
*Participation: Presentation*  
Scott Kreft, Director of Sales and Regional Vice President  
Scott.Kreft@blackboard.com, 703-842-9465.  
www.blackboard.com  
*Product Categories:* Consulting; Learning Management Systems (LMS); Online Learning

**ExamSoft Worldwide**  
*Participation: Corporate Poster Session*  
Carter Maddox, Marketing Manager  
cmaddox@examsoft.com  
learn.examsoft.com  
*Product Categories:* Analytics and Research; BYOD; Data Security

**Ginkgотree**  
*Participation: Presentation*  
Catherine Meagher, Account Manager  
info@ginkgотree.com  
www.ginkgотree.com  
*Product Categories:* Digital Publishing; Online Learning; Open Source

**Herman Miller**  
*Participation: Flexible Learning Space Sponsor*  
herman_miller_education@hermanmiller.com  
hermanmiller.com  
*Product Categories:* Analytics and Research; Furniture; Learning Space

**Jenzabar, Platinum Partner**  
*Participation: Presentation; Totebag Sponsor*  
Peter Denly, Business Development Representative  
Peter.Denly@jenzabar.com  
www.jenzabar.com  
*Product Categories:* ERP; Learning Management Systems (LMS)

**KI**  
*Participation: CIO and Executive IT Leader Roundtable; Wednesday General Session*  
Amy Kiefer, Vice President Education Markets  
amy.kiefer@ki.com, 800-424-2432  
www.kieducation.com  
*Product Categories:* Furniture; Learning Space

**Live Text**  
*Participation: Tuesday Breakfast and Lunch*  
John McGrath, Inside Sales Consultant Manager  
conferences@livetext.com, 708-588-1735  
www.livetext.com  
*Product Categories:* Academic Information Systems; E-Portfolios; Online Learning

**Computer Comforts, Bronze Partner**  
*Participation: Leadership Seminar Sponsor*  
Frank Kolavo, President  
frank@computercomforts.com, 281-535-2288  
www.computercomforts.com  
*Product Categories:* Classroom Control Systems; Furniture

**EmpoweredU**  
*Participation: Monday General Session*  
Courtney Gartin, VP of Strategic Partnerships  
cgartin@empowered.com, 408-667-4255  
www.empoweredu.com  
*Product Categories:* Learning Management Systems (LMS); Mobile Computing; Online Learning

**Epson, Gold Partner**  
*Participation: Computer Projector Sponsor*  
Patty O’Brien, National A/V Sales Manager  
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562-981-3840  
www.epson.com  
*Product Categories:* Classroom Control Systems; Hardware; Wireless
**lynda.com, Silver Partner**

*Participation: Poster Session*

Mary Fairchild, Director of Academic Sales
sales@lynda.com, 805-755-1582
www.lynda.com

*Product Categories:* Learning Space; Online Learning; Training

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**Respondus**

*Participation: Poster Session; Presentation*

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ecoffin@respondus.com, 425-297-0389
www.respondus.com

*Product Categories:* Identity and Access Management; Learning Management Systems (LMS); Online Learning

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**Schoology**

*Participation: Poster Session*

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rtousignant@schoology.com, 212-213-8333 x 69
schoology.com

*Product Categories:* Academic Information Systems; Content Management Systems; Learning Management Systems (LMS)

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**ShareStream**

*Participation: Virtual Meeting Sponsor; Poster Session*

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sales@sharestream.com, 888-875-9475
www.ShareStream.com

*Product Categories:* Content Management Systems; Digital Publishing; Media Production, Preservation, and Storage

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**Shindig**

*Participation: Presentation*

Steve Gottlieb, Founder and CEO
steve@shindigevents.com, 212-699-3650
shindig.com

*Product Categories:* Audio and Video Conferencing; Learning Space; Online Learning

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**Sonic Foundry, Platinum Partner**

*Participation: Webcast Sponsor*

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getinfo@sonicfoundry.com, 608-443-1600
www.sonicfoundry.com

*Product Categories:* Content Capture; Media Production, Preservation, and Storage; Online Learning

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**Starin**

*Participation: Poster Session; Print Program Sponsor*

Bill Mullin, President
bill.mullin@starin.biz, 800-846-5606
www.starin.biz

*Product Categories:* Audio and Video Conferencing; BYOD; Learning Space
From the Teaching model of oratory and drilling… from the Teaching model measuring results of knowledge gained… forward to the Learning model of collaborative involvement, inter-dependency and continuous evaluations of learning.

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