DESIGNING OUR THINKING:
CRAFTING NEW DIRECTIONS FOR DIGITAL ENGAGEMENT

February 9–11, 2015
Anaheim, CA, and Online | Hilton Anaheim
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Welcome to the EDUCAUSE Learning Initiative’s 2015 Annual Meeting!

This year we are exploring “Designing Our Thinking: Crafting New Directions for Digital Engagement.” There are two key ideas in this theme. The first is the need to constantly redesign our thinking to ensure we accomplish our teaching and learning mission in a time of rapid evolution. On an almost daily basis we face challenges and opportunities that are new, complex, and multidimensional. Creative thinking and agility will help us address the complexity of those situations.

The second theme is that engagement is the cornerstone of successful learning. The engaged learner is inquisitive, motivated, and self-directed. Combining the best of the physical and virtual can engage learners, enabling personalized pathways and ensuring student success. As always, IT is the strategic enabler.

The ELI Annual Meeting is structured around the ELI content anchors, ELI’s ongoing effort to track the key themes in postsecondary teaching and learning. This year, these themes include the assessment of student learning, online and blended learning, faculty development, emerging technology, learning analytics, and evaluating instructional innovations and practices. Join us for the unveiling of the results of the 2015 content anchor survey on Wednesday, which includes exciting Ignite-style presentations by some of our community’s thought leaders.

As always, we strive to make the ELI Annual Meeting a learning environment. This year we are not only continuing the ELI tradition of TED-style sessions—which pair concise presentations on the same theme in a single session—but also increasing their number. ELI will be announcing the winners of the Horizon Report video contest at the general session on Wednesday, featuring leading work with emerging educational technologies. I invite you to visit the thematic poster neighborhoods. And keep an eye out for the telepresence robot, as we explore how to integrate distributed participants in face-to-face venues.

Because we aspire for continuous improvement, we’d like you to share your feedback about the ELI Annual Meeting with those wearing a red EDUCAUSE badge. We welcome your input and ask you to help us ensure the ELI Annual Meeting is a rich experience based on insight, interactivity, and exchange.

Thank you for joining us as we advance 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.
MEETING FOCUS
The theme of this year’s ELI Annual Meeting is “Designing Our Thinking: Crafting New Directions for Digital Engagement.” The next generation of learning will focus on the rapid evolution of learning technology, charting its migration from the desktop to the cloud and highly mobile devices. It explores the ecosystem of the learning environment, looking to provide a personalized experience that contributes to greater student success. In short, the move toward the next generation of learning is higher education reinventing itself.

In addition to our overarching theme, all of the sessions are organized around a matrix of six content anchors, identified directly by the ELI community. These content anchors include:

- Assessment of Student Learning
- Online and Blended Teaching and Learning
- Faculty Development
- Working with Emerging Technology, Future Models, and Academic Transformation
- Learning Analytics
- Evaluating Technology-Based Instructional Innovations

We invite you to follow these thematic content anchors (noted in each session listing) and join us in related activities throughout 2015.

MOBILE APP
Sponsored by Pearson, Platinum Partner
Available for: Android | iOS | Tablet
Download the EDUCAUSE Events mobile app to:
- Access the daily agenda
- Create a personal itinerary
- Review speaker bios
- View location maps
- Complete session evaluations

Download the app: educause.edu/eli15/mobileapp

MOBILE DEVICE ETIQUETTE
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.

PROGRAM HIGHLIGHTS
Session presentations are just the beginning of the learning that can take place at the annual meeting, where participants enjoy many opportunities for growth, exploration, and engagement.

TED-STYLE SESSIONS
These sessions provide 15-minutes for each talk. Most will be grouped and followed by a 15-minute question/discussion period. Sessions may be held in the model learning space or in other conference spaces and are highly visible and highlight pioneering practices by giving institutions a spotlighted venue with condensed presentation time.

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.

CORPORATE DISPLAYS
Corporate displays of companies providing the latest technology solutions for teaching and learning will also be available in the same area as poster sessions on Tuesday.

ANNOUNCEMENT OF 2015 ELI CONTENT ANCHORS
Come listen to a set of fast-paced, five-minute talks from thought leaders in teaching and learning on Wednesday at 8:30 a.m. Hear about key themes and opportunities in postsecondary teaching and learning that we call content anchors, as they serve as the framework, or anchor points, for our discussions for the coming year.

UNVEILING OF THE 2015 HORIZON REPORT
Come to the Horizon Report session on Wednesday, February 11 from 11:00 a.m. to 12:00 noon Hear about which technologies will be key over the next five years for teaching, learning, and creative expression.

MEET-UP RECEPTIONS
Meet up with us on Tuesday from 5:30 to 7:00 p.m. for three casual receptions hosted by Civitas Learning, lynda.com, and McGraw-Hill. The first 100 attendees to each room will receive a drink ticket. Enjoy light snacks while networking with colleagues and our hosts.

WEBCASTS
Webcast recordings provided by Sonic Foundry, Platinum Partner
All 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 screen seen here.
GETTING STARTED

CONTRIBUTE AND CONNECT
Take an active role in your meeting experience while on-site and online:

- **Join the Twitterati:** Contribute to the ELI Annual Meeting Twitter feed. Tag your tweets with #eli2015.
- **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/eli2015.

EVALUATION FEEDBACK
Your input is vital to helping shape future events—from what’s offered through the program to who presents it. Please tell us what you think.

SESSIONS
Share your thoughts on sessions and presenters through the mobile app or the online event program: educause.edu/eli15/agenda.

OVERALL
Watch for the overall evaluation e-mail shortly after the event.

SESSION RESOURCES
All speakers are requested to upload their presentation resources including slides, videos, and handouts, etc. These resources will be available to attendees at educause.edu/eli15.

CONNECT WITH COLLEAGUES

RECEPTION
**Monday, February 9, 6:00–7:00 p.m. | California D**
One of the most valuable aspects of this conference is the opportunity to connect face-to-face with fellow attendees. Please join us for the reception, 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.

NAMES BADGES AND NETWORKING STICKERS
Your name badge verifies your registration and provides admission to functions. Please wear your name badge during the meeting. Visit the ELI Sticker Bar located near the registration desk to identify areas of interest to you and maximize your on-site interactions.

WIRELESS ACCESS
To access our wireless network, please follow the instructions below. Wireless is available during registration hours.

- **NETWORK SSID:** EDUCAUSEAIR
- **NETWORK PASSPHRASE:** educause

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

PARTICIPANT LISTS
Visit educause.edu/eli15/registration-list to search a list of your fellow attendees and sort by their interests or geographical location. Use this as an opportunity to connect with other attendees on-site. [For noncommercial use by meeting attendees only; login required.]

E-MAIL AND PRINTER KIOSKS
Computer and print stations are available during registration hours at the registration desk on the second floor.

FINANCIAL ASSISTANCE FOR PROFESSIONAL DEVELOPMENT
The EDUCAUSE Fellowship Advisory Committee awards fellowships and one scholarship each year to individuals who could not otherwise attend an EDUCAUSE professional development event without financial support. Applications are now being accepted for 2016 events. Apply now, or refer a colleague at educause.edu/Fellow.

AUDIO/VIDEOTAPING, DIGITAL RECORDING, AND PHOTOGRAPHY
Because all presentations and associated materials are the intellectual property of the content leaders, attendees must obtain content leader 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 event, 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 event 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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University of Miami

Angel Tazzer  
St. Edward’s University

Niki Whiteside  
San Jacinto College District
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REGISTRATION DESK, SECOND FLOOR

8:00–11:00 a.m.
PRECONFERENCE SEMINARS
Note: Separate registration and fee are required.

Online and Blended Teaching and Learning

10 Principles for Effective Online Teaching: Putting Theory into Practice
PACIFIC B, SECOND FLOOR
Ann H. Taylor, Director, John A. Dutton e-Education Institute, The Pennsylvania State University
As those who have taught online know and those who are about to do so for the first time fear teaching online brings a different set of challenges and expectations than we encounter in the face-to-face classroom. In this workshop, we will explore 10 principles for effective online teaching, working together to create a megalist of best practices for operationalizing each.

Outcomes: Understand each of the 10 principles • Employ best practices to operationalize each principle • Identify potential barriers to implementation and devise strategies to address those barriers • Identify resources needs for implementation

The Learning Brain: Implications for Teaching
CALIFORNIA B, SECOND FLOOR
Edward C. Bowen, Director of Outreach and Partner Relations, Dallas County Community College District
An idea not coupled with action will never get any bigger than the brain cell it occupied. So, we’re hearing a lot from neuroscientists and cognitive psychologists about the brain. Let’s see if we can put some of it into action by translating research findings into teaching strategies.

Outcomes: Articulate some important research findings about how the brain learns and remembers • Reflect, discuss, and describe how research findings affect teaching and learning strategies • Develop teaching strategies based on their understanding of how these findings affect their practice

Faculty Development

Beyond the Video: Best Practices for Teaching Instructors How to Design a Flipped Class
PACIFIC A, SECOND FLOOR
Ashley Grantham, Associate Director, Instructional Technology Training, and Emily Ligon, Lead Instructional Designer, NC State University
For many instructors, flipping the classroom has become synonymous with “I need to make videos for my class.” This session will discuss best practices for moving faculty development for flipped classes away from focusing solely on videos to focusing on whole lesson/course design for different classroom environments (small, flexible classes to large auditorium classes). We’ll discuss the current methods used for faculty training through grant programs and workshops offered through DELTA at North Carolina State University and provide participants with suggestions on how to translate these methods based on school resources and support.

Outcomes: Learn how to employ strategies to craft interactive workshops for flipping classes focusing on whole lesson/course design • Receive a variety of resources to support faculty development • Identify strategies for training faculty teaching in different learning environments

ELI 2015 Leadership Seminar:
Leadership and Design for Innovation
LAGUNA, FOURTH FLOOR
Joshua Kim, Director of Digital Learning Initiatives, Dartmouth College; Allison Dulin, President’s Office, Special Projects, and Kristen Eshleman, Director, Instructional Technology, Davidson College; Amy Collier, Director of Digital Learning Initiatives, Vice Provost for Online Learning, Stanford University
Participants will have a chance to discuss strategies for spurring innovation on their campuses as leaders in a time of change. This session will help participants deconstruct the challenges and opportunities they are facing in their institutional contexts and explore tools and approaches to dealing with those challenges/opportunities.

Monday’s agenda will include:
• Review leadership seminar goals
• Review the current higher education landscape as the context within which to explore some of the broader leadership issues that inform campus change efforts
• Explore leadership challenges in online/digital innovation and the challenges participants are facing
• Discuss how to be a leader in a time of change
• Build a leadership toolset
• Review examples from practitioners on ways to take innovation opportunities and build consensus/direction
• Investigate ways to coach and align institutional teams to support innovation
ELI Newcomer’s Orientation
Room design and furniture provided by Herman Miller, Bronze Partner

**CALIFORNIA A, SECOND FLOOR**
Malcolm Brown, Director, EDUCAUSE Learning Initiative, and Veronica Diaz, Director of Online Programs and Associate Director, ELI, EDUCAUSE

Join us if you’re attending the annual meeting for the first time or if you want an inside look at the program and its innovations. We’ll discuss navigating the program to find sessions that fit your interests and review the Learnshops, TED-style sessions, and 2015 program highlights. We’ll also show you ways to meet new colleagues and engage with emerging teaching and learning with technology topics.

Women in IT

**CALIFORNIA B, SECOND FLOOR**

This group collects and disseminates effective practices in the recruitment, retention, and advancement of women in higher education IT. Through both virtual and face-to-face networking opportunities and by making good use of its affiliation with NCWIT, the National Center for Women and Information Technology, this group provides a venue for addressing a wide range of issues affecting women IT professionals in colleges and universities, including securing high-level leadership roles in higher education.

**1:00–2:15 p.m.**

**GENERAL SESSION**

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

**Bob Heterick Memorial Lecture:**
*Online Learning: Shaping the Future of Higher Education On and Off Campus*

Sponsored by Higher One, Bronze Partner

**CALIFORNIA C, SECOND FLOOR**
W. Eric L. Grimson, Chancellor, MIT

The landscape of higher education is changing, with the advent of digital tools that support immediate feedback, enable new modes of communication, and provide opportunities to mine massive data sets to create more personalized learning experiences. These changes hold the promise of providing better learning experiences for students, through more individualized access to material, flexibility in scheduling, and opportunities to access educational material anytime, anywhere.
But these changes also raise challenges. What is the role of traditional classroom space in this new domain? What types of learning spaces best provide hands-on, context-driven experiences to complement online acquisition of knowledge? How do we encourage communication and team building when increasingly a student’s access is online? How do we restructure curriculum to better support modularity in degree design, and what impact does this have on financial models of higher education? How can we use flexible degrees to meet the interests of students, while ensuring adequate disciplinary depth?

**Outcomes:** Learn how online tools that support immediate feedback can substantially improve students’ acquisition and retention of knowledge • Understand how online educational tools provide a basis for more modular design of degrees and courses • Learn how online tools create opportunities for learning environments with different spatial needs from traditional classrooms

2:15–3:00 p.m.

Refreshment Break and Community Posters

CALIFORNIA PAVILION PROMENADE, SECOND FLOOR

2:15–3:00 p.m.

**POSTER SESSIONS**

CALIFORNIA PAVILION PROMENADE, SECOND FLOOR

Visit these informal, interactive, brief presentations that share campus experiences on effective practices, research findings, or technical solutions.

**Faculty Development**

**Advancing Scholarship on Active Learning Spaces through Faculty Learning Communities**

Leslie Hammersmith, Principal Consultant, Indiana University Bloomington

With growing interest in new active learning spaces on campuses across the country, it is important to promote a reflective and critical approach to assessing the effectiveness of these spaces and the teaching and learning they are designed to foster. Participants in the Active Learning Spaces Faculty Learning Community (FLC) at Indiana University explored the innovative classrooms and informal learning spaces that exist at their institution, designed and assessed teaching approaches uniquely suited to those spaces, and identified possible futures for learning spaces at large research institutions. This session will share the research outcomes and discusses implications for future learning spaces.

**Outcomes:** Identify key components for facilitating successful faculty learning communities • Understand how faculty approach pedagogical challenges when teaching in active learning spaces • Incorporate current research directions around collaborative learning spaces to initiatives at their own institutions

**Best Practices for a Speed Networking Learning Technology Event**

Jonathan Diehl, Blended Learning Specialist, and Jeanne Kerl, Course Management/Trainer Associate, IT, Northwestern University

Come learn about our “speed networking” event that helped our instructors learn about Canvas, our new LMS. Traditional workshops have their place, but this event allowed faculty to listen to short bursts of information explaining the highlights of Canvas’s bells and whistles. The speed-networking format let faculty drop in and learn a little or a lot. The event, held at lunchtime in the student center, met faculty “where they live.” We intentionally focused on the “why should I care about this tool” not the how-to steps. Host your own event with the advice gained from this session.

**Outcomes:** Identify three best practices • Express one idea about how future events could be improved • Produce one idea for how you can create your own event

**Faculty Development in a Deck (of Cards)**

Nicholas Brown, Instructional Technology Specialist, Eastern Washington University; Elizabeth Young, Director of Project Management, Lewis and Clark College; Hae K. Okimoto, Director, Academic Technologies, University of Hawaii at Manoa

Everything is on the web, so why did a group of instructional technologists from Northwest colleges and universities work collaboratively to develop a (half) deck of cards for faculty? We created our “Teaching Deck” to help faculty quickly learn about a technology or technology-facilitated pedagogy and provide implementation strategies. We will discuss the lessons learned regarding our interinstitutional collaboration life cycle, why we created the Teaching Deck, and demo the current product. Participants will also have the opportunity to engage in our work to expand the deck.

**Outcomes:** Gain an understanding of interinstitutional collaborations • Identify key components of a successful interinstitutional collaboration • Identify current faculty development needs
Instructional Design Creates the Conversation: Faculty Development Supports the Innovation
Noreen Barajas-Murphy, Associate Director of Learning Technology, and Donna Redman, Assistant Professor of Education, University of La Verne

Have you been tasked with redesigning a course or program for blended or learning technology-rich engagement? Do you provide faculty development to promote conversation and innovation in teaching and learning? Join us as we present our successful initiative to redesign an undergraduate program with sustained faculty development to create those conversations paired with instructional designers to encourage and sustain innovation.

Outcomes: Identify who creates the vision of innovative instructional design on their campus and how to participate • Identify techniques for promoting and sustaining faculty development conversations • Compare strategies for planning timelines and developing assessment

Microcredentialing for Faculty Development
Kate Ellis, Instructional Technology Consultant, Center for Innovative Teaching and Learning, Indiana University Bloomington; John Gosney, Faculty Liaison, Learning Technologies, Indiana University–Purdue University Indianapolis

Co-developed by the Learning Technologies division of the central IT group and the Faculty Colloquium on Excellence in Teaching and Learning at Indiana University, a digital badge pilot (badges.iu.edu) was launched to support faculty development in the following areas: online teaching presence, accessibility, and e-texts. This poster session will focus on three specific questions: What are the advantages and limitations of the chosen badging platform? Emphasizing faculty consultation with campus teaching centers, can badging promote transformative thinking about course design? Does a required peer review at the “gold level” badge encourage faculty acceptance of the legitimacy of the badge concept?

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

Prescribing Innovation: An Approach to Enhancing Faculty Development Using the Social Web
Kenneth Warren, Instructional Technologist for Medical Education, Virginia Commonwealth University

Providing accessible resources for faculty to learn about, adopt, and reflect on innovative pedagogy is critical to the success of a curricular transformation that shifts from primarily lecture-based methods to those that are predominantly active and engaged. This poster session will present an evolving approach to faculty development that harnesses the social web to amplify outreach, communicate faculty best practices, and foster opportunities for connected learning.

Outcomes: Identify social web tools that can enhance faculty development programming • Reflect on the challenges for engaging faculty across distance and time • Examine an approach to foster an online community of practice

The Symbiotic Research Toolkit and How to Share It with Students
Heidi Beezley, Instructional Designer, and Will Kerr, Instructional Designer, Georgia State University

Students don’t arrive at college with an innate knowledge of tools that help them research and learn from scholarly work or use these works effectively in their knowledge creation. Nor do they have the time or expertise to independently discover tools and workflows that streamline their investigations. The purpose of this presentation is twofold: to preview a symbiotic research toolkit workflow and to impart strategies for sharing these tools with students. You may already use Google, Zotero, Evernote, GoodReader, Dropbox, PaperShip, and other tools independently. See how research can flow naturally from the seamless and symbiotic integration of these tools.

Outcomes: Learn how to use workflow to save, organize, annotate, cite, and synergize scholarly works • Identify the pros and cons of tools substituted into the workflow • Identify and use strategies for sharing toolkit with students
Using a Data-Driven Feedback System to Fundamentally Alter Institutional Economics

David Lenihan, President, Arist Medical Education Corporation

Medical school tuition rates have increased above the rate of inflation for three decades, and in the past decade they have skyrocketed. While it is clear this trend cannot continue indefinitely, educational institutions must rely on revenue flows in order to operate, but few know how these revenue streams can improve if tuition rates must plateau. In this session, the speaker will discuss how to develop a dynamic curriculum to leverage embedded assessments and minute-to-minute student performance monitoring to improve student satisfaction and retention rates, resulting in improved cash flow for the institution.

Outcomes: Learn how to use a blended curriculum to dynamically change the classroom experience • Learn how to use predictive analytic methods to develop an individualized curriculum • Learn how to prepare an early warning system to quickly identify students in academic trouble

Using Data Visualization Software to Help Assess and Improve an Online Learning Institute

Andreas Brockhaus, Director of Learning Technologies, and Sara J. Frizelle, eLearning Specialist, University of Washington Bothell

Additional project contributors: Ian Porter, Learning Technologist, University of Washington Bothell

Important trends for higher education, as highlighted by the 2014 NMC Horizon Report, include learning analytics, online and hybrid learning, and data-driven learning and assessment. In response to these trends and to institutional need, we created an Online Learning Institute (OLI) based on backward design and Quality Matters. We then gathered data from the LMS and external surveys and used Tableau, a data-visualization software, to analyze the data and suggest improvements in the Institute. For this session, we will show how we created the OLI and used Tableau to help assess and improve it.

Outcomes: Present a model for an online learning institute • Identify what type of data can be gathered from an institute • Demonstrate how data visualization software was used to improve faculty development

Leveraging Intraorganizational Partnerships to Engage Faculty in the Continuum of Digital Instruction

Rita-Marie Conrad, Online Teaching and Learning Strategist, Richard Freishtat, Senior Consultant, and Benjamin Hubbard, Deputy Director, Educational Technology Services, University of California, Berkeley

This session will focus on emerging best practices that can be used to better engage faculty along the Continuum of Digital Instruction (CDI) as well as how to leverage intraorganizational partnerships at an institution. The grassroots effort involving three organizations at UC Berkeley that are partnering to develop programmatic support for digital instruction will be discussed as well as how this partnership facilitates faculty engagement, from flipped/hybrid, to online courses, to MOOCs. Through this interactive session, participants will determine the approaches and opportunities to leverage intraorganizational partnerships within their unique institutional context.

Outcomes: Use emerging practices to better engage faculty in teaching along the continuum of digital instruction • Compare your institutional faculty support framework to other institutions • Determine how to leverage intraorganizational partnerships

One Size Does Not Fit All: Considerations When Designing Active Learning Classrooms

Chris Kobza, Manager, IT Learning Spaces, and Erin Wolfe, Director, University of Oklahoma

The University of Oklahoma has designed and deployed six technology-enhanced active learning classrooms (ALCs) over the past two years. These classrooms have transformed the way we think about campus learning spaces and are paving the way for more investment in active learning. In this session, we will detail the critical factors to consider when designing an ALC, including technology, budget, and layout; the importance of campus collaboration; and why using a cookie-cutter approach may not be ideal.

Outcomes: Learn what factors to consider when designing ALCs • Understand key considerations when budgeting for an ALC • Leave with examples of a wide variety of ALC designs
Transformative Breakthrough Models: Getting to Maybe
Brian McNurlen, Assistant Director–DoIT Academic Technology, University of Wisconsin–Madison

Recently at the University of Wisconsin–Madison, a group of faculty, instructional support staff, and administrators completed an 8-week design process to propose aspirational ideas around mobile learning, learning analytics, and self-paced modularized learning. The process was a modified version of what the authors experienced in 2013 through three disparate programs: the EDUCAUSE Breakthrough Models Academy, the NSF Ideas Lab, and the California College of the Arts Leading by Design program. The campus has begun to successfully spin up new projects through each of these particular themes, in large part due to the energy and enthusiasm surrounding them.

Outcomes: Ability to implement your own design process on your campus • Identify ways to overcome barriers to buy-in from leadership and faculty • Demonstrate success in getting new projects launched and completed

What We Learned from Asking Questions: Libraries as Catalysts for Academic Transformation
Kimberly J. Eke, Director of Teaching, Research, and Learning Services, University of Pennsylvania

Libraries face a double challenge: They are in the midst of rapid changes occurring in academe generally and experiencing dramatic changes inside libraries themselves. As materials become increasingly digital, expectations about what libraries are, and what librarians must do to remain relevant, continue to rise. The Penn Libraries staff have been actively engaged in academic transformation including strategic planning, community conversations, and data collection to align us with the future. This poster will present an overview of our process, our sometimes surprising data findings, and future plans. In our continuing effort to transform ourselves, we help to transform academe.

Outcomes: List strategies and technologies used to engage the community in discussions about academic transformation • Discuss ways to collaborate across institutions to facilitate academic transformation • Leave the poster session with materials that summarize findings, strategies, contacts

Who’s in Your Sandbox? How Digital Initiatives Can Inspire Cross-Campus Collaboration
Michael Goudzwaard, Instructional Designer, and Ashley Kehoe, Instructional Designer, Dartmouth College

We often see the same players in the technology sandbox, but digital initiatives can be a catalyst for institutional transformation and cross-campus collaboration to bring new voices into the process. This session will explore innovative partnerships between instructional designers, faculty, librarians, and co-curricular campus partners, including the development of DartmouthX MOOCs, gateway course redesigns, and digital badging as models of teaching and learning collaboration. In this interactive session, participants will engage in a process of identifying collaborators on their own campuses, recognizing learning-group development skills, and generating strategies for building diverse project teams.

Outcomes: Identify collaborators on campus • Understand the basics of group development in order to foster strategic change and project management • Apply examples shared by presenters and session participants to your institution

Online and Blended Teaching and Learning
The BlendKit Open Professional Development Model: Lessons Learned and the Next Offering
Kelvin Thompson, Associate Director, University of Central Florida

Through three iterations, the BlendKit open course has emerged as a model of professional development engagement for higher education faculty and designers around the world. While MOOCs based on traditional university curricula may be undertaken as sources of professional development, the BlendKit course was designed specifically for the professional development of those in higher education preparing to design and teach blended learning courses. An emphasis on flexibility and relevance has resulted in positive outcomes. Come find out what we’ve learned and how you can participate!

Outcomes: Understand the challenges of maintaining engagement in an open professional development course • Identify engagement strategies from this course relevant to your own setting • Review data related to BlendKit participants’ expectations and participation • Consider the affordances of participating in or designing such a course
3:00–3:45 p.m.

FEATURED SESSION
Working with Emerging Technology, Future Models, and Academic Transformation

Not Everyone Gets a Trophy

CALIFORNIA C, SECOND FLOOR

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

It’s true: not everyone gets a trophy, especially when it comes to entrepreneurism. So how do we teach this important lesson? Here’s a hint: it’s not by “celebrating failure.”

Outcomes: Understand the importance of creativity as it relates to innovation • Understand the value of hands-on learning • Learn how to teach failure without failing

INTERACTIVE PRESENTATIONS
Assessment of Student Learning

A Student Geography Persona and a Learner Persona Walk into a Bar: Now What?

PACIFIC A, SECOND FLOOR

Charles D. Dziuban, Director, and Patsy Moskal, Associate Director of Research, University of Central Florida; Flora McMartin, Consultant, University of Illinois at Urbana-Champaign; Joshua Morrill, Evaluator, and Alan Wolf, Assistant CIO, Advanced Computing Infrastructure, University of Wisconsin–Madison

In previous sessions, we have detailed work and outcomes from a study funded by the National Science Foundation where student search geographies were explored and learner personas were developed. The researchers view this work as interesting and important, but have struggled with how to make this relevant and actionable for specific groups within higher education. In this session, we will discuss the research findings and work with participants to uncover some of the relevant applications of this information.

Outcomes: Understand some cutting-edge research on learners • Learn a few tricks and tips from this large project • Help refine this information to make it more usable for practitioners

Evaluating Technology-Based Instructional Innovations

The Challenges of Learning Space Assessment: Lessons from the Front Lines

Room design and furniture provided by Herman Miller, Bronze Partner

CALIFORNIA A, SECOND FLOOR

Joan Lippincott, Associate Executive Director, Coalition for Networked Information; Maryellen Fitzgibbon, Senior Planner, Harvard University; Anastasia Morrone, Associate Vice President, Learning Technologies, and Dean for IT, Indiana University-Purdue University Indianapolis; J. D. Walker, Research Associate, University of Minnesota; Joseph Cevetello, Assistant Chief Information Officer for Learning Technologies, University of Southern California

The difficulty of developing a good research design to evaluate new learning spaces means that many institutions struggle with how to evaluate the impact of spaces they have newly constructed or renovated. This session will bring together the facilitators of last year’s three-part ELI “Evaluating Learning Spaces” preconference workshop with members of two campus teams who attended the workshop. The campus team representatives will share the progress they have made in the year since the workshop and describe the challenges, successes, and lessons learned they encountered as they put their knowledge and plans into action.

Outcomes: Better understand what might be possible to evaluate in the community of spaces to student learning • Better understand what constitutes a good research question • Identify types of expertise for an assessment team

Learning Analytics

Engaging Faculty in the Adoption of Learning Analytics in a Large Introductory Chemistry Course

PACIFIC B, SECOND FLOOR

Samuel Van Horne, ITS Assessment Director, The University of Iowa

Additional project contributor: Russell Larsen, Lecturer, The University of Iowa

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.
3:00–3:45 p.m. continued

**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

**TED-STYLE PRESENTATIONS**

**Faculty Development Models**

**LAGUNA, FOURTH FLOOR**

Michael Truong, Executive Director, Office of Innovative Teaching and Technology, Azusa Pacific University; Wayne Tikkanen, Director, Institute for Teaching and Learning, California State University, Office of the Chancellor; Lynn M. Tashiro, Director for the Center for Teaching and Learning, California State University, Sacramento

**Rethinking Faculty Development: New Strategies for Instructional Support**

Traditional approaches to faculty development often rely on the “if you build it, they will come” paradigm. However, this model has proven to be insufficient, inefficient, and ineffective. This session advocates a new instructional support paradigm that leverages technology, vendors, and data.

**Outcomes:** Understand the limitations of the traditional faculty development approach • Identify new strategies that leverage technology, vendors, and data to transform faculty support

**Faculty Learning Communities: An Effective Tool for Engaging Faculty in Leveraging Technology in Teaching and Learning**

With an opening of a building with active learning spaces, and no lecture halls, we needed a faculty development strategy that enabled instructors to identify, evaluate, plan, develop, and implement teaching techniques that improve student engagement and student outcomes. Participants received iPad minis, and a copy of Brown’s 2014 *Make It Stick: The Science of Successful Learning* e-book. During the following year, in monthly book club meetings, they explored each chapter, discussed how it applied to their discipline, and committed to making four small changes in their teaching, with the greatest potential to make big impact. We will present the results.

**Outcomes:** Be able to identify at least 6 simple technology-based teaching techniques that improve student outcomes • Understand how to measure the evidence of effectiveness of different teaching strategies

**MOOCs**

**CALIFORNIA B, SECOND FLOOR**

Cathy Holsing, Director, Learning Design, and Kate Elizabeth Miffitt, Director of Digital Pedagogy and Scholarship, The Pennsylvania State University; Yan Shen, Instructional Designer, NC State University

**More Than a MOOC: Designing a MOOC for General Education Credit**

In order to explore the sustainability and potential of learning at scale, Penn State’s College of the Liberal Arts offered a general education credit course in a MOOC platform at a reduced tuition rate in summer session 2014. The course provided an opportunity not only to explore MOOCs’ revenue potential but also to deliver a unique learning experience to Penn State students, connecting them to thousands of learners all over the world. In this session, we’ll discuss the administrative obstacles, the design and development process, the course delivery, and lessons learned from this project.

**Outcomes:** Identify potential administrative roadblocks to delivering a MOOC as a credit course • Recognize challenges specific to designing for learning at scale • Discuss strategies for the sustainability of MOOCs

**Scaffolding Problem-Centered Collaborative Inquiry in a Large Online Class**

We redesigned a problem-centered collaborative inquiry project for a large online class by integrating technology scaffolds and peer interactions to enhance students’ critical thinking when identifying gender-related challenges and proposing interventions. A Google Sites template was designed to scaffold thinking and collaboration. A discussion forum was used for guided peer review of challenges and interventions. According to a class survey and project assignments, students demonstrated higher-order thinking skills as they followed the technology-based scaffolds to identify gender-related challenges, brainstorm interventions, and justify decisions. They also considered and incorporated alternative ideas from peers to refine their challenges and interventions.

**Outcomes:** Recognize characteristics of a problem-centered inquiry project • Identify a problem-centered inquiry project in a specific content area • Describe scaffolding strategies supported by Google Sites and peer interactions • Apply scaffolding strategies to a problem-centered inquiry project
Online and Blended Teaching and Learning

Learning at Scale and the Science of Learning

CALIFORNIA C, SECOND FLOOR

Justin Reich, Richard L. Menschel HarvardX Research Fellow, Harvard University

Large-scale learning environments from massive open online courses to learning management systems used by many thousands of students offer tremendous opportunities to advance the science of learning. In this session, HarvardX Research Fellow Justin Reich will share emerging findings and map for the future of online learning research.

Outcomes: Learn how to distinguish between participation data (which is abundant) and learning data (which is scarce) • Learn about a taxonomy of current research approaches ranging from fishing in the data exhaust to design research in the core • Understand the importance of randomized experiments (A/B testing) to advancing the science of learning

Interactive Presentations

Assessment of Student Learning

Digital Assessment as a Quality Booster for Education

PACIFIC A, SECOND FLOOR

Annette Peet, Project Manager, SURF

In the past four years, over 40 institutions for higher education in the Netherlands joined forces in implementing new forms of digital assessment and testing. This session will highlight the results of the Testing and Test-Driven Learning program (2010–14), the most striking of which is that digital testing has a positive impact on the quality of education. Attendees will gain insight into different forms of digital assessment and how they can truly innovate and improve the learning process.

Outcomes: Learn how digital assessment can truly innovate and improve the learning process, contribute to increasing academic success rates, and reduce lecturers’ workloads

Online and Blended Teaching and Learning

MOOCs as Networks of Local Learning Communities: An Experiment in Preparing Future Faculty

PACIFIC B, SECOND FLOOR

Derek Bruff, Director, Center for Teaching, Vanderbilt University

An Introduction to Evidence-Based Undergraduate STEM Teaching is a seven-week MOOC jointly developed by faculty, staff, and students at six institutions. Aimed at graduate students and postdocs in the STEM disciplines planning faculty careers, it functions as a stand-alone course yet also supports a network of local learning communities groups of participants meeting in person to discuss and apply what they are learning about STEM teaching. In this session, we will describe the structure of this blended learning model, share feedback from MOOC participants and learning community facilitators, and discuss ways this model might be applied to other courses.

Outcomes: Understand the structure of this particular blended learning model (MOOC plus local learning community) • Identify factors contributing to or impeding the success of this model • Brainstorm other teaching initiatives where this model might be appropriate

Working with Emerging Technology, Future Models, and Academic Transformation

Introduction to the Gates Foundation’s Next Generation Courseware Challenge Winners

Room design and furniture provided by Herman Miller, Bronze Partner

CALIFORNIA A, SECOND FLOOR

Rahim Rajan, Senior Program Officer, Postsecondary Success, Bill & Melinda Gates Foundation

In 2014, the Bill & Melinda Gates Foundation awarded $20M to a diverse portfolio of digital courseware and adaptive learning providers to design, develop, and scale best-in-class digital courseware in a variety of general education disciplines. The courseware developed through these new investments is intended to surpass what’s currently available to the market in terms of quality, price, scalability, and adaptability and, most importantly, improve the postsecondary success of more than a million low-income students by 2018. In May, the foundation invited over a hundred of the most promising for-profit and nonprofit digital learning innovators to create ambitious proposals to develop, distribute, implement, and scale a new generation of exemplary digital courseware targeted to benefit low-income learners in high-enrollment undergraduate 100- and 200-level general education courses. After a four-month process, the foundation selected seven winners. Come meet with and learn from the winners, who will share their vision of next-generation digital learning. You’ll also have an opportunity ask questions and share your feedback in this interactive session.
4:00–4:45 p.m. continued

Outcomes: Learn about cutting-edge teaching and learning technologies and implementations that are setting a new standard in courseware quality • Advance learning for all students by providing your input on the featured teaching and learning tools and ideas

TED-STYLE PRESENTATIONS

Faculty Development

Faculty Development: 60 Small Changes and Gaming
LAGUNA, FOURTH FLOOR

Catherine Flippen, Educational Technology Training Coordinator, Georgia Gwinnett College; Jerzy Jura, Director–Academic Technology, School of Nursing, University of Wisconsin–Madison; Jessica Levene, Coordinator of Learning Technologies and User Support, Volusia County Schools

60 Small Changes for Big Classroom Impact: A Functional Model and a Case Study of a Faculty Development Program

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 implementation. 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

Leveling Up Faculty Learning: Redesigning Professional Development through Gamification

This session will explore models and experiences from K–12 and higher education to recommend implications and methodologies for designing gamified faculty development grounded in current literature related to game-based learning. Trainers monitor evidence of impact through the use of extrinsic motivational game mechanics, including badges and leaderboards, as well as intrinsic motivational approaches, such as informal communities of learning. Learning management systems and instructional design processes enable online and hybrid delivery models for faculty development. Courses available to all faculty build communication channels to diffuse the adoption of new technologies and pedagogies.

Outcomes: Interpret research-based gamification strategies within content delivery • Analyze existing faculty development course design • Apply game mechanics to course redesign using your own institution • Draft a course outline and a module exemplar using gamification strategies

Learning Analytics

Learning Analytics Impact and Interventions
CALIFORNIA B, SECOND FLOOR

John Whitmer, Platform Analytics and Educational Research Director, Blackboard; Bernie Dodge, Professor of Learning Design and Technology, and James P. Frazee, Senior Academic Technology Officer, San Diego State University; Doyle N. Friskney, CTO, Associate Vice President, University of Kentucky

Creating a Student-Centered, Mobile-First Ecosystem

The University of Kentucky instituted a mobile-first strategy for all student academic and administrative systems, accomplished with the development of a student mobile ecosystem, which provides students with real-time access to information about their academic progress. Mobile applications allow students to access academic alerts and class registration with smartphones and tablets, as well as a course-scheduling cart that’s integrated with the degree audit system. The mobile ecosystem allows departments to interact with students in real time, informing them of their progress or needed corrections. The academic mobile ecosystem is made available to all colleges.

Outcomes: Understand the necessity of a mobile-first strategy for students • Learn about the importance of mining student data to create a learning analytics system

Because Knowing Is Not Enough: Examining Interventions Powered by Learning Analytics

This presentation will discuss the findings from a pilot study conducted at San Diego State University that evaluated interventions triggered by learning analytics on a demographically diverse student population. Data from Blackboard Learn and three other academic technology platforms was used to identify and send e-mail interventions to students at risk of failing two introductory-level high-enrollment courses (Psychology and Statistics, n = 882
combined) with historically low pass rates (approximately 25–35%). In this presentation, we will discuss study findings, lessons learned, and next steps to apply learning analytics methods to assist faculty with targeted interventions for improved student achievement.

Outcomes: Understand the potential of learning analytics to support student success in a large enrollment course • Identify the most effective predictions and interventions in the case studies presented • Apply the model presented to your own campus

5:00–6:00 p.m.

GENERAL SESSION

From Silver Bullets to First Principles: Effectively Leveraging Technology in Higher Education

CALIFORNIA C, SECOND FLOOR

Peter Doolittle, Associate Professor, Virginia Tech

Higher education, writ large, has a tendency to look for and accept silver bullets, uber-easy and uber-effective solutions to complex and wicked problems, without the necessary scrutiny. Unfortunately, this silver bullet search has taken our collective eyes off more sound approaches to innovative applications of technology. These sound approaches, however, need to be grounded in “first principles” of learning, those foundational and evidenced-based findings that can guide our development of effective instructional environments. What are these first principles, and how can they lead us through the sea of emerging technologies and learner attributes (MOOCs, millennials, multitasking, e-portfolios, flipping, gamification, tablets, social media) to the advancement of learning? Technology can play a pivotal role in fostering student learning. IT/IDT professionals need to take a stand for and against emerging educational approaches based on their knowledge, skills, and expertise, as well as the extant research on learning and technology. There’s plenty of rhetoric and noise in today’s higher education systems; it’s time to move forward proactively in creating instructional environments that focus on student learning, leveraging technologies toward that end through first principles.

Outcomes: Learn 3 first principles of learning • Learn a cognitive strategy for applying the first principles • Apply cognitive research in the examination of current silver bullets

6:00–7:00 p.m.

Reception

CALIFORNIA D, SECOND FLOOR

One of the most valuable aspects of this conference is the opportunity to connect face-to-face with fellow attendees. Join us for the reception, where you can relax over food and drink and get to know your colleagues. A cash bar will be available; each attendee will receive one drink ticket. NOTE: Please wear your name badge for admittance.
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Registration
Registration Desk
Second Floor
7:00 a.m.–5:00 p.m.

Breakfast
California D, Second Floor
7:00–8:00 a.m.

General Session: Diana Oblinger
California C, Second Floor
8:00–9:00 a.m.

Break 9:00–9:15 a.m.

Sessions
9:15–10:00 a.m.

Refreshment Break and Community Poster Sessions
California Promenade, Second Floor
10:00–10:45 a.m.

Sessions
10:45–11:30 a.m.

Break 11:30–11:45 a.m.

Corporate Displays
California Promenade, Second Floor
9:00 a.m.–2:15 p.m.

Lunch
California D
12:30–1:30 p.m.

Dessert, Community Posters, and Corporate Displays
California Promenade, Second Floor
1:30–2:15 p.m.

Sessions
2:15–3:00 p.m.

Break 3:00–3:15 p.m.

Corporate and Campus Solutions Sessions
3:15–4:00 p.m.

Break 4:00–4:15 p.m.

Learning Circles
4:15–5:00 p.m.

Break 5:00–5:15 p.m.

ELI Town Hall Meeting
Pacific A, Second Floor
5:15–6:00 p.m.

Meet-Up Receptions
Huntington A, B, C, Third Floor
5:15–6:45 p.m.

VIP Reception (By invitation)
Avalon, First Floor
6:00–6:45 p.m.

CIO and Leader Roundtable
[Separate registration required]
Palos Verdes,
Third Floor
9:15–11:30 a.m.

Break 11:30–11:45 a.m.

Leadership Seminar
[Separate registration required]
Palos Verdes,
Third Floor
11:45 a.m.–1:30 p.m.
7:00–8:00 a.m.

Breakfast

CALIFORNIA D, SECOND FLOOR

ELI Corporate Focus Group

PALOS VERDES, FOURTH FLOOR

Malcolm Brown, Director, EDUCAUSE Learning Initiative, Carolyn Colman, Manager, Corporate Relations, and Veronica Diaz, Director of Online Programs and Associate Director, ELI, EDUCAUSE

Corporate participants are invited to meet and engage with ELI leadership in a conversation with the corporate sector to discuss how we can collaborate to support higher education teaching and learning. We’ll share our plans and will be eager to hear your feedback on our programming, corporate sponsorship, and thought leadership. (Unconventional thinking welcome.) A registration to the ELI Virtual Meeting 2016 will be given away to a participant.

Coffee will be served.

7:00 a.m.–5:00 p.m.

Registration Desk Open

REGISTRATION DESK, SECOND FLOOR

8:00–9:00 a.m.

GENERAL SESSION

Working With Emerging Technology, Future Models, and Academic Transformation

Designed to Engage

CALIFORNIA C, SECOND FLOOR

Diana Oblinger, CEO and President, EDUCAUSE

The next generation of digital learning is emerging, integrating formal and informal experiences, personalizing learning, and providing clear pathways to student success. The digital environment of social, mobile, cloud, and big data creates unique settings that go beyond replicating offline activities online. Digital learning uses the best that technology has to offer, combining the physical and the virtual, engaging each learner to maximize student success.

Outcomes: Explore the concept of “digital engagement” • Learn how physical and virtual environments can be used in new ways • Consider how communities beyond the campus can benefit from digital engagement with colleges and universities

9:00 a.m.–2:15 p.m.

CORPORATE DISPLAYS

CALIFORNIA PAVILION PROMENADE, SECOND FLOOR

One day only! Don’t miss this opportunity to visit 10 companies providing the latest technology solutions for teaching and learning in higher education. Company representatives will be available to provide more information and answer any questions.

ARTstor

Artstor provides the ultimate digital media solution for schools. Take full advantage of the Artstor Digital Library’s 1.8 million high-quality multidisciplinary images with Shared Shelf, our cloud-based software for cataloging, managing, preserving, and distributing your institution’s local media collections.

Content Anchor: Online and Blended Teaching and Learning

Bluehost

Bluehost.com is one of the world’s largest web-hosting companies. Our education program is designed to increase digital literacy in your students. Armed with professional Bluehost accounts, students are empowered to create professional portfolios to showcase their work, launch personalized blogs, or even start an online business.

Content Anchor: Assessment of Student Learning

LiveText

LiveText empowers institutions and individuals with technology and leadership to elevate the quality of learning. Our web-based technology allows you to assess outcomes-based learning, report actionable data, and demonstrate accreditation compliance.

Content Anchor: Assessment of Student Learning

lynda.com, Silver Partner

lynda.com helps anyone in any organization learn software, creative, and business skills to achieve personal, academic, or professional goals. Users get unlimited access to a vast online library of high-quality, current, and engaging video tutorials taught by recognized experts and working professionals.

Content Anchor: Online and Blended Teaching and Learning

MobLab

MobLab is an ed-tech start-up focused on bringing interactive games into economics, business management, and social science classes both in classrooms and online, through browsers as well as mobile devices.

Content Anchor: Evaluating Technology-Based Instructional Innovations
9:00 a.m.–2:15 p.m. continued

**Respondus**

Assessment tools by Respondus work seamlessly with learning management systems at thousands of institutions. Learn how to protect the integrity of proctored and nonproctored online exams with LockDown Browser and Respondus Monitor, create and manage assessments for online courses with Respondus 4.0, and develop learning activities and self-assessments with StudyMate.

**Content Anchor:** Assessment of Student Learning

**Schoology**

Schoology Higher Education is the industry’s leading instructional operating system, the next generation of LMS. This cloud-based SaaS solution serves as an academic hub for instruction, communication, collaboration, and third-party integration to extend learning beyond class and into the greater campus culture.

**Content Anchor:** Online and Blended Teaching and Learning

**ShareStream**

ShareStream is a leader in online video and media management solutions for education. ShareStream’s Video Platform provides a turnkey system for uploading, transcoding, storing, managing, and streaming media, complete with digital rights management. ShareStream’s technology was developed in collaboration with Georgetown University and is now widely deployed around the world.

**Content Anchor:** Working with Emerging Technology, Future Models, and Academic Transformation

**VoiceThread**

VoiceThread is a cloud-based application that brings media slides and people’s audio, video, and text commentary together in one highly interactive and engaging conversation that is secure and easy to use. VT improves instructor immediacy while maintaining the flexibility of an asynchronous learning environment.

**Content Anchor:** Online and Blended Teaching and Learning

**Zoom Video Communications**

Zoom, the cloud meeting company, unifies cloud videoconferencing, simple online meetings, and group chat into one easy-to-use platform that is revolutionizing higher education. Our solution offers the best video, audio, and screen-sharing experience across ZoomPresence, Windows, Mac, iOS, Android, and H.323/SIP room systems for remote learning, hybrid classrooms, and many other education use cases.

**Content Anchor:** Online and Blended Teaching and Learning

9:15–10:00 a.m.

**FEATURED SESSION**

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

**The Frontiers of Open Data Science Research**

**CALIFORNIA C, SECOND FLOOR**

Alfred Essa, Vice President, Research and Development and Analytics, McGraw-Hill Education

Open data science research lies at the foundation of learning analytics and adaptive learning. This session will offer a primer on new data science methods for building next-generation educational technology environments. We will also consider how open data science and open architectures are evolving in support of product innovation.

**Outcomes:** Learn how data science is being applied to gain new insights about learner and instructor behaviors • Learn how open standards such as IMS Caliper are being deployed at scale in next-generation learning architectures • Learn how advanced interactive visualizations can be used for data exploration in research and product development

**INTERACTIVE PRESENTATIONS**

**Evaluating Technology-Based Instructional Innovations**

**Enhancing the Value of the FLEXspace System with Peer Review**

**PACIFIC A, SECOND FLOOR**

Gerard L. Hanley, Assistant Vice Chancellor, Academic Technology Services, California State University, Office of the Chancellor; 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; Lisa A. Stephens, Senior Strategist, Academic Innovation, University at Buffalo-SUNY

The Flexible Learning Environments eXchange (FLEXspace) is a comprehensive, searchable, open access repository showcasing examples of physical learning spaces from around the globe. As higher education champions populate the system with exemplary learning spaces and their attributes, the next phase of FLEXspace will focus on the launch of a peer review system. This presentation will recap efforts of the FLEXspace project as it has migrated to a production service and outline the peer-review process under development. Attendees will learn more about this quality assurance process for FLEXspace and how to participate.

**Outcomes:** Review example records in FLEXspace • Learn how the peer-review process can enhance FLEXspace • Provide formative input on the peer-review process
**Faculty Development**

**What Do You Know about Student and Faculty IT Perspectives? Test Your Knowledge in This Gamified ECAR Session**

Room design and furniture provided by Herman Miller, Bronze Partner

**CALIFORNIA A, SECOND FLOOR**

**D. Christopher Brooks**, Senior Research Fellow, and **Eden Dahlstrom**, Director of Research, **EDUCAUSE**

Do faculty or students have more positive attitudes toward IT? Who’s more plugged into technology, students or instructors? What’s the primary reason faculty ban mobile devices from the classroom? What are the top 3 reasons students want to use mobile technology in their courses? If you think you know the answers to these and other higher education IT questions, put your knowledge to the test at this ECAR quiz show-style session as we share key findings from the 2014 faculty and student survey reports in an engaging and fun environment. Grand prize: Bragging rights!

**Outcomes:** Learn about faculty and student perspectives on IT in higher ed • Understand the differences between student and faculty IT perspectives • Identify ways to minimize the gap between expectations and experiences

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**Online and Blended Teaching and Learning**

**Examining the Student Voice in the Impact of Quality Matters**

**PACIFIC B, SECOND FLOOR**

**Michael Atkisson**, Senior Director, Product and Business Development, DropThought; **Deborah Adair**, Managing Director, and **Brenda Boyd**, Director of Professional Development and Consulting, The Quality Matters Program

Quality Matters is conducting two national studies to examine the student experience in online courses and the impact of Quality Matters on those experiences. This session will present the results from a precursor calibration study to one of the interinstitutional QM studies, for the semantic analysis of real-time, in-class, online student feedback. Quality Matters is collaborating with DropThought to integrate their feedback and analysis tools in support of this interinstitutional research project. The precursor calibration study results will explore the relationship between the QM General Standards and the experiences of faculty as students in the QM virtual professional development workshops.

**Outcomes:** Identify and discuss popular approaches to understanding the student experience in online courses • Review the initial outcomes of the current study • Discuss the relevance and potential of this research project to your own institution

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

**Aligning Mission, Market, and Margin to Create Sustainable Student Success**

**CALIFORNIA B, SECOND FLOOR**

**Mitch Robinson**, Vice President for Finance & Administration, Austin Peay State University; **Holly E. Morris**, Director of Postsecondary Model Development and Adoption, NGLC, EDUCAUSE; **Deborah Amory**, Professor, Empire State College SUNY; **Richard Staisloff**, Principal, rpkGROUP

Session speakers from finance and academia who were part of the 2013 NGLC Breakthrough Models Incubator will demonstrate how the use of the financial pro forma template supported and enhanced the development of new academic and student success programs. Empire State will describe how the pro forma ignited productive conversation around assumptions related to the development of their competency-based IT degree program. Austin Peay will discuss how the pro forma initiated an institutional shift toward investing in alignment with the campus mission across departments and programs.

**Outcomes:** Learn how focusing on outcomes can enhance programmatic/institutional sustainability • Connect the finance conversation to the teaching and learning conversation • Get a tool demo (pro forma) for facilitating an outcomes focus in alignment with mission

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**TED-STYLE PRESENTATIONS**

**Learning Analytics and Student Success**

**LAGUNA, FOURTH FLOOR**

**Beth Mulherrin**, Assistant Dean, Undergraduate Initiatives, and **Jack Neill**, Director, Data Analysis, University of Maryland University College; **Steven Lonn**, Assistant Director, USE Lab and Learning Analytics Specialist, University of Michigan–Ann Arbor; **Kimberly Arnold**, Senior Evaluation Consultant, University of Wisconsin–Madison

**Differences among Institutional Faculty and Staff in Learning Analytics Readiness Levels**

The Learning Analytics Readiness Instrument (LARI) was developed with the idea that institutions need in-depth information to aid in the implementation of learning analytics. During data collection for the beta version of the LARI, over 300 responses were received from 23 diverse institutions. This presentation will focus on the differences observed between various classifications of faculty and staff completing the LARI both within and across institutions when examining readiness for systemic learning analytics initiatives. Participants will be able to add their own insight to the findings, as well as discuss their own challenges with learning analytics readiness.
Creating a Framework for an Institutional, Data-Driven Approach to Student Success

Analytic tools such as predictive models, early alert systems, and dashboards require an integrated approach to maximize institutional impact. Disparate initiatives and data sources within an institution can make it challenging to systematically evaluate and understand the impact of various efforts to improve student success. University of Maryland University College (UMUC) is creating an institutional approach to organizing, implementing, and evaluating student support services and interventions to improve outcomes. Learn how UMUC is tackling this challenge by developing a common data framework for identifying at-risk students, coordinating intervention efforts, and systematically evaluating initiatives.

**Outcomes:**

- Learn about various analytic tools and strategies for evaluating student success initiatives
- Determine pathways for creating an integrated, data-driven approach to student success at your institution
- Evaluate your institutional capacity to leverage analytic tools in a holistic way

### 9:15–11:30 a.m.

**CIO and Senior Academic Leader Roundtable**

*Separate registration and fee are required.*

**PALOS VERDES, FOURTH FLOOR**

Leading transformation in teaching and learning is the work of an engaged community. The CIO and Senior Academic Leader Roundtable is an ideal place to convene. Higher education continues to experience a complex and dramatic evolution, especially in the domain of teaching and learning. IT remains the strategic enabler of this transformational change, making CIOs and other senior academic leaders critical stakeholders and proponents of innovation. Join your colleagues in Anaheim in this dynamic discussion forum with Diana Oblinger and other leaders on some of the most pressing opportunities and challenges in teaching and learning. If you are the CIO or senior-most IT or academic leader from your institution attending this meeting, then this roundtable is for you.

### 9:15–10:00 a.m. continued

**Outcomes:**

- Understand the underpinnings of the LARI
- Recognize the components constituting readiness for learning analytics
- Learn about differences in responses from various respondents and institutions
- Identify challenges and weaknesses to implementation at your own campus

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**10:00–10:45 a.m.**

**Refreshment Break, Corporate Displays, Meet the Staff, and Poster Sessions**

**CALIFORNIA PAVILION PROMENADE, SECOND FLOOR**

**CORPORATE DISPLAYS**

Join in for informal discussions with companies providing the latest technology solutions for teaching and learning. See pages 19-20 for company descriptions.

**Meet EDUCAUSE Learning Initiative Staff**

Stop by to visit with Veronica Diaz, director of online programs and associate director of the EDUCAUSE Learning Initiative.

**POSTER SESSIONS**

Visit these informal, interactive, brief presentations that share campus experiences on effective practices, research findings, or technical solutions.

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

**Academic Transformation: A How-To Guide**

Katie L. Vale, Director of Digital Learning, Harvard University

In 2010, the Harvard School of Public Health began an ambitious multiyear project to reshape its degree programs and curricula, which included work in faculty development, learning space design, educational technology, and more. We will describe our team-based efforts in planning, transforming, and supporting our new on-campus and blended programs and share the lessons we learned along the way.

**Outcomes:**

- Identify campus stakeholders in academic transformation efforts
- List faculty development strategies
- Describe key success factors needed for creating planning, transformation, and implementation teams

**Apple TV in the Classroom at Arcadia University**

Timothy Belloff, Instructional Technology Specialist, and Samuel Lodise, Manager of User Services, Arcadia University

Apple TV has become a highly sought-after tool for educators, and Arcadia is no exception in desiring it for instructional purposes. Instructional Technology, A/V, Networking, and User Services at Arcadia have spent a lot of time with faculty and staff to develop a working Apple TV environment in which faculty and students can use this technology in an intuitive way.
that was also secure and administered in our network environment. We had multiple requests from classroom use as well as a solution for accessibility for a faculty member with physical limitations. This poster will showcase those needs and limitations, as well as what failed and what ultimately succeeded.

**Outcomes:** Learn how your IT team can adapt to the consumerization of technology • Learn about our strategy for overcoming obstacles like network and security limitations • Learn how Apple TV can be used in a variety of ways for a classroom setting

**Being There When You Can’t Be There:**

**3D Modeling across Time and Space**

**Jeffrey Hentline,** Enterprise Technology Coordinator, and **Jude Higdon,** Interim Associate Vice President for Information Technology, Minnesota State University, Mankato

The recent emergence of sophisticated 3-D modeling, visualization and printing holds great promise for a wide variety of disciplines. Imagine a medical student printing a high-definition 3D image of a tumorous organ to practice a surgery; an automotive student printing a hard-to-find part to repair a vintage car; or an art history student in the U.S. manipulating a 3D model of a jade Buddha from China. This presentation will showcase our nascent exploration of this space, including creating 3D models, curating them in a digital library (including a VR tour of the 3D artifacts), and printing the models.

**Outcomes:** Articulate some major opportunities afforded by 3D modeling, curation, and printing • Understand major considerations in developing a 3D strategy locally • Develop a plan for exploring 3D modeling in your local context

**Student Innovation Fellowships:**

**Building a Collaborative Infrastructure of Innovation**

**Brennan Collins,** Academic Professional, **Joseph A. Hurley,** Interim Director, Collaborative University Research and Visualization Environment, and **Justin Lonsbury,** Manager of Instructional Design and Training, Georgia State University

We will outline the challenges and early successes of Georgia State University’s new Student Innovation Fellowship Program, a team of over 30 students and staff working to support and drive pedagogical and research innovations across campus. Specific attention will be given to projects that have helped operationalized the idea of “innovation” means and connect the program to university-wide strategic aims and program goals. Discussions will encourage participants to apply ideas to their own settings and to develop an action plan to take back home.
Emerging Technology, Future Models, and Academic Transformation

iSALT: A Campus-Wide Support System to Evaluate Technology-Based Instructional Innovations
Qijie Cai, Instructional Designer, and Jude Higdon, Interim Associate Vice President for Information Technology, Minnesota State University, Mankato

The purpose of this presentation is to introduce a campus-wide support system called iSALT that we’ve created to promote evaluation research around technology and teaching innovations at Minnesota State University, Mankato. The system was successfully piloted in spring 2014 with eight participants who completed evaluations for their instructional innovations and disseminated their findings through at least five journal publications and/or conference presentations. We will discuss the steps we’ve gone through to develop iSALT and the strategies we’ve used to engage faculty participants. Additionally, we will present the evaluation projects completed by the iSALT participants and discuss their findings.

Outcomes: Develop a rationale for evaluating technology and instructional innovations • Identify the steps and strategies for developing a mechanism to support evaluation projects • Review the evaluation research projects at Minnesota State University, Mankato

10:45–11:30 a.m.

FEATURED SESSION

Working with Emerging Technology, Future Models, and Academic Transformation

What Does Unizin Mean for Digital Learning?
CALIFORNIA C, SECOND FLOOR
David A. Goodrum, Director, Teaching and Learning Technologies, Indiana University; Anastasia Morrone, Associate Vice President, Learning Technologies, and Dean for IT, Indiana University-Purdue University Indianapolis; Sean M. DeMonner, Executive Director of Teaching and Learning, University of Michigan–Ann Arbor

In this session, we will explore how Unizin consortium universities are coming together to influence the digital learning landscape. Faculty and students want tools for increased collaboration, use of rich media, better mobile experiences, visual and media-based discussions, real-time classroom annotation, etc. The support for content discovery and curation as well as learning analytics is evolving in the marketplace; we want to make sure these systems and tools evolve around standards, rather than wholly proprietary approaches. As a consortium of institutions, Unizin provides a common infrastructure to accelerate our progress in shaping the way we engage, educate, and inspire all students.

Outcomes: Understand what Unizin means for digital learning • Identify ways to contribute to best practices with Unizin services • Identify ways that Unizin institutions, together with ELI, can shape the future of digital education

INTERACTIVE PRESENTATIONS

Evaluating Technology-Based Instructional Innovations

Evidence of Impact through the Scholarship of Teaching and Learning
PACIFIC A, SECOND FLOOR
Charles D. Dziuban, Director, and Patsy Moskal, Associate Director of Research, University of Central Florida

The presenters will address an institutional approach to strengthening evidence of impact research through supporting and encouraging faculty to participate in the scholarship of teaching and learning (SoTL). By formally supporting individually initiated faculty research in online and blended learning the institution has used faculty engagement in SoTL to foster research that is authentic, contextual, and reflective, addressing both learning outcomes and quality in a manner that resonates with students, faculty members, and administrators. We will discuss how to effectively support faculty SoTL research, as well as provide some exciting SoTL research examples.

Outcomes: Understand the benefits of SoTL research • Learn how to effectively support an institution-wide SoTL initiative • Learn how to form cooperative SoTL research agreements

Digital Badges in Higher Ed: An Emergent and Transformative Technology for Engaged Learning
PACIFIC B, SECOND FLOOR
Daniel Hickey, Associate Professor of Learning Sciences, Indiana University Bloomington; Chris Gamrat, Instructional Designer, The Pennsylvania State University; Steven Lonn, Assistant Director, USE Lab and Learning Analytics Specialist, University of Michigan–Ann Arbor

Presenters from three institutions (including one studying and working with multiple institutions) will describe how digital badges are transforming engaged learning in contexts such as teacher education, undergraduate
engineering, and educational assessment. These examples will help demonstrate how digital badges can provide evidence of prior knowledge, spur growth in a particular domain, and afford opportunities for previously nebulous or intangible competencies to gain greater clarity. Following a description of each institution’s investigations, participants will engage in an open discussion about how digital badges can be a disruptive and positive change agent across higher education.

Outcomes: Define digital badges and understand their transformative potential • Identify steps to develop, evaluate, and recognize engaged learning through badges • Discuss how badges can be used in a variety of educational contexts

**Remixing #TvsZ: Hacking Games, Narratives, and Borders**

Room design and furniture provided by Herman Miller, Bronze Partner

**CALIFORNIA A, SECOND FLOOR**

*Pete Rorabaugh*, Assist. Professor, Southern Polytechnic State University; *Andrea Rehn*, Associate Professor of English & Director of Digital Liberal Arts Center, Whittier College

**Additional project contributors:** *Maha Ayham Bali Mohamad Bali*, Associate Professor of Practice, The American University in Cairo; *Lizzie Finnegan*, Assistant Professor of English and Director, Art, Media & Technology Program, D’Youville College; *Janine DeBaise*, Instructor, and *Christina Hendricks*, Senior Instructor, SUNY Adirondack

Participants will participate in a condensed version of #TvsZ, a massive open online game (MOOG) that occurs mostly on Twitter and engages students in transnational, collaborative, and transmedia storytelling. They will then have a chance to reflect on and discuss the pedagogical value of MOOGs, such as how their decentralized format blurs the boundaries between teacher and student and brings up moments of productive risk for both. Presenters will share their experience forking an earlier version of the MOOG and invite participants to brainstorm adapting a MOOG to their own pedagogical contexts.

Outcomes: Explore how MOOGs promote collaborative, experiential, self-directed learning • Experiment with MOOG design process and pedagogy • Reflect on the implications of digital pedagogical collaboration across borders

**TED-STYLE PRESENTATIONS**

*Evaluating Technology-Based Instructional Innovations*

*New Learning Designs*

**CALIFORNIA B, SECOND FLOOR**

*Jason Fish*, Director of Informatics; *Kevin O'Shea*, Educational Technologist; and *Casey Wright*, Web Application Programmer, Purdue University; *Paul Baepler*, Research Fellow, and *J. D. Walker*, Research Associate, University of Minnesota


According to the research, new technology-enhanced active learning spaces improve students’ learning outcomes and experiences; however, we don’t yet know exactly how these environments achieve this result. This session will examine the construct of “social context” as a key mechanism that enables these changes and present the results of two new studies analyzing data from a validated instrument designed to measure it. One study examines a large-N data set and analyzes how social context varies across classroom size, ethnicity, age, and gender; the second study compares social context and its impact across traditional and active learning classrooms.

Outcomes: Understand the research base regarding ALCs and social context • Recognize the role of social context in different types of learning spaces • Prepare to design an investigation of changes in social context related to learning space

**Technology Innovation: From Development to Assessment and Back Again**

Anecdotal evidence of faculty adding or removing technology for teaching and learning is no longer enough. The focus is instead on the impact of the technology and its effectiveness. How then does a team or organization traditionally charged with the creation or implementation of technology keep up? In this session, we will explore how this change in focus has become a catalyst for improving the use of technology through analysis, campus partnerships, and innovating in educational design research.

Outcomes: Identify strategic partners throughout your organization • Learn how IT can ease the burden of carrying out research projects in teaching and learning • Analyze the effectiveness of new approaches to supporting faculty implementation of technology
Faculty Development

**Working with Mobile Technologies**

LAGUNA, FOURTH FLOOR

Maya Georgieva, Associate Director, Center for Innovation in Teaching and Learning, NYU Stern, New York University; Luke Bennett, Instructional Designer, University of Central Florida

**Mobile Essentials for Faculty: A Course Overview and the Initial Impact on Faculty**

This session will discuss UCF’s Mobile Essentials faculty development course. Originally presented at the February 2014 ELI Focus Session, the course was derived from the results of the 2012 mobile/e-textbook survey. Since the initial presentation, the course has been released and the first research phase has been completed. Along with an overall explanation of the course, the results of the first research phase will be discussed. The research represents faculty progression through the course, usefulness of the content to their classroom practice, and implementation of mobile technology in their courses based on their participation in the Mobile Essentials course.

**Outcomes:** Identify the process by which the Mobile Essentials course was developed • Identify important considerations that went into the production of the course • Review the implementation and deployment process of Mobile Essentials • Evaluate the research about the impact of the course

**Launching an Educational Journey: New Learning Design, Mobile, and Wearable Tech Make It Happen**

Learning is a social process and can happen anywhere. How students begin their educational journey is incredibly important. At NYU Stern, the traditional orientation is flipped, with students participating in an innovative learning experience that asks them to become active learners before the first day of class. In teams, students dive into solving urban challenges, undertake ethnographic research, and tackle real-world problems. Working through a collaborative innovation process, they offer solutions presented through the use of digital storytelling and iPads. Their experience was captured through wearable technology including Google Glass and the Narrative Clip lifelogging camera.

**Outcomes:** Understand the challenges and importance of designing new learning experiences • Learn how to drive innovation with a focus on student engagement • Learn about pioneering new technology within the context of the learning environment

INTERACTIVE PRESENTATIONS

**Evaluating Technology-Based Instructional Innovations**

**Searching for “Free and Better”: Evaluating the Efficacy of Open Educational Resources**

PACIFIC B, SECOND FLOOR

David Wiley, Chief Academic Officer, Lumen Learning; Victoria Mondelli, Executive Director for Teaching Excellence and Engaged Learning, Mercy College

When Mercy College piloted open educational resources (OER) in College Algebra through the NGLC-funded Kaleidoscope Open Course Initiative, offering a free textbook alternative wasn’t enough. Instead, “free and better” became the mantra, along with systematic measurement testing the efficacy of OER. When passing rates improved from 48% to 69% in three semesters, all sections shifted to OER. This session will introduce an OER efficacy calculator including metrics such as learning outcomes per dollar and INcreased Tuition Revenue through Open (INTRO), developed through the experiences of Mercy College and others to aid academic leaders exploring the benefits of OER versus commercial materials.

**Outcomes:** Appreciate the importance of measuring efficacy for courseware • Gain a clear, straightforward framework for evaluating the comparative efficacy of any set of course materials, particularly OER compared to commercial textbooks
Understanding Your Ecosystems: An Ecological Framework for Educational Technology Services  
LAGUNA, FOURTH FLOOR  
Les James, Senior Project Management Specialist, Northwestern University  
We know technology is more than the sum of its parts, especially in educational contexts. Yet the user experience of our educational technology services tends to be mechanistic and fragmented, and can even undermine our efforts to engage the communities we serve. How can an ecological approach help us more effectively design an educational technology service as a type of strategic engagement? After introducing an ecological framework and its relevance to engagement, we will discuss its application to a current learning management system transition project, then consider how session participants might apply the framework to their own initiatives.

Outcomes: Learn about an ecological framework • Learn about the framework’s application to an LMS transition project • Learn ways to apply the framework to your educational technology initiatives

Working With Emerging Technology, Future Models, and Academic Transformation

Learning Spaces for Digital Discovery  
PACIFIC A, SECOND FLOOR  
Kyle Dickson, Director AT&T Learning Studio, Abilene Christian University; Kyle Bowen, Director of Education Technology Services, The Pennsylvania State University

Learning spaces are no longer one-size-fits-all rooms to support a single method of teaching. In the past few years, new models in formal learning spaces have moved across the campus into libraries and digital commons to enable new forms of instruction, self-practice, and assessment. Technologies such as media production, 3D printing, and visualization used in these spaces enable students to achieve a level of mastery that can only be demonstrated through performance, creating a wide range of artifacts and media objects. This presentation will explore the opportunities that exist for designing learning spaces to include emerging technologies.

Outcomes: Learn about the emerging technologies that are being used to help support student self-discovery • Identify ways that emerging forms of media can be used to assess student learning • Learn about the unique characteristics of using student experimentation in coursework

TED-STYLE PRESENTATIONS

Online and Blended Teaching and Learning

eCollaborations and Teaching Scientific Literacy  
CALIFORNIA B, SECOND FLOOR  
Jooyoung Voeller, Lead Curriculum Designer, CaCHE Global; Lisa Brundage, Director, CUNY Advance, and Kelly L. O’Donnell, Director of Science Forward, City University of New York; Joseph Ugoretz, Associate Dean of Teaching, Learning and Technology, The Graduate Center (CUNY); Patricia A. McGee, Associate Professor, University of Texas at San Antonio

The Case for E-Collaboration: Engaging, Empowering, and Experiential

Online courses can make students feel that they are in a “classroom of one,” even in a learning environment that is saturated with social media and interactions. E-collaboration is an instructional strategy in which typically two or more groups of students work collaboratively and independently to achieve a predetermined instructional outcome. E-collaboration occurs between different populations: different course sections, different levels of education, different disciplines, or different geographical locations. Designed thoughtfully, e-collaboration supports and requires deeper thinking through active learning, social interaction, learner ownership of results, and contextualizing content.

Outcomes: Identify different types of e-collaboration • Articulate high-value areas for implementing e-collaboration • Share strategies that create social, cognitive, and teaching presence

Making Science Sense: An Interdisciplinary Approach to Teaching Scientific Literacy

Undergraduate science education has traditionally relied on memorization of facts and replication of set experiments within isolated disciplines. Classes rarely focus on the fundamental questions of what science itself is and how to engage and empower students with the skills necessary to be scientifically literate citizens. At CUNY, Science Forward is an interdisciplinary blended learning course designed by scientists and teaching faculty that features an active, student-centered classroom. Our team has developed a companion open educational resources video series and web resource. Our session will demonstrate how we pair videos with learning activities that optimize blended learning synergies.

Outcomes: Discover a skills-based approach to critical thinking skills in basic science • Define basic skills common across scientific disciplines • Use OER and a video series available for multiple settings
**LEARNSHOP**

**Evaluating Technology-Based Instructional Innovations**

**Strategically Leveraging iPads for New Insights on Teaching and Learning**

Room design and furniture provided by Herman Miller, Bronze Partner

**CALIFORNIA A, SECOND FLOOR**

Cassandra Volpe Horii, Director, Center for Teaching, Learning, and Outreach; James Ross Maloney, Co-Director, Community Science Academy, CTL0; and Julius Su, Co-Director, CSA, CTL0, California Institute of Technology

In a teaching and technology innovation partnership between Caltech and Pasadena City College, our year-long study of iPads and a novel collaborative learning app in STEM courses yielded an unprecedented view of the nature of in-class engagement. We quantitatively measured aspects of instructional technology adoption such as students’ “learning curve,” cognitive complexity of engagement, and individual and class behavior in time, and examined relationships between these measures and teaching methods. Session participants will learn new approaches to time-series analysis and visualization of student data, discuss the results of the study, and apply findings to their institutional settings.

**Outcomes:**

- Identify applicable methods of time series analysis/visualization of student data
- Articulate prior understanding of real-time, in-class, technology-enabled student engagement
- Recap project findings and results, including differences between results and expectations

Today’s agenda will include:

- Understand concepts of human-centered design for creative thinking and innovation
- Demonstrate human-centered design to a relevant education design challenge
- Use the experience and resources to apply human-centered design to challenges on campus
- Reflect on and plan for using human-centered design techniques as part of a leadership toolkit

**11:45 a.m.–1:30 p.m. continued**

**Lunch**

**CALIFORNIA D, SECOND FLOOR**

**1:30–2:15 p.m.**

**Refreshment Break, Corporate Displays, Meet the Staff, and Poster Sessions**

**CALIFORNIA PAVILION PROMENADE, SECOND FLOOR**

**CORPORATE DISPLAYS**

Join in for informal discussions with companies providing the latest technology solutions for teaching and learning. See pages 19-20 for company descriptions.

**Meet EDUCAUSE Learning Initiative Staff**

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

**POSTER SESSIONS**

Visit these informal, interactive, brief presentations that share campus experiences on effective practices, research findings, or technical solutions.

**Evaluating Technology-Based Instructional Innovations**

**Social Network Analysis of Microblogging in a Connectivist Massively Open Online Course (cMOOC)**

Laura Gogia, Fellow, Academic Learning Transformation (ALT) Lab, Virginia Commonwealth University

**Additional project contributor:** Jonathan D. Becker, Director, Learning Innovation and Online Academic Programs, Virginia Commonwealth University

This poster will characterize the microblogging patterns seen during a recent connectivist massively open online course (cMOOC), which was open to the public but designed for undergraduate students enrolled in a 200-level writing and research course at Virginia Commonwealth University in Richmond, Virginia. A social network analysis provides information on patterns of
instructor, nonstudent, and student participation and raises questions about the purpose and character of unstructured Twitter-mediated discussions in connected learning experiences. The experience of conducting the social network analysis and its potential as an assessment tool for future connected learning experiences will also be discussed.

**Outcomes:** Characterize microblogging patterns in the context of a cMOOC • Reflect on the intended role of microblogging in connected learning environments • Discuss use of social network analysis as an assessment tool for community-based online learning

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

**Exciting Designs from the Breakthrough Models Academy 2014**

David E. Dean, Director, Instructional Technology, Design, Development, and Decision Support, Eastern Washington University; Ann Bucchele, Academic Dean, Linn-Benton Community College; Victoria Mondelli, Executive Director for Teaching Excellence and Engaged Learning, Mercy College; Amy Theis, Enrollment Marketing Manager, Oregon State University; David Starrett, Dean, Academic Information Services, Southeast Missouri State University

Next generation model designers representing several teams from the Breakthrough Models Academy 2014 will share plans for technology-enabled projects to significantly change the landscape of higher education.

**Outcomes:** Learn about fresh thinking on approaches to student and institutional success • Learn what is possible when institutional representatives collaborate • Meet current and emerging leaders in the education innovation space

**Faculty Engagement Strategies: Sharing Findings and Discussing Challenges**

Jacob E. Larsen, Emerging Technology Specialist, and Jim Twetten, Director, Academic Technologies, Iowa State University of Science and Technology

Limited data exists on which faculty engagement strategies work well for the diffusion of educational technology information and use. Consequently, academic technology staff at Iowa State University have undertaken an ongoing study that polls IT administrators and support professionals from EDUCAUSE member institutions on this topic. We will share our findings to date and encourage the audience to discuss the merits of the different strategies in light of our data and their own experiences and needs. Audience input will play an important role in our future data collection and help determine the focus of upcoming survey topics and questions.

**Outcomes:** Study, discuss, and understand different faculty engagement strategies used at various U.S. universities and their advantages and potential implementation issues • Make informed decisions on which strategies might work for your particular institutional environment

**No Book, No Problem: Exploring New Frontiers Using Multimodal Course Materials**

Matthew K. Gardzina, Director of Instructional Technology, and Kathleen McQuiston, Director of Research Services and Information Literacy, Bucknell University

Frustrated that she couldn’t find an appropriate textbook in the emerging field of neuroethics and with her students’ shuffling readings during class, professor Judy Grisel (psychology) implemented a novel solution in her first-year seminar. Collaborating with an instructional technologist and librarian, Grisel designed a course where students interacted with multiple types of resources on a single digital device (iPads), thereby enhancing and enriching class discussions. Building on the innovative ways students had begun to use these multimodal materials, Grisel then challenged them to jointly author the textbook they never had. Come hear what happened and learn how to do it yourself.

**Outcomes:** Learn how a collaborative planning process between faculty, librarians, and instructional technologists contributes to an enhanced learning environment • Consider a template/model for a class iTunes U and iBook process, which can be modified for various learning environments

**Telepresence: Democratizing the Higher Education Classroom**

Jason A. Kaufman, Associate Professor of Educational Leadership, and Candace France Raskin, Professor Educational Leadership, Minnesota State University, Mankato

This session will present current research on how a dynamic university is using telepresence to effectively educate undergraduate, graduate, and doctoral students. Participants will explore the potential of this cutting-edge technology to facilitate face-to-face distributed learning. Special attention will be afforded to the finding that sense of community continues to be a challenge to telepresence in the classroom and how departments are seeking to address it. Recommendations will be offered to guide departments regarding potential opportunities and roadblocks toward incorporating telepresence into the classroom.

**Outcomes:** Explore the results of research of telepresence in the classroom • Obtain insight into the look and feel of a telepresence classroom • Weigh the merits of telepresence for the needs of your departments
2:15–3:00 p.m.

FEATURED SESSION
Working With Emerging Technology, Future Models, and Academic Transformation

Framing the Future: Are We Playing on the Right Side of the Chessboard?
CALIFORNIA C, SECOND FLOOR
Michael Barry, Consulting Assistant Professor, Stanford University

A provocation for instructors is that students are coming to class with radically different expectations about the nature of education, how technology will support them, and what we as instructor should be doing. This session will explore these issues and use “design thinking” as a lens to see different ways to frame and possibly reframe the future of education.

Outcomes: Learn about “seeing the water,” an approach to empathy • Learn how to frame and reframe problems through stories • Gain insight by asking why

INTERACTIVE PRESENTATIONS
Evaluating Technology-Based Instructional Innovations
Evaluating Innovative Educational Initiatives
LAGUNA, FOURTH FLOOR
Adam B.A. Finkelstein, Educational Developer, Teaching and Learning Services, McGill University

Planning the evaluation of educational initiatives is often the most difficult task of any project. Universities need these evaluations to gather evidence to support their continued success as well as make informed decisions for future planning. How can a project provide the right information to the right people at the right time? This session will examine various models of educational evaluation, along with examples of how they can be used to evaluate projects such as the development of MOOCs or the redesign of learning spaces. Challenges, opportunities, and lessons learned will be discussed by participants to help them create an effective evaluation plan for their own initiatives.

Outcomes: Examine different models of evaluation and how they can be applied to educational initiatives on campus • Examine and discuss examples of evaluations • Discuss the opportunities and challenges they present and lessons learned for your institution

Show Me What You Learned
CALIFORNIA B, SECOND FLOOR
Stacey Clawson, Senior Program Officer, Bill & Melinda Gates Foundation; Adam Newman, Managing Partner, Education Growth Advisors; Daniel Hickey, Associate Professor of Learning Sciences, Indiana University Bloomington

Evidence for Learning tools include including badging, e-portfolios, competency transcripts, and other ways to document lifelong learning. These tools are used to categorize, document, and manage a student’s competencies and professional experiences while providing more efficient and effective educational pathways and facilitating transitions among educational providers and employers. Join us for a discussion on how institutions can prepare for “new majority” students and expand services and tools that fit into their student support model.

Outcomes: Analyze “new majority” student scenarios to experience how Evidence for Learning can enable student success inside and outside the classroom • Learn how to apply a 5-part framework to help plan comprehensive services for students • Explore Evidence for Learning tools that support these different services within the framework

Online and Blended Teaching and Learning
Competency-Based Learning Meets OER: Washington Community Colleges’ Newest Path to Degree
PACIFIC B, SECOND FLOOR
David Wiley, Chief Academic Officer, Lumen Learning; Connie Broughton, Project Director for Education Services, Washington State Board for Community & Technical Colleges

Most competency-based education programs keep something under wraps: assessments, content, even the competencies themselves. But the Washington State Board for Community and Technical Colleges (SBCTC) is taking a different approach with its recently launched, self-paced CBE online transfer degree in business. Combining outcomes-focused design and high-quality open educational resources delivered through an adaptive platform, SBCTC is shining daylight on its approach, betting greater transparency will strengthen the educational experience and learning outcomes. Don’t miss this opportunity to see the whole picture of CBE, from program genesis to course design to delivery to gaining system-level support.

Outcomes: Learn about the inner processes and components of a self-paced, online competency-based degree program • Learn what can be gained from total transparency in design and delivery • Understand factors that optimize CBE course design, content, and delivery
Badges as Certification: Teaching Certification for Graduate Student Instructors at SIU Carbondale

**PACIFIC A, SECOND FLOOR**

Karla Berry, Director, Center for Teaching Excellence, Southern Illinois University at Carbondale; Simeon Schnapper, Chief Executive Officer, and Rayna Yaker, Chief Learning Officer, Youtopia

Graduate student instructors at research universities are often assigned teaching appointments even though they have little or no teaching experience or any real knowledge of classroom best practices. This interactive presentation will describe a pilot program that uses badges to track, share, and reward performance toward certification in teaching for graduate student instructors at Southern Illinois University. Presenters from SIU’s Center for Teaching Excellence and ed-tech company Youtopia will share lessons learned at SIU and facilitate discussion of how badges reinforce engagement, motivation, and progress. Participants will use the Youtopia ToolKit to create their own badges.

**Outcomes:** Understand how digital badging can capture and communicate a student’s knowledge and competencies • Recognize the need for more thorough professional development for graduate instructors • Learn how to plan and map a badge program

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**LEARNSHOP**

Working with Emerging Technology, Future Models, and Academic Transformation

Visualization Hubs: Moving from Experimentation to Scalable Service

Room design and furniture provided by Herman Miller, Bronze Partner

**CALIFORNIA A, SECOND FLOOR**

Laurie Alexander, Associate University Librarian for Learning and Teaching, Beau David Case, Head, Arts and Humanities, Daniel Fassahazion, Manager, DMC Emerging Technologies, and Eric Maslowski, Lab Manager, Technical Creative Consultant, University of Michigan—Ann Arbor

Visualization of research data for analysis, discovery, scholarly publishing, learning, and teaching has emerged as an essential component of the scholarly process across almost every discipline. For data to support productive research, it needs to be clearly understood and effectively used. Innovative research requires exploring solutions beyond data consumption and analysis to include using novel teaching pedagogies, creating and presenting digital media, making objects, and defining spaces where it all comes together. Our panel will share models leveraging and extending existing resources and services to better respond to emerging campus needs and provide the scaffolding necessary to support the academic community.

**Outcomes:** Explore visualization services for research data (analysis, scholarly publishing, learning, and teaching) • Generate critical concepts and investigate strategies for collaborative services • Discover practical approaches to engaging the academic community in priority setting and resource allocation

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CORPORATE AND CAMPUS SOLUTIONS

Analytics

Retention Analytics for Student Success: An Interactive Session

**PACIFIC A, SECOND FLOOR**

Mike Sharkey, President, Blue Canary; Lindsay Pineda, Senior Technology Project Manager and Consultant, Unicon

Analytics can be used in many ways in higher education. One compelling application is to improve student success by using data to identify and assist struggling students before it’s too late. This interactive session will leverage the experience of practitioners who have implemented such projects, and participants will be encouraged to contribute their institutional information to the discussion. Come prepared to share the opportunities and barriers you see when thinking about retention analytics.

**Outcomes:** Gather ideas on measuring the impact of retention analytics • Learn what questions to ask of analytics practitioners • Understand and explore questions colleagues may have about analytics

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Assessment of Student Learning

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

**PACIFIC B, SECOND FLOOR**

Nick Laboda, Senior Account Manager, Respondus

Learn how over 800 institutions maintain the integrity of online exams within both proctored and nonproctored environments. This session will address key challenges of online assessments: ensuring student identity, preventing access of unapproved materials during exams, protecting exam content, minimizing proctoring expenses, and providing greater flexibility in how online exams are taken. You’ll learn how LockDown Browser prevents students from printing, copying, visiting other websites, or accessing other applications during a test. You’ll also see how Respondus Monitor adds webcam and video technology to maintain integrity during proctored exams. Finally, we’ll include best practices from some current users of LockDown Browser and Respondus Monitor.
Outcomes: Understand the challenges and strategies regarding effective online testing • Learn how to use LockDown Browser and Respondus Monitor to deter cheating and ensure student identity in online exams • Learn how other institutions have benefited from LockDown Browser and Respondus Monitor

Evaluating Technology-Based Instructional Innovations
Introducing a New Paradigm for Evaluating and Selecting an LMS

Robert Tousignant, Senior Director, Schoology

Is your institution currently evaluating its learning management system, or planning to evaluate it in the next 12 to 24 months? If so, this session is for you! We’ll share best practices and explore modern decision matrices that expand on conventional models (e.g., RFPs and feature/function rubrics) and introduce a more holistic, campus-wide perspective to the value the LMS can bring. We’ll explore why key campus constituents outside academic technology should have a say in your institution’s next LMS, including institutional research, advising, first-year programs, and beyond. We’ll demonstrate why moving from a feature/function focus to a campus engagement model increases LMS adoption and drives student success. We’ll conclude the session by providing a brief demonstration of the Schoology Digital Learning Ecosystem platform and how it aligns to the new models shared in the session.

Outcomes: Receive a modern blueprint for evaluating and selecting a LMS • Understand the differences between a conventional LMS and the more modern Digital Learning Ecosystem model • Understand how the Schoology LMS platform aligns to the needs of today’s students and a campus-wide engagement model

CORPORATE FOCUS GROUP
Evaluating Technology-Based Instructional Innovations
The Future Vision of Help Desk Management

Chris Bovard, Director of Software Development, and Tim Schnabel, Director of Education Programs, Extron Electronics

GlobalViewer Enterprise is Extron’s server-based software for campus-wide scheduling, monitoring, and help-desk functionality for classroom presentation technology currently deployed at over 300 colleges and universities in the United States and Canada. Our User Experience Group is conducting research to improve alerting, reporting, and analytics. This facilitated session will explore trends and the vision required by campus technology leaders to support and manage next-generation technology-enabled classrooms.

Learning Analytics
Combining Adaptive Learning and Learning Analytics for Institutional Effectiveness

PALOS VERDES, FOURTH FLOOR

Stephen Howe, Director Technical Product Management and Analytics, McGraw-Hill Education

Adaptive learning and learning analytics exist as incredible learning tools on their own. Come discuss and help shape what happens when these two tools are combined in the first-ever open digital learning analytics infrastructure. We will discuss student performance through adaptive learning, institutional effectiveness through learning analytics, and the overall transformation from learning to technology.

4:00–4:15 p.m.

Beverage Break

CALIFORNIA PAVILION PROMENADE, SECOND FLOOR

4:15–5:00 p.m.

LEARNING CIRCLES
Faculty Development

Faculty Engagement Strategies: Sharing Ideas and Discussing Challenges

LAGUNA, FOURTH FLOOR

Jacob E. Larsen, Emerging Technology Specialist, and Jim Twetten, Director, Academic Technologies, Iowa State University of Science and Technology

The use of educational technology is steadily increasing at U.S. institutions of higher education. As promising new educational technologies become available, IT administrators and educational and technical support personnel recognize that faculty engagement is a key factor in promoting, testing, and employing them. Therefore, it is important to use effective faculty engagement strategies to help expose faculty to new technologies that may assist them in achieving their learning outcomes and engaging their students in constructive and motivating activities. Consequently, this learning circle will address questions such as: What are the main challenges of faculty engagement? How many specific challenges must be overcome? Which strategies have worked best for members of the audience? What are some of the aspects of a comprehensive, successful approach to faculty engagement? Different strategies will have varying degrees of success at each institution, but let’s have a discussion about what has (and hasn’t) worked for you at your institution.
Blended learning has quickly evolved to be one of the preferred models of instruction in higher education. This session will encourage audience participation and discussion of some of the following questions regarding blended learning: What specialty blends of blended learning models exist, and what are the advantages and disadvantages of each for your campus? What are the changing roles of students and faculty in blended learning? How and why is blended learning appealing to institutions? How should faculty development be addressing blended learning models? What pedagogical models support blended learning? What is the future direction of blended learning?

**National Distance Education and Technological Advancement (DETA) Research Center Information Session**

**PACIFIC B, SECOND FLOOR**

**Tanya Joosten**, Director, eLearning Research and Development, **Laura Pedrick**, Special Assistant to the Provost and Executive Director, UWM Online, and **Diane M. Reddy**, Professor, University of Wisconsin—Milwaukee

UWM will share their establishment of a national Distance Education and Technological Advancement (DETA) research center to conduct cross-institutional data collection with two- and 4-year institutions of higher education. UWM’s partners in this endeavor are the University of Wisconsin System, UW–Extension, Milwaukee Area Technical College (MATC), and ELI. The objective of the DETA research center is to promote student access and success through evidence-based online learning practices and learning technologies. Specifically, the DETA center will identify and evaluate effective course and institutional practices in online learning (including competency-based education) for underrepresented individuals (i.e., economically disadvantaged, adult learners, disabled) through rigorous research.

**Outcomes:** Identify DETA research center goals • Summarize progress toward the first step of the DETA research center in research model development • Understand how you and/or your institution can be involved through subgrant awards

**Learning Spaces: Tackling the Burning Questions**

**CALIFORNIA C, SECOND FLOOR**

**Adam B.A. Finkelstein**, Educational Developer, Teaching and Learning Services, McGill University; **Richard Holeton**, Director, Academic Computing Services, Stanford University

Learning spaces are receiving renewed attention across higher education, featuring prominently in both the ELI content anchors and the 2015 Horizon Report. Come join a mini un-conference on this topic! This session will begin with collecting attendees’ burning questions with respect to learning spaces, and the top questions will form the agenda for the remainder of the session. This will be an invaluable opportunity to share best practices and get your questions answered by colleagues.

**Mainstreaming Open Educational Resources**

**PACIFIC A, SECOND FLOOR**

**Nate Angell**, Doorman, and **David Wiley**, Chief Academic Officer, Lumen Learning

A growing number of high-quality open textbooks and other open educational resources are now available and poised to make a huge impact on the high cost of course materials. Yet new research indicates most college faculty members have low familiarity with OER, despite plans to try it sometime soon. This learning circle discussion will explore and seek answers to questions including: What are the primary obstacles to mainstream use of OER in higher education? Who benefits and who suffers when OER enters the curriculum, and how? What types of programs and initiatives best support OER adoption? What are the pitfalls to avoid? What can we do to ensure the widespread use of OER is both effective and sustainable over time? Join us for a lively discussion on this topic!
discussion hosted by longtime open education visionary David Wiley and “man about open” Nate Angell, both of whom now represent Lumen Learning.

5:15–6:00 p.m.

**ELI Town Hall Meeting**

*PACIFIC A, SECOND FLOOR*

Malcolm Brown, Director, EDUCAUSE Learning Initiative, and Veronica Diaz, Director of Online Programs and Associate Director, ELI, EDUCAUSE

ELI brings together a diverse group of individuals interested in advancing learning through technological innovation. This session will introduce you to ELI’s philosophy and programs, as well as future programmatic directions. You will learn about the different ways to become engaged with ELI’s community, activities, publications, and events. At this session, you’ll also have the opportunity to provide input about ways we can better support you and your work.

**National Research Center for Distance Education and Technological Advancement Summit**

*(By Invitation only)*

*LAGUNA, FOURTH FLOOR*

The DETA center’s purpose is threefold: (1) understand and determine distance education outcomes; (2) identify practices (instructional and institutional) that influence those outcomes; and (3) conduct rigorous, interdisciplinary, and standardized research to identify outcomes and key factors for all students, including those with disabilities. In order to accomplish our first goal, the center recognizes the importance of developing a research model for online learning in collaboration with national and international experts in the field. The initial step in developing the research model for online learning is to organize a meeting with key partners and distance education experts, including those who specialize in CBE, accessibility, and support strategies. This summit will serve to do just that.

**Liberal Arts Institutions Roundtable**

*CALIFORNIA B, SECOND FLOOR*

Donnie Sendelbach, Director, Instructional and Learning Services, DePauw University; Barron Koralesky, Associate Director of Information Technology Services, Macalester College

Liberal arts colleagues: How can ELI help you? In this discussion, we will identify topics of critical interest to liberal arts colleges to help shape ELI’s programming for the coming year. Together we will explore ways for the liberal arts teaching and learning community to collaborate, network with peers, and contribute to ELI.

5:15–6:45 p.m.

**MEET-UP RECEPTIONS**

*Civitas Learning: Learning Together Collection*

*HUNTINGTON B, FOURTH FLOOR*

As students pursue an education, their stories are told in the data they leave behind. Civitas Learning will unveil photographs featuring administrators, faculty, advisors, and students from one the first institutions to join the Million More Mission. Fireside chats will be hosted throughout the evening to share student success stories from the front lines of education.

**McGraw-Hill Education, Gold Partner**

*HUNTINGTON A, FOURTH FLOOR*

Stop by the McGraw-Hill lounge for refreshments and refreshingly smart talk on interoperability, adaptive learning, and analytics as you mix and mingle with key innovators in higher education. Stephen Howe, the director of technical product management analytics at McGraw-Hill Education, will be on hand to answer your questions and provide actionable insights.

**lynda.com, Silver Partner**

*HUNTINGTON C, FOURTH FLOOR*

Grab a drink ticket and learn what’s new in the vast lynda.com online library of software, creative, and business skills courses. Get an on-the-spot demo from a company rep, or chat with Laurie Burruss, lynda.com education consultant and director of the Digital Media Center at Pasadena City College in California.

6:00–6:45 p.m.

**VIP Reception**

*(By invitation only)*

*AVALON, FIRST FLOOR*

The ecosystems of open digital badges and microcredentials are rapidly changing. Many educational and professional development organizations are using badges to recognize learning. Driving these developments are learning management systems, MOOCs, entrepreneurs, and educational institutions. This discussion will give an overview of current developments, providers, practices, and goals of digital badges and microcredentials.
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**FEATED SESSION**

**Ignite Session: Announcing the 2015 ELI Content Anchors**

CALIFORNIA C, SECOND FLOOR

Adam B.A. Finkelstein, Educational Developer, Teaching and Learning Services, McGill University; Lois Brooks, Vice Provost / CIO, Oregon State University; Kyle Bowen, Director of Education Technology Services, The Pennsylvania State University; Melody Buckner, Director of Digital Learning, The University of Arizona; Susan E. Metros, Interim CIO, Associate Dean, Professor, University of Southern California

Come listen to a set of fast-paced, five-minute talks from thought leaders in teaching and learning! Since 2011, ELI has surveyed the teaching and learning community annually to determine the key themes and opportunities in postsecondary teaching and learning. We call them content anchors, as they serve as the framework, or anchor points, for our discussions for the coming year. A record number of community members voted to determine the content anchors for 2015. At this session, we will announce the results of the content anchor survey for 2015 and, in a series of Ignite-style presentations, you’ll hear what some of your colleagues think about these key themes and their significance for our work for the coming year.

**Outcomes:**
- Hear what teaching and learning thought leaders are doing within each of the top content anchors
- Learn about the leading themes and opportunities in postsecondary teaching and learning
- Learn about the ELI content anchor project
Exciting Designs from the Breakthrough Models Academy 2014

PACIFIC A, SECOND FLOOR

Jill Leafstedt, Director of Teaching and Learning Innovation, California State University, Channel Islands; Shelley B. Dixon, Acting Assistant Vice President/Academic Affairs, Empire State College SUNY; Andi Koritari, Director of Online Operations, National-Louis University; Kim Round, Director of Instructional Technology, Saint Anselm College; Dustin Douglas Hilt, Program Analyst for Adult Education, Simmons College; Kelvin Thompson, Associate Director, University of Central Florida; Tammi Cooper, Associate Provost, University of Mary Hardin-Baylor

Moderated by: Holly E. Morris, Director of Postsecondary Model Development and Adoption, NGLC, EDUCAUSE

Next generation model designers representing several teams from the Breakthrough Models Academy 2014 will share plans for technology-enabled projects to significantly change the landscape of higher education.

Outcomes: Learn about fresh thinking on approaches to student and institutional success • Learn what is possible when institutional representatives collaborate • Meet current and emerging leaders in the education innovation space

Gamify! Play! Learn! Leveraging Existing Campus Resources to Create Exciting Learning Experiences

PACIFIC B, SECOND FLOOR

Steve Bader, Business and Technology Application Analyst, Edwin K. Lindsay, Teaching Assistant Professor, and Amanda Robertson, Assistant Director, Educational Media Development, NC State University

Learn how to gamify your course! We’ll share how to effectively apply game elements in course design to improve student satisfaction and learning outcomes. We’ll demonstrate strategies to leverage game mechanics to successfully teach large-enrollment courses and how to engage and motivate students, even in some of the most challenging subjects. We’ll also share creative ways to leverage your LMS to help you easily gamify your course and demonstrate a Moodle Gamification Module developed at NC State University that does just that.

Outcomes: Learn about the elements of games and how they are applied in gamification • Learn why games and gamification are useful in teaching and learning • Learn how to design a gamified learning experience using appropriate tools, techniques, resources, and strategies

Tablets in the Higher Ed Classroom: Learning from a Large-Scale Initiative

Room design and furniture provided by Herman Miller, Bronze Partner

CALIFORNIA A, SECOND FLOOR

Elizabeth T. Adams, Associate Vice President, Undergraduate Studies, Melissa Lalum, Instructional Designer, Mary-Pat Stein, Associate Professor, and Deone Zell, Senior Director, Academic Technology, California State University, Northridge

A tablet device puts a powerful engagement tool at the fingertips of learners and instructors. Tablets can enrich learning because of their multiple uses, connectivity, simplicity, ability to produce multimedia content, and aid for workforce readiness. Yet like any new technology, realizing their potential requires careful deployment and evaluation. This presentation will share findings from year one of a large-scale initiative at California State University, Northridge, where 80 instructors are delivering content and activating the classroom for 2,500 students. We will review multiple dimensions including impact on student learning outcomes and pedagogy, technology challenges, and faculty development strategies.

Outcomes: Understand how tablets can benefit teaching and learning • Understand how to develop and launch an e-text initiative • Understand strategies for assessing the impact of tablets • Experience active learning techniques

Evaluating Technology-Based Instructional Innovations

LAGUNA, FOURTH FLOOR

Jason Fish, Director of Informatics, and Pat Reid, Manager, Innovations in Technology and Learning, Purdue University; Virginia W. Lacefield, Enterprise Architect, University of Kentucky

From Idea to Supported Product: A Process for Identifying and Introducing New Instructional Technologies

Although our team is called Innovations in Technology and Learning, getting a new technology on campus as a centrally supported and widely used tool was difficult. With a steady flow of requests for new technology and no clarity on how to review, compare, or recommend technology, life was difficult. And with over 30 technologies already supported and limited staffing, recommending yet another tool was challenging. Furthermore, increasing analytics requests included tool use and value. As a result, we developed a process and set of templates including software features comparison, along with a recommendation and an implementation plan and a more structured faculty adoption plan.
Outcomes: Appreciate the difficulty in getting new technologies adopted • Identify a procedure to walk through technology support approval • Realize the need for a decision-making model for product comparisons • Develop an implementation plan to improve faculty adoption of the technology

How Useful Is That Widget? Multisource Methods for Thorough Evaluation of Instructional Technology Products

With promising new instructional technology products being released all the time, many educational institutions find themselves running frequent technology pilots, each of which requires an effective evaluation plan to assess the product’s overall value for enhancing teaching and learning. In this session, I’ll show you how UK combined product usage data, qualitative and quantitative faculty and student feedback, and student grades to evaluate several different technology products used in F2F and online contexts. I’ll also review some of the strengths and limitations of our methodology and offer tips for planning robust assessments of your own.

Outcomes: Learn about evaluation plans designed for different technology pilots • Understand how and when to combine “hard” usage analytics with “soft” user feedback data • Develop assessment strategies tailored for your own technology pilots’ goals and contexts

Working With Emerging Technology, Future Models, and Academic Transformation

Competency Based Learning Innovations

CALIFORNIA B, SECOND FLOOR

Deborah Everhart, Director of Solutions Strategy, Blackboard; James E. Willis III, Educational Assessment Specialist, Indiana University; Daniel Hickey, Associate Professor of Learning Sciences, Indiana University Bloomington

Additional project contributor: Deborah Seymour, Assistant Vice President, Education Attainment and Innovation, American Council on Education (ACE)

Innovating in Policy and Practice: Realizing the Potential of Competency-Based Learning and Badges

For the 36 million Americans with “some college, no degree” who need flexible, lower-cost education options, competency-based learning provides many advantages. CBL, combined with badges and microcredentials, is part of a range of opportunities for learner-centric innovations. A joint research initiative of the American Council on Education and Blackboard is generating resources to foster broader understanding of CBL and badges for degree completion and workforce readiness: a lexicon of key terms, CBL models, case studies, and guides. The research raises challenging questions about scalable approaches that include assessing learning in nonacademic settings and using open badges for learners’ competency achievements.

Outcomes: Articulate scenarios that lead to reconsideration of traditional educational units and structures • Formulate challenging questions about the opportunities of CBL and badges • Consider the potential impacts of CBL at your institution

Fostering Engaged Social Participation in Online Competency-Based Contexts

This session will show how highly participatory forms of social engagement around course knowledge can be fostered within competency-based online learning contexts. Design-based research carried out across multiple online learning platforms has resulted in new design principles for participatory learning. These strategies provide the interactive disciplinary learning needed to prepare learners for success in digital knowledge networks, while providing the flexibility and self-pacing associated with traditional competency-based approaches (including convincing assessment evidence of disciplinary knowledge and achievement). These strategies are associated with open code and extensions for major learning management systems and are associated with participatory learning analytics.

Outcomes: Learn how to design participatory competency-based courses • Learn how to access code and extensions to implement these features • Discuss the relationship between assumptions about thinking and practices for learning

ELI 2015 Leadership Seminar: Leadership and Design for Innovation

Separate registration and fee are required.

PALOS VERDES, FOURTH FLOOR

Joshua Kim, Director of Digital Learning Initiatives, Dartmouth College; Amy Collier, Director of Digital Learning Initiatives, Vice Provost for Online Learning, Stanford University

During the closing session, we will discuss how participants can utilize the frameworks, methodologies, theories, and networks developed in the seminar on their campuses. Areas of discussion may include evolving leadership practices, hiring and developing the right people, and maintaining a community of practice in this area. The focus will be on tangible next steps and directions for participants to take away as they return to their institutions.
FEATUED SESSION

Working With Emerging Technology, Future Models, and Academic Transformation

Advancing a New Era for Learning: Creating Pathways to Success Using Analytics-Driven Approaches

CALIFORNIA C, SECOND FLOOR

Matthew Gunkel, Manager, Online Instructional Design and Development, Indiana University Bloomington; Karen Vignare, Vice Provost, University of Maryland University College; Jeanne Blochwitz, Assistant Director, University of Wisconsin–Madison

Moderated by: Rob Abel, CEO, IMS Global Learning Consortium

Institutions are looking to new models to better serve students. To succeed, we need an adaptive infrastructure capable of supporting evolving models, which goes beyond acquiring a hodgepodge of poorly integrated tools. This requires an open technology ecosystem that includes support for the learning community, content delivery, assessment, curriculum management, and enterprise systems.

Outcomes: Learn how the panelists are leading a collaboration to enable a new architecture to make the production and delivery of transformative models scalable and sustainable • Learn how to adapt the HarvardX production kit for your own use

INTERACTIVE PRESENTATIONS

Online and Blended Teaching and Learning

How It Works: The Ins and Outs of MOOC Production at HarvardX

PACIFIC B, SECOND FLOOR

Rebecca Petersen, Senior Research Manager, HarvardX, and Annie Valva, Associate Director, Instructional Development, Harvard University

Get a closeup look at the MOOC development and delivery process at HarvardX. With a focus on educationally driven video and media production, this session will invite candid dialogue with participants regarding the emerging literature on optimal practices for video production, cultivating relationships with faculty, and strategies for juggling complex production schedules and course delivery timelines. Attendees will also learn about the HarvardX course production kit that can be adapted for online and blended courses on their own campuses.

Outcomes: Be able to articulate best practices and challenges for video and MOOC production • Learn how to adapt the HarvardX production kit for your own use

Learning Analytics

The PAR Framework: What We’ve Learned from 4 Years in the Learning Analytics Trenches

LAGUNA, FOURTH FLOOR

Ellen Wagner, Chief Research and Strategy Officer, PAR Framework

This session will present key findings, outcomes, and insights from four years of exploring the impact, efficacy, and value of predictive modeling for improving postsecondary student success. The Predictive Analytics Reporting (PAR) Framework was launched in 2011 with the receipt of the first of three Gates Foundation grants to see if predictive analytics could be used to provide new insights for mitigating student risk. We’ll describe PAR’s journey, from the spark of a shared idea to the establishment of an independent, nonprofit provider of “learner analytics as a service” serving more than 30 institutions and providing participants with calls to action for improving data readiness and evidence-based decision making at their institutions.

Outcomes: Understand the value of predictive analytics as methodologies rather than magic bullets • See and hear how predictive analytics directly affect the provision of student support at a variety of institutions • Access resources and assets for getting started or refining your analytics efforts

Working With Emerging Technology, Future Models, and Academic Transformation

Adventures in Personal Cyberinfrastructure: Lessons Learned from Piloting a Domain of One’s Own at Four Campuses

PACIFIC A, SECOND FLOOR

Mikhail Gershovich, Speaker; Consultant; Project Advisor, CI keys, California State University, Channel Islands; David Morgen, Assistant Director, Emory Writing Center, Emory University; Jim Groom, Executive Director, Division of Teaching and Learning Technologies, University of Mary Washington; Adam Croom, Director of Digital Learning, Center for Teaching Excellence, University of Oklahoma

Additional project contributors: Chris Mattia, Director of Academic Technology, California State University, Channel Islands; Martha Burtis, Special Projects Coordinator, and Tim Owens, Instructional Technology Specialist, University of Mary Washington
Grounded in data collected at several disparate institutions, this session will offer lessons learned in pilots of programs based on UMW’s pioneering Domain of One’s Own initiative. In a departure from traditional IT practices, these programs offer participants their own web domains and the tools and resources to launch a broad range of websites, to build custom learning environments, and to curate and manage their digital identities. This panel will introduce the unique initiatives and will explore the broad curricular and IT implications of enabling students and faculty to act as sys-admins of their own teaching and learning spaces.

**Outcomes:** Learn how to create critically engaging programs that provide students and faculty with a personal cyberinfrastructure • Understand the faculty development, support, and assessment challenges of such programs • Consider the implications for the future of online/hybrid instruction and IT support

**SCALE-UP Gets Personal: Enriching the Remote Student Experience**

Room design and furniture provided by Herman Miller, Bronze Partner

**CALIFORNIA A, SECOND FLOOR**

Michelle Carpenter, Education Specialist, Herman Miller; Tawnya Means, Director, Center for Teaching, Learning, and Assessment, University of Florida

Many institutions are experimenting with a classroom model called SCALE-UP, leveraging technology to encourage teachers to roam and students to collaborate. The University of Florida is taking the model a step further, modifying it to give remote students a way to collaborate with their peers in the classroom. In connection with the Herman Miller Learning Studio Research Program, UF is exploring the impact of this learning design on students. This session will guide attendees through the process of creating their own SCALE-UP or technology-enhanced classroom on campus that fosters more engaging experiences for local and remote students.

**Outcomes:** Explore the types of spaces and technologies that foster learning • Learn from student and instructor experiences regarding technology’s impact on spaces for learning • Understand the prototyping process for designing a classroom that enhances student engagement

**TED-STYLE PRESENTATIONS**

**Online and Blended Teaching and Learning**

**PBL, TBL, and the Flipped Classroom**

**CALIFORNIA B, SECOND FLOOR**

Kelly M. Dempsey, Lead Instructional Technologist, and Abby Grace Drake, Assistant Professor, Biology, Skidmore College; Jessie Heminway, Business Analyst/Curriculum and Technology Integration Specialist, University of California, Berkeley

Beyond the Flipped Classroom: Using Problem-Based Learning to Teach Millennials at the JMP

Students don’t need to come to class to obtain information. Information is readily available and ubiquitous. So how do we keep students engaged and the classroom relevant? At the UC Berkeley–UCSF Joint Medical Program (JMP) the answer is problem-based learning (PBL). Through a progressive disclosure of information, role-playing, simulations and instant availability of information students teach each other the foundations of medical sciences. They not only learn the material, they learn to think deeply and creatively, solve problems, work in teams, integrate new knowledge into complex systems, and retrieve and synthesize information as doctors. And they love it.

**Outcomes:** Learn the UC Berkeley- UCSF Joint Medical Program method of delivering PBL in order to teach students how to work in teams and think like doctors, • Learn how PBL increases engagement in the classroom and promotes lifelong learning, • Learn how the Y Generation or Millennials are uniquely served by the intersection of the PBL model and current technologies

**A Math Class Flips over Blended, Team-Based Learning**

Math 100, a remedial class at Skidmore College, traditionally has been taught using a lecture-style format. With the assistance of Academic Technologies, the course was redesigned using elements of team-based learning extended to blend with a flipped classroom approach. All of the lectures were prerecorded and posted, and student preparedness was ensured using individual and team readiness assessment tests (iRATs and tRATs). After receiving an interactive lecture, the students would immerse themselves in team applications. Come hear how this innovative approach freed students from their math anxiety by creating a class atmosphere of empowerment and enthusiasm.

**Outcomes:** Learn how to capture lecture video using Surface Pro and Ink2Go • Learn how to use RATs to ensure that students complete preclass work • Learn how to leverage successful teams to increase student enthusiasm and engagement
Refreshment Break and Poster Sessions

Visit these informal, interactive, brief presentations that share campus experiences on effective practices, research findings, or technical solutions.

CALIFORNIA PAVILION PROMENADE, SECOND FLOOR

Assessment of Student Learning

Assessing the Humanities Online

Stefan Esposito, Manager of Instructional Development, and Rebecca Petersen, Senior Research Manager, HarvardX, Harvard University

Assessment of student learning within the humanities is a fraught subject for students, faculty, and administrators alike. Transposing humanities teaching and learning to an online environment requires collaboration between faculty, online course developers, and support technologists to approximate traditional assessment strategies. This presentation will focus on three modes of online humanities assessment. Drawing on examples from the first full year of HarvardX MOOC and residential hybrid classrooms, the speaker will describe lessons learned from experimentation with machine grading, peer assessment of critical writing, self-assessment, and asynchronous participation metrics, as well as the application of these methods to residential learning.

Outcomes: Understand the goals of traditional assessment in the humanities • Identify strategies used by HarvardX humanities projects • Extrapolate practices and experimental opportunities based on empirical findings

Digital Storytelling for Assessing Study Abroad Students

Melody Buckner, Director of Digital Learning, The University of Arizona

This session will discuss the findings of a recent research study conducted at the University of Arizona related to digital storytelling as an assessment practice for measuring academic learning outcomes in several summer study abroad programs. This research study was focused on ways students could effectively demonstrate their learning through digital engagement. The study explored if the method of digital storytelling through the use of multimodal tools, including Voice Thread was an effective way for students to accomplish this task. The speaker will be sharing the results through the digital stories of students who participated in the study.

Outcomes: See the effects of a digital storytelling project • Witness the results of the digital storytelling project • Identify the technologies used to create the digital stories

Assessment of Student Learning

This Is Your Brain on iPads

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

A pilot project assigned iPads to students enrolled in Physiological Psychology. The students had the iPads for the duration of the semester. Students used various apps, including 3DBrain and NeuroKnowledge, and websites (e.g., www.biopsychology.com). The apps demonstrated concepts and improved understanding of neuroanatomy, electrical activity of the brain, and neurological diseases. Data from tests, papers, and overall performance was compared between the iPad students and earlier semesters of the same class taught without iPads. Another goal was to offset technology cost by using the apps and online resources instead of a traditional textbook.

Outcomes: Learn about an approach to funding innovation with scarce resources • Learn how iPads can successfully replace traditional textbooks and increase student learning • Learn about a sustainable and scalable approach to making the shift from textbooks to iPads

Online and Blended Teaching and Learning

Beyond the Lecture: Designing Media for Interactivity and Engagement

Brian Dashew, Director of Instructional Design, and Melanie Hibbert, Senior Media Producer, Columbia University

This poster presentation will focus on a process for creating engaging and interactive media as a component of instructional design. Examples of video produced for different instructional purposes within online courses at Columbia University will be presented, such as: translating 3-D objects into the online space; using video to instruct and capture clinical performance skills; documentary excerpts of an advocacy group showing course principles in action; simulations of professional scenarios; and interactive branching scenarios. We will show how media production is a part of—and not a product of—instructional design.

Outcomes: Describe a process for integrating instructional design and production • Develop a rationale for guidelines for producing engaging media • Use a design-driven approach for suggesting different media for different instructional purposes
Blending Old and New: Incorporating the Socratic Method into Online Discussion Forums

Stephanie Maher Palenque, Fulltime English Faculty, Grand Canyon University

The Socratic method of questioning is a classic and well-respected teaching method that has existed since, well, the age of Socrates. The method is a highly disciplined process involving focusing on giving students well-crafted questions instead of answers. In this digitally age, we have to be ever mindful of not discarding time-tested methods like Socratic questioning. Instead, instructors should incorporate methods like this into their discussion boards, striving to keep the discussion active, focused, inclusive, and intellectually responsible. This presentation will focus on strategies and examples for creating a classic learning environment in the online classroom of the 21st century.

Outcomes: Define what it means to be a Socratic questioner • Identify opportunities in the online environment to become a Socratic questioner • Implement Socratic questioning strategies in your own online classrooms

Creating Community in an Online Course Using Asynchronous and Synchronous Video Communication

Cynthia Clark, Doctoral Student, University of Nevada, Las Vegas

Asynchronous and synchronous video discussions and posts were used to create a sense of community in online teacher technology education courses. Evidence is presented that video communication was more effective in creating an environment more conducive to learning when compared with text communication. Methods employed to help onboard students in the use of video, as well as methods of how to incorporate asynchronous and synchronous video as part of the curriculum and class structure, will be demonstrated.

Outcomes: Understand how video communication increases teaching and social presence • Practice implementing video • Learn how to obtain student buy-in on using video • Get guidelines on incorporating video into curriculum

Flipping a 300-Student Accounting Class: Challenges, Solutions, Iterations, and Implementations

Emily Ligon, Lead Instructional Designer, NC State University

How do you create a more interactive environment for a 300-student lecture class that meets in an auditorium? Flip it. This poster will provide an overview of a large course redesign of an Introduction to Managerial Accounting course from initial analysis through the current implementation over 18 months. It will identify instructional challenges and piloted solutions, discuss the developmental evaluation feedback used to create new solutions, and describe current implementation methods and impact of student attitudes and learning outcomes.

Outcomes: Identify multiple strategies for flipping a large auditorium course • Consider the impact of those strategies in different learning environments • Reflect on the value of evaluation throughout the course design process

Multimedia Group Work in the Online Course: Digital Media Literacy, Scaffolding, and Successful Collaboration

Lisa G. Angelo, Dean, STEM, Jacqueline Fritz, Associate Professor, Learning Technologies Liaison, William Hemmig, Associate Professor, Online Learning Librarian, and Maureen McCreadie, Associate Provost, Learning Resources, Bucks County Community College

Group work can be a particular challenge for online learners. Multimedia projects, carefully structured, can reduce group work challenges. At Bucks County Community College, faculty professional development in digital media literacy enables faculty to create effective media assignments for groups. In a team-taught, online, multidisciplinary course on social media, the instructors ask groups, most of which never meet face-to-face and many of which never communicate synchronously, to create video mash-ups. Thoughtful scaffolding of lower-risk assignments and discussions, digital media literacy instruction and support, and generous use of social media tools facilitate effective student collaboration and learning.

Outcomes: Learn how to establish a foundation for training faculty in digital media literacy skills • Learn how to structure online courses to ensure successful group work • Learn how to use online learning and social media tools to promote student engagement
Scaffolding Problem-Centered Collaborative Inquiry in a Large Online Class
Yan Shen, Instructional Designer, NC State University

We redesigned a problem-centered collaborative inquiry project for a large online class by integrating technology scaffolds and peer interactions to enhance students’ critical thinking when identifying gender-related challenges and proposing interventions. A Google Sites template was designed to scaffold thinking and collaboration. A discussion forum was used for guided peer review of challenges and interventions. According to a class survey and project assignments, students demonstrated higher-order thinking skills as they followed the technology-based scaffolds to identify gender-related challenges, brainstorm interventions, and justify decisions. They also considered and incorporated alternative ideas from peers to refine their challenges and interventions.

**Outcomes:** Recognize characteristics of a problem-centered inquiry project • Identify a problem-centered inquiry project in a specific content area • Describe scaffolding strategies supported by Google Sites and peer interactions • Apply scaffolding strategies to a problem-centered inquiry project

Experiential Learning, Liberal Arts, and Campus Technology: Student Development for Future Jobs
Donnie Sendelbach, Director, Instructional and Learning Services, DePauw University

With higher education costs and a tough job market, the best way to prepare students for the future may be to develop their flexibility. This session will discuss how a university-wide badging system, campus technology positions, and core academic skills combine to increase a student’s ability to adapt to a changing job market. This flexibility as well as technological ability may help a student work in a future career that does not yet exist.

**Outcomes:** Learn how experiential learning in technology combines with liberal arts academic skills and a badging program to prepare students for the flexibility needed for jobs that do not yet exist

GENERAL SESSION
Working With Emerging Technology, Future Models, and Academic Transformation

Announcing the NMC Horizon Report: 2015 Higher Education Edition

Veronica Diaz, Director of Online Programs and Associate Director, ELI, EDUCAUSE; Samantha Adams Becker, Director of Communications, and Laurence F. Johnson, Chief Executive Officer, The New Media Consortium (NMC); Derek Bruff, Director, Center for Teaching, Vanderbilt University

Join NMC and partner ELI for the official release of the Horizon Report. This free report reaches nearly a million higher education educators across the world, is the result of a longtime collaboration between these two organizations and is released at the ELI Annual Meeting in this special session each year. Join collaborators Larry Johnson and Veronica Diaz in this session exploring the trends, challenges, and emerging technologies that will be impacting higher education teaching and learning over the next five years. We’ll also be announcing the winners of the Horizon Report video competition.
Looking to learn more about the latest technology to serve your campus needs? Contact our participating companies for information.

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**Bluehost**  
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Vartan Ouzounian, Territory Manager  
Vouzounian@bluehost.com, 801-361-6138  
Bluehost.com  
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**Chicago School of Professional Psychology**  
*Participation: Print Program Sponsor*  
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www.thechicagoschool.edu  
**Product Categories:** Online Learning

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Dan Curtis, Partnerships Manager  
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civitaslearning.com  
**Product Categories:** Analytics; Data Administration and Warehousing; Learning Analytics

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www.epson.com/education  
**Product Categories:** Classroom Control Systems; Hardware; Wireless

**Extron Electronics, Silver Partner**  
*Participation: Focus Group; Print Program Sponsor*  
Tim Schnabel, Director of Education Programs, Sales  
tschnabel@extron.com, 714-491-1500  
www.extron.com  
**Product Categories:** Classroom Control Systems; Content Capture; Learning Space Design and Outfitting

**Herman Miller, Bronze Partner**  
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www.higherone.com  
**Product Categories:** Analytics; E-Commerce; Student Retention

**Jenzabar, Platinum Partner**  
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**Product Categories:** Cloud Computing and Services; CRM; ERP

**LiveText**  
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conferences@livetext.com, 708-588-1735  
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McGraw-Hill Education, Gold Partner
Participation: Focus Group; Meet-Up Sponsor
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Product Categories: Adaptive Technologies; Analytics; Digital Publishing

Sonic Foundry, Platinum Partner
Participation: Webcast Sponsor
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www.sonicfoundry.com
Product Categories: Content Capture; Media Production, Preservation, and Storage; Online Learning

Suitable Technologies
Participation: Beam Sponsorship
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www.suitabletech.com
Product Categories: Telecommunications

Unicon
Participation: Presentation
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Product Categories: Consulting; Learning Analytics; Student Retention

VoiceThread
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Product Categories: Cloud Computing and Services; Mobile Learning; Online Learning

Zoom Video Communications
Participation: Corporate Display
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zoom.us
Product Categories: Audio and Video Conferencing; Cloud Computing and Services; Online Learning

MobLab
Participation: Corporate Display
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www.moblab.com
Product Categories: Clickers; Mobile Apps; Online Learning

Pearson, Platinum Partner
Participation: Mobile App Sponsor
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www.pearsononlinelearning.com
Product Categories: Learning Analytics; Online Learning; Student Retention

Respondus
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Product Categories: LMS; Online Learning

Schoology
Participation: Corporate Display; Presentation
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www.schoology.com
Product Categories: LMS; Online Learning

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