

Northwest eLearning Conference



October 20-21, 2016



EUGENE, OR



NWELEARN.ORG

Welcome to the 2016 Northwest eLearning Conference

Welcome to the eleventh annual Northwest eLearning Conference! It has been my pleasure over the past year to chair this amazing group of instructional staff, librarians, technologists, designers, and administrators from across the northwest. It has been my privilege to be surrounded by the bright and caring people that make up the very best professional e-learning organization in the northwest.

This year, we have two excellent keynotes: Shannon Riggs, Director of Ecampus Course Development and Training at Oregon State University, and Patrick Lowenthal, Assistant Professor of Educational Technology at Boise State University. I am excited to hear both of these keynotes, and am proud to have such distinguished, passionate speakers involved in e-learning in the northwest.

Finally, I'd like to thank everyone who has helped to make this conference a reality. We have some of the most generous, thoughtful sponsors an organization could ask for (many of whom have been with us for years), who make the conference affordable. A special thanks to all of the 2016 board members, without whom there would be no NWeLearn. Finally, thank you for your continued support in attending the conference and providing our board with valuable feedback. 2016 looks to be our best year yet, an annual tradition with no end in sight.

Robert Selzler, 2016 NWeLearn Chair
IDAHO DIGITAL LEARNING

Internet Access

Meeting Hotspot: HiltonMTG

Session Evaluations

Session and conference evaluations are available at:

Evaluation Link -
bit.do/nwelearn2016

Evaluation QR -



Twitter

#NWeLearn
Engage in the conversation!

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Schedule at a Glance

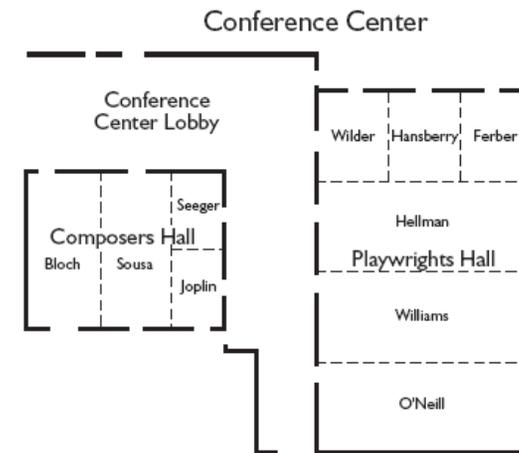
Thursday, 10/20

BEGINS	ENDS	EVENT
7:30 AM	8:30 AM	Registration
8:30 AM	8:45 AM	Welcome
9:00 AM	9:45 AM	Breakout #1 (60 min)
10:00 AM	11:00 AM	Birds of a Feather
11:15 AM	12:15 PM	Breakout #2 (60 min)
12:30 PM	2:00 PM	Lunch & Keynote
2:15 PM	3:15 PM	Breakout #3 (60 min)
3:30 PM	4:30 PM	Breakout #4 (60 min)
5:00 PM	6:30 PM	Reception

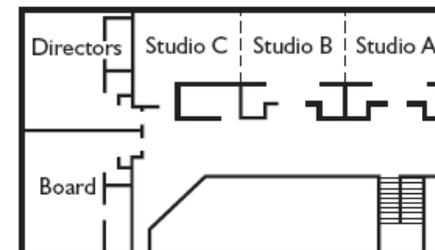
Friday, 10/21

BEGINS	ENDS	EVENT
7:30 AM	8:00 AM	Registration
8:00 AM	9:15 AM	Breakfast
9:30 AM	11:00 AM	Breakout #5 (90 min)
11:15 AM	11:45 PM	State Meetings
12:00 PM	1:15 PM	Lunch & Keynote
1:30 PM	2:30 PM	Breakout #6 (60 min)
2:45 PM	3:45 PM	Breakout #7 (60 min)
3:45 PM	4:00 PM	Closing

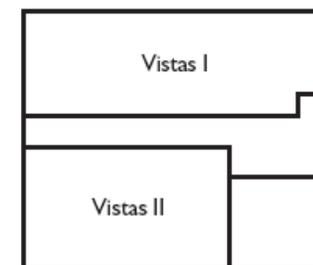
Conference Center Map



Hotel Mezzanine



Vistas, 12th Floor



Hilton Eugene
66 East 6th Avenue, Eugene, Oregon, 97401-2667

THURSDAY, OCT 20

7:30 a.m. - 4:30 p.m. – Registration
WEST CONFERENCE CENTER LOBBY

8:00 a.m. - 4:30 p.m. – Sponsor Tables
WEST CONFERENCE CENTER LOBBY

8:30 - 8:45 a.m. – Welcome
O'NEILL/WILLIAMS BALLROOM

9:00 - 9:45 a.m. – Breakout #1 (60 Minutes)

Lose (Some) Control to Gain Engagement

Robin Bagent, Assistant Professor/Director Business Management and Entrepreneurship at College of Southern Idaho
HANSBURY

In this session, levels of student autonomy are explored as a way to encourage engagement in a campus-based or online course. Examples presented will include a CTE math course that reduces standard workload to allow students to explore industry-related math elements, a business course that presents work in a “chunk” format requiring students to self-schedule tasks in a semi-limited timeline, a “buffet” style computer programming course that encourages students to pick and choose topics of choice (above the main course...of course). Additional examples will be included, and discussion will be encouraged by all participants.

Connecting with Faculty - Strategies that work

Jane Wilde, Instructional Designer/Instructor at Linfield College
FERBER

This will be a 60 minute interactive session. The first 35 minutes will be delivered in a case study style: background, goals, challenges, first interventions, second and third iterations, conclusions. The remaining 25 minutes will be a discussion about the possible application of conclusions at participants' institutions. We will use Google tools to coauthor “take-a-ways” and “unresolved questions.” Anyone who has their own device may contribute directly.

THURSDAY, OCT 20

The Library is not just a brick and mortar building anymore! – Library Integration with the LMS

*Patricia Fellows, Instructional Designer & Technologist,
Karen Matson, Instructional Designer & Technologist,
Katy Lenn, Interim Head, Research & Instructional Services & Education Librarian at University of Oregon*
WILDER

Integration of many different library resources in an LMS is critical when many courses are taught online, hybrid, and flipped, and students might be 1000s of miles away from campus. Come see how University of Oregon Canvas Support has partnered with the UO Libraries to integrate library resources. Instructors and students have found having these resources integrated into Canvas provides a one-stop-learning-shop for students, and enables instructors to bring many fantastic resources into their course.

Developing & Hosting an Accessible Online Conference

Gregory Zobel, Assistant Professor of Educational Technology at Western Oregon University
JOPLIN/SEEGER

The presentation covers technical aspects and challenges, the importance of networking and collaboration, and share a set of takeaways for people wanting to host an accessible online conference but are unsure of how to make it happen. The presenter is a faculty member who went from knowing nothing about hosting an online conference in November 2015 to organizing and hosting one in August 2016.

K-12 Contact Log: e-Learning Student Contact Reporting App

Rebecca Swindle, e-Learning Science Teacher at Sheridan AllPrep Academy
SOUSA

In compliance with ODE's requirements for e-learning student attendance reports, K-12 e-learning teachers must maintain careful records of our student contacts. After attempting a variety of bookkeeping methods, including spreadsheets, tabbed binders, separate Google docs, as well as purchased apps, I decided to create my own simple app. During this session, you can make your own student contact app using Google Forms. All you need is a Google account!

THURSDAY, OCT 20

10:00 - 11:00 a.m. – Birds of a Feather

ROLE	ROOM
Faculty	Hansbury
Instructional Designers	Ferber
Librarians	Wilder
Administrators	Joplin/Seeger
K12	Sousa

11:15 - 12:15 p.m. – Breakout #2 (60 Minutes)

Round Table: Conducting e-Learning Research

Katie Linder, Research Director, Ecampus at Oregon State University
O'NEILL/WILLIAMS BALLROOM

In this round table discussion, the facilitator will share some possible benefits to and methods for conducting e-learning research. Participants will be able to explore IRB requirements, research methodologies, data collection methods, evaluation plans for research, and potential timelines for projects. Resources to support e-learning research, as well as ideas for publishing outcomes, will also be provided.

Digital Fluency Initiative and Faculty Development

Linda Samek, Provost,
Robin Ashford, Senior Librarian,
Anna Berardi, Professor of Marriage and Family Therapy,
Gloria Doherty, Director of Education Technology and Hybrid Learning Programs at George Fox University
FERBER

The ability of faculty to engage 21st Century students requires levels of digital fluency not always found in experienced faculty members. George Fox University is using a model of faculty development that provides a summer boot camp followed by small group learning and one-on-one mentoring throughout the academic year. This has been highly successful with the goal that each participant will recruit others to the initiative to extend the program eventually to the full faculty.

THURSDAY, OCT 20

The Magic Trifecta - eLearning, Library, & Tutoring; Breaking Down Silos and Making the Most of the Learning Commons Model
Melinda Harbaugh, Associate Dean of Learning Resources,
Sarah Griffith, Director of eLearning,
Heidi Carmody, Tutoring Coordinator at Lower Columbia College
WILDER

Learn how to make the most of the Learning Commons model as we share our ever-evolving journey down a path toward true collaboration. We will discuss our efforts to break down silos and work more efficiently with fewer resources. Discover ways to provide better service through the sharing of tools, knowledge, values, training, staff, and physical space.

Personalized Learning & Courseware: This Is Really Where It Gets Interesting

Alyson Indrunas, Director of Institutional Adoption at Lumen Learning
JOPLIN/SEEGER

Will the robot in the sky take my job? What is mastery learning? Can OER help create the next innovative platform for online learning? In this session, we'll tackle these questions with an interactive session. Come with questions and leave with resources to take back to your campus. Attendees interested in professional development, OER, and educational technology from beginner to expert are welcomed!

5 Pots of Gold—Success stories from the online halls of Baker Charter Schools

Staci Brown, Teacher,
Tim Chase, eLearning Design & Instruction at Baker Charter Schools
SOUSA

The Baker Charter School success story is really a collective of our students' success stories. We've identified 5 students' stories to tell, and we will be sharing our "secrets" of how a blended/online school can meet the needs of kids in grades K-12. You'll see examples of student-teacher-parent communication strategies, apps/extensions, Google Sheets for progress monitoring, personalized education plans, and more. Five rainbow stories, but applications enough for many pots of gold.

UPDATE

Canvas: The LMS for the 21st Century

Eddie Sampson, David Lyons, Instructure • HANSBURY

THURSDAY, OCT 20

12:30 a.m. – 2:00 p.m. – Lunch, Keynote Address

Creativity in Instructional Design

Shannon Riggs, Director of Ecampus Course Development and Training at Oregon State University

O'NEILL/WILLIAMS BALLROOM



Instructional designers wear many hats in online education. In this interactive keynote, we'll discuss the complex and multi-faceted role of the instructional designer, the role of creativity in the course development process, and the question of whether creativity is a "nice-to-have" or a "must have" in online education. We'll also discuss

some strategies for finding opportunities for instructional design collaborations, even in institutions where there may not be formal instructional design positions.

2:15 - 3:15 p.m. – Breakout #3 (60 Minutes)

E-Learning Accessibility: What Does an Instructor Need to Know?

Sheryl Burgstahler, Affiliate Professor at University of Washington
HANSBURY

Some online learning programs have faced legal challenges because of the inaccessibility of their courses to individuals with disabilities. But, what does it mean for a course to be "accessible"? What can be learned from legal challenges regarding e-learning accessibility. What are relevant laws? What are some strategies for making online courses compliant with legal mandates specifically, but also, more generally, welcoming to, accessible to and usable by all students, including those with disabilities, who wish to engage in online learning offerings? This presentation will answer these questions, provide time for discussion, and provide useful resources for further exploration of the content presented.

THURSDAY, OCT 20

Not Ready for College, but Ready for College Online: Using ELearning in Developmental Education

Jennifer Kepka, Instructor at Lane Community College and Linn Benton Community College

FERBER

Many colleges and community colleges shy away from offering online courses below the 100-level based on inaccurate assumptions about developmental-level learners. Take a hands-on look at 10 applicable strategies for making online learning into the supportive, intensive, learner-centered environment that DevEd students need.

From collaboration to innovation: Learner-generated web-based web design

Erin Maloney, ESL Instructor,

Alexis Terrell, ESL Instructor at Oregon State University

WILDER

While a variety of web 2.0 tools have been evaluated for use in higher education classrooms, few (if any) have explored the use of learner-generated website design. Now that many versions of web-based web design tools are free and user-friendly, requiring no knowledge of code, our goal is to introduce several web design tools to educators for the purpose of incorporating them into post-secondary curriculum, encouraging learners to go beyond collaboration to design and innovation. We hypothesize that if learners are trained to generate their own web content, they will exhibit better academic performance, higher levels of cross-curricular competencies, and positive perceptions of their learning experience.

Online Proctoring: Anything but one size fits all!

Jon Lacivita, Proctorio

JOPLIN/SEEGER

Interested in delivering online tests, but worried that your students could just search for the answers or use a friend? Proctorio is the solution for you! Proctorio is an automated proctoring solution and flexible secure browser that can make you feel secure about your students taking online tests. Come learn how to add Proctorio to your tests and discover best practices for promoting academic honesty in your courses.

THURSDAY, OCT 20

This is NOT Another Chicken Joke: Developing Creative Online Classrooms for High School Students.

Kathy Austin, Teacher/Mentor at Sheridan AllPrep Academy
SOUSA

This workshop teaches participants how to turn their online classrooms into dynamic learning experiences for students. We'll look at a variety of ways in which online teachers can go beyond just cutting and pasting face to face material for their virtual students. Strategies for encouraging students to express their innate creativity and develop strong critical thinking skills all within the rubric of Common Core Curriculum Standards will be explored as well.

3:30 - 4:30 p.m. – Breakout #4 (60 Minutes)

Round Table: No Textbook, No Problem...Well, Maybe a Few

Teresa Prange, Accounting Faculty at Chemeketa Community College
O'NEILL/WILLIAMS BALLROOM

Take a journey with one instructor on her mission to develop an online course using only online resources...no textbook required. You'll travel through the highlights of this trip and discover the potholes and roadblocks along the way.

What data from 3 million learners can tell us about effective course design

John Whitmer, Learning Analytics and Research Director at Blackboard
HANSBURY

In this presentation, Dr. John Whitmer will review some exciting new findings and implications from a large-scale analysis of LMS activity and grade data from across 927 institutions, 70,000 courses, and 3.3 million students. The purpose of learning analytics is not only to understand learning and predict student performance, but also to improve educational outcomes more generally. Looking at "big" educational data has the great potential to inform teaching and learning practices regardless of institutional type, discipline, or teaching style. This webinar will speak to the promise (and potential pitfalls) of large-scale learning analytics research to promote student success.





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Name	Score	Submission Time	Abnormalities	Suspicion Level	Behavior Preview
Phil Collins	8	06/24/2014 09:36:19 am	2	100%	
Jimmy Buffet	7	07/13/2014 10:00:58 am	3	100%	
Rud Van Veenle	8	07/11/2014 08:58:36 am	1	78%	
Deayne Johnson	10	08/20/2014 01:47:14 pm	0	71%	
Jane Doe	3	06/13/2014 11:36:05 am	1	60%	

Elapsed Time Incident

- 00:00:26
- 00:00:49 Student was looking away from the quiz page
- 00:00:50 Student navigated away from the quiz page
- Student was looking away from the quiz page

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 ~ Danielle Ambrose '15

WHERE THIS DEGREE CAN TAKE

- Instructional designer
- Ed. technology specialist or teacher
- School technology specialist
- Enhanced current career
- E-learning specialist
- Online teacher

APPLY TODAY!
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Western Oregon UNIVERSITY
GRADUATE PROGRAMS

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TEXTBOOK COSTS ARE A BARRIER TO STUDENT SUCCESS THAT WE CAN REMOVE TOGETHER.

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THURSDAY, OCT 20

Developing effective multimedia for online biology

*Melanie Kroening, Instructional Design Specialist,
Mike Miller, Multimedia Developer at Oregon State University
FERBER*

Learn about the Oregon State University Ecampus Course Development and Training team and their recent development of an online biology series, where 3-D animation has effectively put a microscope in the hands of online students. An overview of the multimedia and processes used in developing online courses will be presented.

Limitless Education: Is Open Source an Option?

*Tamara Mitchell, Assistant Director Career Success Center at Oregon State University / Arkansas State University Mountain Home / Western Oregon University
Brian Daigle, Center for Academic Innovation at Western Oregon University
Alexis Terell, Undergraduate Pathway Associate Program Manager at Oregon State University
Craig Geffre, Division of International Programs at Oregon State University
WILDER*

Open Source tools are reducing barriers and encouraging innovation among higher education faculty, staff, and administrators. Engage with a panel of higher education professionals to learn about the latest trends in OS, discover useful software and content available for immediate use in classrooms and campuses, and participate in a discussion that will record your voice as part of the larger OS community online.

Session Evaluations

Session and conference evaluations are available at online at the link below or by scanning the QR code

Evaluation Link -
bit.do/nwelearn2016



THURSDAY, OCT 20

Are Your Students Ready for Online Learning?

*Ann Garnsey-Harter, Executive Director of the Virtual Campus, eLearning, & Instructional Technology,
Judy Penn Professor of Biology at Shoreline Community College
JOPLIN/SEEGER*

When faced with how to increase online student retention rates, Shoreline Community College (SCC) created open and closed Canvas sites that integrate SmarterMeasure, a survey students take to help them gauge their readiness for online learning. The Canvas sites also connect students to wrap-around services, including dedicated academic advising, student success coaching, and peer mentoring. The sites will be demonstrated, as well as ways faculty are integrating SmarterMeasure into their online classes.

Best Practices of an Award-Winning Professional Development Program for Online Instructors

*Karen Watte, Assistant Director of Ecampus Course Development and Training,
Shannon Riggs, Director of Ecampus Course Development and Training at Oregon State University
SOUSA*

Oregon State University Ecampus recently received the national OLC Award for Excellence in Faculty Development for Online Teaching. From self-paced online courses to an annual full-day conference, and everything in between, this session will take you on a tour of the suite of faculty professional development opportunities that Ecampus has developed for our 600+ distance education instructors. Come away from this session with ideas you could implement to support faculty development at your own institution.

5:00 - 6:30 p.m. – Reception
O'NEILL/WILLIAMS BALLROOM

FRIDAY, OCT 21

7:30 a.m. - 12:00 p.m. – Registration
WEST CONFERENCE CENTER LOBBY

8:00 - 9:15 a.m. – Breakfast, About NWeLearn, and Lighting Rounds
O'NEILL/WILLIAMS BALLROOM

PAC4 - Creating a Personal, Authentic and Collaborative Learning Environment for Our Students

Nichole Allmann, Technology Integration Specialist at Richland School District 2

Create your own 360-degree photos in seconds

Mary Bucy, Chair of Division of Teacher Education at Western Oregon University

Space and Technology as Catalysts for Pedagogical Transformation

Helen Chu, Director of Academic Technology at University of Oregon

6 Apps in 6 Minutes

Dawn Lesperance, Director of e-Learning Services at Lewis-Clark State College

No Textbook, No Problem...Well, Maybe a Few

Teresa Prange, Accounting Faculty at Chemeketa Community College

Digital Fluency Initiative and Faculty Development

Linda Samek, Provost at George Fox University

9:30 - 11:00 a.m. – Breakout #5 (90 minutes)

Stop Wasting Your Feedback and Get Students to Use It

*GwenEllyn Anderson, Instructor at Chemeketa Community College
HANSBURY*

Student Success is more than a grade. It is about helping students know the material as well as how they learned the material and how they can approach similar material in the future. We often just tell students that they are doing well without helping them know how to improve. Getting effective feedback and knowing how to assess their own progress is essential to learning and to empowering students to become feedback seekers that value growth and learning from mistakes.

Participants will get introduced to the process of giving this type of feedback, practice it in the session and use the 'cheat sheet' provided to take the process back to their own students.

THURSDAY, OCT 20

PD for Professional Developers

Tim Chase, eLearning Design & Instruction at Baker Charter Schools
FERBER

You came to see what's new AND BRING IT BACK to those who stayed at home. Right?

Topics include discussion strategies, PD resources, the power of paper evaluations, bridging the divide between veteran and newbie teachers, activating private reflection time, the use of music/video, body positioning, and infusing "story" and humor into your sessions. Go home with great technology ideas from the conference AND improved skills for sharing them with staff!

Space and Technology as Catalysts for Pedagogical Transformation

Helen Chu, Director of Academic Technology,
Elly Vandergrift, Educational Technology Support & LMS Manager,
Jeff Magoto, Director of Yamada Language Center,
Leona Rumbarger, Director of Teaching Engagement at University of Oregon

WILDER

All too often, we remodel a space and wonder why teachers and students don't use it "as it was intended." Incorporating lessons learned and best practices from the University of Oregon's faculty development and Learn Lab programs, attendees will learn the process by which we identify the transformational pedagogy and then leverage changes in space and technology to help our students achieve learning outcomes.

Copyright: Not as Scary as You Think!

Friday Valentine, Digital Assets Curator at Chemeketa Community College

JOPLIN/SEEGER

Don't let copyright scare you from using the course content you need! Join the facilitator for an overview of copyright for instructional content. We'll discuss how to determine copyright for all formats, finding and using Open Educational Resources (including public domain/governmental resources), Fair Use, and Creative Commons licensing. Attendees are encouraged to bring examples and questions.

FRIDAY, OCT 21

Student Makers & Publishers

Amber Lemiere, Instructor of English,
Mark Gaither, Instructor of Business Technology,
Nicole DiGerlando, Instructor of English & Literature,
Lucas Myers, Instructor of Biological Sciences at Lower Columbia College

SOUSA

We got bored accepting assignments, essays, tests, and projects for our eyes only: products of student learning that will eventually be filed away and forgotten about. So did our students! In this presentation, we share how we have started empowering students to become makers and publishers by designing and re-designing course work for a public audience, and using a variety of approaches and tools. Join us, four instructors in a variety of disciplines, to find out more about what our students are making, how we are getting them published, and what our vision is for a campus-wide, cross-discipline publishing culture. Show up with a traditional assignment, and leave with an idea for how you can engage your students by empowering them to make and publish their work, too!

11:15 a.m. - 11:45 p.m. - State Meetings

STATE	ROOM
Washington	Hansbury
Oregon	Ferber
Idaho	Wilder

12:00 p.m. - 1:15 p.m. - Lunch and Keynote Address

O'NEILL/WILLIAMS BALLROOM

Revisiting Presence and Community in the Online Classroom

Patrick Lowenthal, Assistant Professor at Boise State University



Online educators love to talk about social presence and community. In this talk, Patrick will review some of his recent research on social presence and community with the goal of encouraging the audience to not only revisit but challenge current assumptions held about presence and community in the online classroom.

FRIDAY, OCT 21

1:30 p.m. - 2:30 p.m. – Breakout #6 (60 minutes)

Round Table: Reading Between the [Pixelated] Lines

Susan Wagstaff, Reading Specialist and Elementary Teacher at Baker Charter Schools

O'NEILL/WILLIAMS BALLROOM

Literacy is the foundation of education that affects all students K-12, in all environments. When students struggle, it is everyone's business. In a knowledge share style (presenter no longer than five minutes to introduce the topic and format), educators will dive into deep discussion on what does and does not work in "best practices," online and paper/pencil reading curriculum, strategies, interventions, etc. Educators will come together to share anything and everything pertaining to literacy. The learning outcome will be a collection of tools and strategies. Each group will have a note taker using a digital platform where all notes can be shared and accessed by all participants. Additionally, educators will have a chance to network and collaborate in this session.

Using Gamification to Increase Engagement - Myth, Magic and Reality

Erin Baker, Educational Technologist at Centralia College

HANSBURY

Now that you understand the concepts and the possibilities of gamification and how it can increase engagement with your students, faculty or staff, learn how to actually apply those concepts to your specific needs in this hands-on workshop.

From 3-Ring Binder to Digital: Implementing ePortfolios for Students to Organize and Present their Learning

Colin Stapp, Learning Technology Facilitator,

Robin Gilley, Study Skills Instructor,

Debbie Hornibrook, Communications Instructor,

Erika Lanning, Early Childhood Education Instructor at Chemeketa Community College

FERBER

ePortfolios are an organizational frameworks for students to document and present their learning and achievements. They also allow students to learn technical skills, while fostering an environment of life-learning. The recent increase of web tools creates an ideal environment for ePortfolios in education.

An ePortfolio framework will be illustrated, along with implementation strategies from four Chemeketa instructors.

FRIDAY, OCT 21

PAC4 - Creating a Personal, Authentic and Collaborative Learning Environment for Our Students

Nichole Allman, Technology Integration Specialist,

Chuck Holland, Technology Integration Specialist,

Janine Sears, Technology Integration Specialist,

Pam Hanfland, Technology Integration Specialist at Richland School District 2

WILDER

The Technology Integration Specialists team (TIS) in Richland School District Two in Columbia, SC, determined the next steps after a successful 1 to 1 computing implementation was to design a self-directed learning environment. PAC4, Personalized, Authentic and Collaborative, takes educators on a journey of learning how to develop a student-directed learning environment in at least one subject area. The goal is to improve student engagement in learning and 21st century skills while sustaining a high level of rigor in the state standards. PAC4 model, focusing intensely on the Content; How will the students access the information? Student work: How will the students engage with the content to master the information, and Assessment: How will the students, and the teacher, show what they have learned and know if they have mastered it?

Sharing Lumen Learning's Toolkit For Building OER Degree Programs

Alyson Indrunas, Director of Institutional Adoption at Lumen Learning
JOPLIN/SEEGER

Widespread availability of open educational resources (OER) has made it possible for higher education institutions to introduce full degree programs designed using OER. Are you exploring possibilities for an OER degree program? If so, don't reinvent the wheel! In this presentation, we'll discuss new developments and opportunities for improving student success and completion with full two-year degree programs designed using open educational resources. At Lumen Learning, we believe that education is sharing, so come to this session to adopt our toolkit that we have designed to help institutions plan, implement, and sustain OER-based degrees. Attendees will be encouraged to live-tweet about #OERdegrees at #comm_college based on your own institutional practices.

FRIDAY, OCT 21

Increasing Completion Online: Strategies, Tips, and Tales of Cooperation

*Steve Smith, Director of Media and Distance Learning,
Jenn Kepka, Faculty, English/Writing,
Liz Pierce, Faculty, ED/CFS and Faculty Fellow,
Noella Grady, Faculty in Mathematics at Linn Benton Community College*
SOUSA

This panel of experienced community college eLearning faculty and administrators will describe recent successes in ongoing projects to increase online completion rates as a model for faculty/administration cooperation. We'll provide tips and strategies for increasing retention and completion in online courses using "good fit" strategies, analytics, interactive technologies, and interventions.

2:45 p.m. - 3:45 p.m. – Breakout #7 (60 minutes)

Creative Practices to Invigorate Teachers

Katherine Olson, Full Time Faculty at University of Phoenix
HANSBURY

This presentation will focus on teacher wellness with a discussion of creative strategies and practices to engage teachers, encourage teacher collaboration, and remind teachers about the importance of wellness. We will use short exercises to build on teaching experiences and to focus teachers on learning and positivity.

Communicating and Collaborating on Instructional Design Projects

*Andrew Blick, Lead Instructional Designer of Extended Education,
Tara Perry, Associate Professor, Communication Studies at Western Washington University*
FERBER

In this session, presenters will apply current trends and issues related to instructional design to discuss thought process and considerations for designing, revising, and improving courses. Special emphasis will be placed on developing and transitioning courses for blended and online environments and the relationship between a content expert (faculty member) and the instructional designer.

FRIDAY, OCT 21

Canvas: The LMS for the 21st Century

*Eddie Sampson,
David Lyons, Instructure*
WILDER

*Moved To Day 1,
11:15 A.M. – 12:15 P.M.
Hansbury (Page 4)*

The Canvas learning management system is known for enabling rapid, campus-wide LMS adoption because it gets adopted faster and deeper than other LMS and it gets used in more ways by more users. Learn how Canvas' reliability, customizability, and easy-to-use features supports 21st century learning initiatives and makes teaching and learning easier.

Pre-service Teachers' Experience with Technology and Flipped Classrooms, and its Impact on their Teaching

*James Rosenzweig, Assistant Professor, Education Librarian,
Shelly Schaffer, Assistant Professor of Literacy at Eastern Washington University*
JOPLIN/SEEGER

The presenters share findings from a case study, which investigated the technology background of pre-service, K-12 teachers and examined the impact of explicit instruction regarding flipped curriculum methods. The combination of authentic lesson plans, written and oral reflections, and survey data offers a holistic picture of how the next generation of teachers envision using technology in their instruction and how teacher education programs can impact practice in both student teaching placements and future professional work.

Keynote Follow-up Discussion

Patrick Lowenthal, Assistant Professor at Boise State University
SOUSA

In this session, Patrick will facilitate a follow-up discussion on the themes addressed during his keynote.

3:45 p.m. - 4:00 pm – Closing Session

O'NEILL/WILLIAMS BALLROOM

About NWeLearn

The Northwest eLearning Community's mission is to establish and promote a community of faculty, administrators, and support staff in educational institutions in the Pacific Northwest to share ideas and provide mutual support in the use of technologies, tools, and techniques for the advancement of eLearning.

Our members include faculty, instructional technologists, instructional designers, system administrators and other types of support personnel across Washington, Oregon, and Idaho.

Learn more at www.nwelearn.org!

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