

Northwest eLearning Conference



October 22-23



OLYMPIA, WA | RED LION

2005



2015

WHEN STUDENTS CAN'T AFFORD TEXTBOOKS, EVERYBODY PAYS.

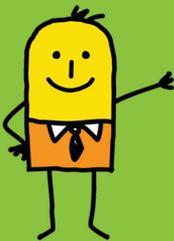
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Welcome to the 10th annual Northwest eLearning Conference

It's an exciting year for NWeLearn. In addition to celebrating our tenth anniversary, we've revamped our website at nwelearn.org, updated our visual identity, and are now incorporated as a non-profit!

We'd like to thank everyone from administrators, faculty, and librarians to instructional designers, technologists, and support staff for continuing to help make this a successful event. Two outstanding keynotes, Jesse Stommel and Audrey Waters, as well as Cable Green of Creative Commons are here to share big ideas in the world of eLearning.

Along with taking advantage of the 40+ sessions, roundtables, lightning rounds, and keynotes, we ask that you stop by and thank our sponsors. They continue to help us make this an affordable, high-value event. Finally, thank you to all the continued dedication and hard work of our board members – you've all been incredible.

Nick Brown – NWeLearn Chair
EASTERN WASHINGTON UNIVERSITY

Internet Access

The Red Lion Hotel Olympia offers free wi-fi access. Select the Red Lion access point and then follow the instructions to connect.

Session Evaluations

NWeLearn and the presenters would love your feedback! Please visit the link or use the QR code below to complete a session evaluation.

Evaluation Link:
bit.do/NWeLearn2015eval

Evaluation QR:



Twitter

#NWeLearn
Engage in the conversation!

Shedule at a Glance



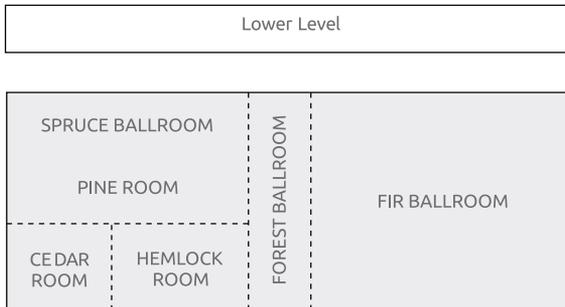
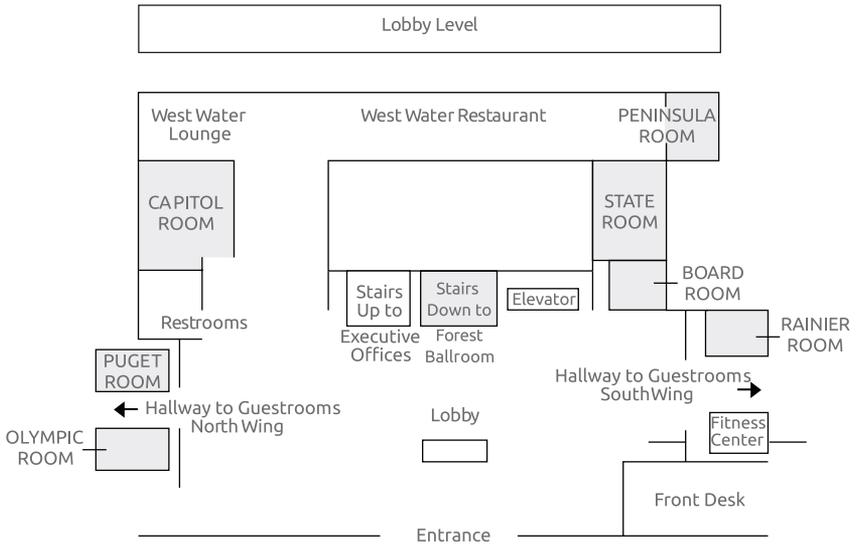
Thursday, 10/22

BEGINS	ENDS	EVENT	LOCATION
7:30 AM	8:30 AM	Registration	Lobby
8:30 AM	9:30 AM	Breakout #1	Various
9:45 AM	10:30 AM	Birds of a Feather	Various
10:45 AM	11:45 AM	Breakout #2	Various
11:45 AM	1:45 PM	Lunch, Welcome, Keynote Address	Fir Ballroom
2:00 PM	3:00 PM	Breakout #3	Various
3:15 PM	4:15 PM	Breakout #4	Various
4:30 PM	6:30 PM	Reception	Fir Ballroom

Friday, 10/23

BEGINS	ENDS	EVENT	LOCATION
7:30 AM	8:00 AM	Registration	Lobby
8:00 AM	9:45	Breakfast, Light- ning Rounds, & Cable Green	Fir Ballroom
9:45	10:00 AM	About NWeLearn	Fir Ballroom
10:15 AM	11:15 PM	Breakout #5	Various
11:30 AM	12:30 PM	Breakout #6	Various
12:30 PM	1:45 PM	Lunch & Keynote	Fir Ballroom
2:00 PM	3:00 PM	Breakout #7	Various
3:15 PM	4:00 PM	Closing Panel with Audrey and Jesse	Fir Ballroom

Conference Center Map



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7:30 a.m. – 4:30 p.m.—Registration, Lobby

8:00 a.m. – 4:30 p.m.—Sponsors, Fir Ballroom

8:30 – 9:30 a.m.—Breakout #1 (60 Minutes)

Culturally Responsive Technology and Teaching

PINE

*Marc Lentini, Director, Instructional Design
Highline College*

Highline boasts the most diverse student population in Washington, with over 70% students of color and 100 languages spoken on campus. We know from our work and research that students from different cultures experience college in very different ways. Highline's Culturally Responsive Educators initiative is helping instructors create more effective curriculum. This presentation will explore some of our efforts to teach with technology in a culturally responsive way.

Accessibility Standards in Course Design

CEDAR

*Sage Freeman, Instructional Media Specialist
Teresa Prange, Accounting Instructor
Chemeketa Community College*

In this session we will explore an actual course with examples of alternative formats that meet accessibility standards. We'll also discuss Chemeketa's collaborative institutional approach to achieving web accessibility.

SPONSOR: TurnItIn – Revolutionizing the Experience of Writing to Learn: Turnitin

HEMLOCK

*Tony Russell, Assistant Professor
Central Oregon Community College*

Turnitin not only reduces unoriginal writing (by 39% on average), but it provides instructors with leading-edge tools that empower learners to improve their writing and critical thinking skills and that enable instructors to provide engaging and detailed feedback. How equipped is your institution for fostering writing and critical thinking skills? Are instructors engaging students with effective

THURSDAY, OCT 22

feedback that promotes better outcomes? If you are already using Turnitin, are your instructors using your investment to its fullest potential?

Hear how instructors are using Turnitin to streamline their workflow, improve student learning, and enrich their assessments using drag-and-drop and voice comments, rubrics that link to instructor feedback, and class stats to track learners' progress.

Hacker Librarian meets Curious Faculty: Building Workflows in a Multi-discipline Open Education Project

OLYMPIC

*Leah Hannaford, Open Education Librarian
Centralia College*

Workflows are necessary to account for the time and energy it takes for faculty to adopt and integrate open textbooks. This presentation demonstrates a librarian's work to hack around connectivity issues, student familiarity with technology, and build workflows that support faculty through the process of adopting open educational resources at a rural community college. Presentation will showcase four projects: Art Appreciation/History; Non-western World Literature; Pre-calculus; and Transitional Mathematics.

The Productivity Paradox

STATE

*Elayne Kuletz, Strategic Partnerships Manager
Gregory Zobel, Assistant Professor of Educational Technology
Western Oregon University*

Presenters share 20 technology tools along with tips and best practices for increasing productivity while minimizing cognitive overload and expense. The twenty tools and tips will form a foundation for an interactive discussion where audience members speak, tweet, and share their own solutions to the #productivityparadox.

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eLearning Super Heroes Tweet Conferences: Learn How To Earn Your Cape

CAPITOL

*Lisa Chamberlin, eLearning and Evening College Coordinator
Walla Walla Community College*

*Alyson Indrunas, Instructional Designer
Middlebury College*

Twitter is a great way to create your personal learning network (PLN). With Twitter you can connect with others, take notes, share resources, and build an archive of a conference. Come to this hands-on session where you will learn how to sign up for an account, how to follow interesting eLearning leaders, how to understand those hashtags, and get more from NWeLearn this year!

9:45 – 10:30 a.m.—Birds of a feather “un-session”

Bring an open mind and sense of enthusiasm to this “un session.” The topics are up to you. We’ll organize into agreed upon topic groups and hold discussions that are of value to you!

10:45 - 11:45 p.m.—Breakout #2 (60 Minutes)

Leveraging LMS Assessment Tools in a Comprehensive Approach to Student Outcome Assessment

PINE

*Erin Noseworthy, Director of eLearning
Whitney Boswell, eLearning Project Coordinator
City University of Seattle*

CityU has developed a method for learning outcome assessment, which leverages existing faculty processes and teaching technologies to collect data on student learning at the introductory, practicing, and mastery level. By working with existing processes and technologies the institution has seen rapid adoption of learning outcome assessment activities as well as institutional learning and improvement from the resulting data.

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Putting Your Money Where Your Mouth Is: Supporting Faculty Innovation in Ed Tech

CEDAR

Beth Hale, Learning Technologies Facilitator

Annie Shaw, Tech Hub Faculty Support

Mark Rediske, Tech Hub Faculty Support

Kellie Schellenberg, Dean of Distance Education & Academic Technology

Chemeketa Community College

Our campus Tech Hub supports faculty use of instructional technology with traditional professional development and support methods, but we also want to encourage autonomous faculty innovation in ed tech. To meet this challenge, a mini-grant program was developed to fund exploration of innovative technologies and the implementation of those technologies with students. The program is funded by Distance Education, and designed and driven by faculty. Grant funds cover time and/or materials. Though grant amounts are small, some projects have been the catalyst for campus-wide change.

SPONSOR: ProctorU – Online Proctoring and FERPA: Safeguarding Student Data and Privacy

HEMLOCK

Dave Dutra, Partnership Representative

ProctorU

This presentation outlines the importance of FERPA guidelines with respect to contractor obligations to protect Personally Identifiable Information (PII) and academic records in online proctoring.

The Dynamic Duo: When Faculty and IDs Design!

OLYMPIC

Ian Tippetts, Assistant Professor of Humanities

Angela Meek, Senior Instructional Designer

Lewis-Clark State College

The Quality Matters (QM) Rubric provides a useful framework for guiding online course design. Implementation of the rubric standards is maximized when faculty members work in conjunction with instructional designers (IDs) or similar personnel. In-house training for QM, accessibility, course customization, faculty buy-in, and quality assurance issues will be discussed from both a faculty and an instructional designer perspective.

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Flipping the Classroom: An Engagement Mindset

STATE

*Elizabeth Pearce, Faculty Fellow, Technology and Department Chair,
Education/Child and Family Studies*

Richard Gibbs, Faculty, Health and Human Performance

Linn -Benton Community College

Participants will come away with an overview of the flipped classroom philosophy that can be implemented in a way that fits their own style, content area, and teaching philosophy. In addition, they will participate in activities and see examples of out-of-class lectures, assignments, and quizzes that have been created with everyday programs and tools. The focus will be on creating materials on a limited budget. Our objective is to stimulate thinking, ideas, and methodologies that can be adapted to participants' particular goals.

The Sounds of Grading

CAPITOL

Amber Lemiere, English Instructor

Lower Columbia College

Ditch the red pens, and press the red button: record! That's right. It's a faster, more personal, incredibly qualitative method for grading, and students like it. So, you don't like the sound of your own voice? You'll get used to it once you hear your students say how much it means to them to hear the care, concern, and compassion in your voice as you grade their work. (Just press pause when you're feeling frustrated). I'll share strategies, trial and error experiences, some other voice recorded things I've captured, and how my students have responded to the sounds of grading.

11:45 a.m. - 1:45 p.m.—Lunch, Keynote Address

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Keynote

Audrey Waters

Writer/Owner, Hack Education

The Algorithmic Future of Education

What do ed-tech companies mean when they promise things like “personalization” and “adaptivity” via their software? How will data collection and analysis shape the future of teaching and learning?

BIO



I am an education writer, a recovering academic, a serial dropout, a rabble-rouser, and ed-tech’s Cassandra. “It’s a long story,” I often say. You can catch snippets of it, if you pay attention. I’ve got a CV if you care about such formalities. I’m a lit geek and a beer snob. I love tattoos and, some days, I like technology. I loathe mushy foods and romantic comedies. I’m not

ashamed to admit I like ABBA and dislike Tolkien. I am somewhat ashamed to admit I’ve not finished *Ulysses*, and I’ve never even started *Infinite Jest*. I prefer cake to pie, unless we’re talking pastry projectiles. I pick fights on the Internet. I’m a high school dropout and a PhD dropout. I have a Master’s degree in Folklore and was once considered the academic expert on political pie-throwing. I was (I am?) a widow. I’m a mom. I have a cold hard stare that I like to imagine is much like Paddington Bear’s and a smirk much like the Cheshire Cat’s. I travel as much as I possibly can. “Home,” at least according to my driver’s license, is Hermosa Beach, California. Way back in junior high, I took an aptitude test that gave me a single career option: freelance writer. I remember feeling rather panicky at the time, wondering how the hell I’d manage to pull it off. But now I do. My essays have appeared in multiple places, but mostly I write on my blog Hack Education. I’ve published a collection of my public talks, *The Monsters of Education Technology*, and I’m in the middle of writing my next two books, *Teaching Machines* and *Reclaim Your Domain*, both due out in 2015. In my spare time, I read, rabble-rouse, drink beer, and prepare for the zombie apocalypse. Because you never know...

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2:00 – 3:00 p.m.—Breakout #3 (60 Minutes)

What The Adjunct Can Afford: Free Professional Learning Using a Personal Learning Networks (PLNs)

PINE

*Alyson Indrunas, Instructional Designer
Middlebury College*

*Lisa Chamberlin, Evening College/eLearning Coordinator
Walla Walla Community College*

As a part-time faculty member, do you feel a bit left out of the professional development loop? Are you in a leadership position at your institution and you're looking for creative solutions to support your adjuncts? Despite being the lions' share of the faculty labor force, adjuncts receive little, if any, professional development. It's time you take matters into your own hands! Learn how to create your own Personal Learning Network (PLN) filled with people and resources that will expand your professional horizons to leaders in your field, resources you can immediately put to use with your students and colleagues, and a renewed sense of engagement with like-minded colleagues across the state and around the world.

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

CEDAR

*Sheryl Burgstahler, Director of Accessible Technology Services
University of Washington*

Learn what actions instructors in online courses can take to ensure that their courses are welcoming to, accessible to and usable by all students, including those who have disabilities, who wish to engage in online learning offerings.

Revolutionizing the Experience of Writing to Learn



✔ Promote Original Writing

Encourage students to take ownership of their ideas.

✔ Deliver Feedback

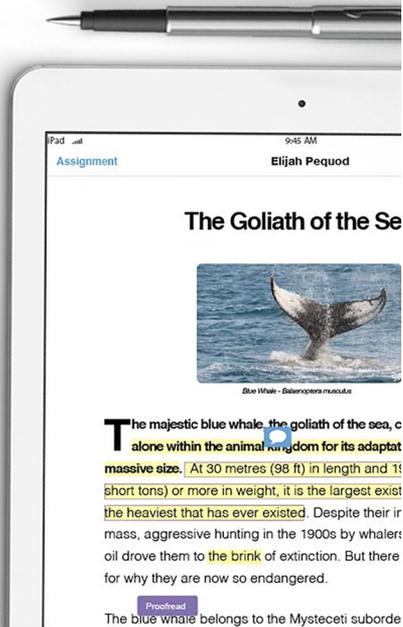
Engage each student with timely, meaningful comments.

✔ Evaluate Student Work

Track progress. Support students. Meet learning goals.

✔ Streamline Scoring

Assess writing assignments fairly, reliably, and quickly.



Turnitin provides instructors with great tools to engage students through feedback, and deliver the insights needed to help students succeed.

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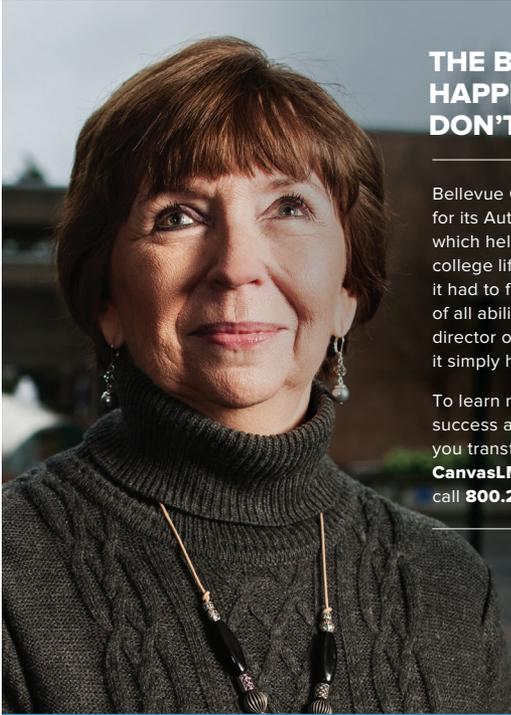
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**THE BEST LEARNING
HAPPENS WHEN THE TOOLS
DON'T GET IN THE WAY.**

Bellevue College needed a learning platform for its Autism Spectrum Navigators Program, which helps transition students with autism to college life. The platform had to be easy to use, it had to facilitate communication for students of all abilities, and if you ask Susan Gjølmesli, director of Bellevue College's Resource Center, it simply had to be Canvas.

To learn more about Bellevue College's success and to find out how Canvas can help you transform teaching and learning, visit CanvasLMS.com/NWeLearn2015 or call **800.203.6755**.



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2:00 – 3:00 p.m.—Breakout #3 (60 Minutes) continued

SPONSOR: Respondus – LockDown Browser & Respondus Monitor: Protect the Integrity of Online Exams

HEMLOCK

*Steve Furusho, Senior Account Manager
Respondus*

This session discusses key challenges with online testing and presents a cost-effective way to deter cheating during online exams. Learn how LockDown Browser prevents printing, copying, and access to other applications during proctored examinations. Then see how Respondus Monitor's webcam and video technology protects the integrity of online exams in non-proctored settings. We'll also share best practices from several of the 900 institutions that use these applications.

More Than a Bandage: K-12 Health & Science Information Resources for Librarians, Teachers, Staff, Students & Parents

OLYMPIC

*Carolyn Martin, Consumer Health Outreach Coordinator
National Network of Libraries of Medicine Pacific Northwest Region*

This session will introduce the free and authoritative resources for K-12 professionals as provided by the National Library of Medicine (NLM). These resources provide information on public health for administration, health information for the school nurse, science curricula information for teachers, science homework for students and parents. Become aware of the various NLM science resources to incorporate in your school's curriculum and the health resources to keep your school community a healthy one.

Using Canvas to Conduct Online Science Labs

CEDAR

*Stephanie Diemel, Professor of Physics & Astronomy
Shoreline Community College*

The Canvas quiz feature can be used to guide online students through a hands-on experiment at home. With some video guidance and the built-in feedback offered through the Canvas quiz environment, students stay on track and get the hands-on lab experience they need.

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The many faces of social presence: How context and power shapes experiences of presence in the online classroom

CAPITOL

*Colin Stapp, Learning Technology Facilitator
Chemeketa Community College*

*Patrick Lowenthal, Assistant Professor
Boise State University*

Social presence is a critical aspect of effective online courses. Research has shown social presence is related to student satisfaction, developing communities of learners, and even perceived learning. Too often though educators over simplify social presence. In practice, a host of factors influence perceptions of social presence. In this session, we will share some of these factors and engage the audience in a discussion on ways to successfully integrate social presence in the online classroom.

3:15 – 4:15 p.m.—Breakout #4 (60 Minutes)

OER and Information Access: Breaking Barriers and Engaging Students in the Information Conversation

PINE

*Cayce Van Horne, Business and Economics Librarian
Auburn University Libraries*

Every barrier broken in an e-learning environment increases the chance to engage students and better meet their educational needs. By building an online English composition course using OER and challenging students to think about information ownership, use, and access, I aim to reduce student costs, incite creativity, and encourage analysis as they use, adapt, enhance, and share open-source texts. This presentation details the process of selecting appropriate ‘free’ texts and building engaging assignments around them.

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Designing in the Global Trenches

CEDAR

*Marla Erb, Instructional Designer
University of Portland*

While dial-up connection speeds and WiFi dead zones may be a thing of the past in the US, these are everyday realities for much of the rest of the world. As we move towards greater Internationalization in Higher Education, we need to design e-Learning with this in mind.

SPONSOR: Lumen – Extreme Course Makeover;

HEMLOCK

*Kim Thanos, CEO
Lumen Learning*

*Alyson Indrunas, Instructional Designer
Middlebury College*

Bring us your course, but leave the textbook at home! Begin the process during this session of redesigning a general education course using open educational resources (OER) to replace expensive commercial textbooks. Imagine every student having access to course materials from the first day of class! Participants leave with a new mindset about how easy it is to use high-quality OER. Bring a computer to the session for the full hands-on experience using your course's learning outcomes, leave with a plan to implement OER into your course.

Enterprise Surveys for End of Course Evaluations: Increasing Returns and Reducing Frustrations

OLYMPIC

*Whitney Boswell, eLearning Project Coordinator
Erin Noseworthy, Director of eLearning
City University of Seattle*

The process of using Blackboard's Enterprise Survey tool for End of Course Evaluations for increased return rates and reduced student frustration.

THURSDAY, OCT 22

Reframing Classroom Observations as an Opportunity for Personalized Professional Development

STATE

*Carey Schroyer, Associate Dean of Instruction
Edmonds Community College*

Increased demands for accountability require colleges to regularly evaluate instructors to ensure they are supporting student success in the classroom. Despite a growing need, there has been limited development of integrated, electronic processes that support instructors and engage them in the faculty evaluation process. This workshop demonstrates how Edmonds Community College is using CANVAS to reframe the evaluation process as a professional development opportunity that better supports the needs of individual faculty.

Gamifying Canvas: How to engage Gen Z online students with gamified instructional design

CAPITOL

*Jeff Iannone, Senior Instructional Designer
Everett Community College*

What if our online courses were unfolding stories and the students were active participants in those stories? By using best design practices through the lens of gamification, our courses can engage a student's interests in gaming and promote the "flow" of gamified learning. We will go through various design options that can be used in Canvas to gamify any course.

4:30 - 6:30 p.m.—Reception, Fir Ballroom

Join us in the Fir ballroom for drinks and appetizers!

Session Evaluations

NWeLearn and the presenters would love your feedback! Please visit the link or use the QR code below to complete a session evaluation.



Evaluation Link:
bit.do/NWeLearn2015eval

FRIDAY, OCT 23

7:30 a.m. – 12:00 p.m.—Registration

8:00 – 9:45 a.m.—Breakfast, Lightning Rounds, and
Special Guest: Cable Green
**The Learning, Business and Moral Case for Open Educational
Resources and Open Policies**

**Using Social Media Across Culture and Country to Promote
Ecoliteracy and Multimodal Composition**

Kevin Smith

**Teach ‘em to Fish: Creating an online instructor resource
course for faculty self-training**

Delayna Breckon, C. Schone

Using Student Video for Performance-Based Assessment

Patrick McEachern

**Size Just Doesn’t Matter: Micro-level Strategies that Have a Big
Impact**

Deborah Moore

Engaging Students in Getting Help

GwenEllyn Anderson

**You’ve got a friend in me: collaborating to bring library
resources into the online classroom**

Mary-Michelle Moore

Pwning Pedagogy: Digital Teaching in a Digital Age

Rolin Moe

9:45 – 10:00 a.m.—About NWeLearn

10:15 – 11:15 a.m.—Breakout #5 (60 minutes)

Introduction to Federated Wiki Workshop

PINE

*Mike Caulfield, Director of Blended and Networked Learning
Washington State University*

Last year Mike Caulfield said he’d never attempt teaching a federated wiki workshop on conference wi-fi. It’s hard to say what has changed, but this year he’s giving it a go. A soup-to-nuts presentation of how to get started in fedwiki and what to do once you’re there. Bring a laptop and an open mind.

FRIDAY, OCT 23

Pwning Pedagogy: Digital Teaching in a Digital Age

CEDAR

*Rolin Moe, Assistant Professor, Director of Educational Technology & Media
Seattle Pacific University*

This session will utilize a modified TPACK (technological, pedagogical content knowledge) framework as an opportunity for faculty at all technological comfort levels to further engage the digital within their classrooms. Technology in teaching is too often sold as a What or a How; Seattle Pacific University has shifted the conversation to a Why and When, providing faculty the onus of control. Grounding professional development in theory, we will explore methods and pedagogies based on the needs of the subject rather than the available gizmos.

SPONSOR: Schoology – The Evolving LMS Paradigm: Moving from the Course Management System Model to the Education Cloud. What? Why? How?

HEMLOCK

*Robert Tousignant, Senior Director
Schoology Higher Education*

Which is more effective? Maintaining a growing infrastructure of increasingly disparate solutions or managing a single digital environment where all your tools work together as a whole? Join us for this highly informative session where we'll discuss how the Education Cloud is allowing institutions like yours to:

- Choose all-inclusive solutions that eliminate fractured technology environments
- Identify and cut the hidden costs of managing multiple systems
- Use a common digital environment to align student, faculty, and administrative goals
- Cleverly implement the SMAC stack model: social, mobile, analytics, and cloud
- Drive student and faculty adoption of learning technologies

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A unique story of Canvas adoption inspired by OER Creation OLYMPIC

Darlene Rompogren, Instructor/Program Chair, Communication & Transitional Studies

Christie Fierro, Instructional Designer and OER Coordinator

Christopher Soran, eLearning Director

Tacoma Community College

Traditional publishers offered to purchase Darlene Rompogren's Grammar Resources. Instead, she generously decided to release the educational materials with a Creative Commons license. She'll share her story of adopting Canvas in phases to distribute the materials to her students. Christopher Soran will explain the pathway created to sustainably promote OER. Christie Fierro will share additional insight into Darlene's inspirational journey, the efforts to edit for accessibility, and how to find the resources in Canvas Commons.

Microsoft Office is Accessible!

STATE

Debra Padden, eLearning Support Specialist

Shannon Hight, eLearning Help Desk Specialist

Tacoma Community College

Do you or your students need to use screen readers? Is the keyboard difficult to use? Can't use the mouse? Learn how to create fully accessible files in Microsoft Office so that documents, spreadsheets, and presentations can be seen, heard, and used easily. We'll cover accessibility checker, keyboard shortcuts, customizing the Ribbon, adding alt text to pictures, styles, tables, and other great tips.

Accessibility 911!

CAPITOL

Amy Rovner, Instructional Designer/Associate Faculty

Shoreline Community College

Are you overwhelmed at the idea of making your online course content accessible? Are you having trouble knowing where to begin and deciding what is important? Join us for this session to help ease your fears and get you started on the path to accessible online content. Please bring a device so you can work on your own content.

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11:30 a.m. – 12:30 p.m.—Breakout #6 (60 minutes)

Go Paperless in Your Elearning

PINE

Paul Tannahill, eLearning Systems Administrator / Instructional Technology Trainer

Linn-Benton Community College

We deliver and facilitate learning with all sorts of nifty digital tools, but often resort to paper handouts, assignment submissions, etc. How about we go 100%? What are the advantages and disadvantages?

Captioning Workflows, version 0.5a

CEDAR

*Marc Lentini, Director of Instructional Design
Highline College*

*Amy Rovner, Instructional Designer, Associate Faculty of Nutrition
Shoreline Community College*

Captioning instructional videos yields great benefits, and not just for students with hearing loss. However, it's challenging to implement. Self-captioning is time-consuming; automatic captioning services are funky chicken gluten quality. Outsourcing is fast and high quality, but costly.

Two colleges will describe their current strategies for captioning, sharing the mix of plans, collaborations and contracts, war stories, quirks, and outright hacks that represent their current approach to meeting this vital student need.

FRIDAY, OCT 23

SPONSOR: Instructure – Customizing Canvas: Adapting your LMS to Fit the Unique Needs of your Institution

HEMLOCK

*Eddie Sampson
Instructure*

*Ann Garnsey Harter
Erin Wilson*

Shoreline Community College

Sarah Griffith

Eli Hayes

Shalaina Joiner

Lower Columbia College

Through its openness, customizability, and pedagogical flexibility, Canvas is built to grow with your institution. In this session we will showcase Lower Columbia College and Shoreline Community College and how they have adapted Canvas to meet their unique needs.

LCC thought it would be awesome to utilize Canvas for advising. Then they took it one step further and developed a windows app that will sort and assign hundreds of students to an available advisor with the push of a button. Shoreline Community College looked to Canvas as a technology tool to help orient students on how to be successful online learners. SCC created Canvas classrooms that integrate SmarterMeasure (an online learning readiness survey); house interactive spaces to build community among online students; as well as connect students to wrap-around services.

Code in a Pre-K Classroom

OLYMPIC

Liane Rae, Middle School Science Teacher and PreK-8 Technology Coach

Cathedral School

In this workshop we will discuss the relative merits of different coding instruction websites like Hopscotch, CodeHS, Scratch, Scratch Jr, code.org, and Khan Academy and how they will fit with your existing resources. You will use them to teach yourself the basics, and then leverage these programs to introduce children (as young as four) to the creative, collaborative world of computer programming. We will also strategize ways to use programming experience and interest to build a maker space to enable your students to explore and create with robotics, programmable electronics, sensors, and software, such as Arduino, Digital Sandbox, and Makey Makey.

FRIDAY, OCT 23

Team-Centered, Student Organized Learning Environments STATE

*Mark Gaither, Faculty, Business Technology
Lower Columbia College*

Explore the use of student-proctored LMS communities to facilitate student-organized learning environments that create cross-sectional and cross-disciplinary learning opportunities.

Creating Cross-Disciplinary Dialogue about Developing Online and Blended Courses in Faculty Development Workshops CAPITOL

*Andrew Blick, eLearning and Assessment Specialist
Justina Brown, Instructional Designer
Tara Perry, Associate Professor, Communication Studies
Western Washington University*

In this presentation, participants will be introduced to Western Washington University's faculty development workshops, specifically the Blended/Online Course Development and Design Workshop's and learn how the facilitators and participants create a learning community by bringing together faculty from various disciplines to discuss and analyze critical issues in online and blended course development and design. Participants will share their ideas related to faculty development and engage in dialogue with professionals from across institutions.

12:30 p.m. – 1:45 p.m.—Lunch and Keynote Address

FRIDAY, OCT 23

Keynote

Jesse Stommel
University of Wisconsin-Madison

Learning is Not a Mechanism: Assessment, Student Agency, and Digital Spaces

Digital pedagogy is not equivalent to teachers using digital tools. Rather, digital pedagogy demands that we think critically about our tools, demands that we reflect actively upon our own practice. Often, this means knowing when and how to put tools down, as much as it means knowing when and how to take them up. If there is a better sort of mechanism that we need for the work of digital pedagogy, it is a machine, an algorithm, a platform tuned not for delivering and assessing content, but for helping all of us listen better to students.

BIO



Jesse Stommel is Executive Director, Division of Teaching and Learning Technologies, University of Mary Washington. He is Founder and Director of Hybrid Pedagogy. His particular expertise is in digital pedagogy, open education, and new media. He is an advocate for lifelong learning and the public digital humanities.

He teaches courses about pedagogy, digital storytelling, horror film, and Shakespeare. He experiments relentlessly with learning interfaces, both digital and analog, and works in his research and teaching to emphasize new forms of collaboration. He's on Twitter @Jessifer and his website can be found at www.jessestommel.com.

FRIDAY, OCT 23

2:00 p.m. – 3:00 p.m.—Breakout #7 (60 minutes)

ROUNDTABLES

PINE

This is how we video it: Creating, finding, and implementing videos in f2f, online, and hybrid classes

*Kim Read, Distance Education Librarian, Assistant Professor
Concordia University Portland*

Do you use videos in your online, hybrid, or f2f classes? Do you make your own videos? Do you use videos that others make? Don't use or make videos but interested in learning from others? Let's discuss what's out there, what we're using to create or find videos, and how we're using videos. We'll learn from each other in this Roundtable Discussion. No experience required.

Providing Streaming Video

*Laurie Shuster, Reference & Instruction Librarian
Rachel Goon, Reference & Instruction Librarian
Pierce College*

Roundtable attendees will join a discussion about how educational institutions are providing access to streaming video. Topics could include interpretations of copyright law, vendor agreements, technical access issues, and end-user expectations (faculty and students). Participants will leave with ideas for solutions for making streaming video accessible to online students and faculty. This session will be led by librarians, and will be of interest to other librarians, discipline faculty, and e-learning specialists.

If You Can be Replaced by an LMS or a Robot, You Should Be

CEDAR

*Lisa Chamberlin, eLearning/Evening College Coordinator
Walla Walla Community College*

Consider these tough questions: What would happen if you stopped logging into your online course? Would students really notice? Would the quizzes still grade themselves? Would the discussion still get one response and two I agrees? In other words, would the completion rates be the same whether you logged in 30 times or three? It's time to take your online class by the modules and learn how to make sure your presence is not only noticed by your students, but is vital to student engagement and success in your online courses.

FRIDAY, OCT 23

**Collecting Fragments: New Narrative Forms and
Interdisciplinary Teaching Approaches**

HEMLOCK

*Katherine Olson, PhD
University of Phoenix*

The synthesis of an interdisciplinary teaching approach and advancing technology allows teachers to access narrative forms that students engage in their daily lives and these new forms can supplement traditional learning materials (like books) to enhance student interest in and understanding of reading and writing. Teaching students to read symbols, space, and modern forms modernizes the communication classroom and allows students to draw immediate connections between their learning and their understanding of the world.

**Time in the Federated Wiki: Portfolio Potential From The
Happenings**

OLYMPIC

*Alyson Indrunas, Instructional Designer
Middlebury College*

What would a student's portfolio look like if you combined principles of collaborative research and open education resources? What if there was a way to create a portfolio of student artifacts outside of a learning management system? What if students could create a cross-disciplinary portfolio that they could take with them once they graduate? This is not a list of Big Questions about the future of online education: this is the potential of the federated wiki.

3:15 p.m. – 4:00 pm—Closing Session:

Panel Discussion with Audrey Waters and Jesse Stommel

Event Evaluation

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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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