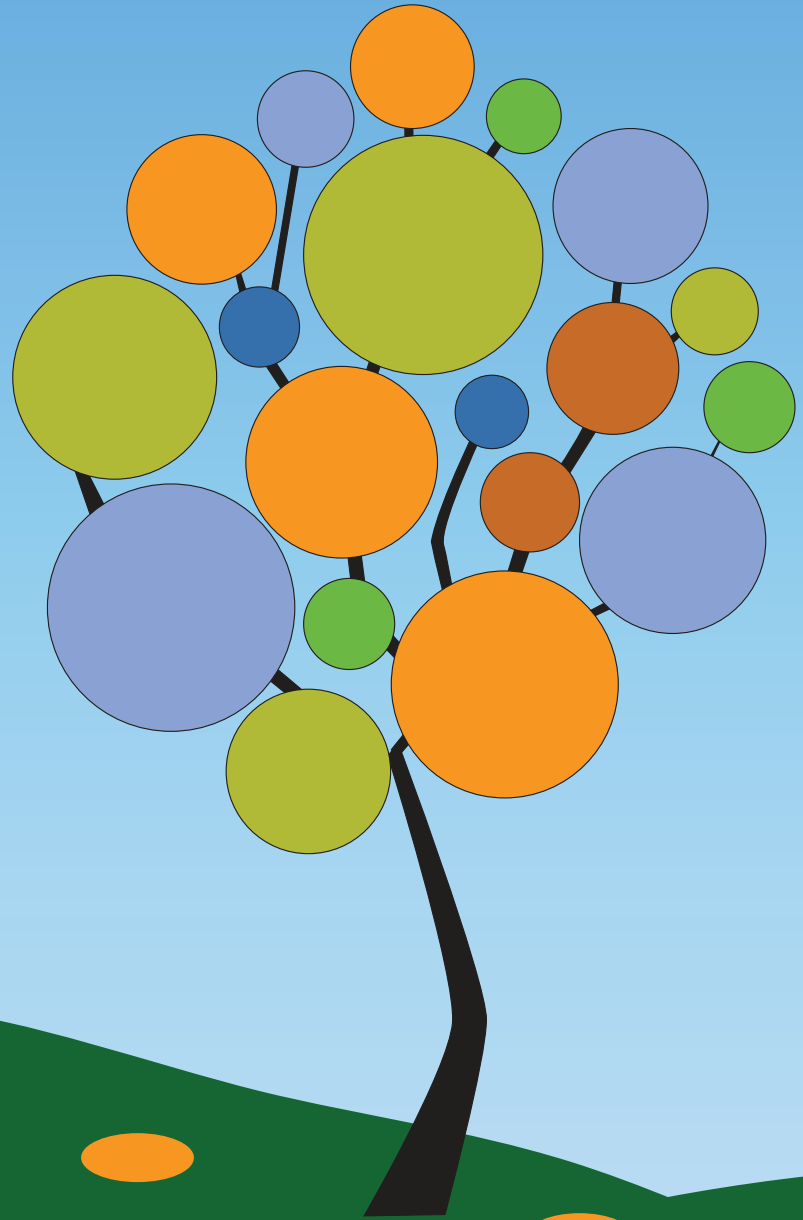


WCET 33rd Annual Meeting

November 2, 2021



November 1, 2021: Pre-Conference Sessions

Accelerating the Adoption of Adaptive Courseware

11:00 AM – 12:30 PM

Over the past decade, colleges have increasingly relied on digital and adaptive courseware technologies to aid students in the mastery of introductory course content and to close equity gaps in student access and success. AL tools can improve the quality of teaching and learning and promote equitable outcomes for Black, Latinx, Indigenous, poverty-affected, and first-generation student populations.

As colleges emerge from the pandemic, learning from institutions that have a history of implementing these technologies at scale in a way that blends the classroom experience with the digital tools will be critical to inform the best path forward.

During this preconference session, attendees will learn:

- The Association of Public and Land-grant Universities' Personalized Learning Consortium partners closely with university faculty and leadership to effectively integrate educational learning technologies into redesigned undergraduate gateway courses. Attendees will gain insight into the demonstrated benefits of adaptive courseware to students in gateway courses and hear directly from a member institution to provide a case study of best practices and strategies for scaling.
- Colorado Technical University, a pioneer in adaptive technology, will guide attendees through a discussion around developing effective questions in adaptive learning tools. Questions that assess knowledge, provide the opportunity to progress, and enhance the overall student experience are critical in helping retain students.
- CTU and University of Central Florida will highlight the importance of analytics from courses at their different universities and how analytics can impact course design and faculty engagement with students. They will also share practical considerations for the instructional designer, the administrator, and the faculty member.
- Colorado State University leverages faculty communities of practice, which promote educational technology adoption and evidence-based teaching practices. Learn how instructional designers built, facilitated, and sustained a campus-wide faculty community of practice aimed at cultivating the use of adaptive courseware technology and increasing the adoption of evidence-based teaching practices to promote student success and equitable student outcomes.

Speakers

- Chuck Dziuban, University of Central Florida
- Connie Johnson, Colorado Technical University
- Kim Hoke, Colorado State University
- Matt Renn, Association of Public and Land-grant Universities
- Patsy Moskal, University of Central Florida
- Ryan Luke, University of Louisville
- Sarah Pingrey, Colorado Technical University
- Tonya Buchan, Colorado State University
- Tonya Haas, Colorado Technical University

Moderator

- Megan Tesene, Association of Public and Land-grant Universities

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your LMS.**

Level Up Your LMS

Ask Me Another – Policy Edition

1:00 – 2:00 PM

Join the WCET celebrity policy gurus for a fun and entertaining session where YOU get to ask the questions. Attendees will submit their burning higher education questions related to the hottest policy topics of the day, such as professional licensure notifications, regular and substantive interaction, military-related issues, and what our experts think are coming in the future. We know we'll all learn something new, but don't worry, while there will be no exams, we can guarantee some very regular and substantive interaction. So, join us and ask away!

Speakers

- Cheryl Dowd, State Authorization Network, WCET
- Kathryn Kerensky, State Authorization Network, WCET
- Rachael Stachowiak, State Authorization Network, WCET
- Russ Poulin, WCET

Moderator

- Van Davis, WCET

November 2, 2021

General Session

9:00 – 10:00 AM

Empowering Learners: Can Blockchain Technology Unlock the Full Potential of Transcripts and Credentials?

With its origins in the same underlying technology used to develop bitcoin, blockchain and distributed ledger technologies are still very much in their nascent stages of use beyond the world of cryptocurrency. A growing number of institutions are beginning to experiment with the application of this technology to develop more portable and more accessible digital transcripts and learning records for students, employers, and institutions. But questions around implementation, interoperability, and scale remain largely unknown. In this session, join a panel of institutional leaders who are pioneering the use of blockchain and digital transcripts to explore the potential for postsecondary credentials utilizing the technology across diverse settings.

Speakers

- Angie Paccione, Colorado Department of Higher Education
- John Domingue, The Open University
- Pyeper Wilkins, Dallas College

Moderator

- Feng Hou, Pistis.io Inc.

Lightning Talks

10:15 – 11:15 AM

Lightning Talks: Deep Learning, Badges, and Micro-credentials

Moderator

- Cali Morrison, American Public University System

In this Lightning Talk session, we have three mini presentations followed by Q&A:

Deep Learning, Divergent Thinking, and Digital Badging

Deep learning might sound like a lengthy, intimidating process among faculty who have had to suddenly pivot to online teaching, but this session will demonstrate ways in which faculty can engage online students in deep learning strategies quickly, effectively, and meaningfully. By implementing creative, divergent thinking in the online classroom, faculty can utilize microlearning, micro-credentialing, and digital badging to reach student learning outcomes and document each student's unique progress and learning pathways as well as their range of skills and achievements. See how ePortfolios can be used to demonstrate student clinical competencies and achievement caps in co-curricular programming.

Speaker

- Jennifer Reichart, University of North Dakota

The Pathways to Opportunity Are Paved with Skills

The need for upskilling and reskilling is real—but so is the complexity of the range of solutions emerging. The Open Skills Network (OSN) is a coalition of employers, educational institutions, military, and other stakeholders dedicated to advancing—and clarifying and simplifying—the world of skills. The OSN was founded to reduce costs, increase benefits, and improve the overall quality of skills data translation, management, and publication by education institutions and employers using open standards, open-source tools, and shared best practices. During this Lightning Talk we will share progress to-date of the OSN towards these goals. We will also discuss the OSN's vision to scale and share how to get involved.

Speakers

- Kacey Thorne, Western Governors University
- Sarah DeMark, Western Governors University



The graphic features the GUILD logo at the top. Below it, the text reads: "The future of work is changing. Access to adult education should, too." The central part of the graphic shows three circular portraits of diverse individuals. Overlaid on these portraits are icons: a checklist with three checkmarks, a hand holding a dollar sign, and a computer screen displaying a checklist. At the bottom, a QR code is positioned on the left, and the text "Join our mission to unlock opportunity for America's workforce." is centered above the phrase "Scan to learn more".

The Blackboard logo is displayed in white text against a dark blue background. The background features abstract, flowing white and yellow lines and small yellow dots, resembling a starry sky or data visualization.

Don't miss out on our presentation

OPM? OPX?

The Differences and the Future

November 2, 2021

1:30 PM – 2:30 PM (MDT)

Take a tour through the history of OPMs, as well as current issues with the OPM approach. We will discuss concerns at the federal level regarding rev-share models and issues with long-term contracts that are difficult to break, even with providers who have failed to live up to their OPM promises. Explore how an OPX approach resolves many of these issues in this one-hour interactive session.

Three Ways to Use Digital Credentials to Develop Skills and Talent

Uncover ways to help your learners succeed as they transition to employment. Institutional leaders representing two-year, four-year, and system perspectives share models for embedding digital badges and micro-credentials into your new and existing programs. Alamo Colleges District presents an initiative to build students' marketable skills by incorporating digital badges into academic courses—providing benefits by increasing student engagement and awareness of skills gained by connecting content to the workforce. Wichita State University discusses a collaborative project to identify and align the competencies produced by educational programs and required for job roles—creating a nationally recognized credential to help learners meet workforce needs no matter where they live and work. The University of Maine System shares details on a statewide program and innovative partnership that enables underserved adult learners to obtain stacked micro-credentials through rigorous training and work-based experiences—offering continuous pathways and learning opportunities. Participants will learn best practices and approaches for making your programs successful.

Speakers

- Claire Sullivan, University of Maine System
- Kelly Hoyland, IMS Global Learning Consortium
- Kimberly Moore, Wichita State University
- Luke Dowden, Alamo Community Colleges District

Lightning Talks: Equity in Course and Assessment Design

Moderator

- Gloria Niles, University of Hawai'i-West O'ahu

In this Lightning Talk session, we have two mini presentations followed by Q&A:

Why Assessment Design Is a Diversity Issue

Using a variety of assessment techniques is key to the retention of underrepresented populations in higher education. At this moment in time, when instructors all over the world are being forced to change their teaching and assessment practices, it is the perfect time to look at changing assessment practices. What kind of assessments better align with minority or underrepresented student populations?

Speaker

- Regina Henry, Strayer University

Advancing Online Teaching: Creating Equity-Based Digital Learning Environments

Over the past year, the majority of higher education courses were taught online and most student services were provided virtually as well, amplifying equity issues for a variety of learners. Different student populations bring different needs to the online environment, may require different approaches to distance education, and/or may face issues like limited technology access, or the use of images and media that do not adequately represent them. Kevin Kelly will share practical strategies for increasing learning equity at both the course and institutional levels. These strategies are derived from research-based principles such as

Universal Design for Learning (UDL) and Design for Learning Equity, along with being mindful that there are humans at the other end of the Internet connection. Together we will briefly explore learning experiences that support success for students of all cultures, backgrounds, and identities.

Speaker

- Kevin Kelly, MindWires / San Francisco State University

Lightning Talks: Humanizing Learning

Moderator

- Van Davis, WCET

In this Lightning Talk session, we have three mini presentations followed by Q&A:

Ensuring Purposeful Learning in the Now Normal

Higher education institutions are experiencing and adapting to a broader range of course delivery formats, creating the need to further adapt while still meeting the needs of all students. This session will demonstrate our Purposeful Learning Framework that includes proven teaching-learning strategies that enable a more humanizing and effective course experience for the greatest diversity of learners – regardless of modality. Through demonstration and interaction, session participants will be engaged across Purposeful Learning Framework elements, exemplars, and resources available that lead instructors and developers to an individualized Course Enhancement Plan that enables a manageable and iterative process. Participants will have access to the framework and key resources demonstrated.

Speaker

- Brett Christie, O'Donnell Learn

The Faculty-Student Dialogical Relationship

This lightning session will explore the educational relationships between faculty and students in community college courses delivered in a fully asynchronous online mode. The community of inquiry (CoI) framework explains the construction of knowledge in a collaborative asynchronous online environment through three integrated elements of presence: social, cognitive, and teaching. The CoI paradigm maintains that meaningful learning in higher education (cognitive presence) happens through dialogue and discourse among students (social presence), designed, facilitated, and mediated by the faculty (teaching presence). This session will explore how to create these important relationships in an asynchronous online class. We will review the results of faculty interviews and focus groups that examined their experience with creating meaningful dialogical relationships. Finally, we will review specific techniques that can be employed by faculty.

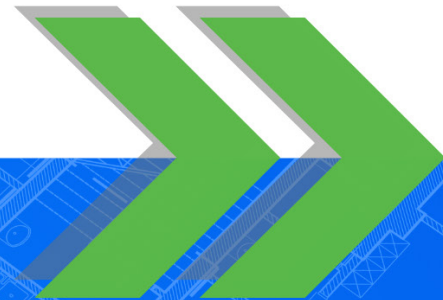
Speaker

- Sheri Prupis, Virginia Community College System

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PelotonU: Coaching Hybrid College Students to Success

Learn about PelotonU's unique competency-based education model paired with transformative and personally tailored coaching of students that is focused on supporting students through tackling emotional barriers towards completing their degree first, then logistical barriers, as well as academic. Founded in 2012 in Austin, TX, PelotonU is the first of a growing network of Hybrid College nonprofit organizations improving student outcomes exponentially.

Speakers

- Cynthia Suarez, PelotonU
- Sarah Saxton-Frump, PelotonU

Lightning Talks: Online Student Services

Moderator

- Jory Hadsell, California Virtual Campus

In this Lightning Talk session, we have three mini presentations followed by Q&A:

Student Support Strategies During the Pandemic: Best Practices for Preparing Staff to Create Connections Remotely

In a time of global uncertainty, students beginning or continuing their educational journeys look to institutions of higher education to offer the same level of support and connection that they would otherwise receive on-campus. In this session, you will learn how Ocean County College was able to leverage its One Stop Shop Best Practices to continue supporting students online, without a gap in service.

Speaker

- Kathleen Mohr, Ocean County College

Eight Lessons Learned: Providing a Robust and Engaging Orientation to Create Online Learning Success

How can institutions craft orientation programs that prepare learners for an online environment while also creating community and engagement? In this discussion, student services professionals and a current student will discuss the eight lessons they learned in creating orientation content that is both well received and also community forming. Presenters will relate challenges they overcame in content creation, decision making around orientation platform selection, and the step-by-step process through which they developed their orientations. Examples of orientation content will be shared along with assessments and student learning outcomes. Speakers represent diverse student populations with unique learning needs so this presentation promises to have something for everyone!

Speakers

- Kristen Seldon, Innovative Educators
- Megen Drulia, Wayne State University
- Stephanie Williams, Mesa Community College

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Student Support 2.0: An Innovative Team Approach

This session focuses on how student support has in some ways experienced a metamorphosis from a centralized support hub on college campuses to an in-course, timely system of support in online courses. Our panel has a wealth of experience using academic coaches within the online course to provide 360° support. We will discuss how integrative support has changed the dynamics within the online course and enhanced support for online students and faculty alike. Through a host of probing questions, these faculty members will address how academic coaches provide effective support in the online classroom. Coaches foster positive, meaningful, effective, and professional relationships with students. Working collaboratively with faculty, academic coaches help reinforce academic goals and course learning objectives. The coach focuses on enhancing student success and retention by acting as a touch point for students while increasing and promoting opportunities for collaboration, communication, and accountability, minimizing student isolation. Students on the panel will provide their lived experiences with academic coaches as well.

Speakers

- Amanda Hawkins, Columbus State University
- Harriet Watkins, Instructional Connections, LLC
- Nicole Letchworth, Instructional Connections, LLC
- Tracia Forman, University of Texas Rio Grande Valley

Lightning Talks: Quality and Continuous Improvement

Moderator

- Kelley Brandt, Boise State University

In this Lightning Talk session, we have two mini presentations followed by Q&A:

Online Program Design Process: A Framework for Designing High-Quality Online Programs

To support academic departments to develop high-quality online programs, the eCampus Center created and continues to refine our Online Program Design Process. To date this facilitated process has been customized and completed in partnership with over 20 programs across Boise State University. This process is designed to form a solid foundation for new online programs to create a cohesive learning experience to meet the specific needs of their online students. We will provide an overview of the four main pillars of the Online Program Design Process framework (Context, Alignment, Specifications, and Plan for Development/ Launch), discuss how the framework has evolved over time, and share lessons learned along the way.

Speakers

- Christine Bauer, Boise State University
- Lisa Berry, Boise State University

Maintaining and Improving Online Program Quality

Factors that impact the success of quality online programs are complex. As online education

providers mature, institutions will need to balance resources between new development and maintenance and continual improvement of existing programs. Quality programs might use tools such as QM's Program Certification Criteria, 21st Century Distance Education Guidelines, or other measures to assess current state and determine desired state. This lightning talk will focus on factors that contribute to online program quality with a focus on mature programs, how goal setting factors into quality assurance initiatives for mature programs, and the metrics institutions might use in assessing quality of online programs.

Speakers

- Brenda Boyd, Quality Matters
- Shannon Riggs, Oregon State University Ecampus

Networking Event: Lunch
11:30 AM – 12:00 PM

Roundtable Discussions
12:15 – 1:15 PM

Burned Out: Stories of Compassion Fatigue

This session builds on the article *Burned Out: Stories of Compassion Fatigue*. Compassion fatigue occurs when you take on the suffering of others who have experienced extreme stress or trauma. Components include burnout, traumatic stress, or indirect exposure to trauma via helping others. This interactive session uses a Liberating Structures framework to allow participants time for reflection, sharing, and facilitated conversation around questions such as:

- Tell us about a specific experience where you have experienced burnout since COVID-19.
- In what ways might you be experiencing more or less burnout in the current work environment, and do you have any concerns this semester?
- What has been the narrative at your institution about the working conditions/hours for your team since March 2020? What kind of support have you received?
- How has being on the frontlines of digital transformation been good for the ID profession?
- What are the things you wish you could share with your administrators (or leaders to staff)?
- What advice or suggestions for the field in the future?

Breakout rooms will use a 'note-catcher' to take notes as a way to share discussions and ideas.



Discussion Leaders

- Patrice Torcivia Prusko, Harvard Graduate School of Education
- Whitney Kilgore, iDesign

Planning for Post-COVID at Institutions

Real-world scenarios to identify and discuss post-COVID planning from a strategic and operational standpoint and to address instruction as it affects faculty, students, and the institution.

Discussion Leaders

- Darcy Hardy, Blackboard Inc.
- Janelle Elias, Rio Salado College
- Preston Davis, Northern Virginia Community College
- Robert Griffiths, Ohio State University
- Tina Parscal, Colorado Community College System, Online

What I Wish I Would Have Thought About Before Adopting a Tech Product

Technology adoption has multi-faceted considerations such as the features/functionality of the product, integration, accessibility, security, privacy, etc. But with all of these technology-centric considerations, it can be all too easy to lose sight of the learning goals the technology is supposed to support. The purpose of this session is to engage in conversation about learning considerations for technology adoption and potentially initiate a new WCET resource guide. Please come prepared to share your ideas for keeping learning goals at the center to avoid regrets after adoption!

Discussion Leaders

- Deb Maeder, Bryan College of Health Sciences
- Kristy Plander, Bryan College of Health Sciences
- Sasha Thackaberry, National University

Presentation: Digital Learning Transformation Strategy

Working as a network of collaborative partners, Every Learner Everywhere helps colleges and universities pursue equity-focused, student-centered, faculty-powered, and institution-driven improvement in teaching and learning. We believe that digital courseware can be a catalyst for improving course outcomes for marginalized students by enabling faculty to adapt instruction to



The advertisement features a light blue background with faint images of laboratory glassware. At the top right is the Labster logo. The main text is in white on dark blue rectangular backgrounds: "We're here to support science faculty". Below this is a call to action: "Use our virtual science simulations to enhance your lesson plans - and watch your students thrive." A circular inset shows three scientists in lab coats. At the bottom is a yellow button with the text "labster.com".

students' needs and capabilities, promoting active and collaborative learning, and providing learners with actionable, timely feedback. In this session, we will share our network's strategy for digital learning transformation at scale through designing and delivering services, developing resources, and sharing expertise and insights across organizations.

Speakers

- Jessica Rowland Williams, Every Learner Everywhere, WCET
- Patricia O'Sullivan , Every Learner Everywhere, WCET

Moderator

- Norma Hollebeke, Every Learner Everywhere, WCET

Breakout Presentations

1:30 – 2:30 PM

OPM? OPX? The Differences and the Future

As the demands and demographics of students continue to change, the need to provide more flexibility and convenience through online programming has continued to grow. Post-COVID we will likely see the competitive landscape escalate – institutions that did not offer any or very few online programs may now see a path to increase their enrollments and bring in new tuition dollars. The problem for many of these institutions boils down to resources, both financial and staffing. In this session, we will look at the history of the OPM and current issues this market is facing, from concerns at the federal level regarding the rev-share model, to local problems with long-term contracts that are difficult to break – even when the provider has failed to live up to its promises. You will learn about an institution that did get out of their contract and how they moved forward.

We will address important questions such as:

- How does a resource-strapped institution determine the right path to grow their online programs and enrollments?
- How do they decide what to do in-house vs outsource?
- How do they ensure they are delivering high quality online courses to larger numbers of students?
- How do they reorganize their student support services in a way that is seamless and accessible to all students?

We will also address an emerging model and why this unbundled, a la carte approach is becoming popular. Join us for a discussion that looks at both history and the future in the same session.

Speakers

- Darcy Hardy, Blackboard Inc.
- Jessica Sheehan, Blackboard Inc.

Moderator

- Russ Adkins, Russ Adkins, Inc.

Recovery with Equity: Developing a Post-Pandemic Roadmap for Higher Education

At the height of the COVID-19 pandemic, California’s higher education leaders convened a Recovery with Equity Taskforce – a groundbreaking effort that brought together state leaders, institutions, advocates, students, and national thought leaders to chart a post-pandemic roadmap for higher education. The taskforce, chaired by Lande Ajose, Governor Gavin Newsom’s Senior Policy Advisor for Higher Education, released its final report in February 2021. (Learn more at <https://www.capostsecondaryforall.org>.)

During this session, attendees will hear about the taskforce and its report, with a particular focus on recommendations that leverage 21st-century technology to improve student success: creating a single unified admissions platform; supporting students through high-touch, high-tech advising; and using data to streamline access to state aid and services.

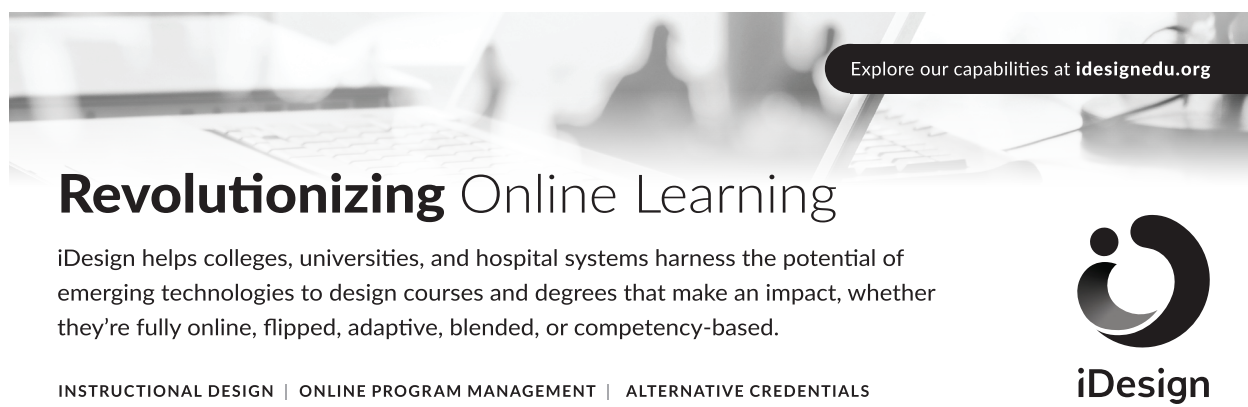
Speakers

- Judy Sakaki, Sonoma State University
- Michael Wiafe, University of California, Berkeley
- Monica Lozano, College Futures Foundation
- Nathan Brostrom, University of California Office of the President

Supporting Faculty Beyond Course Design: Online Teaching Principles

Faculty support staff at Oregon State University Ecampus found that while they had the tools needed to depict quality course design, they needed a resource that could paint a picture of what quality online teaching looks like. Recognizing the need for faculty support and development extended beyond course design, Ecampus staff developed research-based Online Teaching Principles to help online educators take a well-designed course and facilitate it successfully.

This interactive session will cover the principles themselves, how they were developed, how they might be used at Oregon State Ecampus – and, because they have been made available with a Creative Commons license – how they might be used at your institution, as well. Oregon State’s Online Teaching Principles can be used in faculty development for online and blended courses, such as in training faculty new to online education and with experienced online educators who wish to reflect on their teaching practices; additionally, they can serve as a foundation for online teaching evaluations and peer reviews of online teaching.




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Presenters will weave opportunities for audience engagement throughout the session.

Speakers

- Katherine McAlvage, Oregon State University Ecampus
- Shannon Riggs, Oregon State University Ecampus

Moderator

- Staci Powers, Cengage

Virtual Teamwork and Mentorship in the Time of COVID-19

When joining a well-established technical team, new hires can struggle to acclimate to the culture and expectations of their new position, especially without a formal onboarding process or designated mentor(s). This difficulty is compounded in an all-remote work environment when new hires are unable to meet their colleagues or supervisors in-person to become acquainted with team members, team expectations, and the physical workspace. In an all-remote work environment, regular and consistent communication and mentorship, even if informal, is vital to both acclimating new hires and creating/maintaining a cohesive team.

Our presentation has three parts:

- Part one will explore the necessity and benefits of workplace mentoring and its effects on teambuilding. Part two will examine how the Instructional Design team in the Academic Technologies and Innovation Department (ATI) at CSU San Bernardino adjusted to an all-remote work environment.
- The second portion of our discussion will include perspectives from both a 16-year member and a new member of ATI.
- Part three will offer practical advice and strategies for virtual team-building and mentorship.

Speakers

- Amanda Taylor, California State University San Bernardino
- Mauricio Cadavid, California State University San Bernardino

Moderator

- Robert Griffiths, Ohio State University

Real-World Application of Learning in a Virtual World Roundtable Discussion

This interactive roundtable session will prompt the exchange of ideas amongst institutions to spark discussions and cultivate ideas for applying real-world learning experiences in a virtual world. Participants may explore best practices for facilitating applicable learning examples and share successes and failures from this past year through the lens of their institutional context.

Facilitators will introduce the session with a set of guiding questions to situate participants' thinking. The "getting started" questions implore participants to discuss the challenge and importance of transforming real-world context into successful learning outcomes. Participants will discuss their unique institutional contexts and their impact on student learning through meaningful instructional practices. Within small breakout groups, participants will engage in a dynamic and collaborative exchange of experiences, innovative ideas, and solutions to barriers. A debrief of the roundtable discussion will highlight key findings, connect common practices, and encourage reflection on experiences. Participants will gain connections and ideas to craft

their own real-world learning experiences in their virtual worlds.

Discussion Leaders

- Alyssa Albrecht, University of Central Florida
- Ashley Salter, University of Central Florida
- Jessica Tojo-Raible, University of Central Florida

Breakout Presentations

2:45 – 3:45 PM

Behavior-Based Prior Learning Assessments: Transitioning to a Virtual Experience for Online Higher Education

Students may enter universities with substantial employability skills that are not typically recognized through academic credit. Research shows that students that come in with prior learning assessment credit (PLA) complete at higher rates. Preliminary data show that students that are evaluated through assessment centers and other behavioral-based assessment methods are being awarded credits for their prior learning, saving them time and money on their degree programs. At Strayer University, students can earn up to 18 quarter credits through an assessment center experience. Additional behavior-based assessment examples are offered through The QuILTSS Institute, which delivers healthcare programs, and the Competency-Based Education Network, which works with institutions and organizations to design and build assessment strategies and tools aligned with the assessment standards of the Quality Framework for CBE programs. This panel will discuss how the assessment center model has been applied in university on-ground experiences, behavioral assessments used with healthcare programs, and how COVID-19 caused a rethinking of how to administer and assess competency in a fully virtual assessment experience.

Speakers

- Bruce Griffiths, Organization Systems International
- Kathleen Stone, Strayer University
- Nick White, Strategic Education, Inc.
- Tiffany Freeze, Competency-Based Education Network

Leading Micro-credential Strategies: Tips from the Frontlines

Micro and alternative credentials are a fast growing segment of digital post-

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secondary learning. Community Colleges are on the front lines of micro-credentialing pursuing strategies to stack all forms of alternate credentials into degree programs. Leaders from very large community college systems representing four states will share how each is exploring, designing, and/or creating alternative pathways into the college for workers who want a non-credit credential to reskill or upskill. These questions will be addressed:

- What is included in your micro-credential suite?
- How are you ensuring a quality learning experience?
- How are you capturing student experiences?
- What are you learning from working with business and industry?
- What is the role of prior learning assessment in your micro-credentialing strategy?
- What is your prediction for the future of alternate credentials at your institution?

Audience questions will be encouraged and the use of polling throughout the session will further engage the audience. There is no shortage of experience on this panel with practitioners working on digital badges, partnerships with MOOC providers, and a working learner marketplace.

Speakers

- Erica Barreiro, Central New Mexico Community College
- Lesley Voigt, Madison College
- Luke Dowden, Alamo Community Colleges District
- Rose Rojas, Maricopa Community College District

Listening to Student Voice to Create Opportunities for Innovative Learning Experiences

The pandemic pushed universities to review their processes and implement strategies to help faculty transition to remote teaching. How did institutions involve students in these changes, and how did students react to the new college experience? The University of Texas at San Antonio included students in its strategy to rethink the entire learning environment and created spaces for an authentic dialogue. The collaboration among administrators, faculty, students, and staff promoted actions to enhance digital fluency, guaranteed attention to accessibility and inclusion, and provided students with opportunities for enhancing their sense of belonging to the institution, empowerment toward their learning process, and ownership of this historical moment to share a better future for their college experience, their career, and their life.

Speakers

- Claudia Arcolin, The University of Texas at San Antonio
- Jose Escobedo, The University of Texas at San Antonio
- Kallee Scott, The University of Texas at San Antonio
- Marcela Ramirez, The University of Texas at San Antonio
- Melissa Vito, The University of Texas at San Antonio

Moderator

- Gary Chinn, The Pennsylvania State University

Making Active Learning Work

Virtual learning environments have yielded mixed results in engaging students and maximizing learning, although they have the potential to be better than physical environments. This session

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will explore:

- What are the design pedagogical principles underpinning active learning?
- How do you create engagement and intimacy in a virtual environment?
- What is the role of formative assessment to optimize active learning, and why are virtual environments better than traditional classrooms to evaluate and engage students?

Speakers

- Abha Ahuja, Minerva Project
- Christopher Wilkinson, Minerva University
- James Genone, Minerva Project

Moderator

- Shelli Wynants, California State University, Fullerton

Notes from an Epic Course Design Journey

In 2020, Broward College secured a CARES Act grant to redesign 200 existing online courses and to bring 100 face-to-face courses online for the first time. The goals were to increase student-to-student engagement, deepen the learning experience, and increase faculty joy. Preliminary research shows this work will support student success, improve retention, and help the college meet its essential mission.

300 courses is a massive number to work on at once, and with only seven months to execute the project and a small team, we needed seasoned tour guides who could get us where we wanted to go, on schedule, and on budget. We partnered with LearningMate and together charted our course, navigated hazards, and agreed on necessary detours along the way.

In this session, we will share snapshots from our travels, engage with your questions, and leave you with actionable insights, tools, and templates you can use to plan your own trip.

Speakers

- Frank Tomsic, Broward College
- Kate Parker, LearningMate
- Lynn Cohen, LearningMate
- Nick Carbone, LearningMate

Networking Event

3:45 – 4:30 PM

Closing Social

Post-Conference Sessions

November 4, 2021

Don't Drown in a Lake of Data: Effective Strategies for Using Data Analytics for Student Success

12:00 – 1:00 PM

Are you drowning in a sea of data? Do you have more data than you know what to do with? Climb aboard our lifeboat, we'll help you steer your analytics journey forward.

Colleges and Universities have noticed the benefits of gathering student data and making decisions based on that data. The data analytics tools of today are offered by edtech provider or may be developed as a homegrown solution. Wherever the tools came from, the goals of a data analytics initiative were likely focused on strategies for early interventions to help students proactively, looking at Indicators like attendance, LMS logins, discussion board participation, and more. Such indicators often correlate to student success.

We know that strategies based on a strong analytics program can be impactful and move the needle on student success. But gathering data for the sake of gathering data is never a good idea. Join us to discuss proven strategies your institution can adopt to wade through the murky waters of data analytics and determine what data are critical and what interventions are effective. This session will focus on:

- The why – start with determining why your institution is collecting data.
- The what – define your institutional goals specific to the use of data.
- The who – settle the access question and learn about options for providing students with agency over their data.
- The how – ideas for effective implementation of intervention strategies.

Speaker

- Jeff Borden, D2L

November 9, 2021

Moving from Digital Learning to AI: Harnessing Data to Promote Equity and Improve Student Outcomes

12:00 – 1:00 PM

While digital learning has slowly but steadily grown at postsecondary institutions, the use of granular learning data that is generated through different tools has not had the same widespread uptake by students, faculty, and support staff. However, the rapid shift to emergency remote instruction during the COVID-19 pandemic and the corresponding investment in capital, time, and training has likely shifted the educational landscape moving forward. Although many may be eager to return to a pre-pandemic position and despite discouragement and disillusionment of stakeholders due to the unprecedented challenges since early 2020, we suggest that increased investment holds the potential to expedite the advancement of analytics and artificial intelligence (AI).

In this session, we will introduce the topic and facilitate a roundtable discussion on institutional capacity and barriers for digital learning, learning data, analytics, and AI. Participants will explore:

- How learning data is currently used at different colleges and universities and how it can be better harnessed moving forward
- How to address issues around equity for different stakeholders.
- The potential for learning analytics tools and approaches to illuminate areas for growth and glean actionable insights from underexplored areas.
- How artificial agents may play an increasing role in teaching and learning.

Speakers

- George Siemens, University of Texas at Arlington
- Justin Dellinger, University of Texas at Arlington

Moderator

- Robert Perez, Every Learner Everywhere, WCET

November 10, 2021

OER Lightning Talks

12:00 – 1:00 PM

Statewide OER Initiatives promote textbook affordability for community college and university students in states and systems. Learn how three states – Colorado, Oregon, and Texas – successfully implement and facilitate widespread adoption of open, low-cost, high-quality materials.

What laws, policies, and practices have been established? Who is involved? What about funding and sustainability? How do they calculate ROI and cost savings? How has the pandemic impacted or accelerated progress?

Learn the answer to these questions, and ask your own in this lively discussion about collaboration and educational equity.

Speakers

- Amy Hofer, Open Oregon Educational Resources
- Dustin Fife, Western Colorado University
- Judith Sebesta, Digital Higher Education Consortium of Texas
- Kylah Torre, Texas Higher Education Coordinating Board

Moderator

- Tanya Spilovoy, WCET