

# Schedule

## TUESDAY, DECEMBER 2

- 11:00–1:00 pm**      **DET/CHE Board Meeting**
- 1:00–4:00 pm**      **System Meetings**  
**CSU Directors of Academic Technology**, CSU Office of the Chancellor,  
The Wallace Room, 401 Golden Shore, Long Beach  
**University of California Directors**, Corsican Room, Renaissance Hotel  
**California Community Colleges**, Capri Room, Renaissance Hotel
- 4:00–5:00 pm**      **Registration**, Renaissance Foyer
- 5:00–6:00 pm**      **Keynote Speaker**, Renaissance Ballroom

### EDEN DAHLSTROM

#### **Be the Change You See: Responding to the changing face of higher education**

The field of higher education information technology is experiencing a sea of change that has, arguably, been building since the advent of the personal computer in the early 1980s. We are living in an era where affordable, easy-to-use, and readily accessible technologies are reshaping the way students engage in learning, the manner in which faculty engage in teaching and research, and, consequently, how higher education delivers their products and services. Hot button topics like massive open online courses (MOOCs), the consumerization of technology, big data and analytics, and the next generation of learning environments are part of the higher education lexicon and Central Information Technology and Central Academic Technology have a major stakeholder role in each. Hear about ECAR's take on the importance, implications, and opportunities for technology adoption and innovation, what the academic community (faculty and students) have to say about technology, and the strategic technologies IT and AT leaders are considering, planning, and implementing.

- 6:00–8:00 pm**      **Reception**, Renaissance Foyer

## WEDNESDAY, DECEMBER 3

- 7:30–8:45 am**      **Breakfast / Registration / Sponsor Expo**, Renaissance Foyer and Ballroom
- 8:45–9:00 am**      **Welcome**, Renaissance Ballroom
- 9:00–10:00 am**      **Keynote Speaker**, Renaissance Ballroom

### KEN O'DONNELL

#### **Customization at Scale**

The California State University enrolls over 400,000 students, many of them from under-served ethnic groups, the first in their families to attend college, or are fitting their classes into other responsibilities as returning adults. For these students, the traditional time- and place-bound delivery of higher education doesn't work. Instead, they need engaging, experiential learning, nimbly delivered and outcomes focused, tailored to their goals and circumstances. Such customization demands a new approach to administrative technology, where daily transactional data becomes the basis of visible, real-time trails of evidence about student success, learning, and resource allocation. The tools and practices that emerge could have lasting impact within and beyond the CSU, as its leadership pursues the coordinated, massive-scale application of educational technology to meet the system's needs.

**10:00-10:45 am**

**Panel Discussion,** Renaissance Ballroom

### **BLENDED LEARNING INITIATIVES: PERSPECTIVES FROM DIFFERENT SCHOOLS**

**Mike Truong**, Founding Executive Director, Office of Innovative Teaching and Technology, Azusa Pacific University

**Ann Kwinn**, Associate Professor and Instructional Designer, Office of Innovative Teaching and Technology, Azusa Pacific University

**James Frazee**, Senior Academic Technology Officer, Director, Instructional Technology Services, San Diego State University

Blended or hybrid classes are characterized by a percentage reduction of in-class time, and instructional content and activities are shifted online and offered asynchronously or synchronously. Blended classes differ from flipped classrooms, which shift lectures/instruction to an online environment without any reduction in classroom time. Blended courses have great potential to positively impact the instructional, operational, and financial models of campuses. This panel discussion will feature presenters from different campuses working on various blended initiatives. The panelists will discuss some of the issues related to promoting, supporting, and scaling blended initiatives on campuses.

**10:45-11:15 am**

**Sponsor Expo / Refreshment Break,** Renaissance Ballroom and Foyer

**11:15-12:05 pm**

**General Session,** Renaissance Ballroom

### **WEB CONFERENCING TOOLS IN LEARNING SPACE DESIGN**

**Chuck Allen**, Manager - eMedia and Learning Spaces, California State University, San Marcos

Facilities are being designed and deployed in higher education to:

- Facilitate distance learning;
- Support active learning classrooms;
- Support web conferencing;
- Merge multiple spaces to support larger classes.

Most of these facilities are being designed around dedicated hardware with a substantial increase in cost and complexity compared with regular classrooms. Similar results can be achieved by allowing web conferencing software operating over the campus network to serve as the backbone of such systems; while maintaining ease of use, reducing initial capital outlay, improving maintainability, and allowing for incremental upgrades without downtime.

<http://www.csusm.edu/collaborativesystems/Active%20Learning%20Classrooms.html>

[http://www.csusm.edu/collaborativesystems/Blurb\\_CC.html](http://www.csusm.edu/collaborativesystems/Blurb_CC.html)

### **PLANNING THE ANALOG SUNSET AT UC BERKELEY: MEETING THE CHALLENGES OF A DIGITAL TRANSITION**

**Nicole Sattler**, Teaching & Learning Spaces Project Manager, University of California, Berkeley

**Annie ILung Hsu**, Classroom Technology Service Lead, University of California, Berkeley

The 'analog sunset' happening across the audiovisual realm has been anticipated by some and feared by others, but it has been long awaited by all. UC Berkeley has prepared for this same transition over the last several years, resulting in the need for the Educational Technology Services (ETS) department to expand support for HD technology in the general assignment classrooms. In close partnership with the Office of the Registrar and the Library, ETS has redefined the 'classroom technology standards' on the UC Berkeley campus in order to balance current technology needs against the unknown A/V needs of the future.

Selecting the technical components of the 'classroom of the future' was highly influenced by the unique challenges that UC Berkeley faces:

- Supporting 'Bring Your Own Device' connectivity
- Securing equipment on an open campus, dealing with both physical and networking vulnerabilities
- Educating users and communicating changes across a highly decentralized organization

- Increasing demand for Active Learning technology and the ‘flipped classroom’
- Attachment to legacy technology

There are also many inherent challenges in the realm of higher education, including scaling technology for hundreds of classrooms, preserving historical building features, supporting lecture capture, adapting technology to existing pedagogy, as well as working with budgetary and personnel constraints.

**12:15-1:15 pm**

**Sponsor Expo / Lunch**, Renaissance Ballroom and Foyer

**1:15-2:25 pm**

**General Session**, Renaissance Ballroom

## **EMBRACING THE TIDES OF CHANGE! A FACULTY DEVELOPMENT STORY**

**Shahra Meshkaty**, Sr. Director of Academic Technology, University of San Diego

**Cyd Burrows**, Manager of Instructional and Media Technology, University of San Diego

The Summer Innovation Institute is a two-week, intensive transformational instructional program. This program is designed primarily to bring in tenured faculty members together to explore innovative use of technology in their curriculum and to build a community of explorers!

The program begins with an overview of the pedagogy and review of learning outcomes. The goal of the institute is to stir faculty’s curiosity through guided exposure to best practices. Trained professionals and guest speakers demonstrate techniques and tools, assist faculty in storyboarding their vision and in selecting appropriate technologies to achieve their learning outcomes. We identify and align services with the intent to spark interest to reimagine possibilities in ways to make learning an engaging experience for their students. This is where we introduce the “flip” classroom model and offer tools or activities that introduce video solutions into their new blueprint. SII permits a broad and philosophical discussion of challenges faculty face in keeping their class focused and on track while embracing changes. SII makes faculty members become more agile to confront challenges in the ever altering world of technology.

## **MAKING STUDENT CONNECTIONS WITH mLEARNING**

**Kimberly Vincent-Layton**, Instructional Designer, California State University, Humboldt

**Geoff Cain**, Director, Academic Technology, California State University, Humboldt

**Daniel Fiore**, Instructional Designer, eLearning, California State University, Humboldt

**Morgan Barker**, Instructional Designer, eLearning, California State University, Humboldt

If you aren’t considering mobile in the learning context, you may be missing out on a goldmine of potential connections with your students.

In this session, we will share various learning experiences used to support mobile learning efforts aimed at student engagement and success, both in, and outside of the classroom. We will also share results of our ongoing efforts as they continue to strengthen connections with our students.

Formats include:

- Mobile User Groups
- Faculty Learning Community (FLC) on Mobile Technologies
- Faculty Learning Community on Mobile Learning
- Mobile Learning Campus-wide Discussion
- BYOD mLearning open sessions
- Special Projects in mLearning – one-on-one support for faculty implementing mobile into their classroom(s)

Learn about facilitating continuous conversation and work around mobile that create stronger connections with students by incorporating student-generated content opportunities, social media, teaching beyond the classroom, and more.

## **YOU DID WHAT?! IMPLEMENTATION OF A PLATFORM AGNOSTIC TABLET PROGRAM**

**Rudy J. Sanchez**, Director, Academic Technology & Innovation, California State University, Fresno

In Fall 2014, California State University, Fresno (Fresno State) launched a tablet program called DISCOVERe. Thirty-three faculty teaching nearly 50 class sections and over 900 unique students were part of the inaugural cohort, including Fresno State's First Year Experience students.

DISCOVERe was developed and led by academic affairs. While academic affairs led the effort, strong partnerships were developed with information technology, the campus bookstore, and student affairs. The program is designed to be platform agnostic. The focus of DISCOVERe was on transforming the teaching/learning interface. These three features were strategic decisions made by Fresno State and deeply affected how DISCOVERe was developed and implemented. Of specific focus was leveraging tablet technology to strengthen the connections between faculty and students and among students themselves.

Faculty development was centered around a semester long faculty learning community (FLC) and a week-long, intensive Summer Institute. Connections among faculty were critical to the initial success, growth, and sustainability of DISCOVERe. The components and faculty assessment of this aspect of DISCOVERe will be shared.

**2:25-2:55 pm**

**Lightning Round**, Renaissance Ballroom

## **CAN YOU HEAR ME NOW? INNOVATIVE TECHNOLOGY APPLICATIONS FOR ACCESSIBILITY**

**Bruce Horn**, Classrooms Operations Manager, University of California, Santa Cruz

**Philip Johnston**, Instructional Technologist, University of California, Santa Cruz

Are you finding more and more of your time taken up responding to ADA requests, requirements and even lawsuits? Is your desire to help students with disabilities frustrated by existing bureaucracy and technology? Learn how UC Santa Cruz improved a service that is critical to hearing-impaired students, made it easier for them to access that service, reduced staff time to provide it, and improved communications among the people involved. Through collaboration with Disability Resource staff, campus leadership, the outside vendor and the students, UCSC's Learning Technology department created CruzCaption, an automated Skype response system that allows captioning staff to get crystal clear audio directly from the media system. Because the system relies on a heavily managed Skype and computing configuration, it can be run unattended and scaled up for use in as many classrooms as are needed. Building a standardized system using knowledge gained through implementing earlier custom solutions, with careful attention to the needs of the individual students it supports, has allowed us to provide better service with less work.

## **AGGIEVIDEO: CRAFTING AN INTEGRATED VIDEO INITIATIVE FOR UC DAVIS**

**Paul Ver Wey**, Manager, Media Services Unit, University of California, Davis

Tools for creation of instructional videos are becoming both more widely available and easier to use. Nevertheless, substantial barriers still prevent the majority of our faculty from making effective use of these tools. Addressing a major challenge cited in the 2014 Horizon Report — Low Digital Fluency of Faculty — Academic Technology Services at UC Davis developed our Video Initiative: a four-part strategy to integrate a video management and delivery platform, a screen capture tool, lecture capture, and eLearning content. Add the secret sauce, "programming glue," to stitch these tools together, and we have AggieVideo.

## ACTIVE ACOUSTICS FOR STUDENT GROUP WORK

**Robert Smith**, Director, Technology Services, Stanford University

A case study presentation of a new learning space at Stanford that facilitates student small group work in a relatively large classroom (150 students) by means of a flexible AV architecture and an active room acoustics system. The acoustic system is especially transformative: employing a large real-time parallel computing cluster, it transparently supports natural collaboration and interaction on an unusually large scale, often without the users detecting or understanding that it is playing a part. This talk will describe the facilities, as well as the assessment regime being used to evaluate its use.

**3:00–3:30 pm**

**Sponsor Expo / Refreshment Break**, Renaissance Ballroom and Foyer

**3:30–4:10 pm**

**Panel Discussion**, Renaissance Ballroom

## SYSTEM-WIDE EFFORTS IN ONLINE EDUCATION OF THE CCC, UC, AND CSU

**John Makevich**, Director of Strategic Planning and Operations, California Community College Online Education Initiative

**Jory Hadsell**, Chief Academic Affairs Officer, California Community College Online Education Initiative

**Mary-Ellen Kreher**, Director of Course Design and Development, UC Online Education, University of California, Office of the President

**Gerry Hanley**, Assistant Vice Chancellor, Academic Technology Services, California State University, Office of the Chancellor

The past few years have seen concentrated efforts to expand online education in all segments of California's public higher education. In this session, the leaders of these efforts will provide an overview of the current status of their initiatives, as well as share their perspectives on the challenges and opportunities for providing statewide online learning options.

**4:10–5:20 pm**

**General Session**, Renaissance Ballroom

## TEACHING AND LEARNING WITH LYNDA.COM

**Laurie Burruss**, Professor, Pasadena City College

Although many learners use lynda.com personally to “keep up” with technology, few explore the many ways to integrate lynda.com’s library into their field of expertise. Effective technology, business, and communication skills paired with subject matter expertise and mastery prepare and support learners for “real world” jobs and innovative learning pathways. In this session, see effective features that all lyndaCampus users can leverage to fully utilize, discover, and share the lynda.com online video library.

## STANFORD UNIVERSITY'S CLASSX

**Michael Rouan**, Director, Educational Technology, Stanford University

This session will provide an overview of Stanford University's ClassX, a central repository of lecture videos that is accessible inside Stanford Engineering. The archive comprises short video segments facilitating navigation and flexible re-use. The segments are derived from the long-form academic lectures already recorded by the Stanford Center for Professional Development and are edited free of extraneous content and are completely transcribed and searchable either via keyword(s) or transcript. ClassX will be used in many different ways, e.g., as a refresher or a convenient way for our students to make up for missing prerequisites, as supplemental material for conventional classes, for flipped classroom/ blended learning, or for “just-in-time” learning in the context of research.

## INTRODUCING THE NEW CALIFORNIA OPEN ONLINE LIBRARY

**Leslie Kennedy**, Director, Affordable Learning Solutions, California State University, Office of the Chancellor

**Una Daly**, COOL4ED OER Library Services Manager, California State University, Office of the Chancellor

The steady growth of educational technologies to support teaching and learning in higher education includes embracing new ways of accessing quality course materials that can lower costs and improve student learning outcomes in the face-to-face, hybrid and online learning environments. In the past year, the CSU has leveraged its existing resources in order to create the "California Open Online Library for Education (cool4ed.org)." COOL4Ed showcases faculty who have adopted open etextbooks as well as the wealth of free and open educational resources in MERLOT.org. This presentation will feature the ongoing COOL4Ed initiative including the faculty eportfolios which highlight their etextbook adoption and implementation process. Attendees will view examples of open etextbooks, learn the background on the COOL4Ed project, discover the growing resources of open etextbooks, and hear student feedback.

**5:20-6:00 pm**      **Sponsor Expo**, Renaissance Ballroom

**5:20-6:30 pm**      **Reception**, Renaissance Foyer

## THURSDAY, DECEMBER 4

**7:30-8:45 am**      **Breakfast / Registration / Sponsor Expo**, Renaissance Ballroom and Foyer

**8:45-9:00 am**      **Daily Update**, Renaissance Ballroom

**9:00-9:30 am**      **Panel Discussion**, Renaissance Ballroom

## THE STUDENT PERSPECTIVE

**Anthony Gibson**, Vice President of University Affairs, California State Student Association

The students are often the key to success when it comes to implementing new policies. But understanding their perspective on technology changes every year, as technology and culture evolves. This session will be presented by a current student, that has perspective on technology both in and out of the classroom from a student perspective, but also one that understands administration and governance level responsibilities in implementing technology on campuses.

**9:30 - 10:20am**      **General Session**, Renaissance Ballroom

## A BRIEF HISTORY OF THE FUTURE OF EDUCATION

**Geoffrey Cain**, Director of Academic Technology, California State University, Humboldt

The presenter will review the history of how education and technology has been viewed in the popular press from 1900 to the present to reveal some common themes and provide insight into how we think about the future, education, and technology. The presentation uses examples of the imagined future use of education and communications technology to comment on where we are now in education.

## **NO ILLUSIONS: E-LEARNING AS A CORE POST-SECONDARY SERVICE**

**Vivian Forssman**, Director, Centre for Teaching and Educational Technologies, Royal Roads University

**Deborah E.R. Hanan**, Associate Faculty, Royal Roads University, School of Communication & Culture;  
Adjunct Faculty, California State University, Los Angeles

**Jim Julius**, Faculty Director, Online Education, Miracosta College

“Growing up is losing some illusions, in order to acquire others.” Virginia Woolf

When we talk about educational technologies at conferences, we frequently showcase an instructor who has created an engaged learning environment through the integration of technology into a course design. Or we showcase a program approach for integrating, for example, concept mapping or e-portfolios into curriculum design. Innovation is always inspiring for those of us in this field of learning design and technology. But as we “grow up” in the business of e-learning, how does individualistic and department-level innovation hang together, once an institution has matured to system-wide adoption? How do we support the not-insignificant technological and pedagogical challenges of regular course maintenance, while continuing to foster innovation in new course design? What funding models are in place to support both course maintenance and course development of e-learning offerings?

This panel will share how their respective institutions have “operationalized” the maintenance and change management for large e-learning portfolios, while continuing to offer high-touch, innovative and responsive services to meet the needs of faculty and students.

**10:20–10:50 am**

**Sponsor Expo / Refreshment Break**, Renaissance Ballroom and Foyer

**10:50–11:40 pm**

**General Session**, Renaissance Ballroom

## **SAILING THE TURNING TIDES OF TECHNOLOGY: PRELIMINARY FINDINGS FROM A LARGE-SCALE TABLET INITIATIVE TO ENHANCE TEACHING AND LEARNING FOR THE MOBILE STUDENT**

**Deone Zell**, Senior Director, Academic Technology, California State University, Northridge

**Melissa Lalum**, Instructional Designer, California State University, Northridge

**Sydni Powell**, Tablet Technologist, California State University, Northridge

The ultimate “high-tech, high-touch” tool, tablets are growing in popularity and can bring distinct advantages to the learning experience. Yet they remain largely underutilized as a learning technology in higher education. In 2013 California State University, Northridge embarked on a 1-to-1 tablet deployment to increase student engagement, improve the quality of instructional materials, and reduce costs. By Fall 2014 over 70 faculty in eight disciplines had taught with tablets, and enrollment in tablet classes had totaled 5,692. Tablets are used inside and outside classrooms for untethered teaching, drawing, taking notes, annotating, quizzing, polling, taking photos, recording video, lecture capture, content creation, content consumption, taking measurements, and administering exams. Results show that tablets can dramatically increase classroom engagement, improve student learning outcomes, and help meet students where they live by delivering mobile-friendly curriculum. This panel will include the perspectives of instructional designer, faculty, information technology, and student. We will discuss numerous aspects that had to be considered for the initiative such as readying the campus Wi-Fi and technology infrastructure, ADA accessibility, assessment techniques, implications for pedagogy, student and faculty support, and professional development. We will show ways in which tablets are used in actual classroom settings, and showcase faculty-authored eTexts. Finally, we will share qualitative and quantitative data on the impact of tablet use.

## LEVERAGING STUDENT STAFF AND TECHNOLOGY TO SCALE SERVICES

**Andy Vivanco**, Director of IMT Media Services, IMT Support Desk, IT Procurement and APU Computer Store, Azusa Pacific University

Our department provides a wide variety of services in the following areas:

1. Classroom Technology and Lecture Capture
2. IT Purchasing
3. Live events, media and large scale video productions and athletic broadcasting
4. 24/7 IT Support Desk with walk in hours from 7:00 am - 11:00 pm

We hire 100 student staff in addition to our full time staff to provide the personal touch in all our areas. In IMT Media Services alone, we support over 3,900 events per year that range from large scale event production to small meeting events. Our help desk supports over 33,000 unique incidents per year. In the past seven years we have grown over 500% in events and call center support. Our budgets in essence have remained flat over the past 5 years. We could not scale this rapidly without the right technology tools, resources and HUMAN resources which include our students. We will show two professional 2 minute videos to support the presentation.

**11:40-12:15 pm**

**Birds of a Feather**, Renaissance Ballroom

## CROSS SYSTEM SHARING OF QUALITY ASSURANCE ACTIVITIES

**Ashley Skylar**, Quality Assurance Program Manager, California State University Academic Technology Services

**Cherie A. Vinopal**, Quality Assurance Analyst, California State University

CSU Systemwide resources and support have been provided to campuses to support development and assessment of online course quality. While campus quality assurance programs do exist, each campus is at different stages of quality assurance implementation efforts. The CSU Chancellor's Office team will share systemwide activities/goals that are being done to move campuses further in QA activities. Select CSU campuses will be invited into the discussion to highlight some of their quality assurance efforts that took place during Summer 2015. Various activities include faculty/staff across the system attending QOLT Instrument and/or Quality Matters Rubric training. Other activities include taking steps to certify faculty/staff to provide constructive feedback and peer review online/hybrid courses. All participants will who attend the discussion will be invited to brainstorm and share quality assurance efforts.

## THE BLACK MAGIC EXPERIENCE; CONVERTING TWO STUDIOS FROM SD TO HD

**David Grannis**, Assistant Professor, Communication Department, California Lutheran University

California Lutheran University recently upgraded the television studio to high definition using the Black magic line of switchers and cameras. In addition, the remote truck was retired and a second studio was added in the new Roland Broadcast Center. This session will discuss the challenges of setting up a new studio and how they were met. In addition, I will cover some of the features of the new switchers and cameras in the Black Magic product line. The student experience in using the equipment will also be examined.

## IS THE LMS A STRATEGIC SYSTEM-WIDE RESOURCE?

**Jean-Pierre R Bayard**, Associate Director for System-wide Learning Design and Technologies at the Academic Technology Services, California State University, Office of the Chancellor

**Kathy Fernandes**, Director of Learning Design and Technologies, California State University, Office of the Chancellor

Learning management systems (LMS) are a necessary and mission-critical learning infrastructure at most U.S. universities today. In the California State University system, 11 campuses use Blackboard, ten campuses use Moodle, one uses D2L and one uses Canvas. While there are varying levels of LMS use on campuses, it is reported that the LMS is used in a majority of courses, even without the leverage of a legal mandate.

At today's educational institutions, particularly in California, the key strategic issues that academic leaders expect technology to mitigate, if not resolve, might include the following, to name a few.

1) Use of data for learning, assessment or early warning; 2) Ability to tailor the learning experience to the learner; 3) Remediation by topic; 4) Addressing the needs of adult re-entry students; 5) Provisioning of a student-centered, mobile infrastructure for access to learning resources anywhere, anytime

Is the LMS truly "the" educational infrastructure that can meet these challenges? This presentation will engage the educationally and technologically-savvy DET/CHE attendees through a set of discussion prompts regarding the LMS of the future, and how it may meet the strategic needs of today's institutions.

## **DIGITAL MEDIA PRODUCTION**

**Gina Gaiser**, Instructional Technologist, University of California, Berkeley

UC Berkeley's Educational Technology Services has been developing a Digital Media Support service to facilitate the use of digital media in the classroom and online spaces by faculty and staff. Professional development, easy to use facilities and community of practice are key elements driving this do it yourself (DIY) service. The service is not focused on a single area of content creation but is designed to facilitate many end uses - "flipping" course materials from in the classroom to online, MOOCs, instructional content, lecture replacement, distance learning and more. This presentation will help break down the process of Video Production and give resources to provide a gateway for media making.

## **SEASONS OF CHANGE FOR ONLINE EDUCATION**

**David Balch**, Professor, Rio Hondo College

**Robert Blanck**, Adjunct Professor, University of Redlands

Distance education has evolved through several seasons of change; correspondence courses to the use of technology, the web. As the change has been facilitated by the use of the web and related technologies, the direction and focus has also evolved. This session will focus on how these changes, or seasons, have been impacted by the multiplicity of social media and what the next season portends.

## **FLOATING ON THE TIDE: AND CHURNING FURIOUSLY UNDERNEATH**

**Ida M. Jones**, Director, Center for the Scholarly Advancement of Learning and Teaching (CSALT), and 2011-2013 Verna Mae and Wayne D. Brooks Professor of Business Law at the Craig School of Business, California State University, Fresno

Neural networks and cognition: the final frontier. This presentation is on the voyages of the classroom Jones. Its time boundless mission: to explore strange and different new ways of teaching and learning; to seek out apps and new ways to communicate and facilitate learning in the classroom. To boldly go where few have gone before.

In the Fall 2014 semester, faculty from across the Fresno State campus, who taught courses whose enrollments ranged from 20-120, agreed to teach using mobile devices to students holding devices. That initiative, known as DISCOVERe, required that the campus upgrade hardware and provide support for students and faculty. In this presentation, the presenter will discuss the course changes, things that worked, and things that did not and ultimately, lessons learned and recommendations.

**12:15-1:15 pm**

**Sponsor Expo / Lunch**, Renaissance Ballroom and Foyer

**1:15 pm**

**Campus Tour: Board buses at Front Entrance of Renaissance Hotel**

**1:15-4:00 pm**

**California State University Long Beach**

- 4:00 pm**                      **Board buses to return to Renaissance Hotel**
- 5:00–7:00 pm**                **Reception**, Renaissance Foyer
- 7:00–10:00 pm**              **Banquet / Keynote Speaker / Awards Ceremony**, Renaissance II & III

### CANDACE THILLE

#### **The Science of Learning, Big Data, Technology, and Transformations in Education**

Explore what learning science research tells us about how people learn. How can the new technology support teaching, learning, and learning research? What can colleges as institutional centers of learning, as well as individual faculty, do to increase student learning?

### AWARDS

#### **Member of the Year**

#### **Outstanding Instructional Technology Web Site**

## FRIDAY, DECEMBER 5

- 8:00–9:00 am**                **Breakfast**, Renaissance Foyer
- 9:00–9:20 am**              **Lightning Round (10 minutes each)**, Renaissance Ballroom

### LEARNING MANAGEMENT SYSTEMS: ADDITIONAL POTENTIAL AND POSSIBILITIES

**Jennifer Redd**, Interim Director, Academic Technology Department Operations, San Jose State University

Learning Management Systems (LMS) are used in colleges and universities to offer faculty members the ability to provide course resources for their students. Besides the basic components (built in tools), the LMS provides the opportunity for additional interactions to strengthen connections. Through Learning Tools Interoperability (LTI) and Application Program Interface (API), faculty members are presented with a variety of ways to truly customize and personalize their courses. The use of the LMS is not limited to scheduled courses. The LMS is also used for “courses” that encourage communication and collaboration among faculty, students, and staff (e.g., advising, template courses, etc...). This presentation will explore a variety of LTIs, APIs, and provide examples of custom courses that have been developed at San Jose State University.

### CREATIVE SATURDAY HYBRID MODEL

**Fabiola Torres**, Distance Education Coordinator, Glendale Community College

If a student has never taken a fully online class, these Saturday Hybrid courses are a great transition, for the courses are carefully designed to increase student engagement in their coursework and interaction with their peers and instructors within the Social Science Division. Courses meet only FIVE times on campus (this includes orientation + final) for 3 hrs and 20 mins PLUS 2 hrs and 20 mins each week online (1 hour synchronous PLUS 1 hr 20 mins of asynchronous instruction).

- 9:30–11:05 am**              **General Session**, Renaissance Ballroom

## **BREAKING THROUGH BOTTLENECKS: CSU'S COURSE REDESIGN WITH TECHNOLOGY PROGRAMS**

**Kathy Fernandes**, Director of Learning Design and Technologies, California State University, Office of the Chancellor

**Ashley Skylar**, Quality Assurance Program Manager, California State University Academic Technology Services

**Leslie Kennedy**, Director, Affordable Learning Solutions initiative in Academic Technology Services at the California State University, Office of the Chancellor

**Chris Odionu**, Director, Center for Distributed Learning, California State University

In 2013, the CSU launched Course Redesign with Technology programs system-wide to improve student success in courses that typically have high enrollments and low success (i.e. bottlenecks). There is a five-pronged approach being used to engage faculty in redesigning their courses for the 21st Century Learner. These approaches include a faculty Summer eAcademy, a CSU Professional Learning Community, Virtual Labs, Quality Assurance and faculty ePortfolios.

CSU faculty across the 23 campuses work together to adopt and adapt course redesign models for difficult courses, typically STEM. The eAcademy brings faculty together to share discipline-based, technological and pedagogical course redesign models like flipped classrooms, supplemental instruction and virtual labs. The Virtual Labs model is a combination of online learning modalities involving hands-on tactical learning and web-based learning. Virtual labs allow more students to take labs classes by mixing the wet labs and virtual labs. The Professional Learning Community provides bi-weekly webinars sharing course redesign principles and examples of faculty redesign implementations. Quality Assurance has developed extensive training and resources to assist campuses and respective faculty and staff to assess and refine the quality of blended and online courses. Throughout the year, as faculty redesign their courses, they create an ePortfolio that describes the challenges of the course being redesigned, their approach to redesigning to ensure quality and the outcomes of that newly launched redesigned course.

## **DEVELOPING DEC 101 USING PARALLEL PROTOTYPING, AN INSTRUCTIONAL DESIGN METHOD**

**Jory Hadsell**, Chief Academic Officer for the California Community Colleges (CCC) Online Education Initiative (OEI)

**Mitra Hoshnar**, Professor, Pierce College

**Erica Tartt**, Senior Instructional Designer, Loyola Marymount University

This discussion will address the development of an online open entry/open exit professional development course for California Community College Distance Education Coordinators. The process of developing the course uses Parallel Prototyping which improves the diversity of design, innovation and the self efficacy of the instructional designers over the more traditional serial design process.

This discussion will address the process of working virtually as a part of three teams that were combined over time into one team and 6 different stages of prototype development.

## **BECAUSE KNOWING IS NOT ENOUGH:**

### **ADVANCING LEARNING ANALYTICS FROM PREDICTING FAILURE TO SUPPORTING SUCCESS**

**Bernie Dodge**, Professor of Learning Design and Technology, San Diego State University

**John Whitmer**, Platform Analytics and Educational Research Director at Blackboard

**James Frazee**, Senior Academic Technology Officer and Director of Instructional Technology Services, San Diego State University

Faculty in large enrollment courses often have difficulty establishing the personal relationships that are possible in smaller courses to help students who are struggling to succeed. This gap can be filled by analysis and interventions based on the detailed individual data collected by academic technology platforms. This presentation will discuss the findings from a pilot study conducted at San Diego State University that evaluated interventions triggered by learning analytics on a demographically diverse student population.

Data from Blackboard Learn and three other academic technology platforms was used to identify students at-risk of failing two introductory-level high enrollment courses (Psychology and Statistics, n=882 combined) with historically low pass rates (approx. 25-35%). With guidance from course instructors, a research assistant emailed identified students about once a week with targeted suggestions to improve their performance. Post-course analysis was conducted that examined the relationship of predictions / interventions with student demographic characteristics and educational preparation (e.g. race, income, SAT scores, HS GPA).

Statistically significant relationships were found between weekly email "triggers" and student grades, explaining up to 65% of the variance in the final course grade. The frequency of interventions and relationship of specific data sources showed surprising relationships and revealed underlying patterns in at-risk students.

This study is being extended in the 2014-2015 year to additional subjects and courses. In this presentation we will discuss study findings, lessons learned, and next steps.

### **CONNECTING FACULTY THROUGH SUSTAINED ONLINE TRAINING**

**Katie Datko**, Interim Associate Dean of Online and Weekend College, Pasadena City College

Teaching is a social activity, but for online instructors being off campus and in the virtual classroom can make it difficult to connect with other instructors and the campus culture. In this session, the presenter will discuss the development and implementation of a Facilitator Training course for new online instructors at Pasadena City College that both informs participants of best practices for online learning and models interaction and community-building. This training uses an approach similar to those found in teacher preparation programs – an online practicum with weekly check-ins about teaching techniques and issues -- to support and mentor new instructors by focusing on the specific skills sets needed for course delivery. Additional ways to maintain this teaching community for instructors who have completed the training will also be addressed.

**11:15–12:00 pm**

**Annual DET/CHE Members Meeting**, Renaissance Ballroom

**All individual conference attendees are members of DET/CHE, your annual membership fee was included in your conference registration.**

**PLEASE JOIN US FOR THE MEETING AND HELP US MAKE PLANS FOR NEXT YEAR!!**

**SAVE THE DATE!**

**DET/CHE 30<sup>th</sup> Annual Conference**

**December 1–4, 2015**