*W*elcome. Thank you for being a part of the 14th Annual SLATE Conference - a learning tradition. Whether you are here for the first time or have come many times before, I hope the next few days are engaging and informative as we look forward to a great exchange of ideas and experiences with friends and colleagues alike.

Ken Sadowski
Executive Director

CONFERENCE AT-A-GLANCE

WEDNESDAY OCTOBER 19

11:00am - 5:00pm	Registration Desk Open
12:00pm - 6:00pm	Vendor Area Open
12:00pm - 1:00pm	Opening Keynote - Auditorium
1:00pm - 5:00pm	General Sessions
5:00pm - 6:30pm	Welcome Reception

THURSDAY OCTOBER 20

8:000am - 9:00am	Breakfast - Main Hall
8:00am - 5:00pm	Registration Desk Open
8:00am - 5:00pm	Vendor Area Open (all day)
9:00am - 12:00pm	General Sessions
12:00pm - 1:00pm	Lunch - Main Hall
1:00pm - 2:00pm	General Sessions
2:00pm - 3:00pm	Birds-of-a-Feather Sessions
3:00pm - 5:00pm	General Sessions

FRIDAY OCTOBER 21

8:000am - 9:00am	Breakfast - Main Hall
8:00am - 12:00pm	Registration Desk Open
8:00am - 1:00pm	Vendor Area Open
9:00am - 10:00am	Keynote Address - Main Hall
10:00am - 12:00pm	General Sessions
12:00pm - 12:30pm	Closing Remarks, Raffle, Give-Aways - Main Hall

Save the Date

15th Annual SLATE Conference

Supporting Learning & Technology in Education

2017

OCTOBER 18-20

NIU - Naperville, IL

· THE SYSTEM IS BROKEN: STRATEGIES TO REBUILDING HOPE, LIVES AND FUTURES   **AUDITORIUM**
Presenter: Cathy Tooley - President and CEO of Tools for Success

All you have to do is to turn the news on or pick up the newspaper and you will read or hear another disappointing fact about our educational system and how it is "failing" our children. We are bombarded with the sobering awareness that we are far lacking in the educational systems of other countries. We are reminded and we all know that our students are not receiving what they need in order to be successful in this ever changing world. Most of us are painfully aware that schools today look dangerously the same as they did for our grandparents. But, what most, outside of education, don't know is WHY? In her book, **"The Education System is Broken: Strategies to Rebuilding Hope, Lives and Futures,"** she asks the questions. Why, if we all know that our educational system is not working, is it not different? Why, if we know that students are not graduating ready to enter the workforce are we not changing? Why, if we know the dropout rate and the test scores are not getting better are we not changing what we teach and how we teach?

In this engaging and thought-proking presentation, Cathy will share the honest truth about what is happening in our schools AND why it is happening. She will help all of us understand the most important concept of all…. HOW we can fix our broken system for everyone.

About Our Presenter...

Cathy S. Tooley is the President and CEO of Tools for Success. Cathy is an Author/Consultant/Trainer focusing on academic and professional trainings. She utilizes her strategies to learn and grow individuals, companies and schools.

At her core Cathy is an educator. She received her Bachelor's Degree from Marian College (now University) and her Master's degree from Indiana University Purdue University in Indianapolis. Cathy began her educational journey by teaching high school Spanish. Cathy has, in her thirty years in education, experience from the perspective of the teacher's desk to the perspective of the principal's chair. She is proud of all of the many "hats" she has worn throughout her career in education.

Cathy Tooley is a dynamic presenter, an intuitive educator, and collaborative consultant, who knows how to deliver innovative content. Her consultations and presentations on a variety of topics impart practical information, humor and immediate results. Her presentations allow both individuals and companies to learn from themselves and from each other to maximize their results. Cathy looks forward to sharing her Tools for Success with her audiences. She looks forward to the opportunity to share her life experiences, life lessons and "tools" to life with you today.

TRANSFORMATION THROUGH EDUCATION,
COLLABORATION, AND INNOVATION!

OPENING KEYNOTE   AUDITORIUM

· ADDING INTERACTIVITY TO YOUR FLIPPED CLASSROOM   *ROOM 162*
Presenters: Thomas Okon & Cheryl McKearin - University of Illinois at Chicago

Has flipping your classroom yielded lukewarm results? Perhaps you created videos for your students, but found that they didn't understand them, or worse--didn't watch them at all. Perhaps the missing element is an added level of interactivity. By providing online quizzes and discussions in conjunction with video content, students can promptly reflect on their learning. The results from those assessments will allow the instructor to tailor in-class activities that review and reinforce material that students don't seem to understand, as well as provide data on the video material.   Participants will learn different tools to add quizzes and discussions to videos, thus providing formative assessment that enhances active learning in class. Participants can prepare by accessing this resource: http://go.uic.edu/slate. Polling activities will be used to facilitate discussion and test your knowledge.

· A PROPOSED MODEL OF ID ENGAGEMENT AND FACULTY AUTONOMY   *ROOM 164*
Presenter: Michelle Mentzer - Rose-Hulman Institute of Technology

Each institution has unique expectations for the relationships between instructional designers and the faculty they work with. Within each institution, each online learning group is unique in its needs and expectations. It is often difficult to gauge how to coordinate course development projects, particularly if you have new staff and/or faculty that you are working with for the first time. What if you had a flexible model that allowed for differences within institutional administrations, instructors, and staff that led to clear lines of communication and level of desired assistance with online learning staff members? This proposed model demonstrates how the levels of instructor autonomy and the levels of instructional designer engagement are integrated. We are all trying to meet high standards of course development in limited amounts of time. This model is helpful in quickly determining how and when the instructional designer can assist the instructor, regardless of their level of perceived autonomy in course development. Consider with your fellow online learning specialists how to have a flexible instructor and instructional design relationship that results in a well-designed course within a reasonable amount of time.

· CREATING AN ONLINE COURSE USING A COURSE CREATION DOCUMENT   *ROOM 166*
Presenter: Rich Lin - Moody Bible Institute

Creating a course from scratch can be an intimidating task for anybody. In this presentation, a course creator will discover how using a Course Creation Document (CCD) can take the mystery out of how to get started with building a course from scratch. As an instructional designer, receiving a course organized using the CCD can help you assure that the course has the elements needed for a well-rounded online course.

· CREATING ENGAGED LEARNERS AND DIGITAL CITIZENS: MANDATORY IN THE 21ST CENTURY   *ROOM 167*
Presenter: Brad Garner - Indiana Wesleyan University

This session will focus on the ways in which faculty members can leverage the best practices in course design to include the use of digital technology for teaching, learning, and assessment. This initiative can have a dramatic impact on the level at which our students are prepared for life after college and beyond. We must give priority to assuring that our students are well-prepared digital citizens.

· 5 KEYS TO EFFECTIVE ASSESSMENTS AND HIGHER RESPONSE RATES IN COURSE EVALUATIONS AUDITORIUM
Presenter: Simon Shen, eXplorance   **VENDOR SHOWCASE**

Achieving high response rates is a pain point for many institutions and a key component of effective assessment. For assessment to be productive, it has to be based on complete and accurate data, otherwise decisions may not be valid. The focus of this session is how to raise feedback engagement through course evaluations and surveys to increase response rates and yield significant, high quality data. Having this body of reliable data will enable analysis and guide institutional decision-making in a variety of ways (benchmarking, accreditation, continuous improvement, innovation, etc.).

VENDOR AREA OPEN   8:00am - 6:30pm

· IMPORTANCE OF INNOVATIVE INSTRUCTIONAL DESIGN USING SMART SOCIAL STRATEGY　　　**ROOM 162**
Presenter: Jody Hanson - Concordia University Chicago

From an education technology leader's perspective, the social strategy of the instructional piece being implemented is one of the most important elements of innovative instructional design that will help galvanize the interconnected social, teaching, and cognitive presences of the 21st century learner. In this roundtable discussion, we will be actively soliciting feedback and requiring interaction with the attendees - so come, share, and learn.

· FIELD TRIPS WITHOUT PERMISSION SLIPS　　　**ROOM 164**
Presenter: Kim Darche - Lemont-Bromberek School District 113A

Transport you students to places all over the world and let the learning to occur right in their very own hands! Experience Google Cardboard & virtual reality, then move into the amazingness of Streetview and 360 degree videos. We will explore the next step in bringing content to your students! **(This is a bring your own device session)**

· SUPPORTING FACULTY ENGAGEMENT IN THE ONLINE CLASSROOM: WHAT ABOUT US?　　　**ROOM 166**
Presenter: Sheila Yarbrough - National Lewis University

Although much of our focus is on keeping online students engaged in the classroom experience; Instructors can face diminished interest in the classroom as well. Given institutional expectations of faculty, student expectations of faculty, classroom management concerns, the range of student needs in the online learning environment, and the need to understand and to utilize technology; faculty may feel that the task of online teaching is too daunting. They may disconnect from their online classrooms and look for other opportunities. Therefore, online program administrators and design staff must collaborate with faculty to create a learning environment that supports and engages both students and non-students.

**· TWEET ABOUT YOUR COOL, CALM, COLLECTED CLASSROOM - TAKE BACK
YOUR TEACHING TIME!**　　　**ROOM 167**
Presenter: Susan Hammack - Educational Consultant

Teachers lose an average of 5-9 hours a week dealing with minor misbehavior. It doesn't have to be that way! Imagine how much more instruction would be accomplished with those hours available. Positive, appropriate, productive classroom behavior can be taught systematically. It's worth the time and effort to show students, teachers, and administrators a better way to interact in the classroom. Learn strategies for effective classroom management that will end the student-teacher power struggles, improve academic performance, and greatly reduce the need for discipline referrals. Forget the gimmicks. Forget the paperwork overload for teachers and administrators. Discover a way to have a positive productive classroom. Take back your teaching time.

**· NEW ADVANCES IN DATA-DRIVEN INSTRUCTIONAL DESIGN TO DRIVE STUDENT ENGAGEMENT
AND IMPROVED LEARNING OUTCOMES**　　　**AUDITORIUM**
Presenter: Bill Jerome, Vice President of Product Development, Acrobatiq　　　**VENDOR SHOWCASE**

While the promise of technology-enabled learning and specifically adaptive learning is still yet-to-be fully realized, evidence is mounting that using technology to facilitate blended instruction by moving foundational learning online and outside the classroom can positively impact student engagement and outcomes. Newly developed online course authoring tools based on the latest research from cognitive and learning science are enabling educators to free up class discussion time by moving lecture content to the computer, and providing students with a richer, more interactive and adaptive learning experience, tailored specifically to individual needs. By focusing on outcomes-driven online course design and structuring content in ways that optimize both teaching and learning, more students can achieve better learning outcomes.

In this session, Acrobatiq Vice President of Product Development, Bill Jerome, will share how Acrobatiq is empowering institutions to rapidly develop and deliver high quality online courses and programs through adaptive learning technology. Acrobatiq's outcomes-based and data-driven approach is based on 12 years of pioneering cognitive and learning science research from CMU. This approach is proven to produce measurable learning gains for students, including improved retention and recall, faster course completion, and better long-term knowledge retention/retrieval. It delivers a truly personalized learning experience while decreasing costs and expanding access. This session will incorporate learning science research, and customer case studies into the discussion to engage participants. There will be a Q&A session following the presentation, which will involve participants and encourage sharing of other best practices in this area.

· USING THE LMS TO PROMOTE STUDENT ENGAGEMENT, RETENTION, AND SUCCESS   *ROOM 162*
Presenter: Lisa Dyrda - Moraine Valley Community College

This session will showcase some ways in which the LMS can be used to support student engagement, retention, and success. While the strategies presented can be adapted to any LMS, specific strategies will be shared for both Blackboard and Canvas.

· CONSIDERING ETHICS AND FEEDBACK WITH EMERGING AND TRENDING TECHNOLOGIES   *ROOM 164*
Presenter: Ardelle Pate - Concordia University Chicago

Despite all good intentions, the use of some technologies often begins with an explosion of excitement and ends with the disillusionment of problematic issues. After an explanation of the current legal and ethical issues that emerging technologies have recently presented, this session will offer possible solutions needed to insure meaningful feedback for the trending technologies.

· UP PERISCOPE! EXCITING WAYS TO USE THE PERISCOPE APPLICATION IN THE CLASSROOM   *ROOM 166*
Presenter: Mfon Jacob Akpan - National Louis University

Periscope is a video sharing application that was acquired by Twitter and launched in early 2015. The application allows the user to "Live Stream" and share live interactive video feeds from their smartphone either publicly or privately. I will share the best practices that I have successfully used with the Periscope application in the online classroom environment to; enable virtual field trips, communicate with remote experts, broadcast scavenger hunts, and get parents involved.

· TALES FROM THE FRONT   *ROOM 167*
Presenter: Rich Hazelwood - University of Illinois at Urbana-Champaign

In a Midwestern university, a committee was formed to evaluate and then select a learning management system for the future. Well, listen to what our students, faculty, and staff told us they really wanted instead of a new learning management system. In the second part of this session, you will be asked to contribute how you keep in touch with your students, faculty, and staff. Tell the group what has worked and what has not worked for your school.

· ONLINE PROCTORING IN A BLACKBOARD ENVIRONMENT   *AUDITORIUM*
Presenter: Shailu Tipparaju, Chief Technology Officer, Examity   **VENDOR SHOWCASE**

Examity has spoken with many institutions that use Blackboard as we have worked to grow our business and understand potential client needs. Through this process, we have learned a great deal about the major concerns that Blackboard clients have with test integrity and the risks associated with the loss of institutional credibility. Additionally, we have gained some insight into expectations regarding what constitutes a good assessment experience and a fair evaluation. In this session, we will present our findings and share our analysis of what we have learned. Attendees will leave this session with a more complete understanding of online test proctoring best practices.

· USING AN ONLINE WORKSHOP FOR PREPARING FUTURE FACULTY   *ROOM 162*
Presenter: Julie-Ann McFann - Illinois State University

Our teaching and learning center offers summer-long course design cohorts for faculty. However, the instructional design workshops for graduate students with teaching responsibilities were offered in an intensive one-week format at the beginning and end of the academic year to accommodate students who go home during the summer. Unfortunately, the intensive format was too overwhelming for deep learning. This session describes the results of transforming the workshop into a summer-long online workshop and the lessons we learned along the way during the two summers we have offered it.

· THE IMPACT OF INSTRUCTIONAL DESIGN ON MEDICAL SCHOOL CURRICULUM   *ROOM 164*
Presenter: Max Anderson - University of Illinois at Chicago

The College of Medicine at University of Illinois at Chicago hired their first instructional designer (ID) in December 2013. An ongoing project since then for the ID has been to review educational materials for every lecture for the first two years of the four-year medical program, using evidence-based quality control and multimedia research principles as guides. Qualitative and quantitative data from student evaluations help to round out the feedback given to the teaching faculty. There has been some improvement in the creation or redesign of educational materials based on these reviews, which has been noted by students. Many faculty members have not implemented suggestions given by the ID, and the reasons are still unclear. There seem to be barriers for faculty to adopt innovative teaching methodologies and instructional technologies where appropriate. The ID is investigating why these barriers exist and how to help faculty to overcome them. As it is an ongoing project, this will serve as a preliminary set of findings.

· YOUTUBE AND BEYOND   *ROOM 166*
Presenter: Kim Darche - Lemont-Bromberek School District 113A

This presentation will focus on the basics of YouTube in the classrooms - Playlists, Channels, Searching Effectively, and Settings. From the basics of YouTube we will explore using videos as Bell Ringers, Assessment Bits, Conversation Starters, Brain Breaks and Attention Getters both inside and outside of your classroom. Finally as a group we will explore how to capture and manipulate YouTube Videos to make them work for us as educators and for our students! **(This is a bring your own device session)**

· TRAINING INSTRUCTORS WITHIN HIGHER EDUCATION TO RECOGNIZE STUDENT'S
CHARACTERISTICS AND CONCERNS IN AN ONLINE LEARNING ENVIRONMENT   *ROOM 167*
Presenter: Anita Williams-Turk - Doctoral Candidate, Argosy University

Universities face a range of complex challenges such as a diverse population of students, integrating different technology within the classroom and meeting difficult standards. Few studies have further examined different site – based approaches of professional development through quantitative methodologies. There is a growing interest in how Communities of Practice (CoP) play in professional development as well as the small amount of research and applied practices in academic online settings. Come hear this doctoral research proposal defense, that aims to expand the body of research in online learning environments within higher education.

· AWAKENING THE FEARLESS, RELENTLESS CURIOSITY IN EVERY STUDENT   *AUDITORIUM*
Presenter: Mike Shannon, CEO and Co-Founder of Packback   **VENDOR SHOWCASE**

Packback is a student founded startup out of Illinois State University, now based in Chicago. Originally founded to help students save money on e-textbooks, Packback now works with professors and students to awaken the fearless, relentless curiosity in every student through our online learning communities called Packback Questions.

Mike Shannon, CEO and co-founder of Packback, will share insights on the journey from taking an e-textbook rental idea that won a business plan competition while a student at Illinois State, led to a trip to the Shark Tank, to a company based in Chicago working with professors across the country to awaken the fearless, relentless curiosity in every student.

WELCOME RECEPTION   5:00pm - 6:30pm

NOTES

LINKS

TAKE-AWAYS

ACTION ITEMS

· MOBILIZE CLASSROOM ASSESSMENT   **ROOM 162**
Presenters: Nancy Norman & Kate Aument - University of Illinois at Chicago

Integrating mobile technology into teaching and learning has taken many forms. In this session, we will provide you the opportunity to experience 10 classroom assessment techniques delivered via your mobile device. Your take-aways will include a handout showing how different classroom assessment techniques support teaching strategies, their pros and cons, and the tools to deliver them. Whether you are an instructional designer/technologist or faculty member, you will need to develop a strategy for pursuing the integration of mobile classroom assessment techniques in your curriculum or course(s). We will help you get started. *(This is a bring your own device session)*

· USING DIGITAL TOOLS TO SHARE YOUR EDUCATIONAL INSIGHTS AND SUPPORT LEARNING   **ROOM 164**
Presenters: Eve Tselepatiotis - American School
               Julie Joyce - Dynamic Publishing

This presentation will feature a variety of free digital tools that educators can access for professional development and career enhancement in ways that can have a global educational impact. First, we will showcase digital tools and engaging websites that provide support for educators and professional development opportunities. We will present recommendations and relevant ways that attendees can create and design materials for their staffs, colleagues, and supportive learning landscapes for their students. Then we will show educators how to use free online tools and resources to share their knowledge, thought leadership, and other skills and insights in ways to produce supplementary revenue, establish subject matter credibility, and to enhance career opportunities. This will include easy steps to creating a revenue-generating online course and shortcut methods for writing and publishing a book in weeks versus years.

· A CASE STUDY OF THE ANATOMY OF DESIGNING ONLINE GROUP PRESENTATIONS   **ROOM 166**
Presenters: Elizabeth Lemke, Reba-Anna Lee & William Guth - Northwestern University

As much as we like to think our online courses are perfect, there is always room for improvement. We will present and discuss three approaches to designing online group presentations that are authentic and relevant to students' personal and professional lives through the lens of continuous improvement. We will describe the design challenge and solution, and successes and lessons learned, as well as the role of an instructional designer in identifying the needs of the developer and building and maintaining a highly collaborative professional relationship. This session is intended to elicit audience feedback and participation in sharing other design challenges and solutions. By the end of this session, you will recognize the many roles a learning/instructional designer fulfills during and after the course design process, compare and contrast Northwestern University's online group work design process to their own online group work design process, identify ways in which their online group work design process can improve, state ways in which their online group work design process can improve Northwestern University's process, and relate your own course design and online teaching experiences.

· WKU BLACKBOARD USER SUPPORT: AN UPDATE   **ROOM 167**
Presenter: Shawn Brewer - Western Kentucky University

In 2014, I presented on how Western Kentucky University's IT Division provides support to our Blackboard users. This presentation will provide an update to our support mechanisms, including the implementation of a new knowledgebase operating on knowledge-centered support concepts, and new features in our auxiliary support website used by help desk personnel. I'll also provide statistics supporting the efficiency of a centralized IT help desk model.

• EFFECTIVE OUTREACH FOR INTRODUCING NEW TOOLS: THE CASE OF KALTURA　　　　　**ROOM 162**
Presenter: Lee Scarborough - Vanderbilt University

How can academic technology centers improve the likelihood that faculty will adopt specific tools? In this presentation, an instructional technologist from the Vanderbilt University Center for Teaching will discuss how we were tasked with helping faculty and staff adopt Kaltura for course media use. We will discuss our approach, outreach, support, and future plans in regards to helping faculty and staff adopt this new tool in particular, as well as new course tools in general.

• USING GAMIFICATION TO DESIGN AN ONLINE COURSE TEMPLATE　　　　　**ROOM 164**
Presenter: Jacob Guerra-Martinez - Northwestern University

While people often hear the word gamification in regards to education, there are still some misconceptions of how it can actually be used to teach students. This session will cover what gamification is (plus what it isn't) and will show how the concepts of game design can be used to create an online course template.

• PLANNING AND DEVELOPING SUCCESSFUL ONLINE CONTINUING EDUCATION PROGRAMS　　　**ROOM 166**
Presenter: Mike Maxse - Erikson Institute

The merger of Erikson Institute's Distance Learning and Continuing Education departments resulted in new ways to approach Institute research projects, online certificate programs and new grants. In this session we will look at the opportunities and challenges of implementing online-based continuing education. We will discuss the pros and cons of the LMS and the technologies used to manage, create and deliver interactive and engaging course content. Impacts on workflows, staffing, and accessibility will also be discussed.

• VIDEO IN STYLE: MATCHING THE PRODUCTION MODE TO THE INFORMATION YOU WANT TO CONVEY　　　　　**ROOM 167**
Presenter: Aaron Bannasch - Northwestern University

As increased demand for video is met with lower barriers to production, where does the role of the media specialist or instructional technologist end and the video user (i.e., faculty and students) begin? When the quantity of easy-to-use, affordable video production tools exceeds the amount of possible videos to be produced with any, it seems the old Hollywood adage of choosing two of three options for your production; Good, Fast, Cheap - may find it's way to the cutting room floor. And yet, as ubiquitous as video has become, do we really know if we're using the right tool for the job? *(This is a bring your own device session)*

VENDOR AREA OPEN　　　8:00am - 5:00pm

· QUALITY INSTILLED = QUALITY OUTPUT: DEVELOPING QUALITY ONLINE STUDENT EXPERIENCES   ROOM 162
Presenter: Reba-Anna Lee - Northwestern University

There was and is a strong need to infuse quality assurance processes into the online courses offered at Northwestern University School of Professional Studies with the intention to improve student engagement and outcomes. Northwestern University realizes that our position in the online market place is changing. During the course of reviewing the available tools for ascertaining online course quality, we found that we needed to focus on the quality of the online courses solely. The administration and infrastructure for the programs being reviewed were already in place. We realized that the Quality Matters Rubric was what we needed as a catalysis for change in the School of Professional Studies. Working with the Quality Matters program on improving the quality of courses and with the Graduate department, we are able to make a difference to the student online experience. We realize that the distance education consumer is savvier and know how to research a good online program. The online distance education consumer is looking for something fast and flexible. However, by making sure our courses are meeting Quality Matters guidelines, we are ahead of that challenge. Thus, the purpose of distancing ourselves among our competitors, Quality Matters is the way of doing that---plus adding consistency of the overall quality of our online courses.

· MAKING THE CONNECTION BETWEEN ASSESSMENT AND TECHNOLOGY   ROOM 164
Presenter: Patrice Boyles - Chicago State University

Educators use a variety of assessment tools to measure student learning and guide instruction. Come take a front row seat and learn how technology can be used with assessment. Explore and sample a few digitized tools used for grading, engaging, and improving student learning outcomes.

· TEXT MESSAGING: ITS EFFECTS ON ONLINE STUDENT RETENTION AND SUCCESS RATES   ROOM 166
Presenter: Darrylinn Todd - DePaul University
     Selmon Assignon - City Colleges of Chicago

Academic preparedness has been proven to play a critical roles in student retention and success rates both in traditional and online courses. One simple but effective communication tool that has not been extensively considered to keep students focused and extend learning and communication outside the classroom is the use of text messages. The presenters have facilitated numerous courses both in a face to face and online environment and have noticed a significant increase in student retention and success rate since incorporating the use of text messaging as one of their communication strategies. During the session, the presenters will share with participants their course retention data and how they used multiple SMS tools to communicate with in their students and keep them engaged in their online courses.

· MODERNIZING CAMPUS COMMUNICATIONS WITH DIALPAD AND UBERCONFERENCE   ROOM 167
Presenter: Chris VandenBosch - DialPad   **VENDOR SHOWCASE**

The people who built Google Voice, with over billions of minutes served, now bring Cloud based Enterprise telephony and conferencing to the Higher Education market. Leveraging integrations with Google Apps/Office 365 to simplify and streamline campus communications. Desk phones, paper directories, missed calls and messages are a thing of the past. Uberconference provides stress free, super easy phone or web conferences possible. No Pins... No Jitter... No Downloads... Just better meetings.

LUNCH   12:00pm - 1:00pm

· MEASURING UP: ONE-TO-ONE IPAD STRATEGIES FOR MATHEMATICS SUCCESS   ROOM 162
Presenter: Gina Bittner & Jeremy Bittner - Peru State College

Join the Bittner duo for a workshop featuring tried-and-true math activities featuring iPad technology that can be easily transferred to other platforms. Professor Bittner is a former classroom teacher and current pedagogist for Peru State College while her husband is currently a high school math practitioner. They will model activities, fill your tool bag with resources you can implement upon returning to your classroom, and challenge you to reach beyond your comfort level to make learning real and meaningful for your students, while using what students love --> technology!

**· INNOVATION, FLEXIBILTY, EFFECTIVENESS, AND EASE: ADDRESSING EXAM CHALLENGES
WITH A COMPUTER-BASED TESTING FACILITY**   ROOM 164
Presenter: Dave Mussulman - University of Illionis at Urbana-Champaign

The University of Illinois College of Engineering shares lessons learned from its 3-year pilot of our computer-based testing facility. From logistics challenges to custom technology, we'll demonstrate how IT's partnership with faculty reinforces learning, evolves exam pedagogy, and succeeds at scale for our instructors and students.

· USING SELF-ASSESSMENT TO CUSTOMIZE ONLINE FACULTY TRAINING   ROOM 166
Presenters: Jackie Wickham, Khusro Kidwai & Scott Dodson - Northwestern University

The School of Professional Studies (SPS) at Northwestern University hosts a quarterly four-week, asynchronous training for faculty who will be teaching an online course for the first time. Offered through our learning management system, the training follows the format of an online course offered by the school. This allows faculty to experience a course from a student perspective while learning about technology, school policy and procedures, and best practices for facilitating an online course.

See how we updated our online faculty training course to include a self-assessment based on the ibstpi® Instructor Competencies. Participants' responses to the self-assessment, which they completed during the first week of the course, were used to customize the course to meet the specific needs of the cohort of participants. We plan to implement the assessment again in the next iteration of the faculty training course and will discuss plans for changes to the implementation.

**· DEVELOPMENT OF AN ONLINE EDUCATIONAL TOOL TO ENHANCE LEARNING IN THE
BIOCHEMISTRY COURSE SEQUENCE IN THE PHARMACY CURRICULUM**   ROOM 167
Presenters: Melany Puglisi, Tatjana Petrova & Tauseef Salim - Chicago State University

Student-centered education requires that educators develop new strategies that will enhance student learning. Blended learning that combines a traditional classroom learning and an electronic learning (e-learning) or mobile learning (m-learning) components with the traditional didactic classroom is a hybrid form of learning with applications at all levels of education.

There is interest in implementing new technology in the pharmacy professional curriculum. Biochemistry, is a core course in the first year pharmacy curriculum. Students often find the course challenging thus creating an opportunity to develop online materials to increase student success. In order to develop an online/mobile application that will be more likely to be adopted by study we are undertaking a multi-step process in which we (1) assessed the perceived level of difficulty of topics by students; (2) assessed the student perceptions of what learning methods can be used to reinforce the course material; and (3) developed the content for a mobile application (e.g. Apple iOS or Google Android) and established the validity of that content. The resulting forty-one item questionnaire was sent to a panel of experts for formal feedback (assuring face and content validity). The process of establishing face and content validity occurred in one round of expert panel revision. Based on the expert panel feedback, items were retained, removed, or modified in order to develop accurate content that would serve as a foundation for the application. The validated items will be used as a foundation in the process of developing and generating the practice quizzes, animation, flash cards, and 3D structures (supplemental study tools) for the mobile application. This material will be implemented in a beta-launch of the program in the 2016-2017 academic year.

· BIRDS OF A FEATHER   **MAIN HALL**

Facilitators: Lisa Dyrda - Moraine Valley Community College
               Megan Reinle - Purdue University Northwest

Don't just observe, ENGAGE! The Birds-of-a-Feather (BoF) sessions are among the most interactive, popular, and well-attended sessions at the SLATE Conference. The BoF sessions provide a non-commercial, dynamic, open venue for conference attendees to connect and interact with other attendees with whom you share a mutual interest.

SLATE will continue this tradition with a full hour dedicated to exciting, informal, interactive discussions focused around a variety of special topics - **that YOU decide on**. BoFs can be organized for individual projects or broader topics (best practices, faculty support, assessment, etc.). BoFs are entirely up to you. We post your topic and provide the space and time. You provide the engaging conversations.

You may submit your BoF in advance to reserve a slot. There will also be an "idea board" on-site, located near the registration desk, where you can suggest a topic and/or see what already has been submitted. So grab a refreshment and snack, and meet in the **Main Hall** at the table number corresponding to the BoF conversation you would like to join. Feel free to "flitter" around to others as your interests and/or time permits.

Please note, BoFs are informal talks that will not have A/V provided.

Did You Know...???

The first use of this term among computer specialists is uncertain, but it was employed during the DECUS conferences and may have been used at SHARE user group meetings in the 1960s. In computing, BoF (birds of a feather) can refer to:

• An informal discussion group. Unlike special interest groups or working groups, BoFs are informal and often formed in an ad hoc manner. The acronym is used by the Internet Engineering Task Force (IETF) to denote initial meetings of members interested in a particular issue.

• A BoF session, an informal meeting at conferences, where the attendees group together based on a shared interest and carry out discussions without any pre-planned agenda.

• BoFs can facilitate networking and partnership formation among subgroups, including functionally oriented groups such as CEOs or geographically oriented groups. BoFs generally allow for more audience interaction than the panel discussions typically seen at conventions; the discussions are not completely unguided, though, as there is still a discussion leader.

· PLANNING AN ACCESSIBLE ONLINE COURSE   **ROOM 162**
Presenters: Kristina Wilson & Christine Scherer - Northwestern University

Not sure where to start with web accessibility? This session will briefly introduce web accessibility and provide attendees with practical (and easy!) takeaways for making online courses more accessible to students using assistive technology, regardless of LMS and regardless of level of technical expertise. Some of the topics covered will include: descriptive links, alt text, visual landmarks, captions, color use, formatting, and text selection. This presentation is based on the webinar Planning to Write an Accessible Online Course, presented to SPS DL faculty in January 2016.

· ACCOUNTING FOR THE IMPACT OF THE DISAPPEARING MIDDLE CLASS RELATED TO THE OVERALL
IMPACT OF ED TECH ACCESSIBILITY   **ROOM 164**
Presenter: Jody Hanson - Concordia University Chicago

The "Haves vs. Have Nots". The shrinking middle class. How does this gap play out through Education Technology? What does it look like? What can instructional design technologists do to bridge the gap? Is it a shared responsibility? What does innovative learning transfer look like through the ID's lens for underserved communities and learners (of all ages)? Come to actively participate in this, presenter-led, but open-ended, roundtable discussion and share your thoughts and ideas while hearing from others.

· MANAGING VIRTUAL TEAMS   **ROOM 166**
Presenter: Zoaib Mirza - Devry Education Group

The "virtual workplace" is a growing reality. As companies continue to expand globally, the number of people working in teams with colleagues and managers separated from them by many miles (and often different time zones), is expanding. This virtual team strategy has many advantages, but it presents its own set of managerial challenges; working online is less formalized, and companies frequently lack clear policies on how to manage virtually. Attendees who are new to managing and working in virtual settings will learn how to effectively manage and collaborate with virtual teams.

THE WHAT, WHY, HOW AND "SO WHAT" OF COMPETENCY-BASED EDUCATION   **ROOM 167**
Presenter: Karen Yoshino, Blackboard Inc.   **VENDOR SHOWCASE**

On September 10, 2015, Inside Higher Education estimated that "600 colleges are in the design phase for a new competency-based education program . . ." While competency-based education has been around for years, a common delivery model has yet to emerge. This presentation will address three important elements as institutions embark on this game-changing practice. First, the "what" question: we will discuss the practices that currently define CBE and provide important questions institutions must address. Second, the "why" question: we will then explore the motivations, reasons and associated theories of CBE   Third, the "how" question: in this section we will see share insights about the execution of CBE including curricular design and assessment. Finally, in considering the "so what" question, we will touch on the game-changing nature of CBE and how it impacts the entire institution.

• INNOVATIVE USES OF VOICETHREAD IN THE HUMANITIES   ROOM 162
Presenters: Kingsley Magpoc, Darlene Michitsch & Stephen Hollender - Baldwin Wallace University

Come to discover two faculty-driven projects that have enhanced learning in creative and fun ways in online and seated courses! In a seated class, students are using VoiceThread to test their skill at translating German television programs for an English-speaking audience. Meanwhile, an online Art Appreciation class is using VoiceThread to create "virtual collections" of famous contemporary works, with students critically evaluating each piece and sharing their thought processes for including it in their collection.

• IMPLEMENTING AND EVALUATING A DISTRICT-WIDE GAME-BASED LEARNING PROGRAM   ROOM 164
Presenters: Anne Larson, Mary Headington, Mike Mades & Marshal Behringer - Sun Prairie School District

In 2015 the Sun Prairie School District implemented a district-wide game-based learning program to improve student engagement and build 21st century skills. The program, adopted in all elementary and middle schools, provides teachers with engaging digital content that helps them be a "guide on the side," creating a more personalized learning experience for students.

Now in their second year of implementation, Sun Prairie School District Administrators are using student feedback, teacher experiences, and data analytics to expand and refine their game-based learning program. Join members from the Sun Prairie School District and Filament Games for a behind-the-scenes look at the district-wide implementation process, including Sun Prairie's criteria and process for selecting their program, the challenges they encountered along the way, and the assessment measures that were put into place.

Session attendees will also hear how administrators use classroom case studies and assessment data from their Teacher and District game-based learning dashboards to inform their technology goals.

• COLLABORATE, PRESENT, FLIP, AND EVALUATE   ROOM 166
Presenters: William Guth & Aaron Bannasch - Northwestern University

Participants will learn how to manage group project presentations in an asynchronous environment using online presentation tools, video hosting, and survey tools. In this presentation we will demonstrate how freely available tools combined with your LMS can promote meaningful learning experiences, positive engagement and vigorous student led discussion. After this session, participants will be able to: Identify and employ video conference and hosting environments for student presentations; Construct digital assessments for peer evaluation using freely available tools; Schedule and facilitate a student focused web conference question/answer session. Participants will be able to achieve these goals through a case study walkthrough, access to handouts/links used in the project, and audience participation.

• A NEW LEARNING EXPERIENCE: BLACKBOARD TEACHING & LEARNING ROADMAP   ROOM 167
Presenter: David Hastie & Wade Weichel - Blackboard Inc.   VENDOR SHOWCASE

In this session you'll gain greater insight into what's coming next for our teaching and learning solutions, including Blackboard Learn (including 9.1, SaaS, and the Ultra experience), Collaborate, and our persona-based native applications for students and instructors, the foundational elements of the, *New Learning Experience.*

VISIT THE SHOPS OF DOWNTOWN NAPERVILLE
(free shuttle from hotels)

NOTES

LINKS

TAKE-AWAYS

ACTION ITEMS

• **THE NEW LEARNING EXPERIENCE**   *MAIN HALL*
Presenter: Nick Schiavi, Regional Vice President, Midwest - Blackboard

Blackboard is thoughtfully innovating to solve your most pressing problems, and inspiring learners everywhere. To realize this vision, Blackboard has taken great strides to develop and hone tools and strategies that fuel student success. Learn more about the unique and compelling ways Higher Education institutions are getting to know their learners with Blackboard's help and support. To drive performance and excellence across the institution, Blackboard has fashioned a more holistic learning environment that leverages data to improve outcomes and student support, redefines the roles of faculty and learners, and harnesses the power of innovations and solutions that help narrow the achievement gap.

About Our Presenter...

Nick Schiavi is the Regional Vice President for Blackboard's Midwest division. In this role, he leads the teams and sets the strategy required to promote customer success, strong relationships, and business growth across all of Blackboard products and services. Prior to this role, Nick was the Regional Vice President for Blackboard Analytics products and services across North America and during his 11 years at Blackboard he has undertaken a variety of roles: product development and engineering, solutions engineering and architecture, account management and sales, and a variety of leadership roles. His passion is working with his team and his customers to solve problems and form ideas to help them meet their needs.

KEYNOTE SPEAKER

BREAKFAST   8:00am - 9:00am

· ACCESSIBILITY: WHAT COLLEGES ARE DOING TO CREATE A CHANGE IN CULTURE　　　　*ROOM 162*
Presenter: Megan Reinle - Purdue University Northwest

In this round table discussion, accessibility will be openly talked about and looked at further to determine at what level of concern and importance it plays in course design on your campus. At Purdue University Northwest, we are currently trying to create a new culture among faculty and across campus. We are curious to know how other colleges and universities are incorporating accessibility into their culture. Come share what you are doing and learn at the same time.

· FREEING LEARNING CONTENT FROM THE LMS　　　　*ROOM 164*
Presenters: Matthew Crowley & Amir Deravi - DeVry Education Group

Traditionally, delivering online learning content means working in the content editor provided with your LMS. This is accepted practice and most people don't give it a second thought. The problem comes when you need to manage a large development process to support your growing content collection. Another major problem comes when your LMS is no longer meeting your needs and you need to find a new one. The tools, which will be demonstrated, gave us the chance to free ourselves from the LMS and do more than we could before.

· IMPLEMENTING CAREER SERVICES FOR ONLINE STUDENTS　　　　*ROOM 166*
Presenter: Brittne Martin - Argosy University

This will be a discussion of career resources, staff training, interdepartmental relationship building (connecting with faculty members and advisors), and employment strategies for online students.

· BLACKBOARD COLLABORATE: BETTER COLLABORATION FOR MORE EFFECTIVE LEARNING　　*ROOM 167*
Presenter: David Hastie, Blackboard Inc.　　　　**VENDOR SHOWCASE**

Today's learners want new ways to engage and collaborate. Virtual classrooms and online professional development deliver new opportunities to meet your learners where they are. Learn more about how to inspire and engage your learners with the easy to use online collaborative solutions they crave.

VENDOR AREA OPEN　　　　8:00am -1:00pm

· BLACKBOARD COLLABORATE: OUR PILOT EXPEREIENCE   *ROOM 162*
Presenter: Shawn Brewer - Western Kentucky University

Western Kentucky University has been a long-time user of Adobe Connect. In the Spring 2016 semester, we piloted Blackboard Collaborate. In this session, I'll discuss the makeup of our pilot evaluation committee, the process we used to carry out the evaluation, and the conclusions we have drawn from the experience.

· DIGITAL CITIZENSHIP INFUSED CURRICULUM   *ROOM 164*
Presenter: Kristen Mattson - Indian Prairie School District 204 & NIU Doctoral Candidate

Early findings from a critical discourse analysis on three pre-packaged digital citizenship curriculum will be presented. Research questions explored include: How is the term "digital citizenship" conceptualized and furthered through popular digital citizenship curricula? What assumptions about students and their use of technology emerge through the discursive elements in popular digital citizenship curricula? How does the discoursed concept of "digital citizenship" align with traditional frameworks of citizenship education in schools? What implications, if any, are evidenced from this alignment?

· HOW THE BLACKBOARD CALENDAR FEATURE PROMOTES AND ENHANCES STUDENT SUCCESS   *ROOM 166*
Presenters: Alicia Battle - Governors State University
                   Mfon Jacob Akpan - National Louis University

The objectives of this session, is that participants will be able to: understand how to use the Blackboard calendar feature, identify the connections between time management and student success, and possess tips on ways to encourage time management for their students.

· INNOVATION – ANALYTICS, PREDICT AND ADVISE   *ROOM 167*
Presenter: Wade Weichel - Blackboard Inc.   **VENDOR SHOWCASE**

In this session you'll learn about some of the exciting new innovations coming from Blackboard, like the Bb Planner mobile app that will give students a new way to plan their educational journeys and prepare for career success, and Blackboard Predict, our newest analytics technology to help institutions with recruiting, retention and maximizing student success.

· CLOSING REMARKS & POST DISCUSSIONS   *MAIN HALL*
Moderator: Ken Sadowski - SLATE

We have come to the close of what has been another very successful and engaging conference. I personally want to thank; the speakers, panelists, facilitators, vendors, and of course, you, the participants for your contributions, exchange of ideas, and willingness to collaborate with the rest of the community. I look forward with great anticipation as we begin our 15th year together.

· AFTERNOON SNACK
Grab some light refreshments that can be enjoyed during the post conference discussion and wrap-up.

· RAFFLE AND GIVE-AWAYS
Must be present to win.

THANK YOU. SEE YOU NEXT YEAR...

Save the Date

**15th Annual
SLATE Conference**

*Supporting Learning & Technology
in Education*

2017

**OCTOBER
18-20**

NIU - Naperville, IL