

Monday, May 23, 2016

Separate registration and fee required (free to QM member institutions*; \$50 QM nonmember institutions**).

Pre-Conference Workshops

Registration will be in Liesinger Hall, Rm. 132

8 a.m.-noon

(choose one)

Improving Your Online Course (IYOC)

Liesinger Hall, Rm. 152

Addressing Accessibility and Usability (ST8)

Liesinger Hall, Rm. 110

8 a.m.-3 p.m.

General registration

Tobin Dining Hall, Student Union, first floor

10:30 a.m.-noon

WyoCTA meeting

Student Union, Rm. 315

11:30 a.m.-5:45 p.m.

Vendor fair

Student Union, third floor

Noon-1 p.m.

Panel discussion: *Collaborative Online*

Campus Creation (lunch served)

Tobin Dining Hall, Student Union, first floor

1:30-1:45 p.m.

Welcome remarks Dr. Darren Divine, Casper College President

Wheeler Concert Hall, Music Building

1:45-2:45 p.m.

Keynote: Dr. Constance Steinkuehler

Wheeler Concert Hall, Music Building

2:45-3 p.m.

Break (shuttle available)

3-3:50 p.m.

Concurrent sessions

3:50-4:30 p.m.

Breakout sessions and vendor break

4:30-5:20 p.m.

Concurrent sessions

5:20-5:45 p.m.

WyDEC board meeting

Student Union, Rm. 418

Breakout sessions and vendor break

6:30-7 p.m.

Social hour

Ramkota Hotel

7-9 p.m.

Master Distance Educator Awards Banquet

Guest speaker: Michelle Moore

Ramkota Hotel

Tuesday, May 24, 2016

Student Union, third floor

8-10 a.m.

General Registration

Student Union, third floor

8:15-9:15 a.m.

Keynote: Mike Hess

Wheeler Concert Hall, Music Building

9:15-9:30 a.m.

Break (shuttle available)

9:30-10:20 a.m.

Concurrent sessions

10:20-10:30 a.m.

Breakout sessions and vendor break

10:30-11:20 a.m.

Concurrent sessions

11:20-11:30 a.m.

Breakout sessions and vendor break

11:30 a.m.-12:20 p.m.

Concurrent sessions

12:20-12:30 p.m.

Shawn Powell, Ph.D., V.P. Academic Affairs

(lunch served)

Tobin Dining Hall, Student Union, first floor

12:30-1:30 p.m.

Jim Rose, Wyoming Community College Commission

Tobin Dining Hall, Student Union, first floor

1:30-2 p.m.

Closing remarks and drawings

Dave Siemens, Director of Digital Learning Center

Tobin Dining Hall, Student Union, first floor

Schedule at a Glance

15th Annual WyDEC Distance Education Conference



*Casper College, Northwest College, Sheridan College, and Western Wyoming Community College

**Central Wyoming Community College, Eastern Wyoming Community College, Laramie County Community College, and the University of Wyoming

**Monday,
May 23, 2016**

8 a.m.-3 p.m.

Registration and check-in
Tobin Dining Hall, Student Union, first floor
and tables at third floor

Pre-Conference Workshops

Registration will be in Liesinger Hall, Rm. 132

Separate registration and fee required (free to QM member institutions*;
\$50 QM nonmember institutions**)

8 a.m.-noon

(choose one)

Improving Your Online Course (IYOC)

Liesinger Hall, Rm. 152

The "Improving Your Online Course" workshop explores the QM Rubric and provides a framework to improve the quality of online and blended courses. Participants use the QM Rubric to review their own courses and develop a course improvement plan. The content is based on the 21 essential Specific Review Standards of the Quality Matters Rubric. Participants come away with a plan for course improvement, so enrolling in the workshop with an online or blended course with a pre-developed course is required.

In this workshop, participants will:

- Recognize QM's foundational concepts.
- Use their own online or blended course to which they will apply the essential Standards of the Quality Matters Rubric.
- Describe the alignment of at least one module/unit in their online course.
- Prioritize improvements to their online course.

Prerequisites: An online or blended course to improve. This workshop is not for building a course from scratch.

Addressing Accessibility and Usability (Standard 8)

Liesinger Hall, Rm. 110

The "Addressing Accessibility and Usability" workshop provides detailed information about accessibility, usability, readability, and how to design courses with all these topics in mind. Information is provided on Universal Design for Learning, challenges learners may encounter, creating accessible content, and designing courses that can be navigated. It is intended for a broad audience, including but not limited to faculty, instructional designers, administrators, and adjunct instructors who want to understand more about these important topics. *"After finishing a training course which concentrated on Standard 8, I began working with our disability student services department to meet accessibility rules in Blackboard! I owe Quality Matters many thanks for keeping me and the faculty I train on track to best help*

Program of Events

15th Annual WyDEC Distance Education Conference



our students succeed in online and blended courses. Instructors who take QM training genuinely care about their students and work very hard to get each one acclimated to their online environment. They are not only grateful for the framework that keeps their courses balanced for student achievement, but thrilled that the opportunity to add their own personal "flair" still exists in an otherwise rigorous, but useful program."

— Jennifer Stofer, Online Technology Coordinator, Ivy Tech Central Indiana

Main Conference

Noon-1 p.m.

Panel Discussion:

Collaborative Online Campus Creation

Tobin Dining Hall, Student Union, first floor

(lunch served)

LCCC has created an online campus taskforce to research and develop a plan for possibly creating and implementing an online campus at our institution. Currently we are working on gap and needs analysis to identify service areas that must be addressed. We are collaborating with individual departments on our campus to identify processes and services essential for our online students. This panel discussion is an open forum discussion to gauge activity and interest in creating a collaborative online campus environment that benefits online students throughout the state of Wyoming.

Les Balsiger, Director, Center for Learning Technology; Kathy Hathaway, Dean, College of Math and Science; Trent Morrell, Bioscience Faculty/Geology Program; Dawn Puente, HITM Program Director; and Rebecca Reese, Senior Instructional Designer (Laramie County Community College)

1:30-1:45 p.m.

Welcome Remarks

Dr. Darren Divine, Casper College President

Wheeler Concert Hall, Music Building

Keynote

1:45-2:45 p.m.

Dr. Constance Steinkuehler

Wheeler Concert Hall, Music Building

2:45-3 p.m.

Break

(shuttle available)

Concurrent Sessions

3-3:50 p.m.

Utilization of Google Chromebooks to Deliver Hybrid Online Content

Student Union, Rm. 315

In the fall of 2015 the Casper College MLT program initiated a Google Chromebook pilot project. All students were issued a Chromebook, with specific instructions on how to utilize it to aid them in completion of course work assigned. During the pilot project, students were surveyed to assess the implementation and functionality of the Chromebooks. This presentation will cover the following: What is a Chromebook, how was the Chromebook implemented into the MLT program, and results of assessment of Chromebook utilization.

Bernardino Madsen, MLT Program Director (Casper College)

*Casper College, Northwest College, Sheridan College, and Western Wyoming Community College

**Central Wyoming Community College, Eastern Wyoming Community College, Laramie County Community College, and University of Wyoming

Open Conversation: Where is the Evidence for Learning Styles?

Student Union, Rm. 415

There is a wide appeal for the idea that students will learn better when material is presented in one form over another (e.g., kinesthetic versus logical). Various guides have been written to help instructor and facilitators identify their learners' style of learning. However, does research support the existence of different learning styles? The learning styles movement has become a thriving commercialized market that attracts researchers, educators and the general public alike. Proponents for learning styles argue that instructors can achieve better outcomes when learning styles are considered when creating courses to fit an exact style. To date, the extant research has found no evidence of student learning styles interacting with the method of teaching as a predictor of performance. This discussion will provide an open conversation about learning styles and seeks to identify ways to dispense practical information about learner preference.

Rebecca M. Reese, Ph.D., Senior Instructional Designer (Laramie County Community College)

You Want Us to Use Our Phones in Class?: Technology and Student Engagement in the Writing Classroom (MDE Awardee)

Student Union, Rm. 416

This presentation will focus on using technology to increase student learning in the college writing classroom. After a brief discussion of research and pedagogy, we will explore strategies that move away from the traditional lecture-centered classroom to a more technological and immerse learning environment. Two Northwest College Instructional technologist, Scott Horton and Dustin Dicks, will describe what went into creating NWC's collaborative classroom, The Sandbox. In addition, Renee Dechert, professor of English, will explain how she used technology along with the design of this classroom to change her approach to teaching – and become a more effective teacher in the process.

Renee Dechert, Professor of English (Northwest College)

GED Update: College and Career Readiness in Three Performance Levels

Student Union, Rm. 417

The three performance levels of the GED(R) test introduced last January represent the full range of graduating seniors' abilities. This session will provide a look at the student performance data to drive this decision, and the broader alignment of a complement of new and innovative programs to support the adult learner's transition to college and/or the workforce.

Debi Faucette, Senior Director, State Relationship Manager (GED Testing Service)

The Social Enterprise: Using Social Media to Connect and Communicate Your Message

Student Union, Rm. 420

Social media offers an immediate and inexpensive way to share your personal or organizational message. This session will provide attendees perspective on the power of social media to provide an effective voice. Also included will be tips for using social media such as Twitter effectively and efficiently.

Kent Brooks, IT Director (Casper College)

Web-Conferencing, Has it Finally Reached its Potential?

Student Union, Rm. 421

For nearly 10 years the University of Wyoming has been toying with web-conferencing platforms, trying to take advantage of the presumed convenience of being able to teach and participate in a solid, interactive, live class, across the country, from one's home or office. In that time a few brave faculty have gone out on a limb with this technology and been successful. However, for various reasons, the real potential of web-conferencing has always seemed just out of reach, until now. Since fall 2015, UW has been piloting Zoom: a cloud-based, proprietary, cross-platform, cross-browser, web-conferencing tool that does not rely on Java, nor any other third party software to function. Zoom also allows you to do nearly anything you would expect in a web-conferencing tool, with a very simple, user-friendly interface. The presenter will share what UW has learned, so far, from this pilot.

Jeff Miller, Lead Instructional Designer, (University of Wyoming)

The Best Moodle Tools You've Never Used!

World Physical Science Center, Rm. 103

How are you using Moodle? Posting resources and announcement? Collecting assignments and giving quizzes? Is that it? You and your students are totally missing out! Come learn how to take advantage of the best Moodle has to offer!

Michelle Moore, Consultant (eLearning Consultancy)

The Why, What, and How of Teaching Diverse Learners: Discover UDL Strategies You Can Implement Today

World Physical Science Center, Rm. 224

Are you designing courses that are primed to reach all learners? Attend this session to learn three basic principles for creating courses that will engage learners with diverse needs and backgrounds. Universal design for learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. Attendees will leave with an understanding of the three principles of UDL and ideas to put into practice right away!

Kimberly Fields, Doctoral Student, (University of Northern Colorado)

3:50-4:30 p.m.

Breakout sessions and vendor break

Concurrent Sessions

4:30-5:20 p.m.

How Active Learning Solutions and Video Can Improve Engagement and Retention

Student Union, Rm. 315

This discussion will look at what active learning is and how instructors can use it to engage in collaborative learning activities with today's students. Topics we will introduce include lecture capture, flipped classroom, social learning, and mobile engagement.

Nathan Arora, Business Development (Yuja Inc.)

Jigsaw: Putting the Pieces of the Online Discussion Together

Student Union, Rm. 415

In the distance education classroom, discussion forums can be a powerful tool that foster comradery in the classroom, allowing students to engage with and explore course content. Implementing substantive and meaningful discussions can be challenging. If not properly managed, discussion forums can rapidly deteriorate into off-topic conversations, repetitive posts, lack of participation, and frustration. The jigsaw discussion technique is a cooperative learning strategy that is widely-used in face-to-face classrooms. The technique was originally developed to foster a cooperative learning environment in highly diverse and divisive classrooms. The technique requires that students depend on their teammates for successful completion of the activity, and has been repeatedly shown to be exceptionally effective in face-to-face settings. Presented here is an adaptation of the jigsaw discussion model adapted to the distance education environment. Implementation of the model, its management and assessment are presented.

Session attendees will also participate in an online jigsaw discussion forum during the working session.

Kelsey Phillips, Instructor (Casper College)

Taking Orientation Online: LCCC's Online, Asynchronous New Student Orientation (MDE Awardee)

Student Union, Rm. 416

Participants in this session will learn about how Laramie County Community College progressed from having no online orientation option, to having a synchronous, "live" online orientation (through Blackboard Collaborate), to having an asynchronous, self-paced online orientation through Desire2Learn. The presenter will share the process, trials and errors, pitfalls, and ideas for improvement for the future of the program. This program was designed by a staff member with no background in distance education or course design, but through collaboration with her peers at LCCC, was able to effectively utilize D2L to create an online orientation that is fitting for students, near and far, to meet the orientation learning outcomes without having to step foot on campus. Questions and discussion will be welcomed so that all participants can share their ideas and thoughts.

Alli McCown, One-Stop Coordinator (Laramie County Community College)

What's New with State Authorization... and Some Other Regulatory Stuff You Should Know About?

Student Union, Rm. 417

If you are educating students in other states, those states expect you to follow their laws before serving those students. Let's get an update of the status of state and federal regulations. We'll also talk about a couple of other regulations you should be tracking. The bulk of the time will be left for sharing information and answering your questions.

Marianne Boeke, Senior Associate, National Center for Higher Ed. Management Systems and Russ Poulin, Director, Policy and Analysis, WCET-WICHE Cooperative for Ed. Technologies

Engaging the Global Customer (Student) – (MDE Awardee)

Student Union, Rm. 420

Discussion on methods tried to engage students from far and wide. Discussion of successes, failures and everything in between. Participants will be encouraged to join into the discussion.

Marty Finch, Ag. Business Instructor (Retired) and Todd Jones, Ag. Business Instructor (Casper College)

Solving Two Common eLearning Problems: Student Retention and Proctoring Process Management

Student Union, Rm. 421

Boosting student retention and providing a robust testing environment are two challenges facing eLearning leaders. In this presentation a review of literature will reveal that students often drop out due to noncognitive factors such as procrastination, time management, and technology skills. The SmarterMeasure Learning Readiness Indicator is the leading assessment of noncognitive skills. Score reports from the assessment map the student's scores to resources for support. Testing integrity and learner authentication continue to be challenges. SmarterProctoring is the first proctoring process management system, which allows schools to provide multiple proctoring modalities such as testing centers, human proctors, and virtual proctors. Through dashboards embedded into the LMS faculty, students, administrators and proctors can all track the full proctoring process for multiple modalities in real time for each student.

Alan Manley, Senior Solutions Consultant (SmarterServices)

Using Moodle Outcomes and Moodle Competencies

Jonathan Moore

Wold Physical Science Center, Rm. 103

Interactive Tutorials for Student Understanding

Wold Physical Science Center, Rm. 224

Abstract: Some complex ideas are better conveyed through interactive tutorials than text or video. The presenter will talk about developing a tutorial for an evidence-based nursing class and how student understanding of the material changed as a result. Participants will also discuss strategies for when to consider using a tutorial as well as available tools.

Kate Conerton, Distance Learning Librarian, (University of Wyoming)

5:20-5:45 p.m.

WyDec Directors Meeting

Student Union, Rm. 418

Breakout sessions and vendor break

6:30-7 p.m.

Social Hour

Ramkota Hotel, 800 N. Poplar, Casper WY 82601

7-9 p.m.

Master Distance Educator Awards Banquet

Guest Speaker: Michelle Moore

Ramkota Hotel, 800 N. Poplar, Casper WY 82601

Tuesday, May 24, 2016

8 a.m.-3 p.m.

Registration

Tobin Dining Hall, Student Union, first floor and tables at third floor

8-8:15 a.m.

Mike Deal

Keynote Introduction

Wheeler Concert Hall, Music Building

Keynote

8:15-9:15 a.m.

Mike Hess

Wheeler Concert Hall, Music Building

9:15-9:30 a.m.

Break (shuttle available)

Concurrent Sessions

9:30-10:20 a.m.

Mobile in Mind

Student Union, Rm. 315

Students and faculty are using cell phones, tablets, and other mobile devices at increasing rates for teaching and learning, but does your course, your content, or your LMS support this trend? Learn about some common issues and the ensuing frustrations that can plague learners and instructors alike, plus get some basic, easy advice on how to avoid (or even fix) many of these issues. Keeping mobile in mind during all phases of development will help you create accessible and responsive content, courses and learning management systems.

Brandon Poulliot, Technical Support Specialist (Laramie County Community College)

Using Digital Artifacts for Institutional Outcomes Assessment

Student Union, Rm. 322

An overview of Casper College's Institutional outcomes assessment, focusing on the use of digital artifacts.

Renee Griffith, Faculty-Educ Dept.; Robbi Marvel, Department Head, Computer Science and Information; Melissa Stahley-Cummings, Director of Assessment (Casper College)

Instructor Presence for Online Courses

Student Union, Rm. 416

As an instructor, your primary responsibility is to be attentive to the required course content and employ the appropriate pedagogical strategies to improve learning. In addition, a vital best practice for online instructors is to also be aware of creating a positive and visible presence in their courses. Students want to know that a "real" teacher is available and is in charge of their online classroom. In the online environment, "teaching presence" has been documented to increase student motivations and affective connections promote a sense of learning community and positively impact student learning. The results of many surveys of online learners reveals that faculty responsiveness to student needs is the most important factor for student success and completion rates. In an online course, maintaining a viable instructor presence requires intentional preparation and action on your part in terms of the design, facilitation and interactions to promote student learning.

Dr. Tim Kochery, Instructor Presence for Online Courses (Laramie County Community College)

Let's Talk Google Cheating

Student Union, Rm. 417

Open discussion using Google search to explore different methods and ideas used for cheating on exams. The goal is to develop awareness and better proctors/teachers and provide insight for teachers to write or use better exams and methods.

Mike Lindahl, Building Coordinator/Exams Manager (University of Wyoming at Casper)

Smarthinking 24/7 Online Tutoring Provides Distance Student Help at the “Teachable Moment”

Student Union, Rm. 420

The Smarthinking presentation –

- Shows how distance students obtain tutoring online.
- Introduces tutors who work one-to-one with students in mathematics, science, writing, business, Spanish, reading, IT, and nursing and allied health.
- Explains how tutors use a guided problem-solving approach and do not provide answers or rewrite papers.

Shows both synchronous (live tutoring) and asynchronous (submit papers or questions) examples.

- Describes how tutoring can be integrated into courses.
- Explains how administrative records are available online.
- Presents studies at several schools that show how student performance improved when using Smarthinking.

Marjorie McEntire, Ph.D., Smarthinking Account Implementation Manager (Smarthinking – Pearson)

WiziQ: Classroom – Learning from Real People, CC

Student Union, Rm. 421

Learn over how WiziQ utilized in the paramedic program and issues found along the way. The presenter will help instructors set up and walk through the program.

Kaela Breiz, Clinical Coordinator (Casper College)

Service Learning and Community Partnerships in Distance Programs

Wold Physical Science Center, Rm. 103

Providing field experiences and service learning opportunities in a distance education program can be a challenge. Not only must partnerships communicate exclusively at a distance but the development, implementation, and evaluation of work-related products and procedures must also occur via distance technologies and communication. Despite these challenges, the instructional technology program at the University of Wyoming has sought community and state partnerships with various organizations to provide authentic design experience for students in our graduate degree programs. This presentation will articulate some of the approaches we have used to locate and work with these partners and the opportunities and challenges encountered. We will also provide tips and ideas for others interested in developing these partnerships.

Dr. Craig E. Shepherd, Dr. Tonia Dousay (University of Wyoming)

The Revolution is Over – Now What?

Wold Physical Science Center, Rm. 224

With WYDEC celebrating its 15th anniversary I guess I can finally accept the fact that “Distance Education” is here to stay. This seems like a good time to ask “How has the Digital Revolution changed the college experience.” Certainly it has delivering on the promises of increased flexibility, variety and convenience for students. But, what has it meant for

us as educators? Has online delivery actually changed what it means to be a teacher? How has it changed what students expect from us as teachers? How has it changed the college campus? What will our schools, and our jobs, look like in another 15 years?

In this session I don’t have any great advice to impart, or fancy new tools to demonstrate – I just want to find out if I’m the only teacher in Wyoming asking these questions.

Andrew Espinoza, Workforce Technology Instructor (Eastern Wyoming College)

9:30-11:20 a.m. Using the Outcome Tool in Moodle to Track Assessment: A Beginning (MDE Awardee)

Student Union, Rm. 415

Have you heard a lot about tracking your objectives and outcome, but don’t know how to set it up? Come hear how the Outcome Tool in Moodle allows you to track your course objectives, program outcomes and students attributes. Hear about CWC’s experiences in setting up this model. See actual examples of tracked outcome.

Jeff Hosking, Director of Distance Education, Professor; Donna Olsen, Institutional Technologist, Distance Ed; Stacey Stanek, Professor, Nursing (Central Wyoming College)

10:20-10:30 a.m.

Breakout sessions and vendor break

Concurrent Sessions

10:30-11:20 a.m.

Why You Should Stop Using Forums

Student Union, Rm. 322

Open almost any online course and you’ll find discussion forums in one unit after the other. As teachers, we’ve been led to believe that forums are an important element of an online course. Forums are supposed to promote interaction, engagement and sense of community. Not so, though, at least in most of the courses I’ve seen! Community, interaction and engagement are important, but forums are not required to make that happen. In this session, I’ll tell you why you should stop using forums and what you should be doing instead!

Michelle Moore, Consultant (eLearning Consultancy)

Cool Tools – Free and Fun!

Student Union, Rm. 315

All instructors and students have access to amazing resources (PreK-college). In this program, I will show some tools that you may not have had time to explore: supplemental classroom materials, practice tests, and research sources, all that will enhance teaching and learning. All online, all free on GoWYLD.net, all fun and cool!

Chris Van Burgh, Database Instruction Librarian, (Wyoming State Library)

Let’s Make Oreo Cookies (MDE Awardee)

Student Union, Rm. 416

Student success starts with student engagement, and asynchronous classes bring their own challenges to maintaining student interest. In this session we will explore a variety of ideas to encourage student involvement. Simple and quick communication techniques, including building Oreo cookies, interactive assignments, suggestions for grading that encourages further connection, and most especially thoughts on effective response to student inquiries will be discussed.

Nancy Preuit, Instructor (Northern Wyoming Community College District)

Vistas of Venturing – Pursuing Cohesion Across the Testing Terrain

Student Union, Rm. 417

From Eastern Wyoming College amidst the sunflowers of Goshen County to the Central Wyoming College Outreach at Jackson in the Tetons of the Rocky Mountains, the varied landscape of testing and online courses in Wyoming matches the terrain. Common to all locations, though, is the desire to help students achieve their goals and to be a resource for the community. The Wyoming Cohesive Proctoring Campaign, supported by an NCTA grant and Casper College, has begun the process of improving highways of communication across the panorama of testing. Come experience the landscape of Wyoming and view the inroads being made in uniting Wyoming testing professionals, instructors and distance educators. GIS map created by: Beth Snesko, bsnesko@gmail.com

Debra Kuhn, Testing Center Specialist; and Toshia McIntyre, Testing Center Specialist (Casper College)

Anatomy of an On-Line Physics Class

Student Union, Rm. 420

In this presentation we will look at the components of an online physics class. We will start with physics content delivery and dissemination. Next, we will examine the assessment process and discuss the wealth of metadata obtained from online homework system. Finally, we look at the online laboratory experience and compare and contrast the virtual realm vs the lab-in-a-box methodology.

Andrew Young, Instructor (Casper College)

Above and Beyond HEOA Compliance: Online Proctoring À La Carte – ProctorU presentation

Student Union, Rm. 421

The Higher Education Opportunity Act requires institutions receiving Title IV funding to verify the identities in distance education programs by using at least one of three very different methods: 1. A secure login and password 2. Proctored examinations 3. Other technologies and practices which are effective in verifying student identification. Over the past five years, online proctoring and identity verification platforms have evolved to include numerous offerings. These offerings each have their pros and cons, and this presentation will outline options available to institutions and, by the end, attendees should be able to decide on a method that will work for them.

Shaun Payne, Account Manager (ProctorU)

Developing a Sense of Community that Extends Beyond Course Boundaries

Wold Physical Science Center, Rm. 103

As higher education offers more online degree programs, consideration is needed regarding the development and preservation of community among students, faculty, administration, and alumni that extends beyond course boundaries and program completion. For the past five years, faculty members in the instructional technology program at the University of Wyoming have explored ways to extend community and promote professional networking in online degree programs. Program community approaches included the use of social network sites, group advising, electronic portfolios, program handbooks, orientation sessions, learning management program pages, and multi-course collaborations. During this session, we will share our experiences developing, implementing, and evaluating these events and share tips for using them in other distance education settings.

Dr. Craig E. Shepherd, Dr. Doris U. Bolliger, Dr. Tonia Dousay, Dr. Kay Perschitte, (University of Wyoming)

11:20-11:30 a.m.

Breakout sessions and vendor break

Concurrent Sessions

11:30 a.m.-12:20 p.m.

Distance Education: Let's Talk About the Changing Future

Student Union, Rm. 322

This interactive session will provide overviews of some different aspects of distance education: the growth of for-credit distance education, increased calls for regulatory accountability, the rise of the "alternative provider," and the emerging technologies, such as virtual reality. After a brief review of each one, we want your feedback on where you think the future will take us on each one. Remember there are no right answers, yet.

Russ Poulin, Director, Policy and Analysis, (WCET - WICHE Cooperative for Ed. Technologies)

Using ALEKS PPL to Increase Student Success Through Proper Math Placement

Student Union, Rm. 315

Throughout two and four year colleges and universities, many students struggle to succeed in college level mathematics courses. Although much has been written about both the severity of the problem and its potential causes, little has been written about successful solutions to this crisis. While there may be many causes of the problem, the solution is somewhat clearer. Data shows that students are well served by an accurate placement test combined with an opportunity to remediate areas of weakness and to demonstrate improved skills

through subsequent placement testing. In most cases, this cycle of assessment, learning and reassessment can help students place into college level math courses upon entering college and have a far better chance of success in these courses. Attend this session to learn how ALEKS PPL has lowered DFW rates, and provided institutions with data analytics to articulate student proficiency in math courses across the curriculum

Colleen J. Suljic, Sr. Strategic Placement Consult, (ALEKS)

Put a Pin in it! Creative Teaching with Pinterest

Student Union, Rm. 415

Pinterest is an online visual bookmarking tool that is used to discover and save creative ideas. This presentation will share innovative and fun ways to make use of Pinterest to enhance teaching, engage students, and build a collection of professional resources.

Kerri Mahlum, Chair, Education Department, (Casper College)

Using Moodle Badges

Student Union, Rm. 416

In this session you will learn about Moodle's implementation of badges. Badges allow achievements to be recognized in a fun and sharable way. Badges can also indicate the mastery of key skills. Moodle implements the Mozilla Open Badges standard allowing sharing of badges with the Open Backpack. Badges are a great way to add gamification to your courses or learning environment. Beginner to advanced. (Note this can be done as a workshop or presentation whichever is your preference).

Jonathan Moore, Senior Consultant, (eLearning Consultancy)

Comprehensive Placement Exams Made Simple by Tailwind

Student Union, Rm. 417

This presentation will discuss how the University of Wisconsin, one of the country's leading university systems, and Castle Worldwide, a full-service testing company, partnered to provide higher education institutions a comprehensive, configurable, easy to use placement exam solution. The combined partnership is called Tailwind Placement Exams and offers placement exams in mathematics, English, Spanish, French, and German. These exams have been developed, used, and validated for nearly 40 years. We will discuss how Tailwind offers benefits and convenience to the students (i.e., they only need to take one math and one English exam via Tailwind rather than multiple math and English exams through other providers to get the same results) and institutions (flexible payment options, flexible delivery options and flexible reporting options).

Katrina Simmons Test Delivery (Tailwind Placement Exams and Castle Worldwide, Inc.)

Are People Still Questioning Online Learning Efficacy? Yes! Why?

Student Union, Rm. 420

Academicians at many colleges and universities are still having a difficult time quantifying online course efficacy in relation to face-to-face courses. The reason is often simple. It's all about the data. Come explore how you can develop an assessment of student learning model in your courses to better analyze student learning across the board and foster continuous quality improvement. Learn how one institution's concern with online courses eventually led to the elimination of a department's 8 a.m. courses.

Stoney Gaddy, Director of Distance Learning, (Northern Wyoming Community College District)

Discussions: Going from Dreaded to Multiple Threaded (MDE Awardee)

Student Union, Rm. 421

Presenter will invite participants to engage in a dialogue around increasing student engagement in discussions. Tips for writing effective and interactive discussion questions will be provided. The presenter will also cover tips for responding to learner discussions.

Kelly Heenan, Adjunct Instructor, (Western Wyoming Community College)

Designing a Hybrid Course in Statistics

Wold Physical Science Center, Rm. 103

An advanced course in statistics was taught in the spring of 2015 to Casper College and University of Wyoming at Casper students. The course was designed for 5 credit hours, with 4 hours of face-to-face instruction and 1 hour of online component. The online component of the course was delivered through Canvas learning management system (LMS) and was designed around modules. The software used for the course was open-source statistical software R. Also Google Drive application was integrated into the course. The presenter will report on the design and development milestones of the online component of the course as well as share experience of integrating open-source software into the course. Oksana Wasilik, Instructional Designer (University of Wyoming)

12:20-12:30 p.m.

Shawn Powell, Ph.D.,
Vice President Academic Affairs

12:30-1:30 p.m.

Jim Rose, Wyoming Community
College Commission

Tobin Dining Hall, Student Union, first floor
(lunch served)

1:30-2 p.m.

Closing Remarks and Drawings:
Dave Siemens, Director of Digital Learning
Tobin Dining Hall, Student Union, first floor

2 p.m.

Conference concludes

Keynotes and Guest Speakers

15th Annual WyDEC
Distance Education Conference



Constance Steinkuehler



Keynote
Monday, May 23
1:45-2:45 p.m.

Wheeler Concert Hall, Music Building

Constance Steinkuehler is an associate professor in digital media at the University of Wisconsin-Madison, co-director of the Games+Learning+Society (GLS) lab at the Wisconsin Institute of Discovery, and chair of their annual GLS Conference. She currently serves as executive director of the Higher Education Videogames Alliance (HEVGA), an organization of higher education leaders whose mission is to underscore the cultural, scientific, and economic importance of video game programs in colleges and universities. In 2011-2012, she served as senior policy analyst in the White House Office of Science and Technology Policy (OSTP) where she advised on national initiatives related to videogames. Policy work there included the coordination of cross-agency efforts to leverage games toward national priority areas (e.g. childhood obesity, early literacy, STEM education) and the creation of new partnerships to support an ecosystem for more diversified innovation in commercial and noncommercial games.

Steinkuehler's research is on cognition and learning in commercial entertainment games and, more recently, games designed for impact. Current interests include the neuroscience of games (particularly in the areas of attention and emotional and social well-being), literacy and games, scientific reasoning and games, and the development of mixed methodologies for heterogeneous game-based data sets. Through the GLS lab, she collaborates with game designers, neuroscientists, telemetry data scientists, and top notch scientists at the WID. Game title credits include *Tenacity* (designed to foster self-regulation of attention) and *Crystals of Kaydor* (designed to increase social acuity and empathy). Her research and leadership work has been featured in *Science*, *Wired*, *USA Today*, *New York Times*, ABC, CBS, CNN NPR, BBC and *The Chronicle of Higher Education*.

Steinkuehler's work has been funded by the MacArthur Foundation, the National Academy of Education/Spencer Foundation, the Gates Foundation, and the National Science Foundation. She has published over 20 peer reviewed publications on games and learning, edited three special issues of peer reviewed academic journals focused on the intellectual life of games and two books, and served on the authoring committee of the 2009 National Academies of Science report entitled *Learning Science: Computer Games, Simulations, and Education*.

Steinkuehler has a Ph.D. in literacy studies, an M.S. in educational psychology, and three Bachelor Degrees in Mathematics, English, and religious studies. Her dissertation was a cognitive ethnography of the MMOs *Lineage I and II* where she served as siege princess for the Legends Of Aden guild. Her husband Kurt Squire is also a games for learning designer and scholar. They live with their two little gamers in Madison, Wisconsin.

Mike Hess



Keynote
Tuesday, May 24
8:15-9:15 a.m.

Wheeler Concert Hall, Music Building

Mike Hess is the founder and executive director of the Blind Institute of Technology and serves on its board of directors. Determined to reduce the high unemployment rate among skilled blind and visually impaired IT and tech professionals in the U.S., Hess leads BIT's mission to prepare blind and visually impaired people and the employers who hire them for success in the workplace.

Before founding BIT – a 501(c)(3) nonprofit organization based in Colorado in February 2013 – Hess spent four years as a senior software engineer for Level 3 Communications, where he led a variety of IT and other technical projects. Prior to Level 3, Hess held IT, software engineering and other technical positions with Qwest, U.S. West and other companies during the course of his 18-year career.

Hess, who has been legally blind since first grade, graduated from Community College of Denver in 1995 with a certificate in applications programming and also received the Student of the Year award from the Computer Training for People with Disabilities program.

Michelle Moore



Guest Speakers

Monday, May 23

7-9 p.m.

Master Distance Educator Awards Banquet,
Ramkota Hotel

Michelle Moore is a former middle school math teacher and has been an advocate for Moodle since evaluating it more than 10 years ago during a review of learning management systems while completing her master's in instructional design and technology. Enamored with Moodle's capabilities and its foundation in social constructionism, it wasn't long before Moore's passion led her to a full-time position training and providing support for educators and trainers in schools, universities and businesses across North America. Since then, Moore has helped thousands of moodlers leverage Moodle's features to design quality online, blended and mobile learning experiences. She is an energetic, award-winning speaker who presents regularly at MoodleMoots and educational technology conferences worldwide on the use of Moodle with a strong emphasis on pedagogy and best practices. Michelle is pursuing a doctorate in learning technologies at the University of North Texas where she is actively researching online education and constructivist teaching methods.

Jim Rose



Guest Speaker

Tuesday, May 24

12:30-1:30 p.m.

Tobin Dining Hall, Student Union, first floor

Jim Rose has a bachelor's from the University of Wyoming in architectural engineering a master of architecture from the University of Virginia and doctorate in education from UW. Rose practiced architecture in Lander, Wyoming and served as a member and chairman of the Fremont County School District #1 Board of Trustees. He began teaching at UW in civil and architectural engineering in 1982. A former member of the Laramie City Council and Laramie mayor, he also taught for Loyola University of Chicago Rome Center. Rose served in the 55th Wyoming Legislature as a member of the House of Representatives.

Rose was a campus administrator in Sonoma County from California, 2000-2005. Currently he is the executive director of Wyoming Community College Commission. He is a member of various boards and commissions including the State Board of Education, University of Wyoming Board of Trustees and Wyoming Workforce Development Council.

Keynotes and Guest Speakers cont.

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