2017 ETOM Fall Conference (Revised)

Mid Michigan Community College
2600 S. Summerton Rd.
Mount Pleasant, MI 48858

Wifi: Student (no password required)
Twitter: #etom17

ETOM
www.etom.org

SCHEDULE AT A GLANCE

8:15 - 8:50 am	Registration – in front of the Community Room (Center for Liberal Arts and Business, Rm 186/187) Breakfast – Community Room (CLAB 186/187)
8:50 - 9:00 am	Welcome – Community Room (CLAB 186/187)
9:00-10:15 am	Keynote – Community Room (CLAB 186/187), Dr. Karen Swan
12:40-1:20 pm	Lunch – Community Room (CLAB 186/187)

DEVELOPING SOCIAL PRESENCE IN ONLINE CLASSES

Over the past decade, the Internet has had a profound impact on higher education, enabling the phenomenal growth of online learning. The altered learning environments created by web-based courses not only eliminate barriers of time and space, providing increased access to higher education, they challenge our traditional notions of teaching and learning. A common concern among educators is that the mediated nature of online learning might prevent students from developing the sense that they are interacting with others, which social learning theories suggest supports learning. The antidote to this issue is the development of social presence in online classes. Drawing from her recent co-edited book, Social Presence in Online Learning, Dr. Karen Swan will explore the notion of social presence and its importance to the success of online classes. Attention will be paid to learning designs and teaching strategies that support the development of social presence.

Karen Swan is the Stukel Professor of Educational Research and a Research Associate in the Center for Online Learning, Research and Service (COLRS) at the University of Illinois Springfield. For the past 20 years, she has been teaching online, researching online learning, and writing extensively about her experiences. She received the Online Learning Consortium (OLC) award for Outstanding Individual Achievement, National University Technology Network (NUTN) Distinguished Service Award, and the Burks Oakley II Distinguished Online Teaching Award for her work in this area. She is also an OLC Fellow and a member of the International Adult and Continuing Education Hall of Fame.

BREAK-OUT SESSIONS

Time	Room 174 (CLAB)	Room 175 (CLAB)	Room 178 (CLAB)
10:30-11:30 am	New Rules for Accessibility: What You Need to Know.	Student Success with LMS: A Collaboration Between Faculty and Instructional Technology Support	Engaging Distance Learning Students from Day One

Time	Room 174 (CLAB)	Room 175 (CLAB)	Room 178 (CLAB)
11:40-12:40 pm	Effective Online Supplementation to Clinical Education and Health Internships	Student Outcomes in Online Courses With and Without a LMS Tutorial.	Using Google Keep for Note Taking
12:40-1:20 pm	**LUNCH**		
1:30-2:30 pm	Do Mandatory Distance Learning Orientations Work?	Putting the Pieces Together- the Professional Development Puzzle	Using Peer Reviews for Greater Student Success
2:45-3:45 pm*	Designing for Success: Fostering self-regulated learning skills through online course design	Round-table Discussion Group ** in Community Room*	

* 3:45-4:00 pm   Conference Wrap-up and door prizes – Community Room (CLAB 186/187)

SESSION DESCRIPTIONS

Break-out Session I: 10:30-11:30 am

New Rules for Accessibility: What You Need to Know.
Ronda Edwards, Michigan Colleges Online and Shane Lovellette, TechSmith

Disability laws are changing and colleges are unsure about the compliance rules. In this session we will discuss some of the forth coming rule changes of section 508 of the Rehabilitation Act. We will showcase some best practices and examples of how colleges and universities are addressing accessibility focused around video captioning. Michigan Colleges Online and TechSmith have collaborated to provide a cost effective way for colleges to support captioning for accessibility.

Student Success with LMS: A Collaboration Between Faculty and Instructional Technology Support
Heather Mayernik and Tom Bradley, Macomb Community College
How do you ensure that underprepared students fully understand the characteristics of successful students along with what resources are available at your campus? One element of success is understanding how to use the LMS to their benefit. One way is for faculty and the Center for Teaching and Learning collaborate to provide students with practical tips and the knowledge needed to successfully utilize the LMS. The presenters will explain how the collaboration has led to formalized in-class visits in order to ensure that students are successful in using the LMS.

Engaging Distance Learning Students from Day One
Jason Kane, Schoolcraft College
The Engaging Distance Learning Students from Day One session is designed to equip instructors and instructional designers with techniques for utilizing engagement strategies in distance learning courses. The session will cover various engagement strategies and the procedures and details for how those strategies can be implemented. While the session will use the Blackboard LMS to model the strategies discussed, the concepts learned can be applied to any learning management system.

Effective Online Supplementation to Clinical Education and Health Internships
Kerry Mohney, GVSU
Clinical and internship coordination takes times and effort but with the right educational technology tools faculty can round out the hands-on experiences with didactic theory. Assure that your students are learning the necessary components to the competent practitioners. This session will provide participants with tips on how to effectively supplement clinical or health internship experiences.

Student Outcomes in Online Courses *with and w*ithout a LMS Tutorial.
Sherri Chandler and Linda Hood, Muskegon Community College
A presentation of the online tutorial students completed with discussion of what other community colleges are doing, and ideas for improving tutorials/student online outcomes. A review of student comments about their experience of the tutorial and their online course experiences. A summary (with a hand-out of graphs of the data) of approximately 500 + student attrition and grade outcome data comparing those who completed a LMS orientation before the first week of class and those who did not complete an LMS orientation.

Using Google Keep for Note Taking
Jon Hoerauf, Mid Michigan Community College
This presentation will first demonstrate how to take advantage of Google Keep as a note-taking tool. This will include accessing Google Keep on various devices, creating notes, adding important URL's, adding pictures, and effectively organizing your notes for easy retrieval from any internet connected device. Next, participants will be given an effective process for training their students in the use of Google Keep. A Google Doc including directions and screenshots will be made available for them to utilize in their training.

Do Mandatory Distance Learning Orientations Work?
Garry Brand, Grand Rapids Community College
We all want our distance learners to be prepared! A prepared student has a better chance of success. We've invested many hours and resources into orientations that students tend to ignore because they are optional. What happens if you mandate it? Which students have to take it? What are the consequences? Does it really work?

Putting *the Pieces Together- the Profes*sional Development Puzzle
Stacy Whiddon, Schoolcraft College
How many pieces are in your school's professional development puzzle? This session shares how we moved from a collection of disjointed professional development opportunities in our Distance Learning Department, to a streamlined, systematic approach for our faculty. Whether you are using ETOM's online teaching certification courses or your own, this working session will allow you the time to examine what professional development opportunities your college provides and how you might be able to put the pieces of the puzzle together.

Using Peer Reviews for Greater Student Success
Nancy McGee, Macomb Community College
Online courses commonly have more restricted information channels than face-to-face courses do, making it more difficult for students to interpret writing assignments correctly. Instructors often attempt to support student interpretations of assignments via more detailed instructions, but if students don't read these with care, they can still miss the mark in choosing the topics or approach to their papers. Ideally, instructors would

provide feedback on rough drafts in order to steer students in the right direction, but this may not be possible with large classes. Peer reviews of rough drafts can provide a means for students to receive needed feedback, leading to greater student success through reinforcement of correct approaches and feedback on potential problems. In addition, student engagement is increased through their work with each other, and students gain a greater sense of confidence in their ability to do the writing tasks.

Break-out Session IV: 1:30-2:30 pm

Designing for Success: Fostering self-regulated learning skills through online course design
Bill Knapp, Grand Rapids Community College
Numerous studies have shown a strong relationship between self-regulated learning skills and student achievement (e.g. motivation, organizational, time-management, self-efficacy, etc.). The self-regulated learner is more likely to persist in the online environment than students lacking these skills. This session will consider how research can help to inform online course design by integrating self-regulated learning into the teaching and learning process.

Round-table Discussion Group
Margaret Bourcier, Mott Community College
An intimate get-together of like-minded individuals seeking to explore the e-Learning environment.
* Get answers to your eLearning issues or find out what other institutions are doing to be successful in the online education field.
* Make new contacts and viable resource connections
* Share your success and trials in eLearning

SESSION AND CONFERENCE EVALUATION

We would appreciate your input on this conference as well as your ideas for future conferences. To access the conference evaluation, go to http://bit.ly/ETOMFall2017Evaluation. Thanks!