2018 ETOM Fall Conference

Macomb Community College
44575 Garfield Road
Clinton Township, MI 48038-1139

Wifi: mGuest, no password required
Twitter: #etom18

SCHEDULE AT A GLANCE

8:15 - 8:50 am	Registration & Breakfast (Assembly Hall)
9:00 - 9:10 am	Welcome (Assembly Hall) - MCC Provost, Dr. William Tammone
9:15 - 10:30 am	Keynote Speaker (Assembly Hall) - Dr. Michelle Pacansky- Brock

Keynote: Humanizing Online Learning Experiences

We're excited to announce that Dr. Michelle Pacansky-Brock will be our keynote this year. She is a noted leader in higher education with expertise in online teaching, course design, and faculty development. Michelle's work has helped online instructors across the nation and beyond understand how to craft relevant, humanized online learning experiences that support the diverse needs of college students. She is the author of Best Practices for Teaching with Emerging Technologies (2nd edition, Routledge), has received national recognition for her excellence in teaching, and has held various leadership roles with the Online Learning Consortium (OLC) and the EDUCAUSE Learning Initiative (ELI).

Currently, Michelle is Faculty Mentor, Digital Innovation with the California Community College system. She coordinates professional development efforts related to emerging technologies in online teaching and learning for @ONE (Online Network of Educators) and the CCC Online Education Initiative. The California Community College system includes 114 colleges in 72 districts, serves 2.1 million students per year, and has roughly 60,000 faculty members. Learn more about Michelle at brocansky.com and connect with her on Twitter @brocansky.

10:45 - 11:45 am	Breakout Session 1 (Classrooms 104, 108, 110)
11:45 - 12:40 pm	Lunch (Assembly Hall)
12:45 - 1:45 pm	Breakout Session 2 (Classrooms 104, 108, 110)
2:00 - 3:00 pm	Breakout Session 3 (Classrooms 104, 108, 110)
3:00 - 3:15 pm	Wrap Up and Raffle (Assembly Hall)

We would appreciate your input on this conference as well as your ideas for future conferences. Access the conference evaluation [http://bit.ly/ETOMFall2018Evaluation] and complete the evaluation online. Thanks!

Don't forget the ETOM Summer Retreat!
June 11-12 at Kettunen Center for Distance Learning Administrators, and Instructional Designers/Technologists.

BREAK-OUT SESSIONS

Time	Room 104	Room 108	Room 110
10:45 - 11:45 pm	Creating Accessible, Mobile Videos	Digital Badges for Faculty: A Primer	I like it when you said….and I couldn't agree more!
11:45 - 12:40 pm	Lunch (Assembly Hall)		
12:45 - 1:45 pm	Interactively Engaging	Promoting the creation of efficient and effective Instructional Media	Critical Thinking in the Age of Google
2:00 - 3:00 pm	Crafting a Collaborative Classroom: Learning More Than Names & Faces	I Assure You We're Open: Our Four- Year Journey to Successful OER Implementation	Surprising Impact of Synchronous Sessions in Nonsynchronous OL Classes
3:00 - 3:15 pm	Wrap-up & Raffle (Assembly Hall)		

SESSION DESCRIPTIONS

Break-out Session I: 10:45-11:45 am

Creating Accessible, Mobile Videos (Room 104)
Michelle Pacansky-Brock
Join Michelle for an opportunity to demystify mobile videos! In this workshop, you will learn to record videos on your smartphone, upload them to YouTube, caption them, and embed them in your LMS. This workshop will require you to have a Google account and a smartphone or tablet.

Digital Badges for Faculty: A Primer (Room 108)
Matthew Roberts and Eric Kunnen - GVSU
In this session we will detail the history of Grand Valley State University's Faculty Badges Initiative (gvsu.edu/facultybadges), an effort to improve the recognition of faculty professional development. The discussion will include how GVSU came to develop a campus badging initiative, the considerations involved in establishing a badging curriculum, and the personnel and technical questions that need to be answered to create a functional badging process.

I like it when you said ... and I couldn't agree more! (Room 110)
Garry Brand - GRCC
This session will explore the role of faculty and students in creating more meaningful interactions. Maybe you've banned "I agree" and provided a rubric. Still, there's more you (and your students) can do! If you just want to hear one perspective, don't attend this session. There will be lots of audience participation!

Break-out Session II: 12:45-1:45 pm

Interactively Engaging (Room 104)
Tammy Douglas - Kellogg Community College
Is your online course engaging? Does it capture students' interest and attention? Have you ever experienced online learning that is so busy attempting to keep students attention that it teeters on 'edutainment'; using cool technology but missing the deeper learning opportunities? How do you interact with your online students or does the content do the interacting?

Come join this session to examine ways to connect the technology with the course learning outcomes in ways that promote engagement, interaction, humanization, and deeper learning.

Promoting the creation of efficient and effective instructional media (Room 108)
Justin Melick - GVSU
This session will explore the ways in which Grand Valley State University has created a positive culture around the production of educational media by their faculty members. By providing faculty with the resources to create their own content GVSU has been able to expand the use of asynchronous media to help meet the needs of it's students. Specifically, this session will cover how GVSU has promoted the creation of screencasts, more highly produced lightboard videos and other more complex educational resources as well as an overview of the training that is available to faculty members in regards to the various forms of media they could produce for their courses.

Critical Thinking in the Age of Google (Room 110)
Brad Stetson - Schoolcraft College
How do we get students to truly think about their assignments when Google is at their fingertips? How do we encourage growth and discourage plagiarism? In this session, I will discuss the evolution of my statistics course as well as my teaching strategies, as they pertain to encouraging critical thinking and deterring plagiarism.

Break-out Session III: 2:00-3:00 pm

Crafting a Collaborative Classroom: Learning More Than Names & Faces (Room 104)
Shaelynn Long-Kish - Mid Michigan College
Students often share concerns about how isolating the online classroom environment can be. Instructors share those concerns, as well, and sometimes can be hesitant to attempt online collaboration, as it has been notoriously daunting. Come and learn about the possibilities of collaboration in the online classroom (including a tale about a successful synchronous online course), why collaboration is such a major focus for many institutions, and leave with ideas, materials, and resources to help you on your own journey of collaboration.

I Assure You We're Open: Our Four-Year Journey to Successful OER Implementation (Room 108)
Adam Authier, Jason Kane, Kaylynn Mortensen - Schoolcraft College
This presentation will cover the presenters' experiences designing with OER from the shaky beginning to the solid foundation where they find themselves today. Exemplary Course Program winners Adam Authier and Jason Kane will highlight some of the struggles and early roadblocks they encountered and then detail how they overcame them to eventually design multiple courses that fully utilize OER, even designing, licensing, and publishing their own! They will walk you through some of the courses they designed with OER including two ECP courses, cover some of their tactics for improving faculty buy-in on OER as well as some current data on how OER has impacted the student experience at Schoolcraft College. Presenters will share insights that demonstrate the benefits of using OER in higher education as well as provide tips for making the design experience successful.

Surprising Impact of Synchronous Sessions in Nonsynchronous OL Classes (Room 110)
Deirdre Hennebury, Lynn Wietecha, Students - Lawrence Technological University
Two years ago, LTU's College of Architecture & Design implemented required, synchronous sessions to be held periodically through the term in all their online classes. These sessions were intended to engage students in critical conversations around course content and ensure appropriate contact hours for accreditation. However, we've observed many unintended consequences from this approach. One of the most impressive has been an increase in student perceptions of faculty presence and a greater sense of a learning community. This session will share the perspectives of students, faculty and administrators as we present the how this strategy was implemented and share those surprise results as well.