

2021

19TH ANNUAL SLATE CONFERENCE

To support learning and technology in education through communication, collaboration, and innovation while developing and sustaining a community of practice.

November 10-11, 2021

Northern Illinois University

#slate21

SLATE

**SUPPORTING LEARNING &
TECHNOLOGY IN EDUCATION**



**NORTHERN ILLINOIS UNIVERSITY
NAPERVILLE REGIONAL CAMPUS**

CONFERENCE SCHEDULE

AT-A-GLANCE

WEDNESDAY - NOVEMBER 10

Registration Open	11:00am - 4:00pm	Main Hall
Vendor Area Open	11:00am - 5:00pm	Main Hall
Welcome/Opening Remarks	11:30am - 11:50pm	Main Hall
Keynote	12:00pm - 1:00pm	Main Hall
Afternoon Sessions	1:00pm - 4:00pm	
Welcome Reception	4:00pm - 5:00pm	Main Hall

THURSDAY - NOVEMBER 11

Registration Open	8:00am - 2:00pm	Main Hall
Vendor Area Open	8:00am - 3:00pm	Main Hall
Breakfast	8:00am - 9:00am	Main Hall
Morning Sessions	9:00am - 12:00pm	
Lunch	12:00pm - 1:00pm	Main Hall
Afternoon Sessions	1:00pm - 3:00pm	
Closing Remarks/Raffle	3:00pm - 4:00pm	Main Hall



WEDNESDAY
NOVEMBER 10

12:00pm - 12:50pm



• **LIGHT AT THE END OF THE TUNNEL - NOW WHAT?**

Presenter: Darcy Hardy, PhD

Associate Vice President & Director of the Center for Advancing Learning (Bb)

Location: MAIN HALL

Over the past year and a half, higher education has witnessed a phenomenal digital transformation – whether we liked it or not. Some institutions and their faculties were ready, and they embraced the movement with prepared instructors and quality courses. Many, many others, however, were not as fortunate, and the move to “remote” learning created tension and frustration. Some will try to go back to primarily face-to-face (spoiler alert – will not go well), some will move to a hybrid model, and some will even consider expanding their online programs. Unfortunately, there are misconceptions about what online learning should look like. No, it’s not remote

learning, where the only interaction and engagement is via web conferencing in real time (Cameras on? Cameras off?). Where the LMS serves only as holding tank for documents, and where discussion boards sit idle or serve as a place to post pet photos? Where instructors know how to push buttons but haven’t been exposed to the pedagogy of online teaching? Many in this audience have worked for years, even decades to deliver and push for high-quality online learning. Remote learning is not online learning. This session will address the differences, and what institutions should be doing right now to ensure the light at the end of the tunnel will indeed be bright.

ABOUT OUR PRESENTER

Darcy W. Hardy is currently serving as Associate Vice President for Academic Affairs, North America, and Director of Blackboard’s Center for Advancing Learning (CAL). Dr. Hardy is an award-winning distance and online learning professional who has worked as a higher education administrator, as an IPA with the Obama Administration, a board member in state and national associations, and as a contributor in higher education ed tech. Within the field of online learning, she focuses on strategy & vision; organization & governance; policy, process & practice; and quality oversight.

Prior to her position with Blackboard, Dr. Hardy spent over 30 years in public higher education, including The University of Texas System, The University of Texas at Austin, UT San Antonio, and Texas State University – San Marcos.

Dr. Hardy was honored by Texas State University as a Distinguished Alumna in 2012. She was inducted into the USDLA Hall of Fame in 2009 and received the Mildred and Charles Wedemeyer Outstanding Distance Learning Practitioner Award in Madison, Wisconsin in 2006. In addition, she was inducted into the Texas Distance Learning Association Hall of Fame in 2006 and received the WCET Richard Jonsen award in 2005. She earned her PhD in Curriculum & Instruction (Instructional Technology) from The University of Texas at Austin in 1992.

KEYNOTE
MAIN HALL

12:00pm - 12:50pm

• ***#BETTERTOGETHER: DIVERSITY AND INCLUSION ON A PERSONAL LEVEL***

Presenter: Joanna Pheifer - Concordia University Wisconsin

Location: Room 162

In this round table event, the presenter will discuss how their small private university took matters into their own hands after the racial unrest in the summer of 2020. Learn and grow with a group of diverse educators located around Wisconsin and the Midwest as they continue to discuss issues around Diversity and Inclusion in a safe open forum committed to truth telling, listening, compassion, and positive change with in our distance learning program, university, and the greater community. This round-table will begin with a brief summary of CUW's #BetterTogether initiative that will transition into an open discussion about how we can address difficult topics openly to better our larger spheres of influence.

• ***INSTRUCTIONAL CONTINUITY: FROM EMERGENCY PREPARATION TO PERMANENT PRACTICE***

Presenter: Nikki LaGrone & Scott Thesen - Governors State University

Location: Room 164

Instructional designers at Governors State University will present on the lessons learned from the COVID-19 pandemic, and how the Center for Active Engagement & Scholarship (CAES) is not only surviving, but thriving during this unprecedented need for remote modality. Through the implementation of Quality Matters pedagogy, Remote Instruction Assistants, and increased use of available technology, the CAES team has been able to leverage good course design in online, hybrid, and in-person classes. GSU faculty development and support are continually increasing, making it more realistic and less taxing for faculty to embrace online teaching and learning. Solutions discovered during COVID conditions are now being embraced by faculty for continued usage in the "new normal" for not only online courses, but also hybrid and face-to-face. A timeline complete with examples of implemented practices will be demonstrated.

• ***INCREASING STUDENT ENGAGEMENT WITH PRONTO***

Presenter: Porter Rappleye - Pronto

Location: Room 167

In addition to having access to Pronto as a networking and communication tool throughout the conference, all conference attendees will be given access to Pronto at their respective schools if you so choose. In addition to the mobile app, Pronto integrates directly inside of the LMS and connects teachers and students on day one without the need to share personal information. If you'd like to use Pronto in your class, please reach out to our Pronto representative (contact information below) and he can get you set up.

• **DESIGNING CLEARER ASSESSMENTS THROUGH THE POWER OF TILT (TRANSPARENCY IN LEARNING AND TEACHING)**

Presenter: Megan Reinle - Kaplan North America
Location: Room 162

Transparency in Learning and Teaching (TILT) is a framework that encourages faculty to be intentional about the assignments they design by making clear to students the purpose, the task, and the criteria used for grading. TILT is a powerful way to help students engage with the class and help minimize questions about the importance of the assignments in the course. This BYOD session will provide a TILT template and how to create more precise assignments in your class.

• **THE FUTURE OF FACULTY DEVELOPMENT IS ONLINE**

Presenter: Michael Sukowski - MJS Interactive Arts
Location: Room 164

Online faculty development is efficient and less expensive. This session will discuss the advantages and any disadvantages of providing online faculty development. An example will be part of the presentation.

• **BALANCING INNOVATION AND DISRUPTION IN ONLINE COURSE DESIGN**

Presenter: Brad Garner - Indiana Wesleyan University University
Location: Room 166

In the competitive world of online learning, there is a growing tendency to embed bright and shiny objects in online courses. The motivation for these decisions is often based on institutional aspirations to be perceived as creative, dynamic, and innovative when compared with competitors. These innovations, although potentially valuable and helpful to students, sometimes create a dilemma. The quandary for students is often whether to invest their time in learning how to navigate with a new digital tool or spend their time learning content that is the crux of their academic program. This session will focus on a variety of potentially disruptive variables including the Achievement/Amusement Ratio, Programmatic Continuity, and the need to embrace technophiles and technophobes. Participants should come prepared to engage and share their experience and expertise with colleagues. Participants will receive a collection of digital resources related to this topic that focus on application within their own campus settings.

VENDOR SHOWCASE

• **POWERNOTES - ADDRESSING THE CHALLENGES INHERENT IN SOURCE-BASED RESEARCH & WRITING**

Presenter: Karen Bieber - PowerNotes
Location: Room 167

PowerNotes addresses the challenges inherent in source-based reading, writing, and studying. We designed PowerNotes to unify the steps of reading, gathering, saving, annotating, organizing, outlining, tracking, and citing research into a single, efficient workflow that feeds directly into the writing process. We built an early feedback feature which allows students to share their research, at any stage, with faculty, librarians, writing centers, and peers so that it can be reviewed and corrections can be made earlier in the process, particularly for online and distance learning scenarios.

Our latest additions to the toolkit are Time Management for labor-based grading and student reflection, and Citation Formatting automatically formats citations on websites, academic databases, and PDFs.

WEDNESDAY
NOVEMBER 10

3:00pm - 3:50pm

• **SELECTING AN ONLINE COLLABORATIVE WHITEBOARD SOFTWARE: A CASE STUDY**

Presenter: Oliver Batchelor - Loyola University Chicago

Location: Room 162

This session provides an overview of a research project to determine which online collaborative whiteboard software best serves the needs of Loyola University Chicago. Topics covered include each phase of the project and the institution-specific aspects that shaped the outcome.

• **UNCERTAIN TIMES IN AMERICA AND ACADEMIA: STRATEGIES FOR ONLINE FACULTY**

Presenter: Claudette Tolson - Georgia State University

Location: Room 164

The pandemic, political divisions and social unrest have all recently had an impact on our academic institutions. Many faculty members had to learn how to teach online for the first time. This presentation gives faculty strategies to cope with these changing times and to better assist their students.

• **BUILDING A LEARNING COMMUNITY WITH VOICE THREAD**

Presenter: Joanna Pheifer - Concordia University Wisconsin

Location: Room 166

Integrated just before Covid-19 changed many of our plans in 2020, Voice Thread came to the rescue as we pivoted many learning opportunities to new modalities. In many instances this tool has allowed for us to create a sense of community and empathy around tough topics in an asynchronous format. Join us as we discuss the challenges and triumphs we have faced as we integrated Voice Thread into our instruction as well as our tested tips for using this tool to create a sense of togetherness in a world that feels distant.

• **FOSTER INNOVATION IN EXPERIENTIAL LEARNING WITH VIDEO**

Presenter: Kevin Marti - Intelligent Video Solutions

Location: Room 167

The movement for experiential learning is continuously growing. A key part of experiential learning is reflection. Video has been a proven technology to enhance reflection in the learning cycle. Demand for video will continue to grow, and from multiple departments on campus. This session will review who is using video, from mature use cases to emerging use cases gaining popularity, and the hurdles your peers have faced. We'll also discuss the benefits of how leading with a video strategy fosters innovation in experiential learning.

VENDOR SHOWCASE

WELCOME RECEPTION
MAIN HALL

4:00pm - 5:00pm

SLATE | 22

Supporting Learning & Technology in Education

***CELEBRATING
20 YEARS***

**OCTOBER
5-7
2022**

Northern Illinois University
Campus/Conference Center
Naperville, IL

**SAVE
THE
DATE**

THURSDAY
NOVEMBER 11

8:00am - 8:50am

• **BREAKFAST**

Location: Main Hall

THURSDAY
NOVEMBER 11

9:00am - 9:50am

• **THE PRINCIPLE OF LEAST DISRUPTIVE ONLINE COURSE DESIGN**

Presenter: Brad Garner - Indiana Wesleyan University

Location: Room 162

The inclusion of new or different technologies in course design, although well intentioned, can adversely impact student learning if not accompanied by opportunities and resources that:

- Validate the appropriateness of digital tools and their purpose
- Promote faculty-use competency,
- Promote student-use competency,
- Provide guided application, and
- Allot ample time and resources for learning and engagement

This session will be a collaborative venture with participants sharing their insights and experience in each of these areas of concern.

• **PLUG AND PLAY LIBRARY INSTRUCTION MODULES IN THE CAMPUS LMS**

Presenter: Eric Kowalik - Marquette University

Location: Room 164

The pandemic pivot to remote learning required transitioning traditional face to face information literacy instruction to the online environment. One aspect of this transition was utilizing a suite of interactive SCORM modules to allow for performance based assessment and the ability for the instructor and librarian to review student work and provide feedback from within the LMS. Come learn about the implementation of these modules then visit the project GitHub to utilize the modules at your own institution and improve them by adding your changes - <https://marquetterml.github.io/information-literacy-modules/>

• **USING UDL TO INCREASE ACCESSIBILITY AND ENGAGEMENT IN ASYNCHRONOUS ONLINE LEARNING**

Presenters: Krissy Wilson & Angela Xiong - Northwestern University

Location: Room 166

In this Open Discussion/Roundtable, Learning Designers Angela Xiong and Krissy Wilson will briefly share Universal Design for Learning (UDL) strategies for engaging students in the asynchronous components of online courses. Then we will open the floor to discussion so that you can brainstorm new strategies in small groups. Come by to discuss approaches that help reduce barriers, provide opportunities for diverse expression and student agency, assist with goal-setting, increase motivation, and see more equitable student success.

• **WILL THE REAL ACTIVE LEARNING GUIDE PLEASE STAND**

Presenter: Megan Reinle - Kaplan North America

Location: Room 162

In this engaging open discussion session, we will learn more about what an active learning guide is, how it differs from a study guide, and how it encourages students to engage in deeper learning of the module content. The content created in this session will be shared with the participants after.

• **THE COVID-19 PANDEMIC AND RETOOLING APPLICATION DELIVERY: THE TRANSFORMATION FROM PHYSICAL TO CLOUD-BASED INFRASTRUCTURE**

Presenters: Louis McHugh IV & Shadi Beidas - Illinois Institute of Technology

Location: Room 164

The shift of primary university application delivery from locally-hosted Apache-based technology and physical computer labs to a cloud-based virtual computer lab during the global COVID-19 pandemic is presented. The method utilized had the following components: evaluation of different levels of conversion to cloud-based application delivery; evaluation of vendor capability; methodology for application deployment; methods of faculty engagement with software selection; methods of monitoring the user experience; quantitative assessment of total sessions, total usage hours, and maximum concurrent user usage; quantitative comparison of those fields to the previously used Apache iteration; quantitative and qualitative evaluation of support incidents generated; and qualitative assessment of the user experience. Overall sessions increased nearly threefold, and maximum concurrent users quadrupled, hours spent on the platform per capita decreased from increased performance, engagement with faculty in the application delivery process increased, and improved overall user experience.

• **LESSONS LEARNED: TRANSITIONING LMS IN THE TIME OF COVID**

Panelists: Lara Wolters, Jessica Orr, Katie Brown, Ben Holmes, Debora Steffen - Purdue University

Location: Room 166

Administrators and Technologists discuss transitioning from Blackboard Learn to D2L Brightspace during the pandemic. Representatives across the Purdue system speak on moving from individual instances to a common LMS. Listen as we share what worked for us and how trust and communication was key to moving forward.

• **COMPLETE ATTENDANCE AND PARTICIPATION TRACKING WITH QWICKLY ATTENDANCE PRO**

Presenter: Matt Hadgis - Qwickly

Location: Room 167

Whether taking attendance in face-to-face & online courses, grading student participation, analyzing attendance trends for customized groups of students, or reviewing real time attendance data to remain proactive, Qwickly Attendance simplifies a wide range of institutional requirements. Learn why Qwickly Attendance is the most popular attendance platform for the most popular Learning Management Systems.

VENDOR SHOWCASE

THURSDAY
NOVEMBER 11

11:00am - 11:50am

• **BALANCING INNOVATION AND DISRUPTION IN ONLINE COURSE DESIGN**

Presenter: Brad Garner - Indiana Wesleyan University University

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• **COURSES IN SYNC**

Presenters: Madelyn Kempen & Joanna Pheifer - Concordia University Wisconsin

Location: Room 164

Textbooks have been rapidly moving to a digital format with publishers also providing instructors with course materials such as assignments and tests. The products have brought new challenges to the process of instructional design as the products are in a state of continuous development. The presentation will outline the best practices for syncing courses, the role of the instructional designer when utilizing third party resources, and how to provide training and support for instructors utilizing the products.

• **LOOKING IN OUR REARVIEW MIRRORS TO UNPACK PANDEMIC TEACHING AND TRAINING**

Presenter: Jacqueline Callery - ETL Collaborative

Location: Room 166

What's in your rearview mirror? Many of us delivered teaching and training remotely and online for 18 plus months. Some are still doing so at this very moment. Let's unpack this experience together! Be transparent about the good, the bad, and the ugly (using DeBono's Thinking Hats). What did we learn about ourselves, our learners, and our methods?

• **BLACKBOARD LEARN ROADMAP**

Presenter: Wade Weichel - Blackboard

Location: Room 167

This session will provide an update on the Blackboard Learn Roadmap, which will enable faculty and students with the tools they need to succeed. Higher education market dynamics are changing rapidly and prompting students and faculty alike to expect enhancements and innovation regularly and quickly. Discover the new wave of innovation, features, and enhancements that will be coming to Blackboard Learn Ultra and Original.

VENDOR SHOWCASE

LUNCH
MAIN HALL

12:00pm - 12:50pm

• CONNECTING ONLINE ENGAGEMENT WITH GPA: RELATIONSHIPS AMONG RN TO BSN STUDENTS

Presenter: Kathryn Rioch - National University of Health Sciences

Location: Room 162

The purpose of this quantitative, correlational study was to investigate the relationships between perceived online student engagement and self-reported grade point average [GPA] among RN to BSN students. The Community of Inquiry survey instrument by authors Arbaugh et al. (2008) measured perceived student engagement. Significant, positive correlations between the variables of cognitive presence, teaching presence, and self-reported GPA were determined. Significant effect differences were found between student engagement groups and self-reported GPA ($p < .05$); thus, within this study, student engagement significantly related to academic outcomes. Subsequently, the utilization of institution standards that heighten online student engagement could relate to improved student academic outcomes for RN to BSN students.

• FLIP, OR FLOP? ONE EDUCATION PROFESSOR'S GO AT SELF-PACED LEARNING

Presenter: Nancy Hayes - Coe College

Location: Room 164

Online teaching in 2020-2021 invited us educators to move toward more innovative instructional models. My online experiences in teacher preparation courses brought many new insights into the ways I teach, the ways my students learn, and the technology that comes between us. As a result, for Fall 2021 I designed my first self-paced, blended course in which preservice teachers chose the level of engagement they desired and earned grades commensurate with those choices. The question we'll explore in this session is: Did it work?

• IMPROVING THE LEARNER'S EXPERIENCE WITH SOCIAL PRESENCE, COMPUTER-MEDIATED VIDEO, AND REFLECTION

Presenter: Fallon Walker - Orbis Education

Location: Room 166

This presentation describes a research-based instructional intervention from the lens of the community of inquiry (CoI) framework. The intervention assignment of focus incorporates reflection, social presence (an element of the CoI framework), and computer-mediated video. Student perceptions will be highlighted to depict the impact of social presence on the learner's satisfaction and perception of the instruction. The context of this research may be used to influence instructional design aimed to facilitate an increased sense of presence and learner satisfaction.

• **ENCOURAGING POSITIVE SELF TALK AS A STRATEGY FOR ONLINE LEARNING SUCCESS**

Presenter: Sheila Yarbrough - Rasmussen University

Location: Room 162

Creating an effective online education learning experience for students can be challenging. We may expect difficulty with technology. We may plan for issues with time management. But, do we ever consider helping students harness the power of self-talk? Encouraging students to develop and to use positive self-talk strategies could potentially increase student retention, survival, and satisfaction.

• **I REMEMBER THAT TOOL**

Presenter: Rick Hazlewood - University of Illinois

Location: Room 164

Compare and contrast the tools we think are essential and new to the ed tech tools of old.

• **LET'S (NOT) DO THE TIME WARP AGAIN**

Presenters: Mike Maxse & Lara Tompkins - College of DuPage

Location: Room 166

In this session we will discuss and share strategies for online classroom time management. We'll discuss strategies and the impacts of effective course development, implementing communication plans and effective use of feedback, both for assessments and class discussions.

• **CREATING ACCESSIBLE CONTENT**

Presenter: Krista - Gear - Blackboard

Location: Room 167 Virtual

VENDOR SHOWCASE

Universal Design for Learning guidelines emphasize the importance of representing course content in diverse ways, but creating multiple formats of course files can be a challenge for instructors. In our data set of course content (1250 institutions, 2.5 Billion content items), findings suggest courses contain diverse content types, but many do not meet accessibility standards and cannot be easily modified for diverse learner needs. Blackboard Ally uses machine learning to automatically generate several downloadable formats of a single content item, such as Audio for listening to text, HTML for reading on mobile devices, and Electronic Braille for people with visual impairments. Using recent data collected from Ally analytics and evidence from case studies, we offer insight into the ways students activate different learning modalities through the Alternative Formats, and offer a new take on personalized learning focused on increased student choice when engaging with course content.

**THURSDAY
NOVEMBER 11**

3:00pm - 3:45pm

• **CLOSING REMARKS & POST DISCUSSIONS**

Location: Main Hall

Lets meet together as a group for the final time and share our experiences from the past couple days. What were some highlights; takeaways to share when you return to your institutions; things you would like to see done differently next year. Your comments and input are most valuable in making this event an enjoyable and informative experience for all.

• **RAFFLE AND GIVE-AWAYS**

Must be present to win.

**THANK YOU... SEE YOU NEXT YEAR
OCTOBER 5-7, 2022 • CELEBRATING 20 YEARS**

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