Rutgers Online Learning Conference
March 12, 2018
DoubleTree by Hilton - Somerset, NJ
#ruonlinecon
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WI–FI INFO
"MEETING ROOM"
NO PASSWORD REQUIRED
Welcome to the 2018 Rutgers Online Learning Conference, presented by Teaching and Learning with Technology of the Division of Continuing Studies! We invite you to explore the latest developments in instructional technology, instructional design, and online pedagogy. A full day packed with more than 30 presentations, discussions, workshops, and vendor showcases will introduce you to fresh ideas, new tools, best practices, and leading trends in the ever-changing field of education.

This event would not have been possible without the help of several sponsors. For their generosity and support, we are particularly grateful to Pearson Online Learning Services and Verificient, both Gold Sponsors of the conference. At the Silver level, we greatly appreciate the contributions of Blindside Networks, Canvas, Harmonize, Morneau Shepell, ProctorU, Turning Technologies, Turnitin, and Wiley. Please learn more about what these vendors have to offer and how their products and services can enhance your work as educators or instructional technology professionals.

Throughout the day, we hope you will have fun participating in our newly designed RUOnlineCon Game. As you join fellow conference attendees in playing this game, you will assume the roles of collaborator, content contributor, and artist in creating a magnificent mosaic of conference impressions by day’s end. Start by downloading the RUOnlineCon app from the App Store or the Google Play Store!

Enjoy!

Antonius Bittmann

Associate Vice President, Online Programs
PLAY AND WIN PRIZES WITH RUONLINECON APP!

Brought to you by the Division of Continuing Studies
Interact with your colleagues using our mobile app, RUOnlineCon! Use your camera to complete objectives and build the conference mosaic representing the collaboration taking place today!
Remember you can earn prizes at the end of the conference so try hard to earn top points! Prizes include Echo Show, Echo, Echo Dot, and free registration for our Online Learning Certificate. It is available for download for both the Android and IOS on the Google Play Store and the App Store - just search RUOnlineCon

Make sure to ask our red-caped Game Ambassadors for help!

LIVESTREAM & PHOTO RIGHTS
We will have a Livestream of all sessions in the Ballroom. By registering for the program, you give permission to be filmed during these sessions. Please check our website, ruonlinecon.rutgers.edu, for the Livestream and subsequent recordings

SCHEDULE CHANGES
RUONLINECON.RUTGERS.EDU
Please check our website daily as we will post information and all changes about meeting rooms, agenda times, etc.

BREAK-OUT EVALUATIONS
RUONLINECON.RUTGERS.EDU
Please take a moment to complete an evaluation after each breakout session. They are located in each room. We will send you an overall evaluation form via email after the conference concludes. We would appreciate your candid feedback!
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<td>9:00 AM - 9:15 AM</td>
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Jim Fong is the founding director of UPCEA's Center for Research and Strategy. In his role, Jim analyzes demographic, occupational, technological and societal trends and data to help the higher education community better serve the adult and corporate learner. As the Center’s director, he works closely with dozens of colleges and universities annually in new program development initiatives, enrollment management and marketing process analyses and the review of online and continuing education portfolios.

Prior to joining UPCEA, Jim worked as a higher education strategic marketing and CRM consultant and researcher for two firms and prior to that was the Director of Marketing, Research and Planning for Penn State Outreach. At Penn State Outreach, he was responsible for strategic marketing, marketing management, research, creative and database teams. Jim played a major role in the early launch of Penn State's World Campus by assessing new program needs and the development of marketing strategies and systems.

Jim holds an M.B.A., an M.S. in Applied Statistics and a B.S. in Mathematics, all from The University of Vermont. In 2004, UPCEA awarded him the Adelle Robertson Award as its Continuing Professional Educator for the year. That year, he also received the Mid-Atlantic Region’s Distinguished Service Award.
Lolita Paff joined the faculty at Penn State Berks, one of Penn State University's regional campus colleges, in 2001. Integrating professional experience as a certified public accountant (CPA) with subsequent training as an economist, she teaches introductory and advanced courses in accounting, business and economics.

Lolita's pedagogical interests are classroom and online interaction, metacognition and critical learning skills, learning-centered instruction, and the implications of teacher power and control on student learning. She blogs and publishes about a variety of topics like active learning, student mindset, motivation, interaction, and trends in education. In 2014, she received the MERLOT Classics Award in Business, a peer reviewed national honor, for authoring an exemplary online learning resource. She serves on the boards of national teaching, learning, and academic leadership conferences and leads faculty development workshops internationally on a variety of topics. Lolita received her BS in Accounting from The College of New Jersey, MBA from Seton Hall University, and Ph.D. in Business and Economics from Lehigh University.
In our experience as instructional designers, the most fearful question we get asked is “where do I even start?” In this session, we will take a candid and practical approach to setting yourself and your students up for success when beginning to put together a brand new online course. We’ll address pitfalls, common challenges, and best practices of creating new courses or re-envisioning a previously-taught course.

How can degree and non-degree programs better accommodate the needs of non-traditional, working students? Whether they return to school for training or to pursue an advanced degree, or combine employment with undergraduate education, these students are a growing part of the “traditional” landscape of higher education. Often older and self-directed, they seek meaningful educational opportunities to advance their career goals. Adult-centered, experiential learning, interpersonal connection and the ability to maintain work/life balance are critical, no matter the field or level of study.

Presenters will describe features of a hybrid intensive weekend MSW program for human service employees that combines the strengths of interpersonal education centered in andragogy, with technological innovation. Strategies employed to incorporate both synchronous and a-synchronous modalities as the program evolved over a nearly 12-year history are described, as attendees participate in a hands-on demonstration of Canvas and BigBlueButton and discuss possible applications to their respective disciplines.
With expanding offerings of online programs, administrators must consider the level of support available to the increasing number of instructors working remotely. These online instructors may feel isolated and would benefit from collaboration with other instructors and administrators. Concordia University Nebraska (CUNE) encourages collaboration and support among online instructors in the College of Graduate Studies and Adult Education through online Faculty Learning Communities (FLCs). FLCs offer a process of initial faculty orientation and ongoing professional development through live group sessions and asynchronous opportunities. The FLC process provides an accessible, collaborative community to online instructors while ensuring every course is delivered with fidelity and instructional excellence. In this session, an overview of the FLC process, online elements available to instructors, and instructor survey results demonstrate the value of creating a robust virtual community encouraging collaboration and support among online instructors and with the university.

Asynchronous online classes have enabled students to learn at a time and place of their convenience. They have also enabled academic institutions to connect with more students than ever before. Unfortunately, online students and instructors rarely meet face-to-face; this can make the online experience inherently isolating. This session will present the results of a successful doctoral dissertation study in which a video feedback strategy was used to connect instructors with their online students. The Discussion Boards of 14 fully online courses - taught from March, 2016 to March, 2017 - were reviewed for educational quality, and extent of discussion threading. Roughly half of these courses used the video feedback strategy. The results suggest that online students who received video feedback from their instructors not only engaged in a greater level of discussion threading, but also contributed posts that were higher in educational quality.
USING VIDEO SIMULATION IN THE CLASSROOM:
A CASE STUDY
SESSION A, TEACHING WITH TECHNOLOGY

Chinazaekpere Okonkwo & Lauren Davis
New Jersey Child Support Institute
Rutgers, The State University of New Jersey

Through the creative use of technology, instructors can increase engagement, immerse learners in real problems, and show them the consequences of their choices in a safe manner. These methods ultimately increase retention. During this session, presenters will use samples of technology based simulations to demonstrate best practices for using video and interactive technologies in traditional and virtual classrooms. Participants will receive practical advice on selecting software and hardware and will leave with ideas for implementing instructional technologies in their classrooms.

CO-DESIGNING MOTIVATING LEARNING EXPERIENCES TO DELIVER OUTCOME
SESSION A, STUDENT ENGAGEMENT & RETENTION

Tiantian Jin and Kinta Montilus
Learning Research Design and Design Based Research
Pearson

This presentation will focus on the use of design-based research and the design thinking framework to illustrate the importance of including learner needs and feedback in an iterative design process. An identified pain point for learner is the motivation to get started and persist especially when learning gets difficult. This session will look at several case studies that address persistence issues in a digital learning environment, showcasing the design thinking process in action. Attendees can look forward to learning what design thinking is and ways they can consider evolving their design process to create a more learner-centered, evidence-based design approach to providing authentic and engaging learning experiences.
DEEP DIVE INTO VOICETHREAD: FACULTY DEVELOPMENT PROGRAM
SESSION B, TEACHING WITH TECHNOLOGY

Olena Zhadko & Antonia Levy
Office of Online Education/Office of Faculty Development and Instructional Technology
Lehman College, CUNY/School of Professional Studies

This panel showcases “VoiceThread Bootcamp,” a collaborative faculty development effort. The tool enables faculty to create engaging lectures, set up group work assignments, and allows students to create their own multimedia presentations. Used in various instruction modes -- from f2f to hybrid to fully online -- VoiceThread helps to extend discussions beyond classroom walls and to give each student a voice in them. For example, VoiceThread has been successfully used as an asynchronous, interactive lecture tool during snow days. Faculty participants will present their work, and workshop facilitators will discuss lessons learned.

SUCCESSFUL RAPID DESIGN OF YOUR ONLINE COURSES AT RUTGERS: COLLABORATION OF FACULTY, INSTRUCTIONAL DESIGNER AND MULTIMEDIA SPECIALIST
SESSION B, PEDAGOGY & INSTRUCTIONAL DESIGN

Hyum Kim, Marie Li, & Justin Smith
School of Business/Teaching and Learning with Technology
Rutgers, The State University of New Jersey

Are you thinking about creating your first online course or improving your current online course? Are you assigned to teach a new online course and not sure how to get started and where to look for help? Are you a school administrator who is interested in using TLT’s Instructional Designer service to help your faculty improve online course quality and maximize online student's engagement? Then this workshop is perfect for you! This session will present real scenarios on how an online instructor, an instructional designer and a multimedia specialist can work collaboratively to develop a quality online course in Canvas. Whether you are interested in teaching online, or want to find out what instructional design resources available to you provided by Teaching and Learning with Technology at Rutgers, come and join in our discussions!
BENCHMARK IN ACTION: PROVIDING DISTANCE LEARNING STUDENTS WITH REAL WORLD EXPERIENCES
SESSION B, TEACHING WITH TECHNOLOGY

Christine Angel & Gina Robinson
Division of Library and Information Science/Online Learning & Services
St. John’s University

Creating course content for the online learning environment is a challenge, especially when trying to provide students with the same learning experiences as those within the face-to-face (f2f) classroom. A Division of Library and Information Science (DLIS) faculty member and a New Media and Communications Specialist from the Department of Online Learning and Services took this challenge head on and looked for ways they could create similar learning experiences for their online and f2f students. They achieved this goal using digital media. This collaborative project, designed for a Museum Informatics course at St. John’s University, was conducted for the explicit purpose of providing geographically separated students with the same experiences local students had when visiting various museum located in Manhattan and Long Island.

ENHANCING STUDENTS’ LEARNING EXPERIENCE IN THE ONLINE CLASSES
SESSION B, TEACHING WITH TECHNOLOGY

Carmela Scala & Jennifer Obando
Rutgers Italian Department
Rutgers, The State University of New Jersey

With this presentation we would like to present technology resources and digital collaboration tools that we have implemented in the creation on language Italian courses to enhance student’s proficiency and collaboration. We have applied several active learning strategies to promote a student-centered learning environment where students get the chance to engage with course materials and their peers on a deeper level. They get to share what they learn; they have a chance to confront their understanding with peers and they can practice ‘freely’ (with no pressure) what they have learnt. We have also created our own, Rutgers production, videos for the entire language sequence of the Italian program, (Italian 101, 102,131, 132). Throughout the videos we tell a story and storytelling helps to increase students’ engagement with the course material. Furthermore, by creating our own video we had the chance to present our students with ‘real life’ Italian, that is our actor speak at a regular pace just as if they were conversing in real life. This helps the students to get even more familiar with the language and definitely better prepares them to fully function in Italy; another advantage of creating ‘homemade videos’ is that they can be tailored to our students’ needs and culture.
PLAYING IN POWTOON: CREATING MEMORABLE INSTRUCTIONAL CONTENT WITH MULTIMEDIA TOOLS
SESSION C, TEACHING WITH TECHNOLOGY

Tiffany Riccardelli
Institute for Families, School of Social Work
Rutgers, The State University of New Jersey

Memorable multimedia content for instruction is far easier to produce than you think. In this session, participants will learn how to “play” in Powtoon—a multimedia tool available to the Rutgers community—to create lively animated course content. From collaborating to create the initial video concept to production and rollout, the presenter will share concrete tools and resources to help both instructors and students use Powtoon to its full potential. Sample Powtoons created for programs at Rutgers’ Institute for Families will be shared, along with tips and strategies for enhancing the visual appeal of animated content.

PATHS TO CENTRALIZING SUPPORT SERVICES FOR ONLINE STUDENTS AND FACULTY
SESSION C, PROGRAM MGMT & ADMIN

Antonius Bittmann
Teaching and Learning with Technology
Rutgers, The State University of New Jersey

Having offered online education for more than 20 years, Rutgers is taking some important steps towards centralizing support services for online teachers and learners university-wide. But the path from the experimental spirit of the early online pioneers to a more structured and centrally administered framework has been neither linear nor easy. In fact, several different developments have been converging to bring us to this place, much like pieces of a large mosaic coming together. These include, among others, the launch of “Rutgers Online” as a strategic initiative to grow enrollments through fully online degree programs; the realignment of three formerly separate instructional technology staff units under a newly formed entity within the Division of Continuing Studies (“Teaching and Learning with Technology”); the consolidation of technology licenses across the university; the (ongoing) search for a single Learning Management System; accessibility initiatives across all online courses and university websites; and the increasing use of nationally recognized quality benchmarks in online education, including Quality Matters standards and more recently, the Hallmarks of Excellence in Online Leadership. Although the picture that emerges from all these pieces is far from complete, Rutgers is much closer than it has ever been to offering a high-quality online education that is well supported, strives to follow best practices, and is in compliance with regulations, accreditation standards, and the law.
**DESIGNING FOR ACCESSIBILITY: ONE BITE AT A TIME**

**SESSION C, ACCESSIBILITY & UNIVERSAL DESIGN**

Cindy Poore-Pariseau  
RBHS Office of Disability Services  
Rutgers, The State University of New Jersey

We all know that accessibility is the law, what does accessibility in an online environment mean? What does inaccessibility look like? During this presentation, the importance of designing course materials with accessibility in mind will be discussed and concrete examples of WHY online accessibility is important will be given. Participants will be leave the presentation with a variety of resources that can be used to assist with the process of making a variety of course elements accessible.

**DIALOGUE INTENSIVE LEARNING**

**SESSION C, PEDAGOGY & INSTRUCTIONAL DESIGN**

Richard Dool  
School of Communication and Information  
Rutgers, The State University of New Jersey

The discussion element of an online course, in theory, is the “classroom” where much of the instructor-student and student-student interaction takes place. To a large degree it is intended to approximate the on-campus class experience. As most online instructors know, the online discussions, if designed appropriately, can far exceed the interactions in the campus classroom. “Discussions in online courses “are a rich source of learning, enjoyment, and an integral part of the course”. Students often comment on the differences in interaction between online and on-campus classes. I have learned, however, that not all online discussions are created equally. In my online experiences, I have witnessed three types of online discussions; the “Q&A” Model, the “1+” Model and the “dialogue intensive” model. The “dialogue intensive” model is built around the notion that much of the learning occurs with active instructor-student and student-student interaction. An initial discussion question is posed as a foundation and as students respond and the instructor engages, the discussion is extended through the sharing of professional experiences, personal insights and other source materials. This presentation will review the dialogue intensive model approach to online discussions.
MOVING LEARNING MANAGEMENT SYSTEMS: A TALE OF COLLABORATION
SESSION C, PROGRAM MGMT & ADMIN

Joe Yankus & Natalie O’Neil
Teaching and Learning with Technology/School of Nursing
Rutgers, The State University of New Jersey

Moving from one home to another can take a village, with logistical planning and various stakeholders needed to execute a smooth transition and successful acclimation to your new space. The same can be said for moving from one learning management system to another, which entails pre-planning, strategic execution of a calculated migration and training strategy, and post-migration support for users acclimating to the change. Join Instructional Designers Joe Yankus (Teaching & Learning with Technology) & Natalie O’Neil (School of Nursing) as they share Rutgers School of Nursing’s story of moving learning management systems. Learn how ongoing collaborative efforts between two units resulted in a successful migration, and gain insight into the timeline and strategies executed in this particular plan of action.

IF IT IS ON THE INTERNET, IT MUST BE TRUE: HOW TO DEVELOP INFORMATION LITERATE STUDENTS IN THE ERA OF FAKE NEWS
SESSION D, PEDAGOGY & INSTRUCTIONAL DESIGN

Jill Nathanson & Mei Ling Lo
Rutgers University Libraries
Rutgers, The State University of New Jersey

Fake news is not a new concept. It has been around for years, but the latest election cycle has popularized this term at a time when social media has become the dominant source of news for our students. Just because our students are comfortable navigating the online world doesn’t mean they have the skills necessary to evaluate information and discern news that is not credible or trustworthy. Teaching information literacy to our students is central to the mission of librarians. Let us share some techniques with you on how to create assignments related to information literacy skills in an online learning environment. And even if you think you are comfortable navigating through the world of fake news, let us show you how to avoid being taken in by predatory journals which will publish any article for a fee.
MASSIVE OPEN ONLINE COURSES—THE SUPPLY CHAIN MANAGEMENT EXPERIENCE

SESSION D, TEACHING WITH TECHNOLOGY

Rudy Leuschner
Supply Chain Management, Business School
Rutgers, The State University of New Jersey

In this presentation I will describe my experience with developing a specialization based on five MOOC courses on Supply Chain Management. The presentation will cover the whole development process from initial justification, to development process, execution, launch and ongoing maintenance. Further, the outcomes of the specialization will be reviewed and next steps will be described.

OPEN AND AFFORDABLE TEXTBOOKS AT RUTGERS UNIVERSITY

SESSION D, TEACHING WITH TECHNOLOGY

Lily Todorinova & Zara Wilkinson
Paul Robeson Library
Rutgers, The State University of New Jersey

In this session, you will learn about the Open and Affordable Textbook project, including ways to get involved. The presenters will discuss the pedagogy of open education and best practices for incorporating open educational materials in the classroom.
CREATING ENGAGEMENT IN AN ASYNCHRONOUS PROGRAM

SESSION D, STUDENT ENGAGEMENT & RETENTION

Rachel Schwartz & Lindsay Gunther
School of Social Work
Rutgers, The State University of New Jersey

This workshop will focus on how online asynchronous programs can respond to the challenge of engaging students in the classroom and program at large. Participants will examine case examples of how one asynchronous program has considered engagement across the program, looking at both faculty and student involvement, such as through the use of classroom discussion boards, group work, feedback to students, social media, synchronous events, and faculty training. The workshop will discuss best practices and examples of ways to engage as well as discussion about technological considerations for creating a sense of community within asynchronous programs.

HYBRID LEARNING AND ASSESSMENT: USING SELF-RECORDED AND LIVE FORMATS TO TEACH AND ASSESS COMPETENCY IN ORAL PRESENTATION OF A CLINICAL ENCOUNTER

SESSION D, TEACHING WITH TECHNOLOGY

Sophia Chen & Karen Harris
Office of Education
Rutgers New Jersey Medical School

Oral Presentation and its corresponding formative feedback is traditionally seen as a face-to-face (synchronous) activity. This breakout session is a demonstration and discussion of a hybrid (part-asynchronous) model that is used by medical educators, but can be adapted for any field that is mandated to teach and assess the core competency of oral presentation skills. This approach allows learners multiple opportunities to develop early habits of deliberate practice in communication skills and electronically captures longitudinal assessment and video-evidenced progress towards competency.
TEACHING CARING AND AUTHENTIC PRESENCE IN ONLINE–HYBRID NURSING EDUCATION
SESSION E, STUDENT ENGAGEMENT & RETENTION

Carey Clark
Department of Nursing
University of Maine at Augusta

This presentation will focus on nurse faculty’s strategies that can be used to enhance student engagement through supporting the students’ caring, compassion, and authentic presencing capacity. Considering Jean Watson’s Theory of Human Caring, we know that self-care is a key skill that nurses need to have in place in order to prevent burnout and create caring-healing environments for patients, however many educators fail to support this in meaningful ways in the online environment. This presentation will discuss strategies for supporting self-caring and resultant caring-healing presence in online and hybrid teaching environments.

CULTURALLY RESPONSIVE INSTRUCTIONAL DESIGN: COLLABORATING WITH PRE-SERVICE COUNSELING STUDENTS IN AN ONLINE COURSE
SESSION E, PEDAGOGY & INSTRUCTIONAL DESIGN

Shelia Witherspoon
Human Services, Counselor Education Program
South Carolina State University

In collaboration with pre-service counseling students, findings from a research study delineated how experiences in an online course focused on multicultural counseling impacted their cultural competence. Using frameworks of ADDIE, VAK, and the Association of Multicultural Counseling Development’s Multicultural Counseling Competencies, factors that contribute to culturally responsive instructional design and the development of synchronous and asynchronous assignments and assessments were revealed. Best practices for future development of culturally competent instructional design will be discussed.
THE ONLINE TEACHING PERSONA
SESSION E, TEACHING WITH TECHNOLOGY
Peter Sorrell
Department of English
Indiana University of Pennsylvania

As teachers, we are used to hearing the term “teaching persona.” But what kind of teaching persona exists online? In this talk, I will discuss my use of unedited YouTube videos as a mean of developing a unique persona in a visibly human and charismatic way so as to better engage students as I teach online Business and Technical Writing courses at Rutgers University.

GENERATING COLLABORATION AT CONFERENCES OR THE CLASSROOM USING MOBILE GAME TECHNOLOGY
SESSION E, TEACHING WITH TECHNOLOGY
Rick Anderson, Chris Valera, & Warren Nevins
Rutgers Division of Continuing Studies

Creating conference and classroom games to help encourage collaboration and generate interactions between people, workshops, and vendors can be achieved using Mobile Games. At the 2018 RUOnline Conference we ran our in house game and now we can share the experience and post mortem questions to help others use this technology effectively in their own conferences.

CREATING AN ONLINE MUSIC COURSE: A PRACTICAL APPROACH
SESSION E, PEDAGOGY & INSTRUCTIONAL DESIGN
Janelle Bitter
Library - Ocean County College

Creating an effective online music course with a limited budget and staff presents unique challenges. Motivated by a desire to include elements of constructivism in a media-rich environment, Music Fundamentals was designed to introduce students to music notation while also demonstrating real world application of basic musical elements and characteristics. Using free resources like YouTube videos and the notation software Finale PrintMusic, this course aims to make elemental concepts more interesting and appropriate for adult students. Videos of classical, jazz, blues, and rock performances are used not only to illustrate concepts like rhythm and key, but also to prompt discussion about a musical element’s function in a piece or song. Not only will students hear a musical concept in context, they will also experience the act of writing a song that includes specific elements of music, expanding upon a previous assignment each time to solidify their understanding.
**BLINDSIDE NETWORKS**

**SESSION E**  
BigBlueButton Roadmap

Blindside Networks started the BigBlueButton project in 2009. We provide commercial support and premium hosting for the BigBlueButton community. BigBlueButton enables universities and colleges to provide remote students a high-quality, online learning experience. Blindside Networks supports native integrations for Moodle, Sakai, Canvas, Schoology, Jenzabar and WordPress. BigBlueButton is certified as LTI 1.0 compatible by IMS Global.

**CANVAS**  
**SESSION D**

Join us for 45 minutes of Transformative Uses of Canvas for Enhancing Digital Learning! An Engagement Consultant from Instructure will be joining us giving insight on the new things Canvas has to offer in transforming teaching and learning. See how Canvas can enhance your personalized learning initiatives and data-driven instruction that drive 21st Century digital learning to new levels.

**HARMONIZE**  
**SESSION D**

Using Harmonize to Increase Discussion Engagement

Classroom discussion is an essential part of the academic experience. Students engage with one another, share new concepts and ideas, and teachers facilitate and encourage students with outside materials. Too many online discussions fall short of the on-campus experience because online discussion tools fail to keep up with the expectations of today’s students. In this session, you’ll learn about Harmonize. Harmonize is a next-generation, LTI-compliant discussion tool that enhances student engagement while seamlessly integrating into Canvas.
An introduction to Morneau Shepell, the world’s leading provider of global counseling services with a presence in over 170 countries and 200+ languages of support. The session will examine the unique challenges distance education students face, as well as, how emotional and psychological distress symptoms are surfacing. I will provide an overview of our Student Support Program (SSP), which has been specifically designed to address the growing demands of mental health care on college campuses nationwide. This mental health and wellness platform offers students immediate access to clinical services 24/7 via chat, phone, text and video format. The integration of technology and clinical resources have provided innovative solutions that enhance traditional methods of counseling and offer alternative forms of support to meet student’s needs on their terms, at their pace and no matter where they are in the world.

This presentation will focus on the use of design-based research and the design thinking framework to illustrate the importance of including learner needs and feedback in an iterative design process. An identified pain point for a learner is the motivation to get started and persist especially when learning gets difficult. This session will look at several case studies that address persistence issues in a digital learning environment, showcasing the design thinking process in action. Attendees can look forward to learning what design thinking is and ways they can consider evolving their design process to create a more learner-centered, evidence-based design approach to providing authentic and engaging learning experiences.
5 Questions You Need to Ask of Online Proctoring Vendors

The credibility of an institution is defined by the quality and integrity of its students and the quality and integrity of its academic programs. Protecting the value of hard-earned degrees depends on proctoring. Since anyone can sit in a room and be present for an exam, how can an institution properly vet proctoring solutions?

Using technology to engage millennials

Learn how to engage your students to improve classroom engagement through using their own devices. Turning Technologies interactive tools create engaging experiences, enhance learning and provide real-time analytics to students and faculty through any of our polling environments such as PowerPoint, Anywhere or Web.

Mobile-friendliness and Accessibility for the Millennial

Today’s student spends 70% of their screen time in front of a mobile device. The demand for all things digital to be delivered in a mobile friendly format has never been higher. Come learn about the advances in learning platforms that meet students where they are and how we are maintaining accessibility compliance throughout the transformation. Wiley is bridging the higher education gap by delivering content solutions in new and innovative ways to enrich the learning experience. We are a proven leader in strategic higher education consulting and partnering with educators and institutions globally to achieve success, and our print and digital solutions enable students and instructors worldwide. We encourage learning to be a continuous, lifelong experience – an integral, essential part of every stage of building a career.
Innovative Solutions for Preventative and Ongoing Mental Health Support for Online Learners

The modern teacher is being pulled in an infinite number of directions. Preparing curriculum and assignments, grading papers, and administering exams are all fundamental and time-consuming parts of an educator’s role. In addition, teachers need to know how to effectively use the digital tools and technology in their classrooms in order to support student learning and achievement. However, the ever-growing list of demands of these educators may diminish the time they have to learn about and efficiently implement these essential tools. Turnitin Feedback Studio is here to help. It provides educators a way to deliver timely, formative feedback that engages students, promotes original writing, and drives college and career readiness. When used appropriately, Turnitin Feedback Studio helps educators to save time and deliver more effective feedback. We asked some of our Feedback Studio “power users” to share their best practices. Together educators, Turnitin Consultants, and Curriculum Specialists developed an indispensable list of the top 10 field-tested tips for successfully using Feedback Studio in the classroom. This session reviews those best practices and then allows the remainder of the time for questions and discussion.

Verificent Technologies specializes in continuous identity verification. Serving over 1.6 million assessments, the patented Proctortrack application uses biometrics, computer visioning and machine learning to offer the world’s premier automated remote online proctoring solution. Proctortrack has achieved a seamless integration into all major LMS platforms, including Canvas, Blackboard, Moodle, Desire2Learn, eCollege, and Sakai. Verificent works with higher institutions who rely on Proctortrack to ensure the integrity of their online credentials.
Extend your reach

Online program management for colleges and universities

Online learning can help institutions serve new students, strengthen existing programs, build their brands, and achieve long-term growth. Pearson can help you identify uniquely valuable opportunities online: opportunities that differentiate your institution, support your mission, and help you compete successfully in high-growth markets.

Our data-driven, research-based approach address all aspects of online program delivery, integrating best practices we've mastered in partnership with more than 35 institutions. We help colleges and universities manage risk, recruit the right students, and support and inspire them through graduation. Most important, our business model is designed to ensure that we only succeed if our institutional partners do.

- An integrated marketing team that generates more than 1.5 million leads per year
- Dedicated student recruiters from a world-class team that places more than 3 million outbound calls each year
- Course development experts who create or refresh well over 1,000 courses per year, leveraging today's best practices in learning design
- Learning innovators who discover cost-effective, learner-centered, outcome-focused ways to apply emerging technologies such as IBM Watson and Microsoft HoloLens
- Comprehensive academic consulting, including institutional, marketplace, and program viability analyses, curriculum reviews, and custom integrations
- Student advisors whose achieved 85 percent retention among new students and 95 percent amongst returnees
Find out why Rutgers chose Proctortrack to deter and put an end to online cheating for the last three years.

The world’s most advanced cheating deterrent for online tests.

Fully integrated with all major LMSs including:

- canvas
- Sakai
- moodle
- eCollege

Fully automated and integrated into Canvas, Sakai and Moodle for Rutgers programs.

Proctortrack has been successfully used by students in over 250,000 assessment at Rutgers over the last 3 years.

The Most Cost-Effective Solution on the Market
- No Advanced Scheduling Required
- No live proctors (get rid of the creepy factor for students)
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- No switching proctors during a test
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- No need to have access in controlling of student machines
- The world’s most advanced cheating deterrent for online tests.

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Fully scalable during your most high peak times of exams (midterms and finals).

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Blindside Networks started the BigBlueButton project in 2009. We provide commercial support and premium hosting for the BigBlueButton community. BigBlueButton enables universities and colleges to provide remote students a high-quality, online learning experience. Blindside Networks supports native integrations for Moodle, Sakai, Canvas, Schoology, Jenzabar and WordPress. BigBlueButton is certified as LTI 1.0 compatible by IMS Global.

Canvas is an easy-to-use, cloud-based learning management system (LMS) that connects all the digital tools and resources teachers use into one simple place. It integrates seamlessly with hundreds of apps, empowering teachers and students with countless tools to make teaching and learning easier and more fun.

Harmonize
A Better Discussion for Canvas

Harmonize is a next-generation, LTI-compliant discussion tool that enhances student engagement while seamlessly integrating into Canvas.

As a human resources leader in North America with global reach, Morneau Shepell is powering positive change in progressive organizations focused on enhancing the health, productivity and financial security of their people and benefits plan participants.
ProctorU provides distance proctoring and identity authentication services for institutions that offer examinations online. The service allows students to take exams from anywhere in a secured environment using only a computer, webcam and high-speed Internet connection. ProctorU offers live, person-to-person, real-time monitoring to more than 1,000 colleges, universities and certification organizations including the University of Florida and Northwestern University.

Turnitin provides educators a way to deliver timely, formative feedback that engages students, promotes original writing, and drives college and career readiness. When used appropriately, Turnitin Feedback Studio helps educators to save time and deliver more effective feedback.

We're an educational technology company dedicated to improving learning experiences. By partnering with instructors, trainers and event coordinators, we help to create engaging interactive environments for clients including universities, K-12 schools, Fortune 500 companies and government agencies. Whether you need to impart crucial knowledge, assess understanding or just keep your audience awake during a long presentation, we can help you achieve your goals.

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