

Wednesday, October 6, 2021

<p>11:15 AM ET – 12:15PM ET</p>	<p><a href="#">Open Educational Practices: Sharing the "Know-How" of Exemplary Instruction</a> <b>Gerry Hanley Ph.D. (gerry.hanley@csulb.edu)</b> Executive Director, MERLOT-SkillsCommons/ California State University, Long Beach,</p> <p>Open Educational Resources are key elements to create affordable online and hybrid learning but without Open Educational Practices (OEP), we will not produce the educational transformations at the desired speed and scale. This session will showcase the MERLOT and SkillsCommons free and open collection of over 1,000 eportfolios in academic and workforce development areas, discuss how to institutionalize open educational practices with ePortfolios, and help participants develop their own strategies.</p>
<p>12:30 PM ET – 1:30 PM ET</p>	<p><a href="#">Virus and Virtual Equity: A Review of Student Technology Support</a> <b>Dr. Toni L. Hill (hilltl@unk.edu)</b> Associate Professor, University of Nebraska - Kearney, Counseling, School Psychology, and Family Science <b>Ms. Olimpia L. Leite-Trambly (leitetrambod@unk.edu)</b> Instructional Designer, University of Nebraska – Kearney, eCampus</p> <p>This presentation will explore three components necessary to reduce the collegiate digital divide. First, students need access to adequate hardware and software. Secondly, students need to have access internet and adequate internet speed. And, lastly, students need technical support. The presentation will present examples of collegiate commitment to providing students computers and internet access. The presentation will also incorporate an interactive component and discussions to explore ways that colleges and universities can provide more technological support to students. The role of instructors and instructional designers in the process of supporting students will be explored within this support area.</p>
<p>1:45 PM ET – 2:45 PM ET</p>	<p><a href="#">Creating Humanized and Inclusive Learning Experiences</a> <b>Brett Christie PhD (bchristie@odlearn.com)</b> Vice President of Learning Design, O'Donnell Learn, Learning Design <b>Carrie O'Donnell (codonnell@odlearn.com)</b> Founder/CEO, O'Donnell Learn</p> <p>The rapid shift to online learning resulting from the pandemic exacerbated issues of equity and access that disproportionately impact certain populations of students. This interactive session will use the Columbia University, Inclusive Teaching Principles and map those to elements of course design and delivery. Presenters will give practical examples for each principle while engaging participants in regard to their experiences. Numerous techniques will be demonstrated to address elements</p>

	<p>such as learner empathy and connectedness, creating a sense of welcome and belonging, humanizing courses, applying the principles of UDL, and ensuring equitable learner access.</p>
<p>3:00 PM ET – 4:00 PM ET</p>	<p><a href="#">Impact of feedback on isolation in Distance Education</a>  <b>Dr. Shanta Varma (svarma@aum.edu)</b>  Special Advisor to the Chancellor &amp; Associate Professor, Auburn University at Montgomery, Office of Collaborative Partnerships  <b>Dawn Mckell (dmckell@aum.edu)</b>  Faculty, Auburn University at Montgomery, College of Business</p> <p>This presentation will be sharing the finds of a research project. The study hypothesizes that negative written feedback does not impact learner perception of grading integrity. However, feelings of isolation are impacted by varying types of feedback, and there may be cultural differences in the perception of isolation in Distance Education. The study also focuses on how culturally positive constructive feedback and communication with students can lessen the distance between the students and instructors and enhance the student learning experience.</p>

Thursday, October 7, 2021

<p>11:15 AM ET – 12:15PM ET</p>	<p><a href="#">Distance Education by the Numbers: Fall 2020, COVID-19, and What's Next?</a> <b>Dr. Rachel Christeson (rchristeson@nc-sara.org)</b> Associate Director for Research &amp; Data Analysis, NC-SARA <b>Dr. Marianne Boeke (mboeke@nc-sara.org)</b> Senior Director for Research &amp; State Support, NC-SARA</p> <p>In this session, NC-SARA will share the results of their 2021 data collection and survey. We will discuss how the introduction of remote learning changed the landscape of distance education by sharing data on the number of distance education enrollments in Fall 2020; where those enrollments took place; which institutions or sectors saw the biggest changes; and other patterns that emerged across states. We will also share the results of our survey of participating SARA institutions discussing remote learning and impacts of the COVID-19 pandemic.</p>
<p>12:30 PM ET – 1:30 PM ET</p>	<p><a href="#">No camera and other tips for working with access-challenged students</a> <b>Eric Allen Holmes (eric.holmes@purdueglobal.edu)</b> Instructor, Purdue University Global, Composition</p> <p>While most learners and educators alike acclimated to the altered delivery method that purely online learning provides during the COVID-19 pandemic, what didn't change is the lack of access to broadband internet that many students endure. Students in rural areas, with limited economic means, serving in the United States military overseas, etc. all face significant barriers to access and online learning facilitators need to meet those students where they are. However, this doesn't mean that the online learning environment has to be ineffective and this session will detail how to effectively work with students that have limited broadband access.</p>
<p>1:45 PM ET – 2:45 PM ET</p>	<p><a href="#">What You Say Matters: How to make your course inclusive to all</a> <b>Natalie Boulton (natalieboulton@creighton.edu)</b> Instructional Designer, Creighton University, Teaching and Learning Center <b>Cristina Vélez (CristinaVelez@creighton.edu)</b> Instructional Designer, Creighton University, Teaching and Learning Center</p> <p>Online learning allows for the flexibility of accessing course content across time zones placing even more responsibility on students to take control of their own learning. While online instruction may not feel the same as live, in-class instruction, the goal of creating courses that are inclusive, accessible, and meaningful remains even when students are not geographically" together".</p>

<p>3:00 PM ET – 4:00 PM ET</p>	<p><a href="#">Zero-Degree Programs to Promote Student Success</a> <b>Dr. Veronica McEachin (vmceachin@susla.edu)</b> Associate Vice Chancellor of Academic Innovation, Southern University at Shreveport, Academic Affairs</p> <p>As the cost of education continues to increase, so does the need to create zero-degree programs. This will entail a hands-on session describing how Southern University at Shreveport created a Criminal Justice Zero Degree Program that saved students over a half of a million dollars in the last five years. The zero degree is used students enrolled in online, hybrid, and face-to-face courses. Amazingly, students have access to their course materials the first day of class which gives every student an opportunity to succeed.</p>
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Friday, October 8, 2021

<p>11:15 AM ET – 12:15PM ET</p>	<p><a href="#">Community-Building in Online STEM: Lessons Learned at a HBCU</a> <b>Dr. Brandy E. Phipps (bhipps@centralstate.edu)</b> Assistant Professor, Central State University, Agricultural and Life Sciences</p> <p>While HBCUs have been instrumental in producing minority (URM) graduates in science, technology, engineering, and math (STEM), they lagged in the creation of online STEM programs, in part because of the belief that the in-person HBCU cultural experience - leading to connection with and responsibility for others - could not be accomplished in online courses. Community-building, including both learner-instructor and learner-learner interaction, is a strong predictor for success in online courses, especially for minority and at-risk students. This session will provide specific examples of activities that promote community-building in online STEM courses and increase student completion, self-efficacy, and satisfaction.</p>
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