



OLC Streamed Sessions | Day 1 – October 29, 2014

[Assessing Group Collaboration Processes in Online Courses](#)

12:00pm – 12:35pm

Lead Presenter: Antoinette Bruciati (Sacred Heart University, USA)

Track: Learning Effectiveness

A grading rubric for assessing learning and performance among collaborative groups of students is presented. Five foundational components needed for effective collaboration are discussed.

[Finding Evidence of Impact in Online and Blended Learning Environments](#)

12:45pm – 2:05pm

Lead Presenter: Chuck Dziuban (University of Central Florida, USA)

Tony Picciano (CUNY, USA)

Charles R. Graham (Brigham Young University, USA)

Patsy Moskal (University of Central Florida, USA)

Track: Technology and Emerging Learning Environments

This session will explore effective research methods for online and blended teaching and learning environments.

[What Faculty Need to Know About Teaching Online](#)

2:15pm – 3:35pm

Lead Presenter: Karen Swan (University of Illinois Springfield, USA)

Laurie Dringus (Nova Southeastern University, USA)

Jennifer Richardson (Purdue University, USA)

Phylise Banner (Union Graduate College, USA)

Track: Faculty and Professional Development & Support

Authors of a unique, online faculty development program will share things faculty should know about pedagogy, design, teaching, technology tools and supporting students studying online.

[How Brains Learn with Technology](#)

4:15pm – 5:45pm

Lead Presenter: John Medina (University of Washington School of Medicine, USA)

Keynote Address

The formal brain sciences are undergoing a current revolution, with new findings of potential relevance to the education community published almost weekly. This lecture explores some of these findings - focusing on three cognitive neuroscience domains. The first concerns memory formation, the power of repetition and the role so-called interleaved learning models play in creating stable declarative memory traces. The second concerns the importance of visual processing, detailing the idea that you don't see with your eyes, you see with your mind – and describing a phenomenon known as the Pictorial Superiority Effect. The third discusses the essential role human relationships play in learning, outlining the challenge such findings play for people dedicated to creating meaningful online learning experiences.



OLC Streamed Sessions | Day 2 – October 30, 2014

[Looking at the Academic Innovation Landscape: Lessons Learned & Future Possibilities](#)

8:00am – 9:15am

Lead Presenter: William E. Kirwan (University System of Maryland, USA)

Keynote Address

The potential for sophisticated technology—with enhanced speed, accessibility, adaptability, and scalability—to simultaneously improve learning outcomes and address the cost of education delivery is the most exciting development that I have seen in my 50-year career in higher education. It is imperative, however, that we separate the hype from the reality, clarify our terminology, and “right size” our expectations. We also need to adjust our political and regulatory environments so that they are more reflective of this highly interactive online environment that is transforming higher education.

Technology does not represent—and cannot be looked to as—some sort of “magic bullet” to fix all the ills in undergraduate education. There is incredible potential, but it would be a mistake to cast aside every element of the traditional approach and start anew.

In addition, far too much of the academic innovation discussion centers around MOOCs, or Massive Open Online Courses. It has reached the point where “MOOCs” is being used interchangeably with the larger, umbrella concept of Highly Interactive Online Learning, which involves a web-based component, but also enables much greater collaboration and supports access to much more robust content than online education or MOOCs allow for.

Finally, Highly Interactive Online Learning in no way signals the “end” of the university, but rather represents a fundamental change in instructor / student interactions. It is an evolution from the longstanding “sage on the stage” model to “the guide on the side.”

With these parameters established, we can begin—and we are truly at the beginning—to study the impact of our academic innovation efforts. We have to insure that they produce the results we want of improved learning at the same or reduced cost before they are adopted on a wholesale basis.

[Online Student Readiness: Prepare Students to Survive and Thrive in Distance Learning](#)

9:25am – 10:00am

Lead Presenter: Megan Linos (University of Southern Indiana, USA)

Track: Student Services and Learner Support

Online students often underestimate their readiness level, which can hinder their learning success. We will present how USI prepares students for online study.

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[Course Design with Mobile Learners in Mind](#)

10:10am – 10:45am

Lead Presenter: Vickie Cook (University of Illinois Springfield, USA)

Track: Open, Global, Mobile

Today's students expect to be able to use mobile devices for learning. Designing courses is critical for a quality mobile learning experience.

[Showcasing Innovation Through Award-Winning Online Teaching](#)

1:30pm – 2:50pm

Lead Presenter: Wendy Howard (University of Central Florida, USA)

Stephanie Vie (University of Central Florida, USA)

Pavel Zemliansky (University of Central Florida, USA)

Track: Institutional Strategies & Innovations

Come see two award-winning online courses and leave with a new set of strategies for designing more interactive and engaging online learning environments.

[Innovative Orientation Leads to Improved Success in Online Courses](#)

4:10pm – 4:45pm

Lead Presenter: Jean Taylor (Excelsior College, USA)

Margie Dunn (Excelsior College, USA)

Sandra Winn (SUNY Empire State College, USA)

Track: Student Services and Learner Support

The authors will share the results of a new orientation element resulting in improved retention and success in several online college courses.



OLC Streamed Sessions | Day 3 – October 31, 2014

[Rhizomatic Learning - The Community is the Curriculum](#)

8:15am – 9:30am

Lead Presenter: Dave Cormier (University of Prince Edward Island, CA)

Keynote Address

What does it mean to learn when the internet already knows everything? Rhizomatic learning is a story of learning in a world of abundance: abundance of perspective, of information, and of connection. Learning models restricted by location and the technology of paper have traditionally forced us to make decisions about what students need to learn before we ever meet them or understand their contexts. This practical reality has, until now, always had a profound impact on what it's meant to learn and know. We have been shackled by the need for content and forced into teaching everyone from the same songbook.

Can we use the internet to allow uncertainty back into learning? What happens when we approach a learning experience unsure of what we are going to learn and explore? What if we trust the idea that people can come together to learn? How do we grapple with abundance of perspective, of information, and of connection? If we see the community as the curriculum of a course, we can use abundance to foster the unexpected in our classrooms and offer more to learners than we ourselves have to give.

[Measuring Student Engagement in an Online Program](#)

9:40am – 10:15am

Lead Presenter: Paula Bigatel (Penn State University, USA)

Andrew Tatusko (Penn State University, USA)

Julie Lang (Penn State University, USA)

Track: Faculty and Professional Development & Support

This presentation reviews results of a pilot study measuring the effectiveness of faculty development courses in terms of student engagement in an online program.

[Instruction From the Back Seat: Letting Your Students Drive Case-Based Learning](#)

10:50am – 11:25am

Lead Presenter: Bevin Clare (Maryland University of Integrative Health, USA)

Track: Technology and Emerging Learning Environments

Student driven case-based learning capitalizes on curiosity to enrich peer-to-peer learning, critical thinking, wisely utilize faculty time, and emulate the real-world.

[Direct, Connect, Reflect: Creating Meaningful Online Relationships and Experiences Equals Success-4-All](#)

11:35am – 11:50am

Lead Presenter: Greta Freeman (USC Upstate, USA)

Track: Faculty and Professional Development & Support

Instructor engagement and responsiveness will make or break the online classroom. This session provides ideas and strategies to connect with your students for overall success.