The Future Is Now: Taking the Next Step in 21st-Century Learning

13th Annual Conference and Membership Meeting

University Plaza Hotel and Convention Center
Springfield, Missouri
July 22–23, 2010
Welcome from the President

Dr. Jerry Williams
Assistant Vice President of Lifelong Learning
Missouri Southern State University

Dear Members and Conference Participants:

It is a pleasure to welcome you to Springfield and to the 13th Annual Conference of the Missouri Distance Learning Association (MoDLA)!

This year’s theme, “The Future is Now: Taking the Next Step in 21st-Century Learning,” is fitting for the exciting changes and initiatives MoDLA is undertaking. We aim to make this year’s conference our best ever as we strive to make MoDLA the best it has ever been, too. We are offering more than 40 breakout sessions, including roundtable meetings and special interest group sessions, all offering a wide range of invaluable information and resources for distance learning practitioners.

I want to thank all of our conference presenters and our keynote speakers for sharing their expertise at this year’s conference. I also want to thank our exhibitors and hope you will take some time to stop by and visit with them over the next two days.

On behalf of MoDLA’s Board of Directors, thank you for attending this year. I hope this conference, as well as all of MoDLA’s expanding services, will offer the best resources for Missouri’s distance learning professionals as we take the next step in 21st-century learning together.

Sincerely,

Jerry Williams
MoDLA President, 2009–2010

A Special Thanks to All Exhibitors, Presenters, and Contributors!
Conference Agenda

Wednesday, July 21

12:30 – 3:00 P.M.  Board of Directors Retreat (Ozarks Technical Community College)
6:00 – 8:00 P.M.  Board of Directors Dinner (Gilardi’s Ristorante)

Thursday, July 22

7:00 – 9:00 A.M.  Hot Breakfast for Overnight Hotel Guests (Terrace Grill)
7:45 – 10:30 A.M.  Coffee and Pastries Available for All Attendees (Lobby)
8:00 – 11:00 A.M.  Registration Booth Open (Lobby)
8:00 A.M. – 5:30 P.M.  Exhibitor Booths Open (Lobby)
9:00 A.M. – 12:00 P.M.  Breakout Sessions (Multiple Rooms)
12:00 – 12:50 P.M.  Lunch (Illinois–Colorado)
1:00 – 2:00 P.M.  Keynote Speaker Dennis O’Connor (Illinois–Colorado)
2:10 – 5:00 P.M.  Breakout Sessions (Multiple Rooms)
2:45 – 3:45 P.M.  Refreshments Available (Lobby)
7:30 – 11:00 P.M.  Reception and Social Night (John Q’s)

Friday, July 23

7:00 – 9:00 A.M.  Hot Breakfast for Overnight Hotel Guests (Terrace Grill)
8:00 – 9:00 A.M.  Registration Booth Open (Lobby)
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11:00 A.M. – 12:00 P.M.  Keynote Speaker Ray Schroeder (Illinois–Colorado)
12:00 – 12:50 P.M.  Lunch (Illinois–Colorado)
1:00 – 1:50 P.M.  Awards Presentation and Membership Meeting (Illinois–Colorado)
2:00 – 5:00 P.M.  Breakout Sessions (Multiple Rooms)
2:45 – 3:45 P.M.  Refreshments Available (Lobby)

Thank you for visiting the exhibits in the lobby!
# Breakout Schedule

**Thursday, July 22**

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<th>Start Time</th>
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<td>B1. Addressing Emotional, Moral, and Ethical Literacies in the Online Classroom</td>
<td>B2. Free Web 2.0 Collaboration Tools You Should be Using</td>
<td>B3. Cultivating a Motivational Learning Climate in Blended / Distance Courses</td>
<td>B4. iPhone in the Classroom</td>
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<td>C1. The Reference Desk is Gone, But I’m Still Here: The Embedded E-Learning Librarian</td>
<td>C2. Wimba Pronto: Instant Collaboration to Support 21st-Century Learning</td>
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<td>1:00</td>
<td><strong>Keynote:</strong> Dennis O’Connor, &quot;Information Fluency Skills for E-Learning&quot; (Illinois–Colorado, 1:00 – 2:00 P.M.)</td>
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**Categories:**

- Academic & Student Support
- Administration, Leadership, & Policy
- Emerging Technologies
- Getting Started in Distance Learning
- Instructional Design & Content Development
- Pedagogy & Methodology
- Research in Distance Learning
- Technology Infrastructure
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| 9:00       | **G1. Implementing Blackboard Mobile**
             9:00 – 9:50 A.M. | **G2. Administrative Concerns in Online Education**
             9:00 – 9:50 A.M. | **G3. Taking the High School Classroom Online**
             9:00 – 9:50 A.M. | **G4. Jefferson College Online Faculty Certification Program**
             9:00 – 9:50 A.M. |
| 10:00      | **H1. Seven Steps to Success: Technology Grants for Distance Learning**
             10:00 – 10:50 A.M. | **H2. Effective Integration of Blackboard 9 Tools and Functions**
             10:00 – 10:50 A.M. | **H3. Bring It!**
             10:00 – 10:50 A.M. | **H4. Steps to Student-Centered Course Development**
             10:00 – 10:50 A.M. |
| 11:00      | **Keynote:** Ray Schroeder, “Teaching in a Recession” (Illinois–Colorado, 11:00 A.M. – 12:00 P.M.) |
| 12:00      | **Lunch** (Illinois–Colorado, 12:00 – 12:50 P.M.) |
| 1:00       | **Awards Presentation and Membership Meeting** (Illinois–Colorado, 1:00 – 1:50 P.M.) |
| 2:00       | **I1. BearCLAW Technology to Boost Retention**
             Electronic Poster Session
             2:00 – 2:50 P.M. | **I2. Teaching Medical Terminology Online: What Works for Me**
             2:00 – 2:50 P.M. | **I3. Turning the Tables: Making Face-to-Face Classrooms More Like Online Classrooms**
             2:00 – 2:50 P.M. | **I4. A High Octane, Super-Charged Online Math Course in Top Gear**
             2:00 – 2:50 P.M. |
| 3:00       | **J1. Brave New World: Choosing to Teach Online**
             3:00 – 3:50 P.M. | **J2. E-Learning Leadership in Missouri Community Colleges**
             3:00 – 3:50 P.M. | **J3. Workload and Grading Management Roundtable**
             3:00 – 3:50 P.M. | **J4. Productive Use of Jing and Jarnal**
             3:00 – 4:15 P.M. |
| 4:00       | **K1. Barriers and the Best Practices in Online Learning**
             4:00 – 4:50 P.M. | **K2. Teaching Astronomy and Physics Online and in the Virtual World of Second Life**
             4:00 – 4:50 P.M. |

### Categories

- Academic & Student Support
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- Technology Infrastructure
Keynote Speakers

Dennis O’Connor
Program Advisor, E-Learning and Online Teaching
University of Wisconsin – Stout
“Information Fluency Skills for E-Learning and Online Teaching”

Dennis O’Connor has over 35 years of experience as an educator at all levels. He served as a language arts coordinator for a K-12 district, and he taught graduate students how to teach online at California State University, where he earned an M.S. in Online Teaching and Learning. He received a M.Ed. in Instructional Design and Technology Integration from Western Governors University and a bachelor’s in English from the University of California, Berkeley. Dennis was the recipient of the Milken Educator Award in 1995 and was a project writer for ISTE’s National Educational Technology Standards Project in 1998. In addition to being the Program Advisor for the E-Learning and Online Teaching Graduate Certificate Program at the University of Wisconsin – Stout, Dennis is Senior E-Learning Architect and founding partner with the 21st-Century Information Fluency Project, specializing in creating online curriculum to teach Internet searching, evaluation, and ethical use of digital information.

His presentation will demonstrate the usefulness of information fluency skills in the online educational setting by showcasing free online curriculum that instructors can use to provide self-paced, on-demand training. With instruction in searching, evaluating, and ethically using digital information, students radically improve their ability to think independently. This is empowering and promotes a constructivist approach to online learning. For this reason, all online instructors should include information fluency skills in their courses.

Ray Schroeder
Director of the Center for Online Learning, Research, and Service
University of Illinois at Springfield
“Teaching in a Recession”

Ray Schroeder is Professor Emeritus and Director of the Center of Online Learning, Research, and Service at the University of Illinois at Springfield. With 39 years of teaching experience at the University of Illinois campuses, he is founder of the Center dedicated supporting online faculty. His online learning and educational technology blogs and twitters reach 10,000 readers each week. Ray was Visiting Scholar in Online Learning at the University of Southern Maine (2006–2009), Sloan Consortium Distinguished Scholar in Online Learning (2001–2003), and the recipient of the 2002 Sloan-C Award for the Most Outstanding Achievement in ALN by an Individual.

His presentation will identify trends in how the recession has affected community colleges, colleges, and universities as chronicled in Ray’s “Recession Realities in Higher Education” blog and an examination of technology-supported modes and methods that enable us to best serve the online student in the most efficient and effective ways possible. Progressive coping strategies will be presented and discussed. Resources will be made available through http://teaching-in-a-recession.ning.com.
Breakout Sessions
Thursday, July 22

A1. Improving Student Success and Retention in Psychology: A Blended Course Approach
Time: 9:00 – 9:50 A.M. | Room: Kansas A | Track: Research in Distance Learning | Type: Lecture

Presenter(s): Chantal Levesque-Bristol, Director of the Faculty Center for Teaching and Learning
Nicole Howland, Graduate Assistant in Psychology
Missouri State University

To measure the effectiveness of a blended course that exchanges in-class experiences for online once compared to the typical in-class lecture method of course instruction used in an introductory psychology course, a quasi-experimental design was used. Two large course sections were assigned to the experimental condition, and two were assigned to the control condition. Two instructors were involved in the delivery of the instruction. Each of them taught one lecture section and one blended section. This yielded adequate sample sizes of approximately 325 students each in the control and experimental groups. The experimental sections were taught using the blended format. Midterm and final course grades were examined for grade distribution and proportion of D and F grades and course withdrawals. The grade distribution in the experimental group was compared with the grade distribution in the control group. Presenters will discuss the background literature briefly before describing their study methods, data analysis results, and interpretations, followed by discussion.

A2. Online Learning: Policy and Cost Considerations
Time: 9:00 – 9:50 A.M. | Room: Texas | Track: Getting Started in Distance Learning | Type: Lecture

Presenter(s): Cheryl Rosenberg, School Development Specialist
Virtual High School, Inc.

A growing number of schools are offering online courses for students as part of their academic schedule and experience. Whether the courses are core content, electives, or AP, the successful implementation of the online course program requires clear planning, specific policy, and active promotion. The focus of the session will be to inform administrators of best practices in online program implementation, including policy and cost considerations. Attendees will leave with examples of policy, course, and student participation expectations as well as program communication tools.

A3. Free Software: Jarnal and Jing
Time: 9:00 – 10:15 A.M. | Room: Kansas B | Track: Emerging Technologies | Type: Interactive Demo

Presenter(s): Daniel Kopsas, Instructor of Mathematics
Matthew Harris, Instructor of Mathematics
Ozarks Technical Community College

The presenters will demonstrate how to download and use Jarnal and Jing, free tools that simplify online communication to students. These tools are particularly helpful when using diagrams or notation that is
difficult to type. Handwritten work can be made available quickly through an attachment, via a hyperlink, or as an embedded image on a webpage. Attendees can work along using their laptops as the presenters demonstrate how to acquire and use both programs.

A4. **Online Tutoring with a Whiteboard**  
*Time: 9:00 – 10:15 A.M. | Room: Kansas C | Track: Pedagogy & Methodology | Type: Interactive Demo*

**Presenter(s):** Carolyn Snodgrass, Instructor, Speckman Tutoring and Learning Center  
Jonathan Staats, Student  
*Ozarks Technical Community College*

This presentation will demonstrate synchronous online mathematics tutoring using either Wimba and/or WiZiQ. Wimba has been used at Ozarks Technical Community College for online mathematics tutoring, and WiZiQ has been used in the past when free Whiteboard platforms were necessary. Tools to tutor other content areas than mathematics can be demonstrated.

B1. **Addressing Emotional, Moral, and Ethical Literacies in the Online Classroom**  
*Time: 10:00 – 10:50 A.M. | Room: Kansas A | Track: Pedagogy & Methodology | Type: Lecture*

**Presenter(s):** Crystal Hofegartner, Adjunct Online Instructor of History  
*Ozarks Technical Community College*

Educators often are concerned with getting as much content across to students as possible, but research shows students learn better when all aspects of their minds and personalities are actively engaged in the learning process. This presentation will consider how online learning, specifically in humanities, can provide students participatory, student-centered, experiential learning opportunities as well as exposure to valuable ethical and moral literacy skills. We will also consider how innovative tools such as social networking sites can enhance student interaction and accessibility to course content while also addressing emotional learning. This presentation aims to encourage conversation concerning how educators can approach online education holistically for students pursuing degree and career advancement as well as personal enrichment in a rapidly changing global environment.

B2. **Free Web 2.0 Collaboration Tools You Should Be Using**  
*Time: 10:00 – 10:50 A.M. | Room: Texas | Track: Emerging Technologies | Type: Lecture*

**Presenter(s):** Todd Weimer, Technology/Internet Specialist  
*Educational Service Unit 15*

The definition of a web 2.0 tool is difficult to quantify, but the most agreed-upon description is any web-based system that facilitates collaboration, file sharing, communication, and interoperability. These tools have revolutionized the way people conduct business, locate long-lost friends and relatives, and in many ways changed our entire social interaction. Using web 2.0 effectively can open the institution to a whole new audience and provide access to students not bound by geography, service areas, state lines, country borders, and more. A general discussion of web 2.0 tools will parlay into a brief yet through discussion of four or five specific tools.
Cultivating a Motivational Learning Climate in Blended/Distance Courses

Presenter(s): Lora Hobbs, Senior Instructor of Religious Studies
Chantal Levesque-Bristol, Director of the Faculty Center for Teaching and Learning
Nicole Howland, Graduate Assistant in Psychology
Missouri State University

As we step into 21st-century learning, we explore more technology-based delivery formats that reduce face-to-face contact with students. There is concern that this initiative means educators will be forced to sacrifice student engagement and motivation as face-to-face time decreases. The research presented was sparked by the question of whether we can maintain or even increase students’ engagement and motivation in the learning process as face-to-face time decreases. We surveyed students in face-to-face and hybrid sections of a 100-level general education course, looking at factors relating to learning climate and engagement as demonstrated by Self-Determination Theory. The research shows promising results that the motivation factors, which create a learning climate suitable for student motivation and success, can be cultivated with similar success even as face-to-face time decreases.

iPhone in the Classroom

Presenter(s): Brian Burton, Assistant Professor of Information Technology
Abilene Christian University
Barbara Martin, Professor of Educational Leadership
University of Central Missouri

This session will provide a review of the implementation of the iPhone and iPad campus wide at Abilene Christian University. It will include a discussion of collaborative use of the devices by students and impact upon the campus environment. Burton will also address the implementation of iPhone and iPad programming courses at the undergraduate level.

The Reference Desk Is Gone, But I’m Still Here: The Embedded E-Learning Librarian

Presenter(s): Tracy Ponder, Outreach Librarian
Barrie Talbott, Lead Online Instructor of English (2009 MoDLA Award Recipient)
Ozarks Technical Community College

Many of our students don’t realize they have access to their institution’s library. Don’t leave them in the dark; bring the library to them! This presentation will focus on reference services in the online learning environment. Participants will learn how to provide library services to online students right inside their virtual classroom. Presenters will discuss the process, the challenges, and new insights to the hottest service in the online learning environment: the embedded e-learning librarian. Students no longer have to come to the library—the library can come to them.
Time: 11:00 – 11:50 A.M. | Room: Texas | Track: Emerging Technologies | Type: Lecture

Presenter(s): **Shelly Constant**, Regional Sales Manager  
*Wimba, Inc.*

Engaging 21st-century students, increasing administrative efficiencies, or developing disaster preparedness plans—learn how Wimba Pronto, an instant collaboration platform designed for education, is being used to support each of these endeavors and other initiatives at colleges and universities in North Carolina and around the world.

D1. **Distance Learning Course Activities and Assessments**  
Time: 2:10 – 3:00 P.M. | Room: Kansas A | Track: Research in Distance Learning | Type: Lecture

Presenter(s): **Melanie Shaw**, Director of Faculty Services  
**Todd Kane**, Faculty  
*Colorado State University – Global Campus*

Drawing on current literature and a survey of online students and instructors from online institutions, the presenters will share research on different types of assignments and assessments required for completion of online courses, the learning management systems utilized, and the differences between undergraduate and graduate tasks assigned. While there is a significant amount of available research on instructional efficacy in online classes, few studies account for the types of course activities students must complete in distance learning courses. This presentation will detail various online assessments and activities assigned to students attending higher education institutions that are either fully online or are utilizing a blended learning format. Recommendations are made for diverse instructional tasks, which can be assigned based on available technology and curricular flexibility.

Time: 2:10 – 3:00 P.M. | Room: Texas | Track: Administration, Leadership, & Policy | Type: Roundtable

Presenter(s): **Vanessa Germeroth**, Director of E-Learning Outreach  
**Janet Sell**, Program Coordinator of Dental Assisting  
**Gail Garton**, Lead Online Instructor of Business, Accounting, and Economics  
*Ozarks Technical Community College*

Part I of this presentation will consist of a roundtable discussion allowing participants to share and learn from others about the successes and failures of hybrid learning offerings. Topics of particular interest include optimal meeting frequencies, course design, related fees, scheduling, and marketing of hybrid learning courses. Also, participants are encouraged to bring suggestions or to inquire about other upcoming hybrid learning conference opportunities. All who are interested in or work with hybrid methods of learning, credited or noncredited, are invited to participate.
D3. Learning Archetypes as Tools of Cybergogy for a 3D Educational Landscape: A Structure for Teaching in Second Life

**Time:** 2:10 – 3:00 P.M. | **Room:** Kansas B | **Track:** Pedagogy & Methodology | **Type:** Lecture

**Presenter(s):** Lesley Scopes, E-Learning Specialist
University of Southampton (UK)

This session will explore the value of 3D virtual worlds as a teaching platform. The presenter’s work is the result of her M.Sc. dissertation from the University of Southampton (UK), where she developed the model of cybergogy to be discussed. The model considers issues of validity and credibility pertaining to the transfer of real life skills via a 3D virtual platform. The model of cybergogy contends that four learning domains need to be addressed via learning archetypes (overarching categories of activities) to support a sense of immersion for acquisition of deeper learning. A blended taxonomy has been developed, which assists a developer to design learning activities that are learning-outcome focused, addressing a combination of the four learning domains. The session will include streaming media into Second Life, enabling participants to experience the environment and gain a sense of its potential in supporting and enriching online teaching and learning.


**Time:** 2:10 – 3:00 P.M. | **Room:** Kansas C | **Track:** Getting Started in Distance Learning | **Type:** Lecture

**Presenter(s):** Odin Jurkowski, Department Chair of Career and Technology Education
University of Central Missouri

This session will cover the components required to make a successful online course. The presenter will describe a process in which faculty can initiate a peer review process for effective online teaching. The lecture-based session will include discussion on how the faculty at University of Central Missouri have been undergoing the creation of an easy-to-use peer review process. The lecture will cover the creation of the university’s model and its components.

E1. Foreign Language Tech in Distance Learning

**Time:** 3:10 – 4:00 P.M. | **Room:** Kansas A | **Track:** Instructional Design & Content Development | **Type:** Interactive Demo

**Presenter(s):** Teresa Roebuck, President
Global Association for Teacher Empowerment

Participants will learn to use simple interactive media formats and foreign language resources available through free websites to provide students with the skills to teach others what they learn themselves about any foreign language component. The technology of PowerPoint, PhotoStory, Movie Maker, Flash, and/or VoiceThread allows students to share with others what has been learned, using cutting-edge presentation techniques. (Materials to take notes and a stick drive for resources are recommended.)
Hybrid Learning Roundtable: How, When, Where, and Why? Part II

**Presenter(s):** Vanessa Germeroth, Director of E-Learning Outreach  
Janet Sell, Program Coordinator of Dental Assisting  
Gail Garton, Lead Online Instructor of Business, Accounting, and Economics  
*Ozarks Technical Community College*

Part Two of this presentation includes agenda items intended as stand-alone topics. Participants from Part I are encouraged to attend, and individuals not present for Part I are welcomed to participate. The session agenda includes promotional strategies for hybrid programs; credit and noncredit hybrid course differences; design, marketing, fee, scheduling, and other considerations; and future opportunities.

**Learning Archetypes as Tools of Cybergogy for a 3D Educational Landscape: A Special Interest Group about Teaching in Second Life**

**Presenter(s):** Lesley Scopes, E-Learning Specialist  
*University of Southampton (UK)*

This session is a continuation of D3 and will be conducted in the form of a special interest group (SIG). It will explore the value of 3D virtual worlds as a teaching platform. The presenter’s work is the result of her M.Sc. dissertation from the University of Southampton (UK), where she developed the model of cybergogy to be discussed. The model considers issues of validity and credibility pertaining to the transfer of real life skills via a 3D virtual platform. The model of cybergogy contends that four learning domains need to be addressed via learning archetypes (overarching categories of activities) to support a sense of immersion for acquisition of deeper learning. A blended taxonomy has been developed, which assists a developer to design learning activities that are learning-outcome focused, addressing combination of the four learning domains. The session will include streaming media into Second Life, enabling participants to experience the environment and gain a sense of its potential in supporting and enriching online teaching and learning.

**Online Course Development and Delivery Reviews: An Interactive Approach**

**Presenter(s):** Carla Bradley, Coordinator of Online Instructional Development  
*Ozarks Technical Community College*

Is course evaluation a fragmented and isolated event with no formal follow-up? Participating in an effective review process can offer peer, team, and self evaluation of online course development and delivery. There are multiple areas to evaluate: design, navigation, collaboration, interaction, active learning, assessment, learning objectives, and accessibility. By examining course development and delivery as two different processes, reviewers can more accurately evaluate courses. With review processes that involve instructors, evaluation can be positive and interactive. This presentation will allow instructors and course developers hands-on practice with online course review.
F1. **AYP Gotcha Down? Raise It!**  
**Time:** 4:10 – 5:00 P.M. | **Room:** Kansas A | **Track:** Administration, Leadership, & Policy | **Type:** Lecture

**Presenter(s):** Robert Hill, Associate Trainer  
*Center for Teacher Effectiveness*

Learn how to increase your academic scores, decrease discipline challenges, empower teachers, and gain parental support. Learn how to discipline calmly and effectively. Instructional time is valuable. Teachers lose five to nine hours weekly of teaching time to police students. Discipline must be consistent and fair. Responding the first time every time is the only effective solution. Order, respect, compassion, and learning are just a breakout session away.

F2. **You Pass! Building a LMS Browser Check Tool**  
**Time:** 4:10 – 5:00 P.M. | **Room:** Texas | **Track:** Instructional Design & Content Development | **Type:** Lecture

**Presenter(s):** Shannon Meisenheimer, Instructional Technology  
*University of Central Missouri*

Ensuring your user’s operating system and software configuration are compatible with your LMS is integral to a positive and successful user experience. After searching for a solution and coming up empty, the presenter developed a browser check tool for his university’s Blackboard platform, and it has been invaluable in providing support to users. This session will discuss the process of creating the scripts needed and how they work. All the JavaScript, Java, and HTML needed to build a functioning browser checker will be provided. Script modification and customization will be discussed.

F3. **Virtual Faculty Meetings: Using Second Life for Faculty Development**  
**Time:** 4:10 – 5:00 P.M. | **Room:** Kansas B | **Track:** Emerging Technologies | **Type:** Lecture

**Presenter(s):** Tessa Melançon, Associate Director of Online Education  
Steven Hynds, Director of Online Education  
*Drury University*

This session will demonstrate how Second Life can be effectively used to conduct synchronous meetings to enhance faculty development in online teaching and learning. The interactive and immersive Second Life experiences produce innovative ideas that are quickly disseminated and adopted by faculty in their courses. The session will conduct a virtual meeting with actual members of the Drury faculty in attendance in Second Life. It will be a mixed reality opportunity with audience members having the ability to experience the world of Second Life virtual learning to enhance their own teaching abilities.

F4. **Online Speech Class—Now How Does THAT Happen?**  
**Time:** 4:10 – 5:00 P.M. | **Room:** Kansas C | **Track:** Pedagogy & Methodology | **Type:** Lecture

**Presenter(s):** Keri Keckley, Lead Speech Instructor  
*Crowder College*
After three years of trial and error, the presenter has created an online speech course that rivals the traditional classroom. Session participants will learn what does and doesn’t work, and the presenter will approach the subject from the view of quality instruction as well as from the students’ perceptions and actualities. After sharing her current online classroom with the group, the presenter will open up the session for questions and answers.
Breakout Sessions

*Friday, July 23*

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**G1. Implementing Blackboard Mobile**

**Time:** 9:00 – 9:50 A.M. | **Room:** Kansas A | **Track:** Emerging Technologies | **Type:** Lecture

**Presenter(s):**
- **Keith Giltner**, Strategic Account Executive
- **Michael Pruneau**, Regional Account Executive
  *Blackboard, Inc.*

Does your school or department have a mobile strategy to enrich teaching and learning? How about a plan to enhance life outside the classroom? With Blackboard Mobile, you can implement easy mobile solutions that have the power to take education farther than you ever imagined. Plus, you will be joining a rapidly expanding community of already 100+ schools working with Blackboard Mobile to innovate with mobile technology on your campus. Representatives from Blackboard will demonstrate Mobile Central and Mobile Learn, including the new iPad access to the Blackboard Learning System.

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**G2. Administrative Concerns in Online Education**

**Time:** 9:00 – 9:50 A.M. | **Room:** Texas | **Track:** Administration, Leadership, & Policy | **Type:** Roundtable

**Presenter(s):**
- **Jerry Williams**, Assistant Vice President of Lifelong Learning
  *Missouri Southern State University*

There are a number of common administrative concerns in online education, and it is the purpose of this roundtable to discuss and share information views and philosophies on some of the concerns, including test proctoring, recruiting adjunct faculty, establishing pay policies, intellectual rights, policies concerning the on-campus student and distance education, in-state versus out-of-state status, organizational structure, maintaining resources, and the impact of HLC decisions. The presenter will facilitate an open dialogue and group discussion with the aid of a basic agenda.

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**G3. Taking the High School Classroom Online**

**Time:** 9:00 – 9:50 A.M. | **Room:** Kansas B | **Track:** Getting Started in Distance Learning | **Type:** Panel Presentation

**Presenter(s):**
- **Leah Blakey**, Faculty Coordinator and Assistant Professor
- **Jane Lindsey**, Adjunct Instructor
- **Kim Mobley-McCully**, Adjunct Instructor
  *Drury University*

Resources are scarce in today’s high schools. Parents feel pressure to pay for more on reduced budgets. Perhaps higher education can help address these needs through online dual credit courses. But are high school students ready for a fully online course, or would a blended model fit their needs better? This presentation will examine these questions as it explores Drury University’s first online foray into offering a dual credit course. Topics will include changing needs of area high schools, Drury’s first move into high school, and the differences between various delivery models and the different pedagogies for each.
**G4. Jefferson College Online Faculty Certification Program**  
*Time: 9:00 – 9:50 A.M. | Room: Kansas C | Track: Administration, Leadership, & Policy | Type: Lecture*

**Presenter(s): Allan Wamsley, Director of Instructional Support and Academic Computing Jefferson College**

The topic of this session is Jefferson College’s online faculty certification program, which online instructors are required to complete. Discussion will include development, structure, content, procedures, and reactions. Participants also will see the online certification course.

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**H1. Seven Steps to Success: Technology Grants for Distance Learning**  
*Time: 10:00 – 10:50 A.M. | Room: Kansas A | Track: Getting Started in Distance Learning | Type: Lecture*

**Presenter(s): Jeffrey Barlow, Area Grant Manager Polycom**

Distance learning depends on innovative technology and ongoing funding. Many grant programs have been created to support distance learning. Experts from the Polycom Grant Assistance Program will discuss the current state of technology funding in Missouri and national programs and suggest a seven-step process to help you capture available funds. A variety of grant resources for all types of organizations engaged in distance learning will be discussed. Up-to-date information will be provided on federal and state government grants, Recovery Act funds, and private foundation funding that can be used for distance learning programs. The session will provide participants tips and tools for writing effective grant applications and will provide information on what grant reviewers look for in proposals.

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**H2. Effective Integration of Blackboard 9 Tools and Functions**  
*Time: 10:00 – 10:50 A.M. | Room: Texas | Track: Emerging Technologies | Type: Lecture*

**Presenter(s): Paul Wilmarth, Technical Training Specialist University of Missouri – St. Louis**

This session will aid instructors and course designers currently using or planning to use Blackboard. The objective is to encourage instructors and designers to consider possible models for course construction and development and how to match these models to their course learning objectives. Blackboard 9 contains a vast array of tools and functionality—the challenge for instructors now is to use these resources effectively and efficiently. Effective tool integration and sequencing of learning resources and activities can be the difference between a successful online or hybrid course and an unsuccessful one. The creation of learning units, topic folders, or course modules that chunk and sequence course material and activities, and the intuitive placement of tools/resources that students and teachers need to accomplish teaching/learning goals, can create positive educational outcomes for all stakeholders.
**H3. Bring It!**
*Time: 10:00 – 10:50 A.M. | Room: Kansas B | Track: Instructional Design & Content Development | Type: Roundtable*

Presenter(s): **Diana Garland**, Director of the Learning Commons  
*Missouri State University*

This presentation will discuss free programs educators can use to embed into their online, distance learning, or face-to-face courses to get students interested in content. Participants should bring their laptops and share with the group how they use various programs. Individuals should bring lists of their favorite freeware programs to share with the group.

**H4. Steps to Student-Centered Course Development**
*Time: 10:00 – 10:50 A.M. | Room: Kansas C | Track: Instructional Design & Content Development | Type: Lecture*

Presenter(s): **Beverly Fox**, Curriculum Coordinator  
**Kristi Smalley**, Principal  
*University of Missouri High School*

Online courses must be student-centered and engage students. MU High School has developed instructor resources and provides ongoing support for the instructors as they translate their face-to-face instructional strategies to the online environment. This session focuses on the steps and resources used by MU High School instructors as they develop their online courses.

**I1. BearCLAW Technology to Boost Retention**
*Time: 2:00 – 2:50 P.M. | Room: Kansas A | Track: Academic & Student Support | Type: Electronic Poster*

Presenter(s): **Diana Garland**, Director of the Learning Commons  
*Missouri State University*

This poster session will show how new technology in the new learning commons (BearCLAW) at Missouri State University is being used. Topics will include specialty software used by tutoring centers, online writing assistance, and online training.

**I2. Teaching Medical Terminology Online: What Works for Me**
*Time: 2:00 – 2:50 P.M. | Room: Texas | Track: Pedagogy & Methodology | Type: Lecture*

Presenter(s): **Maryellen Stratmann**, M.D., Adjunct Online Instructor  
*Drury University*

In this lecture session, the presenter will share tips and tricks on what she does and why while incorporating her philosophy of online education—keeping the student engaged and making the learning experience fun. The presenter also will draw upon her 30 years of medical practice to point out the information and approach that will benefit students the most in the real world. Examples from real online classes will be shown, and attendees can ask questions and share experiences. Participants will leave with a good idea of how to structure and lead their own online medical terminology classes.
13. Turning the Tables: Making Face-to-Face Classrooms More Like Online Classrooms
Time: 2:00 – 2:50 P.M. | Room: Kansas B | Track: Research in Distance Learning | Type: Lecture

Presenter(s): Barrie Talbott, Lead Online Instructor of English (2009 MoDLA Award Recipient)
Courtney Durham, Student
Ozarks Technical Community College

The quality of online teaching and learning has often been unfavorably compared to that of the traditional classroom with assumptions that synchronous, face-to-face environments lead to greater interaction than computer-based environments and, therefore, result in greater student learning outcomes. These assumptions are most often found within the higher education community as demonstrated by the national Sloan survey that found 70% of faculty believe learning outcomes of online courses are either inferior or somewhat inferior when compared with face-to-face instruction. This presentation debunks some of these assumptions about the quality of online learning and reviews some of the ways online instruction may be superior to traditional classroom instruction. The presenters argue that 21st-century educators should strive to make face-to-face classrooms more like online classrooms, and they discuss results of an experiment implementing online discussions in a seated class.

14. A High Octane, Super-Charged Online Math Course in Top Gear
Time: 2:00 – 2:50 P.M. | Room: Texas | Track: Instructional Design & Content Development | Type: Lecture

Presenter(s): Gregory Dlabach, Faculty
American InterContinental University

In this workshop, the presenter will highlight the details concerning the processes used to conceptualize, implement, and revise mathematics curriculum for a large online university. In particular, the session will cover the use of publisher-related content and how to seamlessly embed it within an existing platform, course structure, and learning philosophy. The process spans a two-year time period, multiple course revisions, and multiple publisher content management systems.

11. Brave New World: Choosing to Teach Online
Time: 3:00 – 3:50 P.M. | Room: Kansas A | Track: Getting Started in Distance Learning | Type: Lecture

Presenter(s): Linda Hubble, Senior Instructional Designer
Ozarks Technical Community College

The Center for Teaching and Learning redesigned training experiences for faculty interested in teaching online. The primary focus of the training helps prepare faculty by building understanding of what it means to teach and manage student learning in the online environment. The presenter will give an overview of the information that led to the training redesign and will provide links to the presentation materials. She will also lead participants through one of the training activities. The intent is to share personal experience, what worked well, and what might be done differently in the future.
J2. E-Learning Leadership in Missouri Community Colleges: A Special Interest Group

**Time:** 3:00 – 3:50 P.M. | **Room:** Texas | **Track:** Administration, Leadership, & Policy | **Type:** Special Interest Group

**Presenter(s):** Witt Salley, College Director of OTC Online
Ozarks Technical Community College
Leo Hirner, District Director of Distance Education
Metropolitan Community College – Kansas City

This special interest group (SIG) is for distance learning directors, online program administrators and other professionals working in e-learning leadership roles at the community college level. The purpose is to share ideas and resources, promote networking and inter-institutional collaboration, as well as provide assistance and support to colleagues serving in similar positions throughout Missouri’s community colleges. In addition to providing ongoing professional networking and support, this SIG meets three times per year (MCCA, HELIX and MoDLA). This session will be the third meeting of the academic year; both new and returning participants are invited. Discussion topics carried over from the previous meeting include methods for sharing online courses, adjunct faculty, and faculty development courses in online teaching and learning.

J3. Workload and Grading Management Roundtable

**Time:** 3:00 – 3:50 P.M. | **Room:** Kansas B | **Track:** Pedagogy & Methodology | **Type:** Roundtable

**Presenter(s):** Leslie Salley, English Instructor
Galena R-II School District

This roundtable will focus on ways online teachers manage workload and grading expectations of several classes and at several institutions. What are some ways to manage quick turnaround time in an online class? What kinds of feedback should students get in online courses? What are some best practices for managing a high volume of students at many levels and from various institutions?

J4. Productive Use of Jing and Jarnal

**Time:** 3:00 – 4:15 P.M. | **Room:** Kansas C | **Track:** Instructional Design & Content Development | **Type:** Interactive Demo

**Presenter(s):** Carolyn Snodgrass, Instructor, Speckman Tutoring and Learning Center
Marylynne Abbot, Lead Instructor of Mathematics
Ozarks Technical Community College

The objective of this session is to demonstrate how Jing and Jarnal may be used to enhance content communication in online courses. Jing and Jarnal are tools that can help online educators improve the communication of course content and assessment of student learning. These free software programs can be used to provide feedback to students and answer students’ questions about content. The session will focus on how we use this software along with other tools to enhance online classes. Presenters will share examples of how students’ questions are answered and how grades are given, and they will demonstrate how to use these tools for developing course content.
Research and practice provides valuable information on the characteristics and attributes of the e-learner. Understanding the e-learner and the context of web 2.0 social media will contribute to engaging the e-learner where she lives. Pedagogy and methodology will be most effective if the online faculty understand the strengths and weaknesses of the delivery system—Learning Management Systems and the stated objectives of the syllabus. Educational outcomes, articulated as outcomes using Bloom’s Taxonomy, should be the measure of success for online learning as opposed to the use of a particular tool within the LCMS. Pedagogy, methodology, and the leveraging of technology can blend into a “cybergogy” that is adaptive and responsive to today’s learner.

The number of schools teaching complex science classes online is still in its early stages across the country. There are many instructors who are qualified to teach online but may be hesitant to think outside the classroom. Teaching these classes in virtual worlds, such as Second Life, is even more cutting-edge. In Astronomy, there are virtually no peer-reviewed journal articles describing best practices. Drury University has become a leader in this field. This talk will concentrate on some of the methods, enhancements, and obstacles to overcome when teaching a science class online as well as a demonstration of the Drury’s Science Island in Second Life.
Exhibitors and Contributors

Thanks to the following exhibitors and contributors for their support!