

## Conference Schedule

### Friday, February 15

Registration and exhibitor tables open at 5:30 pm and will remain open during the opening reception and keynote in the HPD Café.

<b>6:00 pm – 8:00 pm</b>	<b>Opening Reception &amp; Poster Session</b>	<b>Terry Administration Building First floor</b>
------------------------------	---	--

*Social Media Impact in Higher Education*  
Nikki Chasteen (Nova Southeastern University)

*Effective Communication: The Online Class*  
Megan Fitzgerald Dunn (Nova Southeastern University)

*Expectation Versus Reality of Going Deeply Digital: Implications for Instructional Designers in Higher Education*  
Melissa Jaffe (University of Central Florida)

*Presentational Bias in Multimodal Composition*  
Eric Mason (Nova Southeastern University) & Jeffrey LaPointe (Nova Southeastern University)

*Complex ISD Competencies*  
David Schubert (Nova Southeastern University)

*Customizing Online Learning with LibGuide*  
Jamie Segno (Nova Southeastern University)

*Give Composition a Seat at the Table*  
Rosemarie Taylor (Nova Southeastern University)

<b>7:00 pm – 8:00 pm</b>	<b>Welcome &amp; Opening Keynote</b>	<b>Steele Auditorium, room 2100</b>
------------------------------	--	-------------------------------------

*Innovation, Infrastructure, and Digital Learning*  
Kenneth Green, Founding Director, Campus Computing Project

What does innovation theory tell us about the role of infrastructure as a catalyst for digital learning? Green's presentation goes beyond the usual conversation about core technologies to identify the key elements of campus culture and infrastructure that foster instructional innovation, support digital learning, and enhance institutional impacts and student outcomes. (*Spoiler alert: Green is a strong advocate for faculty.*)

## Saturday, February 16

**7:00 am – 8:00 am Breakfast & Registration**

**Terry Administration Building  
HPD Café**

Continental breakfast will be available for conference attendees from 7:00 am – 8:00 am in the HPD Café. Registration and the exhibitor tables open at 7:00 am and will remain open through the duration of conference. Posters will be displayed throughout the conference. Coffee and snacks will be available from 9:00 am – 11:50 am, and again from 1:30 pm – 3:30 pm.

**8:00 am – 8:45 am Keynote**

**Steele Auditorium, room 2100**

*Using Adaptive Courseware to Improve Student Success in the Classroom*

Karen Vignare, Executive Director of the Personalized Learning Consortium, Association of Public and Land Grant Universities

Eight universities have scaled adaptive courseware to reach 100,000 enrollments in introductory courses. These courses are taught in face to face, blended and online environments. Lessons learned will be shared from courses that have improved course passing rates. To scale success, will require moving from a single section approach to implementation that requires faculty collaboration at the course level, understanding how digital courseware data can be used to change pedagogy and institutional support.

**9:00 am – 3:30 pm Adobe Meet & Greet & Demonstrations**

**Terry Administration Building  
First floor seminar rooms**

*Creative Cloud for Education: Digital Transformation across the Campus and in the Classroom*

Seminar Room 1

Get the most out of Creative Cloud for 2019. It is more than just desktop applications! When integrated with the CC Mobile Apps and CC services, it becomes a powerful creative collaboration platform for working across devices and teams. Come visit your Adobe Experts for a meet and greet to learn how easy you can transform productivity, teaching, and learning. There will be plenty of examples, resources, and best practices that will be shared.

*Document Cloud for Education: Improving your Document Processes and Digital Workflows*

Seminar Room 2

Digital Document security and e-signatures are the most effective way to improve document processes while assuring document integrity. Adobe can help your institution get documents signed, sealed, and delivered - quickly and securely. Come visit your Adobe Experts for a meet and greet to learn how easy it is to enhance your Campus Workflows by saving you money and increasing productivity. There will be plenty of examples, resources, and best practices that will be shared.

**9:00 am – 9:50 am Concurrent  
Sessions A**

**Terry Administration Building  
First floor Auditoriums &  
Assembly Building 2, Microlab (2<sup>nd</sup> floor)**

*Matching Higher Education to Industry Expectations – The Applied  
Marketing/Media Education Norm* Steele Auditorium  
room 2100  
Stephen Marshall (East Tennessee State University)

Industry requires graduates who understand digital and students must be prepared to be part of the workforce of the future. Join Dr. Stephen Marshall as he discusses his EDU model that exponentially enhances university resources while experientially preparing students for the digital economy

*From the Foreign Language Classroom to the (Virtual) World* Terry Auditorium  
Yvette Fuentes (Nova Southeastern University) room 2101

Undoubtedly, the vast array of technological innovations and digital resources presently available allow students numerous opportunities to practice and foment their foreign language skills. This presentation examines the use of digital resources and technology in foreign language teaching today and discusses possible future developments. The presenter also illustrates some of the digital resources she has integrated into her courses to foment her students' foreign language skills and connect them to the diverse cultures of the Spanish-speaking world.

*Online Learning Experiences of Chinese Students in the U.S.* Terry Auditorium  
Zhiwei Wang (Nova Southeastern University) room 2101

This study examined online learning experiences of Chinese students in the U.S. with a collaborative hermeneutic research approach. Eleven Chinese students who had taken online courses in the U.S. participated in this study and gave their lived experiences with online courses to researchers. Four themes of Chinese students' online learning experiences have been created, including convenience, less participation in vocal communications, helpfulness in enhancing writing skills, and the key role of instructors. The results of this study found that Chinese students' writing skills and English proficiency can be enhanced by online courses.

*Enrich, Enhance, Expand: Utilizing Tomorrow's Technology in  
Today's E-Learning Experience* Resnick Auditorium  
room 2102  
Gesulla Cavanaugh (Nova Southeastern University),  
Holly Madison (Nova Southeastern University),  
Chitra Paul Victor (Nova Southeastern University),  
Sally Spooner (Nova Southeastern University),  
& Jacquie Marshall (Nova Southeastern University)

As universities continue to adopt more innovative e-learning designs, students still desire similar outcomes from educational institutions as they did 50 years ago. Nonetheless, students now are more mobile and their abilities are enhanced by the ownership of personal technologies. This session highlights the innovative and effective e-learning platform; one that incorporates ground-

breaking technologies that enrich and capture instructor and peer interaction, facilitates knowledge creation, captures meaningful information, and enables knowledge spillover among peers. Consideration is given to students' mobility and technology ownership as well as the instructor's ability for conditioning interaction in an online platform. We hope to demonstrate a more rich and structured discovery learning facilitated by knowledge spillover in the online classroom.

*Immersive Learning with 360 ° Virtual Reality*  
Anymir Orellana (Nova Southeastern University)

Marder Auditorium  
room 2103

Creating immersive learning experiences with virtual reality and 360° media is an exciting possibility available to educators who do not necessarily possess high-tech media production skills or high-end, costly resources. In this session, I will introduce basic terms, share insights from my experience, and provide examples of how to integrate these media in Canvas. During the session, participants will be able to experience immersive learning using their own devices and discuss technical, technological, and pedagogical challenges and opportunities of virtual reality and 360° media for learning. Participants are encouraged to bring their mobile phones or laptops to connect to the learning experience.

*The Value of Social Media Style Validation Mechanisms in Distance Education*  
Eric DeRise (Nova Southeastern University)

Finkelstein Auditorium  
room 2104

As the popularity of online education programs have increased so have the number of online student dropouts. This is especially a problem for adult learners who are going back to school to learn a new skill or career but are finding it difficult to succeed as online students due to a lack of feelings of connectedness. This leads to reduced motivation which leads to reduced class participation which leads to reduced grades which leads back to reduced motivation, and the cycle continues until the adult learner drops out. Whereas participation in social media continues to grow with no real reward for the participant other than the reward of social validation.

*A Competency Framework for the Instructional Design of Complex, Technology-Mediated Learning Solutions*  
David Schubert (Nova Southeastern University)

Finkelstein Auditorium  
room 2104

Instructional design competency frameworks, such as those published by professional organizations, exist for typical instructional design efforts. However, a review of literature revealed a lack of frameworks available for the instructional design of complex learning solutions. such as adaptive learning, educational games, augmented reality, mobile learning, and simulations. A four-phase research design was employed in the design and development of the competency framework. This poster will illustrate the four-phase process used to design the framework and will provide an overview of the results. Additionally, ideas how complex learning solutions may be implemented in educational settings will be offered.

*Legal Issues in Online and Technology-Mediated Education*  
Jon M. Garon (Nova Southeastern University)  
Susan Hayes (Nova Southeastern University)

Hull Auditorium  
room 2105

& Vicenç Feliú (Nova Southeastern University)

Educational technologies seem more sophisticated each academic year. Online learning with the possible incorporation of social media, student engagement tracking, augmented and virtual reality, gamification, artificial intelligence, and collaborative environments, to name only a few, have the power to create powerful changes to the face of distance learning. As distance educators incorporate more of these tools, the legal landscape is also changing. Laws related to privacy, intellectual property ownership, Title IX compliance, employment law, and the overall legal and regulatory framework for the provision of educational engagement are important for institutions and educators to understand. This panel session, led by three attorneys who also serve as legal educators and administrators, will help faculty and administrators comply with the university's legal obligations, protect themselves, and enhance the learning environments for their students.

*The Promise and Peril of Open Educational Resources in the Higher Education Classroom*

Jonas Auditorium  
room 2106

Christine I. McClure (Embry-Riddle Aeronautical University)  
& Alex Rister (Embry-Riddle Aeronautical University)

Moving away from textbooks to provide students with a collection of open educational resources comes with a variety of opportunities and challenges. This concurrent session will provide attendees with information about how to implement digital curricula in higher education courses including an overview of online source types, the time commitment and best practices for finding and preparing open educational resources, benefits and challenges for instructors and students, and issues for which faculty must prepare.

*Evolution and Future Trends of Educational Technology*  
Matthew He (Nova Southeastern University)

Jonas Auditorium  
room 2106

What is the role of technology in education? How should technology be used for teaching and learning? What types of learners can best benefit from what types of technology? How does technology affect what and how we teach? How does technology affect our lifestyles and our whole educational system? Should we reconstruct education because of technology? What should the educational system look like in the next few years because of these advancements in technology? In this talk, we present a history and timeline of educational technology, evolution of technology, expanded interpretation of e-learning, and discuss the better match (“best-fit”) between learning technology and eight different types of learner’s intelligence, and future of educational technology.

*Mobile Spaced Education in Pharmacy*  
Cynthia Moreau (Nova Southeastern University)  
& Jennifer G. Steinberg (Nova Southeastern University)

Auditorium A  
room 2107

The session will describe the utility of a mobile spaced education and testing platform as a tool to enhance students’ studying in a Pharmacotherapy course sequence at NSU College of Pharmacy. The platform was piloted for third-year pharmacy students, allowing them to receive practice questions on course content. The presenters will describe their use of the platform, data regarding

student perceptions, and preliminary results regarding student course performance as a result of using the platform.

*Telemedicine and Telepractice in Speech Language Pathology*  
Jared Buckner (Nova Southeastern University)  
& Cybele Wu (Nova Southeastern University)

Auditorium A  
room 2107

Speech-language pathology (SLP) entered the world of telemedicine later than most other fields of medicine. With the ever increasing size of the aging population, the need for speech-language pathology can be achieved through practitioners using telepractice. Despite this need, barriers such as reimbursement, licensing, privacy and confidentiality, technology and technology acceptance are hindering the adoption of telepractice in SLP. This study used Delphi methodology to assess telepractice so that it is more readily adopted in SLP.

*Digital Literacy: Examining Teacher Training Practices*  
Ashok Bhusal (University of Texas at El Paso)

Auditorium B  
room 2108

An analysis of interviews with current first-year composition instructors regarding their experience teaching digital multimodal projects and an examination of current first-year composition courses and teacher training practices at the University of Texas El Paso. Finally, recommendations to address the obstacles and lack of expertise of instructors in employing digital texts in the classroom.

*The Future of Teaching and Learning within the Virtual Reality Continuum in Higher Education*  
Rohan Jowallah (University of Central Florida)

Melnick Auditorium  
room 2109

The verdict is in on augmented reality, and virtual reality--both are here to stay. The session will highlight current trends and applications for the inclusion of AR/VR in higher education. The presenter will also share research-based information with the attendees on scalable pathways for including VR/AR in higher education. Attendees will also be given the opportunity to engage in various VR encounters.

Microlab

*Using Poll Everywhere to Engage Students*  
Jamie Althoff (Nova Southeastern University)  
& Gregory Fecho (Nova Southeastern University)

Classroom polling is an effective way to engage students during lectures. This session will use Poll Everywhere, a popular student response system. This workshop will engage educators through conversation and activities about technology, especially in online courses.

**10:00 am –**  
**10:50 am**

**Concurrent**  
**Sessions B**

**Terry Administration Building**  
**First floor Auditoriums &**  
**Assembly Building 2, Microlab (2<sup>nd</sup> floor)**

*Sparkling Creativity in the Classroom at Miami Dade College*  
Eric Cornish (Miami Dade College),  
& Tommy Demos (Miami Dade College)

Steele Auditorium  
room 2100

Harnessing the power of technology can transform the traditional teaching and learning experience. We strengthen digital literacy at MDC by encouraging faculty to develop assignments that enable students to create multimedia projects in unexpected disciplines across the curriculum. Students exposed to this active way of learning and sharing will be more digitally literate upon graduation and will be better prepared to succeed in the 21st century economy.

*Diving Deep with the COI Framework*  
Mary Blackinton (Nova Southeastern University)

Terry Auditorium  
room 2101

The Community of Inquiry (CoI) Framework describes 3 critical attributes for the digital classroom: Social presence, cognitive presence, and teaching presence. This presentation demonstrates how the CoI framework influenced the design of a blended Doctor of Physical Therapy curriculum, including instructional strategies, faculty evaluations, and peer review. This session includes: 1) A description of the CoI and synopsis of relevant research; 2) Demonstration of strategies that build social, cognitive, and teaching presence in a blended DPT program; and 3) Embedding the CoI in course/peer evaluations.

*Design: The Fundamental Element*  
Deborah Seepersaud (Barry University)

Terry Auditorium  
room 2101

The Digital Curriculum must incorporate the basic elements of instructional design to be sustainable, successful, and accountable. Examples of how instructional design principles have been used at a variety of educational organizations to guide the movement to go deeply digital.

*Integration of a Mobile Learning Device, SKIES Technology (SKIES, skieslearn.com) Coupling with the Use of the Project MIND—Math is Not Difficult Curriculum = Successful Learning Outcome in Mathematics for All*

Resnick Auditorium  
room 2102

Hui Fang Huang Angie Su (Nova Southeastern University),  
Catalina Uribe (Nova Southeastern University),  
Yuesting Wan (Nova Southeastern University),  
& Joan O'Brien (Nova Southeastern University)

Teachers often struggle to use mobile devices in ways that go beyond a simple textbook replacement, or for access to online information, or for educational games. In our panel of diverse mathematics educators, we will share the successful integration of the use of mobile learning device, SKIES technology (SKIES, skieslearn.com) coupling with the use of the Project MIND-Math Is Not Difficult curriculum.

*Gamification and Motivation to Learn Math Using Technology*  
Janice Watson-Huggins (Nova Southeastern University),  
& Sandra Trotman (Nova Southeastern University)

Resnick Auditorium  
room 2102

Children have been playing computer games for many years. Today's children are very technologically savvy compared to 10 years ago. However, no concrete research was done in the Caribbean and in Jamaica to be specific, that investigates the impact of gamification on student academic scores and motivation to learn. The presentation will focus on the effects of a gamified software intervention in mathematics achievement among Jamaican students focusing on motivation to learn using gamification.

*Not Your Typical Research Essay: Digital Alternatives for Presenting and Visualizing Research* Marder Auditorium  
room 2103  
Mario D'Agostino (Nova Southeastern University),  
Star Vanguri (Nova Southeastern University),  
& Kelly Concannon (Nova Southeastern University)

This presentation will feature three assignments that ask students to use digital technologies to present, visualize, and discuss research throughout the course of a sustained research project. The presenters will discuss how research proposal videos, data-driven infographics, and research-based Ignite talk can enhance student critical thinking, digital literacies, and ability to present research findings going beyond textual essays.

*Opening Education with City Tech's Open Lab* Marder Auditorium  
Jill Belli (New York City College of Technology, CUNY) room 2103

This presentation City Tech's OpenLab (<https://openlab.citytech.cuny.edu>), an open-source digital platform for teaching, learning, and collaborating. While many scholars have advocated for faculty and students to teach and learn in public, rarely are there systematic, institutionalized opportunities for doing so. The OpenLab is an exception, attracting over 27,000 members (the majority of whom are students) and challenging a siloed academic experience by creating virtual community at an urban commuter campus, making visible connections across disciplines and courses, and fostering widespread pedagogical innovation. Learn about the OpenLab, its pedagogy / best practices, and how your institution can build its own open education platform.

*Experience Curriculum Transformation through Innovative Experiential Learning* Finkelstein Auditorium  
Elizabeth Oviawe (Nova Southeastern University) room 2104

The introduction of human patient simulator fostered the immersion of the learner into a scenario developed within a physical space, which the simulator (High-Fidelity Manikin) represents. However, as the technology emerges deeply into the digital space, advanced 3D immersion is quickly becoming a thing. The terms Augmented, Virtual and Mixed Realities (AR/VR/MR) have emerged into the digital space and into our daily lives. The workshop will include hands-on experience for the attendees featuring VR station, AR station, 3D virtual world station, and computer-based gaming station, where attendees would be able to interact and experience how these innovative technologies are being leverage to teach anatomy, art in medicine, clinical skills and medical procedures, and more.



*The Library: A Critical Bridge to Digital Learning*  
 Charlene Cain (Nova Southeastern University),  
 Joana Fernandez (Nova Southeastern University),  
 Melissa Maria Johnson, (Nova Southeastern University),  
 & Laura L. Ramirez (Nova Southeastern University)

Hull Auditorium  
 room 2105

This panel discussion will cover academic library initiatives to support higher education's progress towards a deeply digital presence, including a future forecast of the library's role in that transition. Panelists will discuss Alvin Sherman Library's techniques for cultivating a community of inquiry while providing synchronous and asynchronous learning opportunities; web-based services that have a supporting role in the transition to a deeply digital environment, and acquisition of electronic resources in support of digital curricula

*Should We Prepare for a Digital Backlash?*  
 Timothy Laquintano (Lafayette College)

Jonas Auditorium  
 room 2106

This presentation explores the growing backlash against screen time and social media. It discusses the origins of some of the core arguments of "digital resistance" from issues of privacy to issues of addiction. The presentation then traces out some implications of the looming digital backlash for thinking about how students engage with digital learning platforms. It concludes by discussing how higher education's orientation to digital learning matters to the well being of students.

*Virtual Advising: A Tool for Retention, Engagement and Success for the Distance Learner*  
 Georgina Argüello (Nova Southeastern University)  
 & Maria Grethel Mendez (Nova Southeastern University)

Jonas Auditorium  
 room 2106

To meet the needs of the distance learners in higher education, it is imperative that academic advisors forge a bridge to retain, engage and promote the success of this population. To do this, the traditional advising model must undergo a change and be able to employ various technology tools. By using these, a virtual advising program will be able to replicate the closeness of a campus experience, engage and retain the distance learner.

*Technology for Lifelong Learning: How Educators Can Train Students to Use Technology to Equip Them Both In and Out of the Classroom*  
 Darby Munroe (Nova Southeastern University)

Auditorium A  
 room 2107

Technology for Lifelong Learning can help educators plan for how to integrate technology into their learning goals, content and materials. Aside from learning managements systems, professors can help students establish a digital footprint outside of the classroom. This equips students to share the knowledge they are generating and builds their personal brand and online portfolio. This workshop can be especially helpful for professors teaching online courses.

*From Research Aesthetics to Habits of Mind: Student Publishing as a Core Competency*  
 Bebe S. Chang (Nova Southeastern University),

Auditorium B  
 room 2108

& Gena D. Meroth (Nova Southeastern University)

Student open access publishing offers a useful avenue for academic information literacy in preparation for real-world experiences. Worthwhile drivers of connected learning, digital research and institutional repositories are practical ecosystems for conveying the complexities of the economics and ethics of information creation, access, and use. Drawing on essential concepts, *NSUWorks* exemplifies a dynamic tool for learners' engagement with the research lifecycle and for fostering dispositions of critical thinking, reading, and composing for success and professional development

*The Use of iBooks in the College of Optometry*  
Gregory Fecho (Nova Southeastern University),  
& Jamie Althoff (Nova Southeastern University)

Auditorium B  
room 2108

NSU College of Optometry professors will show how they used iBooks Author to create innovative and interactive instructional materials. iBooks go beyond simple text on a screen to offer instructors new ways to present information and ideas. Features such as 3D objects, videos, interactive diagrams, galleries, and quizzes will be presented.

*Operationalizing A Quality Course Review Process*  
Amanda Major (University of Central Florida)

Melnick Auditorium  
room 2109

A team of instructional designers with the University of Central Florida (UCF) designed, developed, and implemented a quality course review process for online courses aligned with the SUS 2025 Strategic Plan for Online Education. This session will cover 3 essential components for implementing this process: (1) Factors essential for implementation, (2) Integration strategies within the institutional faculty development ecosystem, and, (3) Practices effective for faculty members' adoption.

The Quality Initiative webpage and rubrics will be shared with attendees as takeaways. Participants who have interest in initiating or enhancing quality course programs in progress would find the reflections and projections of implementing a quality online course initiative beneficial.

*Using 3D Printed Models in the Classroom*  
Tariq Rahaman (Nova Southeastern University)

Microlab

3D printing technologies have been increasingly adopted as a method of producing customizable and cost-effective three-dimensional models for classroom use. This workshop offers an introduction to 3D printing, including: (1) how it works, (2) use cases across a variety of academic disciplines, (3) available resources and tutorials, (4) how *you* can use 3D printing in the classroom.

Attendees will be able to experience a live demo of 3D printing, handle 3D printed models, and participate in a brainstorming activity.

**11:00 am – Concurrent Terry Administration Building**  
**11:50 am Sessions C First floor Auditoriums**

*Enhancing Efficiency with Digital Workflows* Steele Auditorium  
 Keenan Johns (Florida Gulf Coast University) room 2100

An athletics compliance administrator discusses the benefits of documentation through Adobe Sign. Two usage cases are described in detail and underscore how to streamline both the signing of scholarship contracts with individuals in other states and other countries and the signing of certification documents with multiple individuals located in different office buildings on campus. The digital workflow enhances transparency, generates timestamps, includes an audit-trail, and ultimately, strengthens the documentation process while providing ROI to the University.

*Digitizing the Writing Major: Reflections on a Curricular Revision* Terry Auditorium  
 Christian Weisser (Penn State University) room 2101

This presentation focuses on the need to deeply digitize the undergraduate writing major. To do so, it uses as an example the recent revision of the Professional Writing Major at Penn State Berks. The presentation describes the theoretical and pedagogical underpinnings of this revision; details the significant curricular changes made in shifting toward digital media and digital rhetorics; addresses the logistical and technological challenges faced in digitizing a writing major; and highlights strategies for successfully shifting from a traditional writing major to one that integrates digital media and technological adaptation.

*Paper to Pixels: A Digital Curriculum* Terry Auditorium  
 Ginny Gilroy (Nova Southeastern University) room 2101

This showcase features a prototype transmedial curriculum for a college-level composition class. Understanding that today's students are continuously plugged in, four different digital modes of content will be on display, offering a variety of take-home lessons that empower students to learn at their own pace. Because creating content can be labor intensive for educators, the showcase also offers production techniques that facilitate both updating and repurposing of content.

*Educational Interfaces and Surveillance* Resnick Auditorium  
 Tristan Abbott (Morgan State University) room 2102

An examination of the manner in which web writing is devalued in material, social, and scholarly contexts, and a consideration of how such devaluations may bleed into the writing and classroom experience of students, which are increasingly web-mediated. I will specifically examine large course management systems (such as Canvas and Blackboard), discussing how tracking and quantifying effects of these interfaces cause student writing to be conceived of as "content," rather than writing, which might lead to students conceiving of their very selves as content.

*Beginner's Guide to Low-cost, High-impact Immersive Strategies in Higher Ed* Marder Auditorium  
 Maikel Alendy (Florida International University) room 2103

Virtual reality offers a promising new strategy for teaching and learning, engaging learners in a realistic and 360-degree environment. However, while the instructional possibilities are extraordinary, there have been two major challenges facing most classrooms: technology cost and instructional relevance. During this session, attendees will explore innovative VR assignments for online and in-person courses and discover how to create effective and engaging VR assignments on a public institution budget

*Role of AI in the Student Lifecycle*  
James Drew (Nova Southeastern University)

Marder Auditorium  
room 2103

Artificial Intelligence is transforming the ways that universities used to recruit, enroll, and retain future students. In education, we see tremendous opportunity to leverage intelligent services such as chatbots and other web or native applications embedded with natural language processing and deep machine learning capabilities. We can deliver more dynamic simulations in the Learning Management System, provide students with digital assistants to make it easier for them to get better support 24/7/365, and prepare them for a job in the industry with a virtual career coach. Come and see how we are transforming NSU's student experience to better support and prepare our future students to harness the best within themselves.

*Effects of Low Feedback in Online Doctoral Programs: An Empirical Study of Gender Bias*  
Ravi Chinta (Nova Southeastern University),  
Vijay Raghavan (Northern Kentucky University),  
& Rebecca Abraham (Nova Southeastern University)

Finkelstein Auditorium  
room 2104

Based on a sample of 3106 completed doctoral dissertations, our results empirically show that gender parity has been achieved in time to complete doctoral programs, and more interestingly the gender parity persists across nine of the ten covariates, namely, type of doctoral program, graduation year, ethnicity, financial aid, citizenship, VA benefits, curricular changes in the program, state or province, and previous degree except the number of dissertation chairs.

*Faculty: Facilitator vs Content Expert?*  
Lance Cherry (Nova Southeastern University)  
& Tim Miller (Nova Southeastern University)

Finkelstein Auditorium  
room 2104

This presentation shares the best practices and quality considerations in collaborating with content experts in a Doctor of Physical Therapy (DPT) program delivered in a completely blended environment. We will show how the Community of Inquiry Framework facilitates learning by allowing the course instructors to focus on building social presence, teaching presence, and cognitive presence in a deeply intensive digital curriculum. During the presentation, we will share examples of course design and organization, student learning activities, and faculty-student engagement.

*Redesigning the High School Experience to Fuel the Global IT Workforce-Panel*

Hull Auditorium  
room 2105

Carl Burnside (Dunbar High School),  
Denise C. Spence (Dunbar High School),  
Vincent Brejtfus (Chico's FAS),  
Marck Molina (Dunbar High School),  
& Tony Franklin (Microsoft)

Learn how Dunbar High School created their high school technology education programs that prepare students to excel in both college and careers while earning advanced industry standard IT certifications. Plus, learn how Dunbar connected to the business community needs, as well as, laid the foundation for advanced post-secondary degrees in network administration, computer programming, engineering and the digital arts. The group of panelists will share how they got started, what digital resources they utilize and how they collaborate with a business advisory committee that is made up of both local and global business partners and colleges.

*Preparing Future Teachers for the World Language Classroom: From F2F to Completely Online* Jonas Auditorium  
room 2106  
Carmen L. Chávez (Cardinal Gibbons High School)

How are graduate schools preparing their Master of Spanish Education candidates to integrate technology into their classroom? Well into the 21st century, instructors know that in order to prepare our graduate students, we must develop digital curriculums that go deeply digital. What does that look like in an online language class? We must teach our students how to use technology to communicate, collaborate, provide opportunities to be creative, and teach them how to think critically. In this session, participants will see how one World Language teacher uses Moodle, Office 365, Google Suite, Turnitin (TIN), and other tech tools to engage high school students in an online World Language classroom.

*Diffusion of Innovations: Lunch and Learn Led by Faculty and Provided by FIU Online* Jonas Auditorium  
room 2106  
Lili Steiner (Florida International University)

Lunch and learn is an approach that is methodologically flexible and people focused. This process is a technique for managing change.

*eSports—What, Why, and How* Auditorium A  
Zachary Banks (Nova Southeastern University) room 2107

This 25 min. session will answer what are eSports, why you would want eSports at your institution, and how you can start an eSports program.

*Tweeting History* Auditorium A  
David Kilroy (Nova Southeastern University) room 2107

This presentation will focus on the use of Twitter as a tool for telling stories about the past, with a particular emphasis on a 2016 project called "Tweet the Rising" that used this social media platform to retell the story of Ireland's 1916 Easter Rising.

*Meet the TILC (Technology Integration Learning Community):  
A Professional Learning Community Devoted to Deeply Digital  
Technology Integration*

Auditorium B  
room 2108

Maureen McDermott (Nova Southeastern University),  
Gabriela Mendez (Nova Southeastern University),  
& Jennifer Reeves (Nova Southeastern University)

In 2013, a group of professors from the Fischler College of Education developed a professional learning community creating agency for integrating deeply digital technology across disciplines of teacher education and administrative studies. The Technology Integration Learning Community (TILC) will share implications from 15 of its presentations/publications to empower the audience to develop/organize deeply digital curriculum, demonstrate digital instruction strategies, and identify innovative applications of technology. Members will discuss how educators can develop their own PLCs to focus on instruction designed with content knowledge, learning strategies, alignment with school goals, and professional development of teachers.

*DLI7836: A STEM Faculty Active Learning Program Design*

Melnick Auditorium  
room 2109

Denise Lowe (University of Central Florida),  
& Rohan Jowallah (University of Central Florida)

“Active learning” has become a buzz phrase within the educational landscape. The idea of actively using spaces and teaching strategies to facilitate student success is not new. Subsequently, many institutions are now endeavoring to engage online faculty with the concepts and strategies associated with active learning. The Digital Learning STEM Institute delivers a weeklong summer intensive face-to-face seminar with online instruction, as well as four cohort meetings scheduled throughout the following fall semester. Attendees to this session will interact and engage with instructional designers who planned, developed, and delivered the first iteration of this new initiative.

**12:00 pm –  
12:40 pm**

**Lunch**

**Terry Administration Building  
HPD Café**

A buffet lunch will be available for conference attendees from 12:00 – 12:40 pm in the HPD Café.

**12:45 pm –  
1:25 pm**

**Keynote**

**Steele Auditorium, room 2100**

*Provosts, Pedagogy, and Digital Learning: The Role of the ACAO Digital Fellows Project*

Laura Niesen de Abruna, Provost and Vice President of Academic Affairs at York College of Pennsylvania

This session will offer a brief overview of the results of the digital fellows’ project presented by the PI on the grant, Dr. Niesen de Abruna. She will discuss the 5 top things we learned about the digital pedagogy project. The top five issues cited by nearly all of the fellows in their evaluations were the importance of faculty buy-in, faculty engagement, collaboration, cooperation, training, recognition, and rewards. Clearly, the dominant issues centered around faculty training, with the

CAO being in the most influential position to connect the faculty to digital courseware. The second issue of most consequence was the importance of analytics, evaluation, and outcomes, followed issues of leadership, courseware, and scaling.

**1:30 pm –**                      **Concurrent**                      **Terry Administration Building**  
**2:20 pm**                      **Sessions D**                      **First floor Auditoriums &**  
**Assembly Building 2, Microlab (2<sup>nd</sup> floor)**

*New Approaches in Digital Literacy & Communication*                      Steele Auditorium  
 Matt Dombrowski (University of Central Florida School of Visual Arts                      room 2100  
 & Design, Art Director Limbitless Solutions)

Matt Dombrowski will discuss utilizing creativity through digital tools to enhance and engage digitally native students. He will delve into his philosophy for online teaching and how an interdisciplinary approach can make for an accessible and rewarding academic experience.

*Digital Social Presence in a Face to Face Weekend-Format Class*                      Terry Auditorium  
 Elda Kanzki-Veloso (Nova Southeastern University),                      room 2101  
 Anymir Orellana (Nova Southeastern University),  
 & James Pann (Nova Southeastern University)

Presenters will share findings and discuss practical implications of a research project that explored the impact of technology on social presence in a face-to-face weekend format course. The Community of Inquiry framework was used to describe social presence, defined as the “ability of learners to project their personal characteristics into the community of inquiry.” A concurrent mixed-method design was used to analyze the qualitative and quantitative data. Findings showed that students felt that the strategy with technology allowed a sense of community and peer support in what they described as a “fun” and more interactive environment.

*Online Writing Fellows: How to Engage in a Digital Classroom*                      Resnick Auditorium  
 Ricky Finch (Nova Southeastern University),                      room 2102  
 & Nikki Chasteen (Nova Southeastern University)

Writing Center Fellows primarily function inside the physical classroom space. Fellows interact with students and professor in a variety of productive functions. Yet, few Writing Centers Fellows participate in similar functions in Online Classroom. This session will discuss how to use existing technology to engage Online classroom space by using technology to establish a persona, voice, and engage students asynchronously and synchronously.

*Deeply Digital Curriculum and Online Learning*                      Resnick Auditorium  
 Gabriela Mendez (Nova Southeastern University)                      room 2102

The digital curriculum can be imagined as education delivered using mainly digital instructional materials. The question is can education be really deeply digital?

*The Hypertext and Imagined Communities: Technologies of Self and Culture* Finkelstein Auditorium  
room 2104  
Aileen Miyuki Farrar (Nova Southeastern University)

Digital communities are not just about communication but power. They tend to not only facilitate individual voices but disenfranchise them as well, interpellating a community identity at the expense of individuals, which can be both appealing and alarming. A goal of digital curriculum then should not just include using and mastering the tools of education but providing opportunities for students to evaluate the impacts of these technologies on individual and communal identities using historically aware and culturally sensitive theories. This paper proposes a hypertextual class project as a collaborative digital activity that will exercise students' comprehension and appreciation of these basic cybernetics concepts.

*Course Alignment in a Digital Curriculum* Finkelstein Auditorium  
Melissa Lazinski (Nova Southeastern University), room 2104  
& Joy Moulton (Nova Southeastern University)

This session discusses the progression and alignment of a digital curriculum for Department of Physical Therapy students from an applied science course (Biomechanics) to a clinical course (Musculoskeletal). Focus is on course objectives, digital teaching and learning strategies, and student assessments, as well as considerations for educators in course development and planning.

*Focus, Accountability, Motivation: The Benefits of Institutionally-Supported Online Writing Groups* Hull Auditorium  
room 2105  
Janine Morris (Nova Southeastern University),  
Robin Jackson (Nova Southeastern University),  
Hanh King (Nova Southeastern University),  
& Nikita Mccaskill (Nova Southeastern University)

This 50-minute panel presentation explores the experiences of 3 EdD students and 1 faculty member who meet for a weekly online writing group. The panel will consider promises and challenges of distance education at the doctoral level and the role virtual institutional support services (e.g., writing groups, writing centers, and library consultations) play in motivating and helping writers complete their projects. Panelists will offer advice to attendees on best practices for virtually accessing institutional support services and maintaining an online writing group.

*Using Technology to Facilitate Student Learning in the Classroom* Jonas Auditorium  
*Pharmacy Presentation* room 2106

*Photography as a Technology Medium*  
Silvia E. Rabionet (Nova Southeastern University)

*Using Kahoot! as a Formative Assessment Tool*  
Cynthia Moreau (Nova Southeastern University)

*Student-Selected Technology Tools*



Barry A. Bleidt (Nova Southeastern University)

The College of Pharmacy uses a variety of technology tools to enhance its students' learning experience. There will be three presentations. First, through using photography, students are asked to illustrate three social determinants of health in vulnerable populations. The second presentation discusses using Kahoot! as a formative assessment instrument. In the third, a discussion and demonstration of student-selected technology for creating public health content is presented. Student comments will be included.

*Bringing Adaptive Technology in the Classroom through Academic Collaboration*

Auditorium A  
room 2107

Cynthia Johnson (Colorado Technical University)

This presentation aims to highlight the implementation adaptive learning technologies. The discussion will include considerations of faculty, training, administration, as well as strategies to engage students in adaptive technology. The session will provide data utilizing a case study format with the intention that participants can implement the strategies that are discussed. The presenter will share insights about the adaptive learning innovation efforts along the following dimensions: (a) Developing a process for creating new innovation practices for adaptive learning (b) assessment and evaluation - such as how to create a comprehensive evaluation plan on the onset of identifying this new adaptive learning initiative (c) use of theory to inform practice-how to allow the research to help guide your strategy, and (d) motivation and incentives - including building internal capacity and determining tangible incentives for faculty and departments.

*OER Adoption in Higher Education: Examining Perspectives from Institutional Stakeholders*

Auditorium B  
room 2108

Rebekah Wright (Nova Southeastern University),  
Jennifer Reeves (Nova Southeastern university),  
& Jaime Goldman (Nova Southeastern University)

This presentation focuses on institutional stakeholders' perspectives of OER adoption and integration at a state college in east Florida. This session will provide recommendations for an institutional adoption of OERs at Nova Southeastern University and demonstrate how NSU's librarians and library resources can be leveraged to ensure a successful OER implementation. This session will also discuss the ways in which librarian advocacy helps in the OER adoption process and how building relationships with librarians may help drive a wide-scale OER implementation.

*Textbook Affordability: Creating Impact at Scale*  
James Paradiso (University of Central Florida)

Melnick Auditorium  
room 2109

Textbook affordability at UCF has historically been a grassroots effort shared between faculty, instructional designers, and librarians; however, that paradigm has now begun to shift with the explicit support of 'divisional leadership' and UCF's Pegasus Innovation Lab (iLab), both of which have a keen interest in fostering quality improvements and increased scale to maximize collective impact. This session will share the multi-dimensional, strategic vision taken by the iLab

in conjunction with multiple stakeholders to increase course-materials savings for students and recognize faculty's key role in this process.

*Adaptive Learning: A Personal(ized) Journey from Pilot to Priority* Melnick Auditorium  
James Paradiso (University of Central Florida) room 2109

Integrating adaptive learning tools across course modalities has been an area of deep interest for UCF's Division of Digital Learning since its initial pilot in 2014. Personalized adaptive learning (PAL) has become a priority strategy by way of a recent 'division-level' course redesign initiative involving the creation of fifty (50) new adaptive courses over a three-year period. The limits of previously held best practices, and the capacity to form a creative vision surrounding tools and teams to support this effort, have become key action items for achieving scale.

*An Ancient Art in the Digital Age, from Socrates to Social Media:  
Your Best Speech App Ever!* Microlab  
J.R. Steele (Barry University),  
& Kery Knutson (International Public Speaking Institute)

Public speaking professor and award-winning instructional designer, JR Steele, will walk you through a demonstration of how her book and web app at [speechformula.com](http://speechformula.com) revolutionizes the speech writing process, has been proven to reduce anxiety in public speaking and transforms the process of designing and delivering a message that matters. It's like TurboTax for speakers! In this workshop you'll get a chance to use it to design your best speech ever!

**2:30 pm – Concurrent Terry Administration Building**  
**3:20 pm Sessions E First floor Auditoriums**

*The Intersection of Education and Innovation: Student Experiences Shared* Steele Auditorium  
Erin Ryan (Kennesaw State University) room 2100  
& Sarah Johnson (Kennesaw State University)

When students engage in meaningful learning experiences using cutting-edge software, the outcomes are truly inspiring. Two professors from Kennesaw State University (Ga.) share their experience as part of a team who launched a digital innovation initiative to more than 1,600 students in the School of Communication & Media. From introducing faculty members and stakeholders to Adobe's possibilities to incorporating a variety of projects into courses that help students engage and evaluate the growing world of digital innovation, Sarah Johnson and Erin Ryan provide an inside look at how a variety of Adobe programs are helping students connect in the classroom and are paving the road to new career possibilities.

*Adventures and Perils of Digital Assessments* Terry Auditorium  
Jamie Althoff (Nova Southeastern University), room 2101  
& Gregory Fecho (Nova Southeastern University)

After six years of administering digital assessments using Examsoft on iPads in the NSU College of Optometry, we will examine the highlights and the pitfalls we have encountered. Discussion topics will include difficulties and advantages for the instructor and the student, what has worked well, what we needed to change, and what we are planning for the future.

*Harnessing the Institutional Repository*  
Gena Meroth (Nova Southeastern University),  
Jaime Goldman (Nova Southeastern University),  
& Kari Baker (Nova Southeastern University)

Terry Auditorium  
room 2101

From data-mining to dissemination, NSUWorks, the institutional repository of Nova Southeastern University, supports the teaching efforts, curriculum goals, and publishing workflow for faculty and students of NSU. The staff of the Alvin Sherman Library and the Halmos College of Natural Sciences and Oceanographic Campus Library would like to highlight how NSUWorks can innovatively bridge between a classroom teaching tool and publishing software, meeting the needs of both faculty and students of the university.

*Skillsoft Digital Learning: Content & Tools that Connect, Extend, and Expand the Learning Experience*  
Lou Mutty (Skillsoft Corporation),  
& Greg King (Skillsoft Corporation)

Resnick Auditorium  
room 2102

Skillsoft (#1 for online training) provides more relevant topics to the enterprise than anyone else in our industry. We cover the most essential topics that deliver against strategic business and development outcomes, including our new *Digital Transformation* solution. We design our content based on brain science, thanks to our joint venture with MIT and Accenture studying learning and retention. Watch, Read, Listen: Apply with our unique blend of Courses, Videos, Books, Audio Books and Tools.

*Recognizing and Addressing Conflict That Emerges from Sociotechnical Change in Higher Education*  
Kathy Watkins-Richardson (Nova Southeastern University)

Finkelstein Auditorium  
room 2104

How is the phenomenon of exponential digital technology growth and organizational change explained and experienced for decision-makers in higher education, and how or where does conflict emerge? Specifically, the presentation informs the identifiable requirements of sociotechnical organizational change (mechanisms through which institutions may assess, address, and adapt); heightened concerns for trends in academia that impact its sector response to technological disruption; and the relevance of conflict studies in today's technical climate.

*Diving into Digital on a Small-Scale: Digital Curricula and Technology-based Education at a LAC*  
Cal Murgu (New College of Florida),  
Tammera Race (New College of Florida),  
& Angie Fairweather (New College of Florida)

Hull Auditorium  
room 2105

This panel answers the question of what “going deeply digital” means at a liberal arts college (LAC). The LAC environment and LAC curriculum offer many opportunities for interdisciplinary and experiential learning, as well as technology-centered educational offerings. Yet traditional interpretations of LACs and their curricula can be limiting if criteria for academic endeavors are narrowly defined. This panel therefore focuses on the challenges and opportunities associated with implementing digital technology at the New College of Florida.

*Going Deeply Digital Considered Harmful?*

Marti Snyder (Nova Southeastern University),  
Laurie Dringus (Nova Southeastern University),  
Michael Simonson (Nova Southeastern University),  
Anymir Orellana (Nova Southeastern University),  
Karen Vignare (Association of Public and Land-Grant Universities)

Jonas Auditorium  
room 2106

The overwhelming opinion among digital learning supporters is that, done right, digital learning is a good thing. However, few have discussed the potential harmful outcomes that may be inherent in “going deeply digital.” The purpose of this session is to share what the research tells us about digital learning solutions, identify exemplars, and discuss the issues that should be considered before investing resources in digital learning technologies. We hope this panel presentation of the pros and cons of “going deeply digital” will spark critical thought and continued discussion on the most appropriate ways to advance digital learning in higher education.

*IPE in a Digital World*

Melissa Lazinski (Nova Southeastern University),  
& Lynda Ross (Nova Southeastern University)

Auditorium A  
room 2107

Traditionally, interprofessional education activities are conducted face-to-face. This session describes a model to overcome barriers using digital learning environments. The model will be illustrated by a case example.

*Family Therapy Goes Digital*

Jetlexis Carlos (Nova Southeastern University),  
& Arielle Saunders (Nova Southeastern University)

Auditorium A  
room 2107

NSU’s Department of Family Therapy Ph.D. program is guided by a curriculum where the majority of the courses are conducted in a traditional face-to-face method of teaching; however, recently an opportunity to creatively integrate digital technology and distance learning into one of the core courses emerged. The presenters participated as teaching assistants in this hybrid distance learning environment and this presentation will focus on their unique experience.

*Going Deep: Reflection in the Digital Age*

Keiba L. Shaw (Nova Southeastern University)

Auditorium B  
room 2108

The digital classroom provides a unique opportunity for students to “go deep” - examining their feelings and values around difficult topics. In the Communication and Cultural Competence course, students reflect on prompts verbally using voice recording software or using video from

their laptop. These reflections are shared only with the course instructor. The technology within the Learning Management System protects the students' privacy as they reflect and discuss their personal and professional feelings around topics.

*Leading and Managing Faculty Development Initiatives*  
Denise Lowe (University of Central Florida),  
& Rohan Jowallah (University of Central Florida)

Melnick Auditorium  
room 2109

Leading and managing key faculty development initiatives require requisite knowledge in "spinning up" a team and facilitating the creation of a set of activities to meet success metrics. Any initiative or temporary endeavor begins with understanding the purpose and strategic value of a project. From this point, an approach can be selected to iteratively, incrementally, or sequentially plan, execute, correct and monitor, and operationalize or suspend the project. Through the presentation of several key initiatives at the University of Central Florida, presenters will describe this process. As a culminating reflection, presenters will identify leadership principles as their key takeaways from these project management efforts.

**3:30 pm –  
4:30 pm**

**Closing Keynote  
& Remarks**

**Steele Auditorium, room 2100**

*The Deepest Dive: Critical Digital Literacy across the Curriculum*

Todd Taylor, Eliason Distinguished Professor of English and Comparative Literature,  
The University of North Carolina at Chapel Hill

This session foregrounds four diverse examples of student work from across the disciplines and in a variety of modes in order to define "critical digital literacy" as an essential learning outcome for academic and professional success. It shares the story of UNC's digital literacy initiative, which leverages our first-year writing requirement as an interdisciplinary, threshold experience that's designed to impact learning throughout each student's undergraduate career.

Following the closing keynote, there will be a door prize drawing. Attendees must submit their conference evaluation and be present to win the door prize.