

**Monday 1:00 (note, this pdf includes bookmarks to other sessions)**

**Keynote**

Michael Welsh (Called by Wired Magazine 'the Explainer')

Knowledge to knowledge-able

Something is in the Air, and it is not a scantron... new media

Face to face lets us build identity; in some cultures there is no need for a name, just a relationship.  
Media is not just tools, it can help mediate relationships

50% of students feel that school is bad, but 0% feel that learning is bad... why the disconnect?

49% of students do the reading, only 26% of the students feel the reading is relevant.  
Students begin to feel insignificant, part of an assembly line.

TV becomes a nexus of culture, but TV is one way; but being on TV is one way people see they can become significant (this explains all the bad people trying out for American Idol)

Because of TV, today's students are not easily impressed, have short attentions spans.

New Media changes everything (HA!)

Many years ago people felt new inventions would CHANGE teaching

- 1) chalkboard
- 2) motion pictures
- 3) 2 way TV (matured as Internet)
- 4) PowerPoint (BAD... as PowerPoint reduces ideas to bullet points, all learners get is bullet points

In teaching, there is a crisis of significance (student focus on how many points something is worth, not value in life)

Solution? Care, responsibility, (responding) Respect, and knowledge of students

Information is not scarce now.

Wikis show that knowledge doesn't have to come from one authority, because nobody is as smart as everybody.

Learning is not to acquire information today, learning is to create meaningful connections; make students part of the conversation and engage in real problems.

Teachers should recognize and harness the media, so students can recognize and harness the media as well.

**Monday 3:15 R4**

**Free software for creating Learning Objects**

**David Horne**

[See Presenter's pdf Handout](#)

Items TC has workshops on	'New' items to investigate
Google Docs <a href="http://docs.google.com">http://docs.google.com</a>	Picnik online
Open Office <a href="http://www.openoffice.org/">http://www.openoffice.org/</a>	Access Apps
Audacity <a href="http://audacity.sourceforge.net">http://audacity.sourceforge.net</a>	PDF Creator
Cam Studio <a href="http://camstudio.org/">http://camstudio.org/</a>	Prezi
GIMP <a href="http://www.gimp.org/">http://www.gimp.org/</a>	(Jing)
	(Screentoaster.com)

[www.picnik.com](http://www.picnik.com) Online photo-editing

<http://www.eduapps.org/> which includes dspeech for text to speech

<http://www.pdfforge.org/> PDF Creator , alternative to Adobe Acrobat and CutePdf

<http://prezi.com/> New Presentation model: creates one big canvas, can create relationships and zoom in

<http://www.jingproject.com/> Jing is Techsmith's free alternative to Camstudio and Camtasia  
brought up by audience

<http://www.screentoaster.com/> is an online alternative to Camstudio and Camtasia  
brought up by audience

#### **List of related Resources**

<http://sites.google.com/site/technologyenhancedlearning/> Paul's eLearning Resources

<https://www.blogcatalog.com/blogs/using-ict-in-further-education.html> Using ICT in Further Education

<http://digitalresearchtools.pbworks.com/About-this-wiki> DiRT, Digital Research Tools

<http://www.mindomo.com/> MindOMO Online Mind Mapping Software  
brought up by audience

**Monday 4:30 R-6**

**Examining Instruction: Virtual Virginia's Instructional Supervision of those using Desire2Learn**  
**Cathy Cheely, Meagan Taylor-Booth [Meagan.taylor-booth@virtualvirginia.org](mailto:Meagan.taylor-booth@virtualvirginia.org)**

Faculty is told that "ALL" material in D2L is open for review; this should not impinge upon academic freedom (they are not a Union state)

They have a formal Evaluation & Observation system (3 visits) but rather than punishment push it as professional growth opportunities

Expectations are set in the Handbook

Professional Development Occurs in the week before school, is mandatory, and is face to face  
New faculty attend 5 days, returning faculty attend 3 days

Instrument based on iNACOL, which is based on SREB

iNACOL - International Association for K-12 Online Learning ([www.inacol.org/](http://www.inacol.org/))

SREB Southern Regional Education Board is a nonprofit, nonpartisan organization that works with leaders and policy-makers in 16 member states to improve pre-K through postsecondary education (<http://www.sreb.org/>)

(I have requested their instrument)

Instrument: indicators of standards

Observations are scheduled (Auditor role (?))

- Check Discussions for quality of responses

- Review Elluminate recordings

- Check to see if there are new News items DAILY

- Check Dropbox for feedback quality, timing

They hold a post observation conference.

They encourage collaboration with colleagues; use discussions, such as tricks of the trade, and have area/dept. discussion areas set up

**Tuesday 8:00 R-15**

**Herding Cats: Creating Standard Training for Online Faculty**

**Melanie Morgan-Jackson**

<http://www.southflorida.edu/d2lconference/>

40 Hour program, often spread over 5 Fridays

Begin actual course creation

Includes use of smart classroom

“Part” of training on-line

Part of training includes badly created lessons to foster discussions on how to fix

Use <http://gen.com/> (Global Education Network) to relate to ‘today’s’ students

Focus on Peer and self review on a course as a student

see <http://www.qualitymatters.org/> Quality Matters (QM) is a faculty-centered, peer review process designed to certify the quality of online courses and online components. Sponsored by MarylandOnline, Inc

Faculty are not comp’ed for their time, but they do offer food, try to add fun (?)

Faculty are paid to develop courses

Overview Day 1, Come as you are day Distance learning resources Best Practices and Guidelines Overview of D2L Tips from the trenches Hardware resources: Video Cameras Software tutorial on Digital Video Creation	Day2, Pajama Day (Really?) Asynchronous learning review of online teaching resources Technology use for optimizing learning Planning for-line learning *Instruction Design process *setting up course structure *challenges and solutions for online instructors Review of D2L Discussions
Day 3, Western day Digital Still Camera Training PowerPoint (sound and video) Review of D2L content Review of D2L Dropbox Begin Course Creation	Day 4, Tropical Day door prizes, decoration, food and music Hardware training: scanner, smart podium Review of D2L Calendar Review of D2L quizzes Review of D2L Gradebook Review of D2L email Continue working on course
Day 5, Sport Day Gen.com how to relate to students Review of D2L Links and FAQ Orientation Self review of course Peer review of course Discuss collaboration	

**Tuesday 9:20 R-12**

**Capturing your class with Camtasia**

**Ginger Dewey**

Rational: Students need to listen again and again, allows more just in time  
Discussed adding Markers so video has TOC (Ctrl + M)  
They have their own streaming server  
Discussed changing Camtasia logo, look for gif in preloader  
Discussed the need to change title and remove date from web page contain  
Very little new to Camtasia users

**Tuesday 10:40 R-12**

**Yep, You can do That! D2L Solutions**

**Greg Jorgensen**

<http://moxbox.info/blogs/edtech/2009/july/yep-you-can-do-creative-solutions-d2l-troubles>

**A regular expression** is a pattern of text that consists of ordinary characters that match themselves literally (letters a-z and A-Z, digits 0-9, the underscore, and a few other characters) and characters similar to wild card characters, known as metacharacters. The pattern describes one or more strings to match when searching a body of text. The regular expression serves as a template for matching a character pattern to the string being searched.

It is often convenient to use a regular expression to include multiple possible answers to a quiz question instead of specifying a separate answer for each possibility. For example, if we want to allow the answers "gray" and "grey" to the question "What color paint do we get when we mix black paint with white paint?", we could use the regular expression

gr[a|e]y

where the [a|e] part matches either a or e. Both gray and grey would be flagged as correct answers.

Input Boxes: 5 Rows: 1 Columns: 40

Answers: + Add Answer 1 Check Answers

Answer	Weight	Evaluation	Remove
[rook castle]	20	<input type="radio"/> Case Insensitive <input type="radio"/> Case Sensitive <input checked="" type="radio"/> Regular Expression	
knight	20	<input checked="" type="radio"/> Case Insensitive <input type="radio"/> Case Sensitive <input type="radio"/> Regular Expression	
bishop	20	<input checked="" type="radio"/> Case Insensitive <input type="radio"/> Case Sensitive <input type="radio"/> Regular Expression	

**Tuesday 10:40 R-12**

**Yep, You can do That! D2L Solutions**

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**Continued**

***Regrading test questions during a test***

1. Click on a quiz that has already been taken by your students and graded.
2. Choose Grade Quiz.
3. The default tab is Attempts. Instead, click on Question.
4. Each question in the quiz is listed. Clicking on a question brings you to the question with a summary of responses. Along with the summary is a list of versions of that question, so if the question changed, you see how people responded with each version.
5. Click on the little pencil icon for each version.
6. This allows you to "give to all attempts a certain point value" and "give to selected choices a certain point value."

This can be used to correct a problem with quiz scoring. For example, if you put a wrong answer in one of your quiz questions, D2L would have incorrectly marked a response "correct" when it was "incorrect." Using this method, you could go in to that old version and give all people who chose that option 0 points, instead of the full points they incorrectly earned, and vice versa.

**Other items discussed**

- D2L logs multiple versions of a question if a question was modified after  $\geq 1$  student has "taken".
- Widgets can do almost anything; can share them across org or create them just for one's self.
- Post announcements to a Twitter account then use a widget to display those announcements in D2L. Allows multiple vehicles of notification.
- Can import (now) Bb-formatted course packs.
- Respondus 4.0 Beta can not only upload test, but download, change, then reupload
- Football team uses D2L for playbook and video footage review.
- TestGen issue solution: Export as Bb and edit XML to include `<tableofcontents/>` tag in between `<organizations></organizations>` tags. Change extension to lower case zip and you're set!

## **Tuesday RoundTable**

### **We only exist because of the needs of students**

#### **Sue McKnight**

Students: who are we talking about, and when do we start interacting with them.

Staff doesn't know what students want, they think they do, but they don't.

**ACT** on suggestions.

#### **Terri-Lynn Brown**

Get to know students, what they need, and how best to provide it.

Have options to deal with pacing, make it matter. Feedback comes from experts/peers

#### **Al Essa**

Education is not incarceration, students desire to be free.

Analytics can help.

Analogy, aircraft cockpit: where we are now, where we are going, and obstacles ahead

Faculty is like air traffic control.

Analytics can warn you and let you drill down before a problem occurs, citing previous colleges, classes taken, etc. Perhaps offer a course of action

#### **Stephen Downs**

We should not be trying to educate students, but instead educate society

John Stuart Mill "There is in reality nothing desired except happiness"

What is desired by students? What they pursue.

We don't provide education, we help them become educated.

We need to adapt in order to extend student capacities

We need to take into account external learning sources... we need to support these, not manage these

## **Tuesday 2:30 R-12**

### **Lean approaches to training for D2L**

**R. Craig Collins, Brian St. Amour**

[pdf](#)

**Tuesday 3:50 R-12**

**D2L Tips and Tricks**


**Mike Kaastra, D2L**

If using math problems, follow questions with a SA or LA question where they show their work

Create a hidden module in your course or master course called TEMPLATES, then create topics that you want templates for (unit intro, lab overview, etc.)

Compile specific messages for printing in Discussions; Good for saving, archiving, and searching after a course is completed

In D2L HTML Editor from News, Content, etc., Enter double spaces  
clicking SHIFT+ENTER will go to a new line, but won't leave an extra blank line

The Advanced View of the HTML Editor allows you to edit properties of a picture, including the ALT Text (Title), click 

If Organization has created multiple Classlist tabs (including/excluding specific roles that are able to be displayed in Classlist), not all of them have to be displayed in Classlist for your course

In settings, you may select tabs to Display... one option is Students

In Grade User, use Event log to track changes to grades by user

When making tests or news items, you can replace names or groups with  
Replace strings like {FirstName}, {LastName}, {OrgUnitName}, etc.

You can resize WYSIWYG editor

When importing from Word, there is a Paste from word button, should also save as UTF-8 to improve pasting.

Check into Assessment tab for Discussions

**Wednesday 8:00 R-6**

**Instructional Design Wizards and Course Design Accelerators**

**Janna Cameron, D2L**

Gave feedback and design ideas



**Wednesday 9:20 R-2**

**Try It! You'll like it!**

**Marsha Leeman-Conley** [ConleyM@arc.losrios.edu](mailto:ConleyM@arc.losrios.edu)

<http://d2lresources.losrios.edu/>

Helping students learn D2L

(8 week series for faculty to be certified to teach)

They have outsources support, 24/7

Camtasia style videos (one long one, or chunked individual)

Orientation

Written Help material

Train Faculty on Importance of Orientation

Free sample class for students available

5 modules

1-2 hours

Certificate

SELF REGISTRATION

modules use replacement strings

**Wednesday 10:40 R-2**

**iPhones**

**Dave Long**

Steps they followed to make D2L more iPhone friendly, lots of java scripts editing; slowed down performance

Check iPhone SDK, which includes iPhone Simulator

Another neat tool <http://getfirebug.com> for firefox to deconstruct web pages (ala Dreamweaver)

He noted each new upgrade broke code.

Techy notes at <http://icon.uiowa.edu/support/fusion/>

**Wednesday Keynote**  
**Understanding Digital Kids**  
**Ian Jukes**

<http://www.committedsardine.com/handouts.cfm>

Today's world is not the world we grew up in; and today's world is certainly not the world our children will live in. Because of the dramatic changes our world has undergone, today's digital kids are not the students our schools were designed for; and our students are not the students today's teachers were trained to teach.

This keynote examines the effect digital bombardment from constant exposure to digital media has on digital kids in the new digital landscape and considers the profound implications this holds for the future of education. What does the latest neuroscientific and psychological research tell us about the role of intense and frequent experiences on the brain, particularly the young and impressionable brain?

Based on the research, what inferences can we make about kids' digital experiences and how these experiences are re-wiring and re-shaping their cognitive processes? More importantly, what are the implications for teaching, learning and assessment in the new digital landscape?

How can we reconcile these new developments with current instructional practices particularly in a climate of standards and accountability driven by high stakes testing for all? What strategies can we use to appeal to the learning preferences and communication needs of digital learners while at the same time honoring our traditional assumptions and practices related to teaching, learning and assessment?

Participants should prepare to have their assumptions about children and how they learn seriously challenged.

[Pdf](#)

We teach in 8 track schools for an iPod world.

A few not only can change the course of history, this is the way it has always been

We suffer from terminal paradigm paralysis

Think of business, what changed in the last 10 years? Everything

What changed in education in the last 10 years? Nothing, still teaching like 1865 Prussia

Woodrow Wilson: It is easier to change the location of a cemetery, than to change the school curriculum

Students are now Screenages, not passive consumption, but digital natives

Faculty are not digital natives, we process information differently, as proven by fMRI

We have fixed brain wiring, they have parallel processing, hyperlinked mind

New thinking on brains: highly adaptive and able to reorganize based on input experience, intensity, and duration. IQ is not fixed, Neuroplasticity is possible but it takes 2-3 hours a day, 5-7 days a week ... what are our kids doing this often? Technology.

Like a tree, use it or lose it. Repeated task get hardwired by myelin in brain, boosting speed by 13 times, and 30x more bandwidth.

**Wednesday Keynote**  
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**Continued**

Young people have better visual memory, and use visual cortex more

See Human Brain Project

Game play reshapes brain

Young people now take in Visual 90%, and have 63% retention

While text is 10%

Studies have shown that pictures are processed 60,000x faster than text

Senses: 30% of brain of for visual, touch is 8% and hearing is 3%

Digital immigrant (faculty) read in a Z pattern, but digital natives read in an F pattern, and required motivation to go to lower right

Digital immigrant (faculty) like black on white, but digital natives like red or pink on black or blue

If we keep teaching in a way that doesn't work for students, who exactly is it that has the learning problem? Definition of insanity is to keep doing the same thing expecting different results.

Often faculty say they have 25 years of experience, but actually they have taught their year 1 material 25 times.

<http://viscog.beckman.illinois.edu/media/ig.html> Locate link for "Basketball" video... read directions first

**Wednesday 2:30 R-1**

**How to make your course more accessible without HTML**

**Janna Cameron, D2L**

*If a web pages is not usable, it is not accessible, even if it is legal*

*"One of the most exciting promises of technology in relation to supporting learners is that it can minimize dependency. Learners - both disabled and non-disabled - can be more independent, take more responsibility for their own learning and rely less on traditional support structures because technology can give them access to more information in more formats, encourage their active participation in creative learning experiences, provide peer support, motivation and immediate feedback." - Alistair McNaught (JISC TechDis)*

[Pdf](#)