



Conference Program

Banff Park Lodge

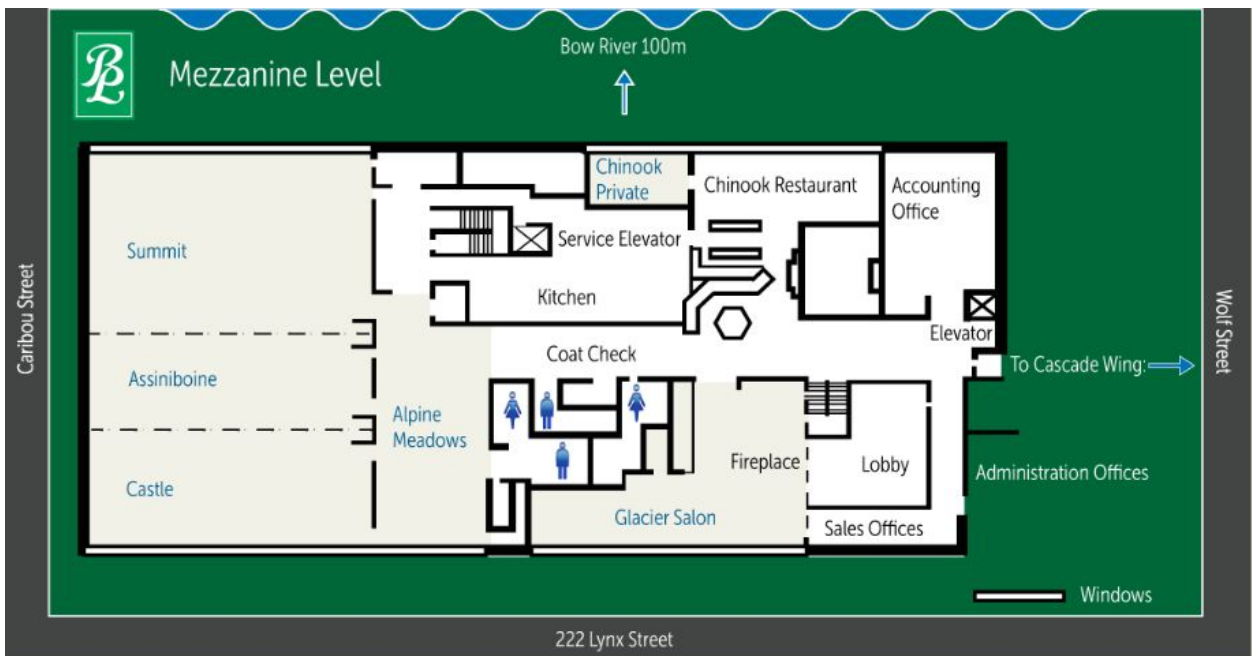
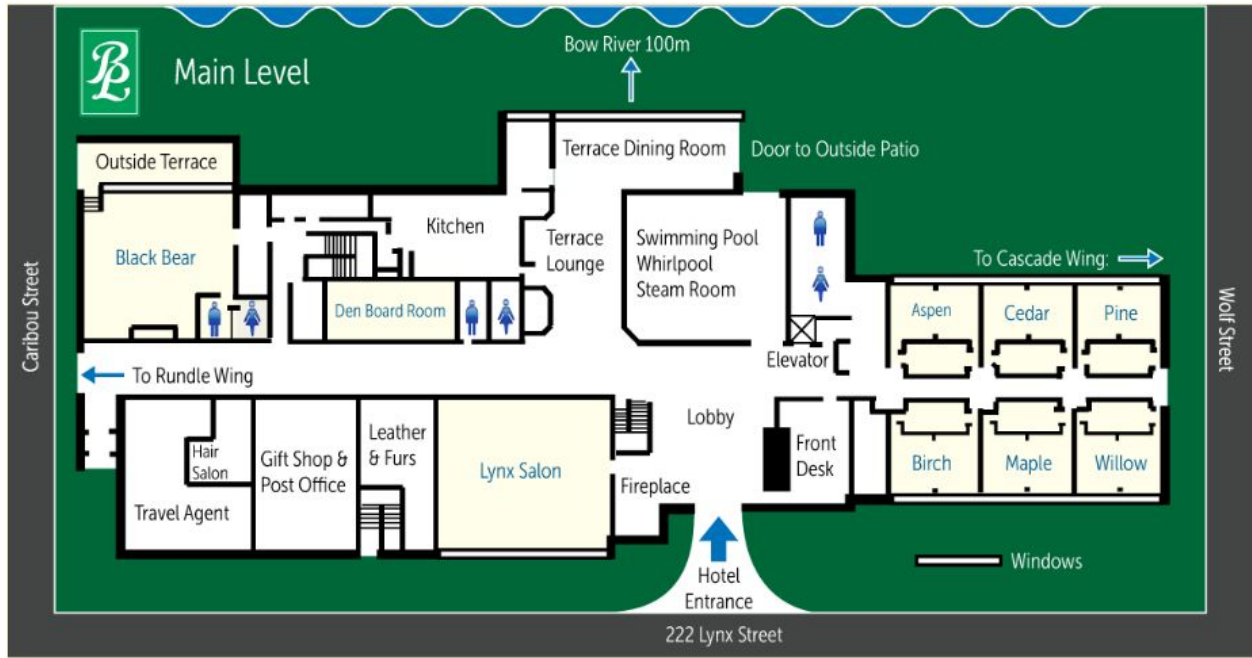
2017 Canadian Network for
Innovation in Education Conference
Exploring our past, present and future.

Each year, the Canadian Network for Innovation in Education (CNIE) holds a conference to bring together education professionals committed to excellence in the provision of innovation in education. This year's conference will provide an avenue to explore and discuss how innovative learning can arise by reflecting on our past, examining our present, and planning for our future.

Chaque année, le Réseau canadien pour l'innovation en éducation (RCIÉ) organise un congrès afin de rassembler des spécialistes de l'éducation soucieux de faire preuve d'excellence et d'innovation. Le congrès de cette année nous permettra d'explorer comment nos réflexions sur le passé, notre analyse du présent et la planification de notre avenir peuvent susciter des pratiques innovantes susceptibles de favoriser l'apprentissage.

Maps of the Banff Park Lodge

Events will occur in the Main Level and the Mezzanine Level of the lodge.



A Message from the President

Welcome to the 10th Annual Canadian Network for Innovation in Education Conference!



I have had the honour of serving as your President this past year, and as your Vice-president in 2015/2016. I am happy to say we have a very dedicated and hardworking team of volunteers from across Canada leading our organization as this year's CNIE Board of Directors. We have accomplished much this year, such as pursuing partnership opportunities to benefit our members, including the 4th Skills and Post-Secondary Education Summit 2016 and the 7th Annual Summit on Education Technology Strategies for Colleges, Universities & K-12 Schools, and providing professional development opportunities through our ongoing virtual presentation series.

Dr. Kari Rasmussen, our current Past-president, has applied her expertise and innovation to chairing this year's conference. Kari has provided leadership to the conference planning team, volunteers from both the current Board of directors and general membership, resulting in this year's conference focusing on the theme of exploring our past, present and future in this most appropriate of settings – Banff National Park – during our country's 150th year. I hope you have a wonderful experience here, making connections, sharing ideas and learning about the innovations in education taking place across Canada.

A Message from the Vice-President



It is my pleasure to welcome you to beautiful Banff for the 10th Annual CNIE-RCIE Conference where you have 3 days to explore and learn from each other. Congratulations and thank you to the conference committee for their hard work and dedication to pulling together a full program of current, practical and innovative topics that I am very confident will help you build transformative learning environments in your respective institutions and workplaces.

As Marion Ginapolis said in a blog post about [Digitaleading](#) - "It is not about the technology; it's about sharing knowledge and information, communicating efficiently, building learning communities and creating a culture of professionalism in schools. These are the key responsibilities of all educational leaders." I think this epitomizes what CNIE-RCIE is all about and we can certainly be regarded as Digitaleaders. It is truly my honor to serve as the Vice-president (and in-coming President) for this dynamic group and I look forward to your continued support and active participation with CNIE-RCIE in the coming years. Enjoy the conference and have some fun!

CNIE would like to take this opportunity to acknowledge the traditional territories of the Blackfoot and the people of the Treaty 7 region in Southern Alberta, which includes the Siksika, the Piikuni, the Kainai, the Tsuu T'ina and the Stoney Nakoda First Nations.

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About CNIE

CNIE connects educators, administrators and practitioners in a bilingual, pan Canadian network. Our group promotes research and advances in both open and distance education and the use of educational technologies. CNIE addresses all educational contexts, including K-12, post-secondary and the private sector.

Are you on Twitter? Please use the hashtag #CNIE2017 before and during the conference. You can also join our Facebook Group CNIE-RCIE for updates.

À propos du RCIÉ

Le RCIÉ réunit des pédagogues, des administrateurs et des praticiens au sein d'un réseau pancanadien bilingue. L'association soutient la recherche et fait progresser la pratique de l'éducation à distance et le recours à des technologies éducatives. Le RCIÉ englobe tous les contextes pédagogiques, y compris le volet maternelle-fin du secondaire, le postsecondaire et le secteur privé.

Êtes-vous sur Twitter? Veuillez utiliser le mot-clic #CNIE2017 avant et durant le congrès. Vous pouvez aussi vous joindre au groupe Facebook CNIE-RCIE afin de connaître les renseignements les plus récents.

Special Thanks

We would like to thank the following institutions for contributing services, resources and equipment for our conference:

Thompson Rivers University, Open Learning

University of Alberta, Faculty of Medicine and Dentistry, School of Dentistry

University of Alberta, Faculty of Agriculture, Life and Environmental Sciences

Sponsorships

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With over 25 years of experience developing solutions for technical education, Maplesoft is revolutionizing how courses can be brought online using technology that improves student comprehension, retention, and success. Maplesoft provides powerful solutions for online assessment and online courseware, offering modern solutions to meet the particular needs of STEM education. For more information on Maplesoft technology and how it can bring learning to life, stop by our table at the conference or visit www.maplesoft.com.

Blackboard

Blackboard is the world's leading education technology company and brings together leading-edge technology, services, and data capabilities to create powerful, student-focused solutions. We thoughtfully innovate and collaborate with institutions across the world to increase student success and institutional performance. No other education partner matches our depth, breadth, and expertise. For more information about Blackboard, follow us on Twitter @Blackboard.



Contact North | Contact Nord helps Ontarians to get their degree, diploma, or certificate and upgrade their skills online without having to leave their communities. Through 112 online learning centres across Ontario, Contact North | Contact Nord supports residents in 600 small, remote, rural, Indigenous and Francophones communities across the province to access online programs and courses from Ontario's 24 public colleges, 22 public universities, 76 district school boards and 250 literacy and basic skills and training providers. Visit www.contactnorth.ca for more information.

Conference Schedule

Wednesday, May 17th

8:30 to 11:30 Pre-Conference Workshops*
11:45 to 4:00 Conference

Thursday, May 18th

8:00 to 4:00 Conference
6:00 Banquet

Friday, May 19th

8:00 to 1:00 Conference

***please note that pre-conference workshops are offered for our participants at a reduced cost of \$10.00. This amount will help support the additional rental and associated costs.**

UPDATE: We will be waiving this year's pre-conference fees for our members this year - please feel free to attend a session if you are interested!! Snack will be served at 10:00 in the hallway near the breakout sessions.

Registration and Information Desk

For registration or information for the conference our desk will be open:

May 16th	6:00 pm to 8:00 pm
May 17th	7:30 am to 2:00 pm
May 18th	7:30 am to 2:00 pm
May 19th	8:00 am to 11:00 am

Wireless Network

Complimentary use of the wireless network is available at the Banff Park Lodge:
Password: CNIE

Travel

Banff is located 125 kilometers from Calgary. If you require transfers CNIE has negotiated a 15% discount for transfers to and from the Calgary Airport. The Banff Airporter has multiple shuttles daily from the Calgary Airport - to take advantage of the discount please add the promo code CNIE2017 to the payment page.

Tours

If you are considering taking some time to explore the Rocky Mountains while in Banff, the Discover Banff Tours will provide you with a 10% discount for any tour from May 14 to 16 & May 20 to 22. The discount code is CNIE2017!

Schedule at a Glance

Wednesday, 17th

8:30	Aspen	Birch
to	PRE-CONFERENCE WORKSHOPS Shifting Perspectives: Using Entrepreneurial Creativity to Develop Pedagogical Value, Rita Egizii, University of Calgary (180 min)	PRE-CONFERENCE WORKSHOPS STEM Bootcamp, Gina Cherkowski, Moran Ostrander, Kendle Butterworth, Prabina Bhanduri, Jana Taylor STEM Learning Lab (180 min)
11:30		

11:45	Summit/Assiniboine
to	Conference Welcome and Awards of Excellence Celebration LUNCH INCLUDED
1:45	

2:00	Aspen	Birch	Cedar	Pine
to	The Art of Teaching in a Fast-Changing World, Alison Bullock, Waterloo Region District School Board, Mark Carbone Retired CIO Waterloo Region DSB / Independent Consultant (60 min)	Scenes from L&D, Clint Clarkson, Xpan Interactive Ltd. (60 min)	Grades and The Random Factor, Katrin Becker, Mount Royal University (60 min)	To See, or Not to See? The Instructor's Face in Online Lecture Videos, Maristela Petrovic-Dziedz, Carleton University (60 min)
3:00				

3:00	Summit/Assiniboine
	Break Mindfulness Exercise (optional) SNACK INCLUDED

3:30	Aspen	Birch	Cedar	Pine
to	Developing teaching capacity in technology-enabled environments through coaching: The three pillars, Jennifer Lock, Carol Johnson University of Calgary (30 min)	Remix, Reuse, Reshare: An OER to Facilitate Faculty Development, Melissa Jakubec, Thompson Rivers University (30 min)	Murky Waters: Instructional Design Theories and Models, Katrin Becker, Mount Royal University (30 min)	Delivering the Criminal Justice Capstone Practicum Tutorial: Current and Best Practices and Associated Challenges, Andreas Tomaszewski, Pattie Mascaro, Madelaine Vanderwerff, Priscilla Dodge, Meghan Mitchell Mount Royal University (30 min)
4:30	Developing support and capacity for Sexual Orientation and Gender Identity (SOGI) Education through online learning, tools and connections, Lizzie Gross, ARC Foundation and Steve Mulligan, University of	Examining the Experience of Adults in Selecting Online Learning as Part of Their Post-secondary Studies, Kari Rasmussen, University of Alberta (30 min)	Mapping the Course, Rus Hathaway, University of Alberta (30 min)	Collaborative Approach to Interactive Online Course Design: Faculty and instructors' perceptions and experiences from a Canadian University, Alaba Agbatogun, Tamara Vaughan, Renata Chiaaradia, Carleton University (30 min)

	British Columbia (30 min)			
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Thursday, May 18th

7:00	Summit/Assiniboine
	BREAKFAST

8:00	Summit/Assiniboine
	KEYNOTE: Rory McGreal

9:15	Aspen	Birch	Cedar	Pine
to	Using a team-based collaboration for the development of transnational online distance education courses, Chris Crowley and Hailan Chen, University of British Columbia, Merce Gisbert Cervera, Universitat Rovira i Virgili (30 min)	Augmented Reality: Reconciliation focused curriculum design, Diane Janes, Rob McMahon, Fay Fletcher, Patricia Makokis, University of Alberta (30 min)	Flexible learning design for Trades Training, Ken Monroe, Thompson Rivers University and Paul Simpson, Trades and Technology (30 min)	Echo360 - multiple capture applications, Bill Fricker, Mario Poier, NAIT (30 min)
10:15	The power of open information in open learning curriculum development, Naomi Cloutier, Andrea Crane, Thompson Rivers University (30 min)	Learners' Experience (LX): Disability and Online University Programs, Djenana Jalovcic, Athabasca University (30 min)	"Please . . . just use YouTube!" The search for and implementation of a media streaming platform, Jamie Stewart, Mark Karstad, University of Alberta (30 min)	STEM as a Social Justice Issue and the Promise of Technology as an Equalizer, Gina Cherkowski, Jana Taylor, Kendle Butterworth, STEM Learning Lab (30 min)

10:15	Summit/Assiniboine
	Break SNACK INCLUDED

10:45	Aspen	Birch	Cedar	Pine
to	How We Learned and Learn ≠ How We Will Learn, Michael Dabrowski, Athabasca University (60 min)	New educational frontiers and old challenges, Tami Belhadj, Sir Wilfrid Laurier School Board (60 min)	T.A.P.: The Teach Aloud Protocol, Katrin Becker, Mount Royal University (60 min)	
11:45				

11:45	Summit/Assiniboine
to	LUNCH BREAK Journal Awards

1:45	CNIE Annual General Meeting LUNCH INCLUDED
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2:00	Aspen	Birch	Cedar	Pine
to	Looking Forward/Looking Back: Indigenous Studies Online, Paul L. Gareau, Alena Rosen, University of Alberta (60 min)	Learner Engagement in Online Learning - What, How, Why, Angela van Barneveld, Lakehead University (30 min)	Considering space in designing open online learning environments, Michelle Harrison, Thompson Rivers University (30 min)	"The Becker Ed Tech Test" (BETT): The Other Side of "The Audrey Test" Coin, Katrin Becker, Mount Royal University (60 min)
3:00		A Study of Quality Attributes into Online Course Design, Diane Janes, University of Alberta, Kate Lenert, Medical University of South Carolina (30 min)	Creating Engaging and Interactive Content for STEM Classes, Andrew Rourke, Maplesoft (30 min)	

3:00	Summit/Assiniboine
	Break Mindfulness Exercise (optional) SNACK INCLUDED

3:30	Aspen	Birch	Cedar	Pine
to	How to combine LMS and MOOCs to develop a more dynamic learning environment, Mauricio Rivera Quijano, University of Alberta (60 min)	Learning and Technological Co-design, Michelle Harrison, Brian Lamb and Troy Welch Thompson Rivers University (60 min)	Learning Design Methodologies for UN Organizations, Anthony Ralston, AR Educational Technology Inc. (60 min)	
4:30				

6:00	Summit/Assiniboine
	BANQUET Leadership Award

Friday, May 19th

7:00	Summit/Assiniboine
	BREAKFAST

8:00	Summit/Assiniboine
	KEYNOTE: Tannis Morgan

9:15	Aspen	Birch	Cedar	Pine
to	Environmental Gamification, Clint Clarkson, Xpan Interactive Ltd. and Jennifer Edward, AltaLink (60 min)	Student response to social engagement in self-paced on-line courses. Ken Monroe, Thompson Rivers University (30 min)	Accessibility: Meeting the Needs of our Diverse Learners, Martha Jez, Microsoft Canada (60 min)	A role-based competency profile for the educational technologist Michael Cenkner, Clarence Wong, Lyn Sonnenberg and Patrick von Hauff, University of Alberta (60 min)
10:15		The Creation of a Centre for Educational Research and Scholarship, Kari Rasmussen, Sharon Compton, Jacqueline Green, University of Alberta (30 min)		

10:15	Summit/Assiniboine
	Break Mindfulness Exercise (optional) SNACK INCLUDED

10:45	Aspen	Birch	Cedar	Pine
to	Collaborative Course Design for Different Delivery Media, Angela van Barneveld, Leisa Desmoulins, Joan Chambers, Assoc Prof, Lakehead University (30 min)	The Utilization of Videos to Demonstrate Psychomotor Skills in Small Class Sizes, Sally Lockwood, Sharon Compton, Kari Rasmussen, University of Alberta (30 min)	Muddy Insights on Online Learning, Rus Hathaway, University of Alberta (30 min)	
11:45	Den Board Room: Awards of Excellence Poster and Panel session			

11:45	Summit/Assiniboine
to	Lunch Break Concluding Announcements End of Conference LUNCH INCLUDED
1:45	

Keynotes

Rory McGreal



Prof. Rory McGreal is the UNESCO/Commonwealth of Learning/International Council for Open and Distance Education Chair in Open Educational Resources (OER); and Director of the Technology Enhanced Knowledge Research Institute (TEKRI) at Athabasca University. He is also co-Editor of IRRODL (International Review of Research in Open and Distributed Learning). He is the founder of the OER Knowledge Cloud, a repository of research articles on OER. Previous positions include Assoc. VP Research, Executive Director of TeleEducation NB, a Canadian province-wide elearning network and Supervisor at Contact North/Contact Nord in Ontario. He is also the recipient of several national and international awards for open and distance learning.

Prof. Rory McGreal est titulaire de la Chaire REL de l'UNESCO et du Commonwealth of Learning / Conseil international pour la formation ouverte. Il est le Directeur de l'Institut de Technologie Augmenté à la recherche (TEKRI) à l'Université Athabasca (Alberta, Canada). Il est également co-éditeur en chef de la Revue internationale de recherche en apprentissage ouvert et distribué (IRRODL). Il est le fondateur de l'OER Knowledge Cloud, un référentiel d'articles de recherche sur les REL. Prof. McGreal occupait auparavant plusieurs fonctions dans le domaine de l'enseignement à distance dont Assoc. VP à la Recherche, Directeur exécutif de Télé Éducation NB, un réseau de e-learning à l'échelle de la province canadienne. Il est également le récipiendaire de plusieurs prix nationaux et internationaux pour l'apprentissage ouvert et à distance.

Tannis Morgan



Dr. Tannis Morgan is the Director, Centre for Teaching, Learning, & Innovation at JIBC, where she is responsible for developing and implementing the institutional e-learning strategy, and leads educational technology innovation and research projects. These include mobile learning, simulations, open education resources, and emerging delivery models. Dr. Morgan's expertise is largely focused on educational technology innovation in applied education institutions, in particular the influence of the open movement on higher education strategy. At JIBC, she has conducted research on student use of technology, institutional drivers facilitating the diffusion

of open education resources, and open pedagogy in faculty development.

Dr. Morgan began her work in distance education and e-learning with the Distance Education and Technology Centre at the University of British Columbia (UBC), under the direction of Dr. Tony Bates and Dr. Mark Bullen. In her 15 years in higher education she has occupied numerous - and often overlapping - roles including Instructor, Adjunct Professor, Instructional Designer, Consultant, Educational Technology Specialist, Associate Dean, and now Director of a teaching and learning centre. Her PhD, completed at UBC in 2008, focused on online teaching in international contexts, and was one of the first dissertations to be published using a Creative Commons license.

Dr. Tannis Morgan est la directrice du Centre d'enseignement, d'apprentissage et d'innovation du JIBC, où elle est responsable du développement et de la mise en place de la stratégie institutionnelle sur l'apprentissage en ligne, et mène l'innovation de la technologie éducative et des projets de recherche. Ces projets incluent l'apprentissage mobile, les simulations, les ressources d'éducation ouverte, et des

modèles de diffusion émergents. L'expertise du Dr. Morgan se concentre essentiellement sur l'innovation en technologie éducative dans des institutions d'éducation appliquée, en particulier l'influence du mouvement sur l'apprentissage ouvert dans la stratégie de l'enseignement supérieur. Au JIBC, elle a mené la recherche sur l'utilisation de la technologie par les étudiantes et étudiants, les facteurs institutionnels qui facilitent la diffusion des ressources de l'éducation ouverte, et la pédagogie ouverte dans le développement professoral.

Dr. Morgan a commencé à travailler dans l'enseignement à distance et l'apprentissage en ligne avec le Centre d'éducation à distance et de technologie de l'Université de Colombie-Britannique (UBC), sous la direction de Dr. Tony Bates et de Dr. Mark Bullen. En 15 ans de carrière dans l'enseignement supérieur, elle a occupé différents rôles _qui souvent se chevauchaient_ d'enseignante, de professeure à temps partiel, de conceptrice pédagogique, de consultante, de spécialiste des technologies éducatives, de doyenne associée, et désormais de directrice d'un centre d'enseignement et d'apprentissage. Son doctorat, obtenu à UBC en 2008, est centré sur l'enseignement à distance dans des contextes internationaux, et était l'une des premières dissertations à être publiée sous une licence commune créative.

Special Guest

As part of our conference experience, CNIE is very happy to provide our conference attendees with up to 3 mindfulness sessions during our program. This optional activity will provide you with a wonderful opportunity to engage in a series of reflective practices in one of the most beautiful places in the world!

Trish Huston



Trish is a Registered Yoga & Meditation teacher, a graduate of theatre school and a lifelong student. She is curious about how we can continue to be conscious and aware amidst the distractions we constantly face. Her passion for sharing mindfulness and stress management comes from her own experience of having worked in the corporate and non-profit sector. During this time, she experienced the incredible benefits of having a mindfulness practice. She was more energized, happy and focussed and felt better equipped to manage the stresses of her work. Her passion is sharing the transformative benefits of simple mindful practices with a wider audience: from being more efficient at work, kinder in our relationships to experiencing less stress and burnout on a daily basis.

Detailed Schedule

Wednesday, 17th

Pre-Conference Workshops (extra fee)

Wednesday, 17th

8:30 to 11:30

Shifting Perspectives: Using Entrepreneurial Creativity to Develop Pedagogical Value (Aspen Room)

Rita Egizii

University of Calgary

Entrepreneurial thinking is a mindset driven by the need to solve problems, think critically, take calculated risks and provide unequivocal value to an identified target group. What does this mean in the classroom? A value proposition is a promise of value to be delivered. How can the concept of 'value proposition' be applied to teaching and learning? As student-centred learning continues to lead pedagogy and curriculum design, strategic perspective (through an entrepreneurial thinking lens) is a key foundational tool in guiding better understanding of learners, what to provide them, how to provide it, who to partner with, how to improve relevancy and how to provide clear benefit (quantified value). This presentation will introduce the concept of entrepreneurial design-thinking and innovation within the context of an educational environment. Participants will be introduced to two business modelling tools that focus on value proposition. By the end of this session, participants will be able to: understand the complexity of tangible and intangible benefits and how they can be used to position both student and teacher in win/win relationships; work through a design-thinking innovation business modeling exercise to develop a unique value proposition for their course(s); understand the concept of entrepreneurial thinking and how it can be used by a teacher; understand the role of human-centered design in developing pedagogy and curriculum, and explore the use of business modeling as a tool for innovating in the classroom.

8:30 to 11:30

STEM Bootcamp (Birch Room)

Gina Cherkowski

Moran Ostrander

Kendle Butterworth

Prabina Bhanduri

Jana Taylor

STEM Learning Lab

STEM Education Bootcamp: Participants will engage in hands-on Robotics, Coding, Digital Technology and Maker Experiences and will explore the integration and application of hands-on STEM learning to the classroom.

11:45 to 1:45

Conference Welcome and Awards of Excellence (Summit/Assiniboine)

Lunch is included

2:00 to 3:00

The Art of Teaching in a Fast-Changing World (Aspen Room)

Alison Bullock
Waterloo Region District School Board, and
Mark Carbone
Retired CIO Waterloo Region DSB / Independent Consultant
(60 minutes)

This presentation is centred on examining the art of teaching through the lens of the learner in a rapidly changing world. We will share and discuss the importance of teacher as learner, strategies to leverage innovation and stimulate student engagement, through our own experiences. Research results gathered through the various projects and educator reflections will also be shared. Based on our experiences in designing, delivering and reflecting upon each project, we will advocate for:

- Deeper Learning independent of format- one to one; blended; online, Face to Face
- Spending more time on fewer learning activities
- Inquiry questions to deepen critical thinking
- Leveraging the global connected and collaborative classroom
- Developing and leveraging a Personal Learning Network
- Virtual connections
- Relevance/meaningful learning (predetermined content vs maker/authentic/connected)
- Meaningful projects, relevant to learners
- Public sharing of learning moments/reflections
- Real-world context for authentic learning

We intend to motivate participants to discuss and take away practical, inspired ideas to evolve their own educational practice.

Scenes from L&D (Birch Room)

Clint Clarkson
Xpan Interactive Ltd.
(60 minutes)

This entertaining, facilitated discussion will look at some of L&D's toughest challenges through a satirical lens. With the popular "L&D Scenes" comic series as the backdrop, author Clint Clarkson will drive an intense and spirited discussion that focuses on L&D's most common grievances. Behind each tongue-in-cheek comic is an L&D truth; a problem that needs to be solved for L&D to be successful in organizations.

This session assumes that L&D is responsible for bridging performance gaps and solving business problems. Yet, too often, the business doesn't believe we're capable of doing it. Let's take the time to discuss why this problem exists and what needs to be done differently to raise the profile of our profession from "cost center" to "strategic driver."

While we face some important and daunting challenges, there's nothing that says we can't have fun taking them on. This is your invitation to be entertained, engaged, and possibly annoyed, while getting a sneak preview of some yet to be released "L&D Scenes" comics. You may not agree with everything said in this discussion, but one thing's for sure: you won't leave bored!

Grades and The Random Factor (Cedar Room)

Katrin Becker
Mount Royal University
(60 minutes)

This presentation will take a look at elements of our schedules, assignments, and tests that have a random factor, and the effect that could have on how students are assessed. While exams are becoming less popular in many fields, they are still commonplace in many science fields and other disciplines that have large class sizes. We have long felt confident that our "comprehensive" final exams provide a pedagogically sound assessment of student learning throughout the term, but is that really the case? For example, suppose we "cover" a 400-page textbook by assigning it as reading and then provide 30-odd lecture hours talking about the same topics. Our final exam consists of a 100-question multiple-choice exam. That means we have chosen 100 topics, likely addressing varying levels of granularity to use as our questions. Just how comprehensive is that? This talk will look at some visual representations of this approach and consider the implications that has for the ultimate grade a student gets.

This is intended to be 1/2 talk and 1/2 discussion/debate, so come prepared to questions!

To See, or Not to See? The Instructor's Face in Online Lecture Videos (Pine Room)

Maristela Petrovic-Dziedz
Carleton University
(60 minutes)

Embedding the video of the instructor in the lecture video is a very popular practice in online and blended university courses. As we include more technology in creating different multimedia learning options, the questions always remain about the effectiveness of each on promoting learning: Does it improve the learning outcomes? Do learners always pick the solution which is most beneficial for their learning? Can more media be detrimental to learning?

In this session, we will recall the basic principles of multimedia instruction based on cognitive theory of multimedia learning, summarize the latest research on the topic, and caution against one-size-fits-all approaches to instructional design. The participants will be shown most common "video in video" solutions and discuss in small groups what works for them as learners. Sharing the institutional practices and experiences with all participants will be encouraged in the session. The participants will leave the session with the list of things to consider when making decisions on when and how to implement the video of the instructor's face in online lecture videos.

3:00 to 3:30

Break (Summit/Assiniboine)
Mindfulness Exercise (Optional)
Snack is Included

3:30 to 4:30

3:30 - Developing teaching capacity in technology-enabled environments through coaching: The three pillars (Aspen Room)

Jennifer Lock
Carol Johnson
University of Calgary
(30 minutes)

In contemporary higher education, instructors are expected to design and foster rich learning experiences within technology-enabled environments. Within these environments, they are able to access an array of technologies in support of their teaching and students' learning. Often the challenge is to what degree are they integrating technology in meaningful ways that support learning outcomes, as well as diverse student learning needs. Institutions provide various supports for technology integration through structured workshops, tutorials, and online resources. However, once away from formal supports, instructors are left to implement what they have learned in their particular discipline-specific contexts. The ability to bridge the integration of content knowledge, technological knowledge, and pedagogical knowledge (Mishra & Koehler, 2006) thus becomes paramount in designing and facilitating robust learning within technology-enabled environments.

Coaching is one strategy to assist instructors in developing their capacity to integrate technology. "The work of coaches is necessarily complex and multifaceted...[It can] ensure practices and strategies to enrich teaching and learning" (Department of Education and Early Childhood Development, 2010, p. 2). In our School of Education, we have developed a learning technology coaching program that provides strategic, ongoing, and at-the-elbow technology leadership for instructors. It empowers them to develop their teaching practice through incorporation of technology. The program engages graduate students as coaches. These coaches bring expertise in, and experience with online and blended learning, technology integration, and pedagogical practice.

We will provide an overview of our coaching program and share findings from our research. We will explore three pillars of coaching: 1) Coaching as personalized learning; 2) Coaching as partnership 3) Coaching as learning mobilizer.

Department of Education and Early Childhood Development. (2010). Coaching teachers in effective instruction. Student Learning Division Office for Government School Education Department of Education and Early Childhood Development, State of Victoria, Melbourne, AU. Retrieved from <http://www.education.vic.gov.au/Documents/about/programs/archive/coachteach.pdf>

Mishra, P. & Koehler, M.J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. Teachers College Record, 108(6), 1017-1054.

4:00 - Developing support and capacity for Sexual Orientation and Gender Identity (SOGI) Education through online learning, tools and connections (Aspen Room)

Lizzie Gross
ARC Foundation
Steve Mulligan
University of British Columbia
(30 minutes)

Since 2014, ARC Foundation has engaged BC educators in conversations about sexual orientation and gender identity (SOGI) in relation to education, motivated by the Egale Canada report that revealed that 64% of LGBTQ students still don't feel safe at school. Our work with the BC Ministry of Education, BC Teachers' Federation, UBC Faculty of Education and Out in Schools has resulted in the launch of the SOGI 1 2 3 campaign. SOGI 1 2 3 shares proven SOGI-inclusive tools and resources in the areas of policy and procedures, inclusive environments and curriculum resources at SOGleducation.org

We are currently working with nine school districts on the School Districts SOGI Pilot: a project that is testing a new district model for SOGI. The model includes a central SOGI Lead at the district level with School Lead volunteers in each school. The SOGI Leads and School Leads are supported by a technology and resources, including a District SOGI Toolkit, that encourage peer-to-peer resource and information sharing across the province. ARC Foundation is excited about the opportunity to present the results of the pilot, including sharing new data from participating districts and answering participant questions about the SOGI model. The audience for this session is any educator interested in understanding and exploring ways to engage LGBTQ students.

3:30 - Remix, Reuse, Reshare: An OER to Facilitate Faculty Development (Birch Room)

Melissa Jakubec
Thompson Rivers University
(30 minutes)

Despite the increased ease of access and availability of open educational resources, actual efficient reuse of learning objects, learning resources and learning designs is still described as "a Holy Grail within e-learning" (Wills & Pegler, 2016). Current resources aimed at increasing blended learning and the use of technology in the classroom focus on detailing best practices and describing pedagogies and activity types by their characteristics. They also commonly provide examples at the course level but it may be difficult for a novice or even an experienced educator to see how these patterns/ideas could be transferred to their own context. These are useful resources as starting points but do not provide much guidance or time-saving strategies. This session will introduce a project that attempts to create an open repository of successful learning activities, including sample stem language and examples to be remixed, reused and reshared. Learning activities are categorized by type (online discussion, group project, blog post, etc.), learning outcome level (according to Bloom's taxonomy) and discipline to facilitate reuse by faculty, instructional designers and educational technologists. This results in a resource that can be searched according to widely known fields. For example, the resource can be searched for discussion activities appropriate for comprehension, analysis or synthesis. Participants will preview the resource and be provided with access and instructions to contribute their own learning activities as well.

Wills, S. and Pegler, C. (2016). A deeper understanding of reuse: Learning designs, activities, resources and their contexts. *Journal of Interactive Media in Education*, 2016(1), 1-11. DOI: <http://dx.doi.org/10.5334/jime.405>

4:00 - Examining the Experience of Adults in Selecting Online Learning as Part of Their Post-secondary Studies (Birch Room)

Kari Rasmussen
University of Alberta
(30 minutes)

This presentation will examine the findings of a multi-year research project that investigated the motivations of adults in Alberta in selecting online courses and/or programs as part of their post-secondary studies. Utilizing an ethic of care framework – to allow the focus to be on the competing responsibilities of the learner within their school, family, work and community – this research project allowed the researcher to capture and describe a unique perspective on why adults consider the option of online learning. This presentation will provide the context around the study, describe the ethic of care framework and examine the findings of this research. Engagement in questions and dialogue around the implications and use of this framework and findings will be woven into the presentation. Whether participants are interested in a research framework or methodology, in the impact of online learning on the learner and their community or what the learners are identifying as their reasons for considering online learning this presentation will provide insight into each of these areas.

3:30 - Murky Waters: Instructional Design Theories and Models (Cedar Room)

Katrin Becker
Mount Royal University
(30 minutes)

In science, a theory is an explanation for how something works. Here, a theory that has no supporting evidence is really little more than an idea and it is not until sufficient supporting evidence has been gathered that the theory begins to be taken seriously. In the social sciences by contrast, a 'theory' can be loosely developed and poorly tested (NIH, 2005), yet still gain acceptance and even

legitimacy. Some even describe theories as casual models (Briggs, 2006), so it should come as no surprise that there is often confusion around the distinction between an ID theory and an ID model. The terms seem to be used interchangeably. In education, instructional design (ID) theory came out of synergies of learning theory, psychology, and communications. These terms are used as in the social sciences, so it isn't surprising that there is confusion. ID theories should be distinguished from ID models in that ID theories attempt to explain how to teach, whereas ID models provide guidance on how to design it. This presentation will provide a brief overview of the distinctions between ID theories and ID models, and offer a new approach to categorizing both (see attached images) that can help practitioners and students understand the distinction as well as to make better use of the particular features of each.

Briggs, R. O. (2006). On theory-driven design and development of collaboration systems. *International Journal of Human-Computer Studies*, 64, 573-582.

National Institutes of Health (2005). Theory at a glance: A guide for health promotion practice. Retrieved August 15, 2010 from <http://www.cancer.gov/PDF/481f5d53-63df-41bc-bfaf-5aa48ee1da4d/TAAG3.pdf>

4:00 - Mapping the Course (Cedar Room)

Rus Hathaway
University of Alberta
(30 minutes)

In Spring 2015 our faculty moved to a model to provide instructional design support for faculty members engaged in the development of brand new courses. Since then, seven courses have been piloted and another seven are in development. Rus Hathaway, the faculty's instructional designer, will describe the process and techniques of course development that have evolved to include three stages of course mapping, and the creation of comprehensive guiding documents. Such documents ensure faculty course-builders are developing student-centred content aligned with defined course outcomes and learning objectives.

Rus will share how faculty enthusiasm for new course development can be channeled into a concept map, then transformed into a structured cognitive map that becomes the basis for a more conventional activity/resource-based course map.

Education developers will gain insights into the effectiveness of preparing different kinds of course visualizations, as a means of establishing a shared understanding of content development, as well as the benefits these representations can have in guiding the long-term course development effort.

3:30 - Delivering the Criminal Justice Capstone Practicum Tutorial: Current and Best Practices and Associated Challenges (Pine Room)

Andreas Tomaszewski
Pattie Mascaro
Madelaine Vanderwerff
Priscilla Dodge
Meghan Mitchell
Mount Royal University
(30 minutes)

Traditionally, tutorials accompanying our program's practicum are delivered face-to-face, which is increasingly challenging given that many students are unable to attend them regularly because of the agencies they are placed with are not located in commuting distance to campus, their practicum and/or paid work schedules conflict with tutorials, etc. After adding an additional online section to address this, we quickly learned that transferring content from the face-to-face section to Blackboard Learn for the one online was not sufficient. An institutional Teaching and Learning Enhancement Grant allowed the faculty member teaching the tutorial to team up with a university instructional design consultant, a librarian, and two research assistants. We examined the following questions: (A) What role should and does the tutorial play in a practicum? (B) What are the pedagogical rationales for delivering the tutorial face-to-face, blended, or online? and (C) Can / How can online tutorials accomplish the same pedagogical goals as the alternatives? To identify best practices, we conducted an environmental scan of BA programs in criminal justice / criminology and related fields in North America (with a particular focus on Canada), conducted a literature review on the topic, and administered surveys to students after they completed the practicum. Efforts to improve course delivery also bring various challenges with them, which we will include in our discussion. This presentation should be of interest to instructors and administrators in programs with a practicum component, as well as instructional designers and others who could help address some of the challenges.

4:00 - Collaborative Approach to Interactive Online Course Design: Faculty and instructors' perceptions and experiences from a Canadian University (Pine Room)

Alaba Agbatogun
Tamara Vaughan
Renata Chiaaradia
Carleton University
(30 minutes)

As universities embrace rapid technology growth, delivery of instruction in higher education is revolutionized. In Canada, the number of institutions offering online course/programs is on the increase. In some universities a few years ago, course design and development was the absolute responsibility of faculty and instructors. One concern is the quality and level of interactivity and communications among students as peers, and between students and course facilitator (Faculty/ Instructors). The unique possibilities inherent in online instruction is beginning to change how courses and programs are designed and delivered.

A number of faculty or instructors who teach in a traditional classroom seem to struggle with a myriad of challenges including: choosing appropriate technology and pedagogic strategies, inability to conceptualize their course to the more learner-centric for online platform, and the difficulty juggling between online course design tasks and other academic workload. In order to meet the needs of learners, the competing demands of stakeholders, and the dynamics of new technologies, faculty and instructors in many Canadian higher institutions now work with an instructional designer and other instructional support staff.

The social cultural dimension of collaborative team-based course design approach from the perspectives of faculty and instructors has received little or no attention. This study investigated the impacts of collaborative team-based approach to online course design and development on faculty and instructors' professional development regarding online course design and facilitation. Data were gathered through interviews from faculty and instructors (those with experience and with little or no experience in online course design). This paper will present findings that provide answers to some questions including: Which variables dictate the kinds of support faculty require during course design/development and delivery? How does collaborative online course design contribute to faculty professional development or/and learning? Are faculty satisfied with collaborative approach to online course design and development? Should higher institutions promote short-term or long-term collaboration between instructors and an instructional designer?

Thursday, 18th

8:00 to 9:00 KEYNOTE Presentation

Rory McGreal
Athabasca University

9:15 to 10:15

9:15 - Using a team-based collaboration for the development of transnational online distance education courses (Aspen Room)

Chris Crowley
Hailan Chen
University of British Columbia
Merce Gisbert Cervera
Universitat Rovira i Virgili
(30 minutes)

This presentation will show a team-based course development approach for a collaborative method to design and develop online distance education courses in a transnational context. The team-based approach is commonly used in online distance education course development to form a cost-effective managerial and development team that guides best practices for course development workflow. This practice manages timelines, coordinates solutions, and oversees budgets, all of which are particularly challenging for a transnational collaboration due to cultural differences and teaching and learning practices.

The main objective was to design and develop six courses covering diverse topics such as sustainable forest policy, global forestry issues and forest restoration and it involved universities from Australia, Philippines, Malaysia, China, and Canada. The central support team consisted of a project coordinator, instructional designer, web designer, graphic designer, and media expert. The team cooperated with multiple content authors and professionals including a Forestry Academic Project Leader, an international Project Coordinator, 17 course authors, and multiple developers and media assistants.

Lastly, this presentation will show that the course designs were of high quality based on a quality enhancement review using an in-house evidence-based course quality enhancement checklist. Anecdotal evidence indicates that the use of course templates, pilot modules and participation in a course development orientation workshop were very helpful to orientate course authors to the team-based development process and implementing best practices for online course design. The results of a written survey indicate the course authors' satisfaction with the project management and instructional design services.

9:45 - The power of open information in open learning curriculum development (Aspen Room)

Naomi Cloutier
Andrea Crane
Thompson Rivers University
(30 minutes)

The Open Learning division of Thompson Rivers University (TRU-OL) supports open educational practices through delivering a large portfolio of undergraduate and graduate online courses; creating, developing, and using OER and open textbooks; creating and delivering open courses through OERu; providing open access to courses and programs; and carrying out open assessment practices using Prior Learning Assessment and Recognition (PLAR).

Technological infrastructure is not only critical for supporting creative learning design, but also for managing the process of creating and sustaining distance and open education courses with their inter- and co-dependencies, and linear and non-linear aspects. An open source software database, Data for the People (D4P), designed, implemented and maintained by the Curriculum Development Unit in TRU-OL without incurring external software licensing fees or support personnel, is a distributed, non-centralized project management system. Through collecting user-entered transactional data and sharing it openly with other work teams in an attractive, straight-forward, user-friendly manner, it provides readily accessible data and custom reports about the entire course portfolio of TRU's Open Learning division for distance education leaders and managers; instructional designers and editors; and media, copyright, digital publishing and resource acquisition teams. Users of D4P benefit from a co-created culture as they develop, manage, organize, and sustain the open and distance course portfolio within the Open Learning division of the institution.

The presenters will demonstrate key elements of this system, its underlying philosophy of open sharing of information in a work community setting, and ideas for future development toward increasing openness of the data.

9:15 - Augmented Reality: Reconciliation focused curriculum design (Birch Room)

Diane Janes
Rob McMahan
Fay Fletcher
Patricia Makokis
University of Alberta
(30 minutes)

Our project applies an iterative 'learning by design' process through which students and faculty work with Indigenous knowledge keepers and partners to explore reconciliation learning by co-creating digital Augmented Reality (AR) resources for the Faculty of Extension. The first phase will create an AR application, digital content and hard-copy curriculum/guidebook about Indigenous-settler relations associated with the Sweetgrass Bear sculpture housed in the Faculty (the former Hudson Bay site). The second phase, building on year 1, develops a set of questions and learning activities to be used in classroom settings and with Indigenous partners across disciplines, campus and community. The third and final phase, building on the previous years, involves the evaluation and dissemination (and replication) of the learning process and AR resources across the University for use by students, faculty, Indigenous partners and the public at large.

This presentation will look at the theory in AR and Indigenous storytelling as a way for instructional designers and faculty to incorporate reconciliation focused curriculum into their disciplines in higher education. The presentation will appeal to instructional designers, faculty and indigenous scholars, as well as educational technologists as we explore Instructional Design as, and for reconciliation.

9:45 - Learners' Experience (LX): Disability and Online University Programs (Birch Room)

Djenana Jalovcic
Athabasca University
(30 minutes)

There is an increasing number of students with disabilities enrolled in universities and colleges across North America as a result of enabling human rights legislation and opportunities presented by advances in use of information and communication technologies in education. However, the experience of students with disabilities engaged in online learning remains an under-researched area. The purpose of this qualitative, phenomenological study is to describe the experiences of interaction for students with disabilities who study online in an institution of higher education. The results of this study will be presented by describing the nature of students' experiences of online learning from their perspectives. It will make the voices of students with disabilities heard, voices that are often absent from the literature. Deepening understanding of LX and how their disabilities play out within online post-secondary learning environments has potential to influence the way that disability is conceptualized in post-secondary education, and the way that programs are designed and delivered in response to the diverse needs of students with disabilities.

9:15 - Flexible learning design for Trades Training (Cedar Room)

Ken Monroe
Thompson Rivers University
Paul Simpson
Trades and Technology
(30 minutes)

At Thompson Rivers University, the School of Trades and Technology received funding from the federal government to create an alternative delivery model for the steamfitting and pipefitting trade which would reduce the amount of time away from the workplace. The School of Trades and Technology then partnered with Open Learning to create a blended learning model whereby the technical training components are delivered on-line and the lab components are delivered in the classroom. This model reduces the time away from the workplace by four weeks. Through the creation of the course, OL developed some interactive OER activities, best practice video of some essential skills with industry partners and otherwise developed a course which can be replicated in other accredited trades training facilities. By the time of the conference, the presenters will also be able to report on the completion of co-hort of students. This part of the presentation will provide comparative completion and success rates against traditional trades training as well as result from student and employer surveys.

This session will be of interest to any person at an institution interested in developing a blended model of trades training.

9:45 - Please ... just use YouTube! The search for and implementation of a media streaming platform (Cedar Room)

Jamie Stewart
Mark Karstad
University of Alberta
(30 minutes)

In early 2014, a few keen educational technologists undertook what turned out to be an epic journey to bring a media streaming platform, not named YouTube, Vimeo or iTunesU, to the University of Alberta. This case study will state the rationale for an internally-controlled media streaming platform, identify the political and organizational barriers faced, outline the significant setbacks of the project, and look at the current usage patterns and adoption strategies going forward. Attendees will take away lessons learned that will be beneficial to their institutional endeavours in the media streaming and educational technology arena.

9:15 - Echo360 - multiple capture applications (Pine Room)

Bill Fricker
Mario Poier
NAIT
(30 minutes)

NAIT has adopted Echo360; first implementation took place in January 2015. Echo360 is a lecture capture system that allows a wide variety of applications. To date, several instructors have been adding Echo360 in face-to-face classroom environments. The initiative has been spearheaded by Mario Poier, Manager - Network Services, Information and Technology Services. His strong IT base has been challenged by the diversity of uses and the evolution of upgrades to Echo360. Participating instructors have had the benefit of a dedicated Instructional Designer provided by NAIT's Teaching Services.

Early applications vary from capturing in-class instruction, with powerpoint, whiteboard, various computer screen images, and/or other media and combining this with, audio, audio and instructor video, and even closed captioning. Some applications have been done live with students, while others are done before the classroom moment. Finally, we have recently added the benefit of Catchbox - a foam-encased, throwable, wireless microphone to increase student interaction. Some student feedback has been collected both anecdotally and by collection of data via online forms. The feedback is encouraging. In summary, we are empowered to better serve students, by exploiting more media, and simultaneously more dependent upon IT and Ed Tech than before.

9:45 - STEM as a Social Justice Issue and the Promise of Technology as an Equalizer

Gina Cherkowski
Jana Taylor
Kendle Butterworth
STEM Learning Lab
(30 minutes)

Education is at a crossroads as too many students (and I argue teachers) are not developing the skills, tools and mindsets they needs to be successful in our data-drive, technology-rich world. As we all are aware, technology is changing unprecedented speed, yet our education system remains strikingly similar to what is was many decades ago causing a huge divide between the skills we foster and the skills that are required in our data-driven, technology-rich world. This troubling divide is creating a monuments chasm which will soon be insurmountable for far too many students, especially those underserved, underrepresented and underprivileged. By leveraging technology to teach STEM skills, such as technological literacy, we have the opportunity to reach many of the students -and teachers - who are currently being left behind, filtered out, and ill-equipped for the demands of our rapidly changing

world. STEM is a social justice issue and we need everyone in the game!

10:15 to 10:45

Break (Summit/Assiniboine)

Snack is Included

10:45 to 11:45

10:45 - How We Learned and Learn ≠ How We Will Learn (Aspen Room)

Michael Dabrowski
Athabasca University
(60 minutes)

In the early 90's we welcomed the Internet, the World Wide Web and its implications for teaching and learning. However, the impact of these innovations pales in comparison to the current period of accelerating technological change and innovation. Educators and learners are having to adapt to an unprecedented pace of technological innovation that is having a profound impact on the way education is being delivered. Educators, for the most part, are relying on the traditional model of classroom delivery, but with the incorporation of a technological facelift without substantially altering the fundamental delivery of instruction. On the other hand, the learners that have never known a world without computers or mobile technologies are not only demanding a new form of design and delivery, but are also actively subverting the traditional delivery models through their familiarity with and use of technologies that are readily available to everyone for the first time in human history.

In 2016, we piloted our Open textbook and surveyed students in a classroom setting focussing on the application of technological innovations on the collaborative learning experience of the students while subverting elements of the traditional professorial model of information delivery. The presentation will describe the logic behind the project and how it affected the role of professor and student. We will discuss the rationale and successes of technological innovation and integration into the classroom setting. This presentation, for anyone exploring technology in education, will include a variety of hands-on demonstrations of easily accessible technologies applied to multilingual education, but with possible applications across the curriculum.

Please bring an Internet connected smart device to the session to benefit from the hands-on experiential components of the presentation.

10:45 - New educational frontiers and old challenges (Birch Room)

Tami Belhadj
Sir Wilfrid Laurier School Board
(60 minutes)

Formal education is living a rapid change of configuration, and some the old challenges are requiring to adjust to new educational frontiers. Most educational activity has the ultimate goal to promote autonomy of learners. The challenge being to promote the ability to take care of oneself and to think and act independently, as well as encourage a sense of responsibility. Formal education has achieved this ultimate goal by continuously revising curriculums, teaching techniques and methodologies, while lifting obstacles to learning perseverance like the lack of motivation, low self-esteem or a feeling of failure despite the efforts.

New educational frontiers are forcing education practitioners and leaders to adjust. From the rapid evolution of digital storage to the progression of cloud computing. From the integration of ICT in the classroom to MOOCs. Education 3.0 is here to stay and this presentation will review the major technological changes of the recent years and put in perspective the OER (Open Educational Resources) and the Open Source initiatives that deserve consideration with particular attention to MoodleCloud as the LMS (Learning Management System) that is changing the game.

10:45 - T.A.P.: The Teach Aloud Protocol (Cedar Room)

Katrin Becker
Mount Royal University
(60 minutes)

A popular approach in teaching is what is being called "Teaching Out Loud". The approach advocated by many of those who use the term is in many ways closer to "Teaching Boldly" (or "Teaching Loud") than it is to Teaching out Loud. The idea is to advocate for the courage to try new things and to teach the ways students learn. While this is important, there is another approach that has received far less attention, but that is equally important, especially with adult learners. This approach is called the Teach Aloud Protocol (T.A.P.), and it draws inspiration from the "Think Aloud" idea in psychological and educational research. The basic idea is that the 'subject' says what they are thinking about as they complete a task. The goal is to learn about the thought processes the subject is using. Given that, "Teaching Aloud" should be about the teacher explaining their reasoning and thought processes while teaching. This presentation will relate the author's experiences with this approach and discuss some of the implications of adopting a Teach Aloud Protocol in higher education courses.

11:45 to 1:45

Journal Awards and CNIE Annual General Meeting (Summit/Assiniboine)

Lunch is included

2:00 to 3:00

2:00 - Looking Forward/Looking Back: Indigenous Studies Online (Aspen Room)

Paul L. Gareau
Alena Rosen
University of Alberta
(60 minutes)

"Indigenous Canada" is a unique online learning experience for engaging Indigenous perspectives, experiences, and epistemologies. This Massive Online Open Course (MOOC) was developed by Indigenous scholars at the Faculty of Native Studies at the University of Alberta with the intention to make available to a large audience, for free, a university level course that fills the gaps of Canadian history and contemporary perspectives on Indigenous peoples. This course is designed for people outside of Native Studies with an interest in acquiring a basic familiarity with Indigenous/non-Indigenous relationships. It consists of a survey of historical and contemporary relationships between Indigenous peoples and newcomers, with the aim of expanding the understandings held by many Canadians about these relationships.

Presenters will discuss course development experiences and strategies, pedagogical approaches to addressing Indigenous knowledge and ways of knowing, and experiences of delivering Native Studies online. They will also touch on the implications this course has on the TRC recommendations in post-secondary education. Elements from the Indigenous Canada MOOC will be presented through short video clips and screen-shots. The intention is to increase audience engagement with the content and platform of this online course as well as time for discussion regarding application, implementation, and impact of this unique Indigenous perspective and learning experience.

2:00 - Learner Engagement in Online Learning - What, How, Why (Birch Room)

Angela van Barneveld
Lakehead University
(30 minutes)

Online learning appears to be both established and emerging as a strategic initiative for universities and faculty are being asked to deliver their classes in an online format to support these academic and strategic plans. The research literature is presenting us with best practices, characteristics of effective online instructors, and the need for solid learner engagement strategies. Instructors/faculty are being encouraged to move to online course delivery with little or no preparation or training, and possibly without the assistance of a Teaching and Learning Center.

While moving to an online environment does require different design and engagement considerations, the intent of this practical presentation is to discuss and demonstrate the implementation of best practices for online teaching and learning. From the research literature, I provide a summary the predominant best practices for asynchronous online teaching and learning, as well as the characteristics of an effective online instructor. I then share my experiences with the integration of these best practices into my own online teaching practices, explaining what I do, how I do it, why I do it that way, and how that relates to learner engagement. This session is appropriate for anyone interested in understanding the rationale and choices that we make when moving from theory to practice, from traditional classrooms to asynchronous online learning classes in a higher education environment.

2:30 - A Study of Quality Attributes into Online Course Design (Birch Room)

Diane Janes
University of Alberta
Kate Lenert
Medical University of South Carolina
(30 minutes)

In the summer of 2015, we conducted a survey designed using questions based on 28 attributes suggested in the literature to be quality features in online academic courses in higher education. This study sought to investigate the ongoing practice of instructional designers and instructors in the United States with respect to their incorporation of these quality best practices into their design process and course content. Although most respondents indicated they included the majority of the quality attributes in courses they designed or taught, a significant number rarely or never included some of the generally accepted features shown to result in positive learner outcomes. This presentation and discussion will review our study parameters, the survey design and the demographics of the participants, as well as discuss the findings and the implications for instructional designers, subject matter experts and teaching faculty in North America.

2:00 Considering space in designing open online learning environments (Cedar Room)

Michelle Harrison
Thompson Rivers University
(30 minutes)

Space matters, but in designing our spaces for learning, particularly for learning that may happen in open, online environments, space, and how we as instructors and learners occupy it, is often overlooked. The hierarchically defined spaces created through digital tools, even those created by social technologies that many consider inherently more open and participatory, are only permeable and accessible in certain ways, and to certain types of practices.

The results of a virtual ethnographic examination of an open boundary course, which explored the underlying structures within our digital learning platforms will be presented. Elements such as predetermined rules, ownership, and hierarchical and temporal ordering affected the resulting spaces, dictating how learners and teachers were able to interact. Those considering designing learning experiences with more open, permeable boundaries will need to ask critical questions about how resulting tensions may create different types of enclosures or barriers, and how this impacts on the spaces for learning. A model for spatial analysis, that can help examine the constant shifting and renegotiating within the learning spaces we try to create will also be shared and its implications discussed.

2:30 - Creating Engaging and Interactive Content for STEM Classes (Cedar Room)

Andrew Rourke
Maplesoft
(30 minutes)

Most institutions realize the inevitability of moving education online, but encounter challenges in creating high-quality learning materials for STEM courses, from display, to grading, to accessibility. It is essential that institutions invest the time and resources to make the move to online education correctly. A significant part of that process is selecting the right courseware platform; one that is effective, interactive, innovative, and designed specifically to meet the particular requirements of STEM courses.

Although the focus of the presentation will be online math courses, any instructional designer or faculty member from a STEM-related discipline will find the discussion applicable to their work. Attendees will come away from this presentation with a better understanding of the options for online STEM course design, a list of tools specifically designed for building electronic STEM resources, links to an ever growing suite of high quality educational resources, and insight into the type of people and resources that are needed to implement large-scale online math-based projects.

This presentation will feature case study examples from the University of Waterloo, the Perimeter Institute, and the University of Birmingham.

2:00 - The Becker Ed Tech Test (BETT): The Other Side of "The Audrey Test" Coin (Pine Room)

Katrin Becker
Mount Royal University
(60 minutes)

When Audrey Waters was asked to create something similar to Stack Overflow co-founder Joel Spolsky's "Joel Test", she admitted that she wasn't sure she could create a comparable test for techies in education, so instead she came up with this: "The Audrey Test": Or, What Should Every Techie Know About Education. While most would agree that 'techie's should know something about education if they want to work in this field, the reverse is also true: 'EDie's should know something about tech. Audrey's railing against our "ed-tech amnesia" could also be applied to tech – there is a tech amnesia too, the mistaken notion that the variety of tools available today absolves educators from having to know how they actually work. The tools we have at our disposal are easier to use than ever, and most people no longer need to know how to program in order to create websites, or work collaboratively, or to create an online course, BUT, those who do know how to program will also have an understanding of what's happening under the hood that allows them to use the tools more effectively, and more creatively, and there are definitely some groups who should know how the tech works regardless of whether or not they ever need to write an actual program. This presentation considers what an educational technologist should know about tech by presenting it in the form of a "test" similar in style to "the Audrey Test".

Spolsky, J. (2000). The Joel Test: 12 Steps to Better Code - Joel on Software (Joel on Software) Retrieved from <http://www.joelonsoftware.com/articles/fog0000000043.html>. on Jan 13, 2016.

Waters, A. (2012). "The Audrey Test": Or, What Should Every Techie Know About Education? Retrieved from <http://hackededucation.com/2012/03/17/what-every-techie-should-know-about-education>. on Jan. 13 2016.

3:30 to 4:30

3:30 How to combine LMS and MOOCs to develop a more dynamic learning environment (Aspen Room)

Mauricio Rivera Quijano
University of Alberta
(60 minutes)

In spring 2015, Faculty of Science adopts the Instructional Design Support for faculty members. Since that moment a group of professionals are providing support and instructional design (ID) techniques in the development of new courses. The use of LMS in University of Alberta is large adapted however their use still limited to the traditional features such posting contents, and general information. Arrival of MOOCs is giving a new opportunity to integrate research in Education to create a combination of LMS and MOOCs for Credited courses. We are now exploring how to concretize the Learners centre approach by introducing an Added Value for our students registered in credited MOOCs courses. We are offering full service support for assessment and blending the social and interactive learning domains by using LMS combined with the core component of those courses the MOOC itself. The new Instructional Design Team in Faculty of Science works very close with faculty integrating ID theories and models into new courses at distance and blended. This presentation will be a demonstration how we are building bridges with faculty and students.

3:30 Learning and Technological Co-design (Birch Room)

Michelle Harrison
Brian Lamb
Troy Welch
Thompson Rivers University
(60 minutes)

The Open Learning division of Thompson Rivers University undertook a unique challenge. We were tasked to develop a unique professional development program with collaboration and communication requirements which exceeded our current technological capacities. This provided an opportunity for us to engage in an iterative and collaborative design process with all stakeholders to develop an innovative learning environment that met end-user requirements of the program.

Why did we undertake this daunting project?

This process served as capacity building and professional development for our team. It was established that the end user requirements varied from those of our typical student. We demonstrated to faculty partners that we are prepared to realize a vision and develop an elastic final product. We challenged ourselves, and now find ourselves in possession of significant new skills, tools, and lack of limitations with which to tackle future projects. Most importantly, we got a sense of what is possible when instructional design is integrated with technological platform development, rather than adapting curriculum to an existing toolset. The process allowed us to stretch the boundaries of possibility. This ethos proved to be especially effective within a context of open source software deployment and development.

We invite you to join a conversation of what happens when we invert the design process. What else might be possible?

3:30 Learning Design Methodologies for UN Organizations

Anthony Ralston
AR Educational Technology Inc.
(60 minutes)

This workshop presentation will focus on training design approaches programs associated with UN organizations involved in emergencies or crises. Through the showcasing projects illustrating design methodology and approaches to enhance workplace learning. The workshop will include examples from UN-based training projects where learning was linked to knowledge and skills enhancement through blended learning approaches, thus providing learning solutions in diverse geographical settings, under varying conditions, to a culturally diverse audience.

The aim of the workshop is to showcase training projects which are UN-specific and offer the participants the opportunity to review and compare training design approaches. Aspects such as learning audience profiles, project management, use of technology, learning theory, instructional design methodology, curriculum mapping process, evaluation, and organization performance improvement will be covered during the workshop. Through the inclusion of a planned learning activity, participants will gain knowledge and skills related to aims of the workshop. The workshop will also aim to create linkages between the challenges of the training design process such as stakeholder relations, geographically dispersed project teams, researching the target audience, use of eLearning, use of mobile devices, and, self-paced learning.

Participants will have the opportunity to take part in Q & A sessions at various times during the workshop through guided questions based on topics in the presentation. In addition, the participants will be able to engage in a learning design activity which will be based on the key aspects and approaches presented during the workshop. Sharing of concept, approaches, best practice in training design, and recommendations for the use of technology will also be encouraged throughout the workshop through facilitation and discussion. The workshop duration will be 90 minutes inclusive of discussions and planned participant activities.

Please join us at 6:00 for our Annual Banquet and Leadership Award Presentation

Friday, 19th

8:00 to 9:00 KEYNOTE Presentation

Tannis Morgan
Justice Institute of British Columbia

9:15 to 10:15

9:15 - Environmental Gamification (Aspen Room)

Clint Clarkson
Xpan Interactive Ltd
Jennifer Edward
AltaLink
(60 minutes)

When you're responsible for the maintenance and operation of ~12,000 km of transmission lines in Alberta, protecting the environment is one of your most important responsibilities. In this interactive session, AltaLink and Xpan Interactive will show you how we partnered to create a unique gamification experience that helps new and existing AltaLink employees understand their role in protecting Alberta's environment for future generation. Narrated by endangered Alberta species, this engaging course allows learners to make decisions about their own learning experience, while meeting the requirements of AltaLink's Environmental RESPECT policy.

By the end of this session you will be able to:

- Discuss the difference between game-based learning and gamification.
- Discuss the role multi-difficulty levels plays in creating a greater sense of learner autonomy
- Create an outline for an eLearning-based gamification experience
- Apply the "Board and Levels" gamification approach to your own eLearning project
- List the "cost risks" associated with gamification projects and how to avoid them

In the age of the "modern learner" and unlimited distractions, learning professionals need to find creative and powerful ways to capture and hold your learners' attention. Gamification is powerful tool to engross your learning audience! As a capstone interaction for this session, we'll build a rapid-prototype of a gamification experience based entirely on audience input.

9:15 to 10:15

9:15 - Student response to social engagement in self-paced online courses (Birch Room)

Ken Monroe
Thompson Rivers University
(30 min)

At CNIE 2016, I presented a session about an activity designed to create a social presence in a self-paced online course. Since that presentation more than 70 students have entered data on a map in which they share information about their Sense of Place. To date, 15 students have completed an activity survey designed to provide information about how they perceive the activity. These preliminary results show that:

- 100% like the task of sharing this information with others
- 75% reviewed between 6 – 10 pins (data from their colleagues).
- Many return to the map to review new pins
- Some have indicated that they would like to exchange contact information with colleagues in order to connect to make direct connections.

These preliminary results demonstrate that students appreciate an activity which enables them share information about their community and that they also take time to learn about other communities. They like the opportunity to learn about other places even when the course is self-paced and where there is no direct interaction between colleagues. In fact, the results demonstrate that there will always be some people who do want to have direct interaction with colleagues. It would be beneficial to these people that opt-in communication process be built into these courses so their social needs can be met.

This session will be of interest to instructional designers and others who are interested in creating social engagement in self-paced on-line courses.

9:45 - The Creation of a Centre for Educational Research and Scholarship (Birch Room)

Kari Rasmussen
Sharon Compton
Jacqueline Green
University of Alberta
(30 minutes)

Historically post-secondary institutions have recruited and retained faculty who excelled in their area of study; if this was within a research institution their scholarship was proven in performing research and publishing in their area of expertise and in non-research institutions instructors were expected to remain current in their field. Often these individuals found themselves in a classroom environment where they were expected to not only teach but often to create curriculum and assessment activities within little to no support. Our School has taken the initiative to foster an evidence based teaching environment that focuses on proven educational practice and allows for innovation and investigation into the field of teaching and learning by creating a centre focusing on educational research and scholarship.

This presentation will provide an overview of the vision of this centre, the processes we have put in place over the last year, and the initial positive results of incorporating such a centre within a department in terms of change management and the support of teaching and learning focused research initiatives with the department's programs as well as how we view and have experienced an internally focused centre and the collaboration and integration of our work with other departments and faculties across our institution.

9:15 - Accessibility: Meeting the Needs of our Diverse Learners (Cedar Room)

Martha Jez
Microsoft Canada
(60 minutes)

Microsoft's mission is to empower all people and all organizations to achieve more. The classroom is no different. Learning requires attention to the unique learning abilities of all students—including students with learning or physical disabilities.

Built-in accessibility features in Windows 10 and Surface Pro 4 can give teachers the opportunity to provide personalized learning, and students an improved experience and equal opportunity in the classroom.

This workshop will address how educators can individualize a student's learning based on their needs, and addresses impairments relating to hearing, vision, language, and mobility/dexterity. We will focus on the specific tools available to help support the inclusive classroom including an introduction to each tool and a live demonstration.

9:15 A role-based competency profile for the educational technologist (Pine Room)

Michael Cenkner
Clarence Wong
Lyn Sonnenberg
Patrick von Hauff
University of Alberta
(60 minutes)

Following on the CanMEDS role-based competency profile for physicians in Canada, this session presents competencies for the ed tech professional organized into seven roles: ed tech expert, leader, educator, developer, designer, administrator and collaborator.

For ed tech professionals, the session presents a framework for looking at professional competencies that is more holistic than simple competency categories, the status quo for professional competency profiles.

The intention is not to suggest that a given ed tech professional would, could or should have competencies in all these areas. Rather it is to suggest that all these roles can in some contexts come to play in the ed tech's work. This can be useful for evaluation of individuals and ed tech service units. Possibly more important, the role-based framework can inform conversations with faculty members and other decision makers about the nature of resources that can and should be brought to bear in the project-based and operation work of the ed tech unit.

10:45 to 11:45

10:45 Collaborative Course Design for Different Delivery Media (Aspen Room)

Angela van Barneveld
Leisa Desmoulines
Joan Chambers
Lakehead University
(30 minutes)

The purpose of this session is to share the experiences of a team of instructors/faculty - three colleagues assigned to teach the same graduate-level course, Introduction to Research Methods, within the same department and through two delivery media, online and face-to-face (F2F) – 3 separate sections of the same course. A literature search revealed studies that focused on collaborative design for specific media – face-to-face OR online, but indicated little research addressing collaborative design focusing on face-to-face AND online delivery media. This qualitative study used design-based research (DBR) as the theoretical framework to explore the collaborative design of a course across deliver media. Data sources for this research include: analysis of syllabi from previous iterations of the course; positioning and flow within the larger program; researcher journals; documentation of our planning process and implementation; student feedback and course evaluations, student assignments; and reflection. We created a course that provided a common design, a consistent learning experience and yet reflected the specializations and expertise of the individual faculty involved. The educational benefit of this study is that it explores the nature of DBR through a collaborative process within a higher-learning setting, a setting that is all too often segregated into academic silos and course branding. Through our research, we demonstrate that, not only can faculty collaborate in course design, they can do so within both online and F2F media, and that it extends thinking on pedagogy that is similar and different across media.

10:45 The Utilization of Videos to Demonstrate Psychomotor Skills in Small Class Sizes (Birch Room)

Sally Lockwood
Sharon Compton
Kari Rasmussen
University of Alberta
(30 minutes)

As with many higher education fields our students come into our program with a high level of academic ability. We have found however that when they are placed into a clinical environment they find psychomotor skill development challenging. The faculty within our preclinical skill development course felt that the additional supports (lab manual and textbook) did not provide the students with the same level of support as the observational learning experience of instructor demonstration and as a result created a series of demonstrative videos to enhance their learners' experience. During this presentation we will discuss the reasoning behind the creation of the videos, the implementation of these videos and the results of the student experience, in a small class environment, in the utilization of these videos. Our students reported positive outcomes on the utilization of these videos and supported our decision to engage in the effort required to create these videos. Our findings in regards to the affordance of these videos can help inform those who are envisioning the use of demonstrative videos to support instructor demonstrations in small classroom settings; in particular, providing an authentic learning tool to support psychomotor skill development outside the classroom.

10:45 Muddy Insights on Online Learning (Cedar Room)

Rus Hathaway
University of Alberta
(30 minutes)

Inspiration can come from the unlikeliest places. Rus will share reflections on completing an 11 mile mud-run obstacle course, and glean insights for building community, setting learner expectations and creating achievable challenges for online learners. These insights will be supported with current educational research that emphasizes the importance of framing course content with appropriate messaging to promote learner communities and student success.

11:15 Special Event: Awards of Excellence Poster and Panel Session (Den Board Room)

Join us at our final presentation to hear and learn from the winners of this year's Awards of Excellence!

Farewell Lunch is served at 11:45