

# Featured Sessions



May 23<sup>rd</sup> to 25<sup>th</sup> 2018, Fanshawe College

[Advancing Learning 2018](#)

## About ALC

Advancing Learning has been the province's premiere instructional technology conference since the 1990s. We've prided ourselves in fostering an environment where educators (faculty, instructional designers, multimedia and graphic specialists) share their direct classroom and faculty support experiences with other colleagues. Where else can you learn first-hand from practicing educators about a host of topics related to educational technology, digital tools and environments, and student engagement? This grassroots approach really does help with advancing learning in Ontario.

## Session Types

**INspire Sessions** are informal electronic presentations to elicit and share ideas with your peers. These conversational sessions will take place in a shared open reception space, and each presenter will be located at a numbered kiosk-style station

**INvent sessions** are formal sessions that will feature a 30-35 minute presentation and 5-10 minutes period for questions, answers, and discussion to engage the audience.

**INnovate sessions** are panel discussions that will be 45 minutes in length. Ideally, panels have a diverse composition and are typically comprised of panelists (with diverse backgrounds, experience, affiliation, location, other) who will discuss, debate, and share innovative perspectives and ideas on a specific emerging topic or issue.

## INSPIRE Sessions

### Is Competency-Based Education Heading North of the Border?

The modern, online version of competency-based education (CBE) is taking off in the US. In 2015 as many as 600 American institutions had implemented, or were in the process of implementing, CBE programs; this is a significant increase from 52 institutions the year before. CBE allows the learner to progress through a program by successfully challenging assessments, often at a personalized pace. This method of technology-enabled learning separates the learner from such barriers as time, location and pacing, allowing the student to progress on their own terms. The flexibility of CBE has led to a rapid expansion in the US, particularly for non-traditional learners. As MAESD looks to invest in flexible and innovatively designed programs for the non-traditional learner, this session will explore the fundamentals of CBE, trends in the US market and implications for higher education in Ontario.

## Show the 'Story': Infographics as an Assessment Task

Teaching strong communication skills to our students is imperative to their future success. With today's technology, this is increasingly translating into a need for visual literacy skills. Recently I introduced a capstone course for our Recreation and Leisure Services students which allows them to critically explore a specific area of their interest in our industry through research, culminating in the submission of an infographic and recorded 3 minute audio summary.

This session will be presented as best practice: allowing students to explore visual communication in the form of producing an infographic as a means to present their research. The session will include the choice of Web 2.0 tools that are offered to the students to aid in the creation of their infographic, the resources I have gathered to assist the students in their creative process and the detailed rubric used to assess their final product. It will conclude with lessons learned based on student feedback and self-assessment. This presentation will be in the form of an animated video, downloadable resources and in person presence to answer Q&A.

## Using Mindomo for Online Collaboration in Higher Education: Experiences, Challenges, and Possibilities

Mind maps use in education range in a variety of applications, from note-taking to organizing and planning. They can also be used as a strategy for collaborative learning where groups of students are required to communicate and negotiate, which leads to greater individual understanding. Furthermore, the inclusion of technology in education has allowed new affordances for mind map creation such as hypertext, infinite changes, and the insertion of media (images, videos, hyperlinks, and others). In the Mathematics Education program at Western University, online mind mapping has been included as a strategy for collaborative work for over a year, using the online version of Mindomo, a visual tool approved by the Ontario Software Acquisition Program Advisory Committee (OSAPAC). By including the use of Mindomo in the teacher education program, it is expected that TCs develop familiarity with a visual tool they could use in their classrooms.

## INVENT Sessions

### Moving the Needle: Supporting Technology Enhanced Learning

In keeping with the theme of Innovation (i.e. innovative research), this session will share the findings of a recent collaborative research project, sponsored by eCampusOntario, that investigated 1) how faculty are currently supported in technology-enabled learning (TEL) within the Ontario college system, 2) what expert insights can be gleaned from Ontario college support providers, and 3) in what ways can these insights best be put into practice institutionally and provincially?

This session will examine the evolving practice of post-secondary TEL support providers in light of the new opportunities enabled by learning technologies. By the end of this session, participants will be able to:

1. Describe how faculty are currently supported in technology-enabled learning (TEL) within the Ontario college system, and
2. Articulate opportunities to enhance effective, efficient, and timely support to faculty in TEL.

Although the research is specific to the Ontario college environment, the researchers hope to engage in conversations with participants from other jurisdictions across Canada to share and compare experiences and perspectives. To facilitate the engagement of as many participants as possible, active learning methods will be used. Participants will be asked to engage in structured small group discussion (initiated through guided questions) and then share a summary of their discussions in the large group setting. Participants are welcome to bring devices of their choice to the session, but they are not required to do so.

## Caption like a Ninja with Screencast-o-matic Pro

What is your closed captioning solution at the moment? Do you use YouTube's free captioning service, but would like a more immediate, faster service? Do you use a professional service, but want to consider a cheaper alternative? If you answered "yes" to either of these two questions, then this session is for you. As well, you'll see a demo of a workflow that produces 100% accurate captions. No previous screencasting experience is required for this session.

## From Idea to Scale: Empowering Learners and Educators to Inform Shared Educational Technology

Large higher educational organizations worldwide have invested in infrastructure which supports online and technology-enabled learning opportunities at higher education institutions. For large consortia in Canada and the United States, shared educational technologies present a number of opportunities, not least of which is significant cost savings for institutions and government. In 2017, the government of Ontario tasked eCampusOntario with executing a 3-year pilot of Lynda.com on behalf of all institutions in the province. This decision set eCampusOntario on a path towards shared licensing of educational technology and the development of shared infrastructure.

This presentation will consider eCampusOntario's approach for the provision of shared educational technology. What principles shape these decisions? How do we ensure that a technology or practice will support ethical considerations and principles of access, choice and flexibility for learners and educators?

## Reinventing Recognition

In this session, you will learn about what Open Badges are and look at how and why various institutions and organizations are using badges as a way of rethinking recognition. You will see various badge systems, pathways and the learning design process behind the badges to get you thinking about what kind of badges you might consider for your own context. This session is geared toward those who are new to these amazing alternative forms of recognition. The examples we'll look at will help participants see the many ways badges can be used to recognize everything from achievements to knowledge and skills to affiliations and values. We'll also take a peek at what's been going on under the CanCred Factory hood during the eCampusOntario Open Badge evaluation period. We'll show you how the creation and issuing of badges happens and get you thinking about possible partners and frameworks you could work with. You'll leave ramped and ready to get started on your own badging system...and possibly with an open badge that you've earned!

## INNOVATE Sessions

### Colleges and Digital Strategies: Planning our future

Digital Strategies are visioning and planning documents that help colleges align teaching and learning goals, digital capabilities and 21<sup>st</sup> century skills with infrastructure plans. Digital Strategies consider ethical considerations such as complexities of online identities, open source responsibilities, and navigating the privacy of citizens operating in digital environments. Digital strategies work side by side with academic plans. Through an integrated panel format, the session and presenters will encourage sharing of examples of existing digital strategies and models in higher education. A goal is to expand awareness of digital strategies and have audience members give input.