Green Highlights are what I consider especially useful tips from the presenter

Blue Highlights are key points

Yellow highlights are often my notes

Monday, 8:30am

📄 "Keynote: the New science of Learning (How we decide)"

💬🗨 John McLeod, D2L; John Baker, D2L; Jonah Lehrer

Discussion included D2L growth, the acquisition and integration of a video capture product, developments in the mobile market, awards, additions to D2L infrastructure, and the availability of low cost, self-directed training.

There is a new role within D2L, the Technical Account Manager

Jonah Lehrer, http://www.jonahlehrer.com/
New science of learning (How we decide)
http://www.jonahlehrer.com/books/how-we-decide/

Our best decisions are a finely tuned blend of both feeling and reason and the precise mix depends on the situation… The trick is to determine when to use the different parts of the brain, and to do this, we need to think harder (and smarter) about how we think.

Tip: We can do a better job of giving goals

I) Began with the story of a group of firefighters, all but one ran from the fire… only the one who did not run survived… What insight lead to his decision?

Tip: Relax; moment of insight comes all at once, and you know it's the right choice.

The summer of 1949 was long and dry in Montana. On the afternoon of August 5th—the hottest day ever recorded in the state—a lightning fire was spotted in a remote area of pine forest. A parachute brigade of fifteen firefighters known as smoke jumpers was dispatched to put out the blaze; the man in charge was named Wag Dodge.

When the jumpers left Missoula, in a C-47 cargo plane, they were told that the fire was small, just a few burning acres in the Mann Gulch. Mann Gulch, nearly three miles long, is a site of geological transition, where the Great Plains meet the Rocky Mountains, pine trees give way to tall grasses, and steep cliffs loom over the steppes of the Midwest. The fire began in the trees on one side of the gulch. By the time the firefighters arrived, the blaze was already out of control. Dodge moved his men along the other side of the gulch and told them to head downhill, toward the water. When the smoke jumpers started down the gulch, a breeze was blowing the flames away from them. Suddenly, the wind reversed, and Dodge watched the fire leap across the gulch and spark the grass on his side. He and his men were only a quarter mile uphill. An updraft began, and fierce winds howled through the canyon as the fire sucked in the surrounding air.

Dodge was suddenly staring at a wall of flame fifty feet tall and three hundred feet deep. In a matter of seconds, the fire began to devour the grass, hurtling toward the smoke jumpers at seven hundred feet a minute. Dodge screamed at his men to retreat. They dropped their gear and started running up the steep canyon walls, trying to reach the top of the ridge. After a few minutes, Dodge glanced over his shoulder and saw that the fire was less than fifty yards away. He realized that the blaze couldn't be outrun; the gulch was too steep, the flames too fast. So Dodge stopped running. The decision wasn't as suicidal as it appeared: in a moment of desperate insight, he had devised an escape plan. He lit a match and ignited the ground in front of him, the flames quickly moving up the grassy slope. Then Dodge stepped into the shadow of his fire, so that he was surrounded by a buffer of burned land. He wet his handkerchief with water from his canteen, clutched the cloth to his mouth, and lay down on the smoldering embers. He closed his eyes and tried to inhale the thin layer of oxygen clinging to the ground. Then he waited for the fire to pass over him. Thirteen smoke jumpers died in the Mann Gulch fire. White crosses below the ridge still mark the spots where the men died. But after

several terrifying minutes Dodge emerged from the ashes, virtually unscathed. There is something inherently mysterious about moments of insight. Wag Dodge, for instance, could never explain where his idea for the escape fire came from. ("It just seemed the logical thing to do" was all he could muster.)

His improbable survival has become one of those legendary stories of insight, like Archimedes shouting "Eureka!" when he saw his bathwater rise, or Isaac Newton watching an apple fall from a tree and then formulating his theory of gravity. Such tales all share a few essential features, which psychologists and neuroscientists use to define "the insight experience." The first of these is the impasse: before there can be a breakthrough, there has to be a mental block. Wag Dodge spent minutes running from the fire, although he was convinced that doing so was futile. Then, when the insight arrived, Dodge immediately realized that the problem was solved. This is another key feature of insight: the feeling of certainty that accompanies the idea. Dodge didn't have time to think about whether his plan would work. He simply knew that it would. Mark Jung-Beeman, a cognitive neuroscientist at Northwestern University, has spent the past fifteen years trying to figure out what happens inside the brain when people have an insight.

There is a predictive measure to insight, up to 8 seconds in advance… alpha wave with comes with relaxation

II) True Grit

In the early 1980s, Paul Sackett, a psychologist at the University of Minnesota, began measuring the speed of cashiers at supermarkets. Workers were told to scan a few dozen items as quickly as possible while a scientist timed them. Not surprisingly, some cashiers were much faster than others.

But Mr. Sackett realized that this assessment, which lasted just a few minutes, wasn't the only way to measure cashier performance. Electronic scanners, then new in supermarkets, could automatically record the pace of cashiers for long stretches of time. After analyzing this data, it once again became clear that levels of productivity varied greatly.

Mr. Sackett had assumed that these separate measurements would generate similar rankings. Those cashiers who were fastest in the short test should also be the fastest over the long term. But instead he found a surprisingly weak correlation between the rankings, leading him to distinguish between two types of personal assessment. One measures "maximum performance": People who know they're being tested are highly motivated and focused, just like those cashiers scanning a few items while being timed.

The other type measures "typical performance"—measured over long periods of time, as when Mr. Sackett recorded the speed of cashiers who didn't know they were being watched. In this sort of test, character traits that have nothing to do with maximum performance begin to influence the outcome. Cashiers with speedy hands won't have fast overall times if they take lots of breaks.

We live in a society obsessed with maximum performance. Think of exams like the SAT and the GRE. Though these tests take only a few hours, they're supposed to give schools and companies a snapshot of an individual's abiding talents.

Or consider the NFL Scouting Combine, in which players entering the draft perform short physical and mental tasks, such as the 40-yard dash. The Combine is meant to measure physical ability; that's why teams take the results so seriously.

It's easy to understand the allure of such maximal measures. They don't take very long, so we can quantify many people. Also, they make assessment seem relatively straightforward, reducing the uncertainty of selecting a college applicant or football player.

But as Mr. Sackett demonstrated with those supermarket cashiers, such high-stakes tests are often spectacularly bad at predicting performance in the real world. Though the SAT does a decent job of predicting the grades of college

freshmen—the test accounts for about 12% of the individual variation in grade point average—it is much less effective at predicting levels of achievement after graduation. Professional academic tests suffer from the same flaw. A study by the University of Michigan Law School, for instance, found that LSAT scores bore virtually no relationship to career success as measured by levels of income, life satisfaction or public service.

Even the NFL Combine is a big waste of time. According to a recent study by economists at the University of Louisville, there's no "consistent statistical relationship" between the results of players at the Combine and subsequent NFL performance.

The reason maximal measures are such bad predictors are rooted in what these tests don't measure. It turns out that many of the most important factors for life success are character traits, such as grit and self-control, and these can't be measured quickly.

Consider grit, which reflects a person's commitment to a long-term goal. As Angela Duckworth, a psychologist at the University of Pennsylvania, has demonstrated, levels of grit consistently predict levels of achievement, such as graduation from West Point and success in the National Spelling Bee.

The problem, of course, is that students don't reveal their levels of grit while taking a brief test. Grit can only be assessed by tracking typical performance for an extended period. Do people persevere, even in the face of difficulty? How do they act when no one else is watching? Such traits often matter more than raw talent. We hear about them in letters of recommendation, but hard numbers take priority.

The larger lesson is that we've built our society around tests of performance that fail to predict what really matters: what happens once the test is over.

III) True Grit part 2

The ball is snapped. The quarterback drops back, immediately surrounded by a chorus of grunts and groans, the sounds of linemen colliding. The play has just begun, but the pocket is already collapsing around him. He must focus his eyes downfield on his receivers and know where they're going while also reading the defense. Is that cornerback blitzing or dropping back? When will the safety leave the middle? The QB has fewer than three seconds to make sense of this mess. If he hesitates, even for a split second, he'll get sacked.

No other team sport is so dependent on the judgment of a single player, which is why NFL scouts and coaches take the decision-making skills of quarterbacks very seriously. Since the early 1970s, when Cowboys coach Tom Landry began using the Wonderlic intelligence test to evaluate potential Dallas players, the league has included it at the annual scouting combine, to assess every player entering the draft. Basically a short version of an IQ test, the Wonderlic is 12 minutes long and consists of 50 questions, which get progressively harder. The underlying assumption is that players with high scores (read: smarter) will make better decisions in the pocket. If a quarterback can solve pre-algebra problems quickly, then he'll be more likely to find his man while getting blitzed.

At first, this seems like a logical assumption. Just think of all the cognitive skills required to become a successful QB. He needs to memorize hundreds of offensive plays and dozens of defensive formations. He has to study game tape. And, in many instances, quarterbacks are responsible for changing the play at the line of scrimmage. This helps explain why NFL teams start to get nervous whenever the Wonderlic scores of a QB in the draft fall below 24, the unofficial average for the position. (In comparison, the average score for computer programmers is 29 while janitors score 15, a point below running backs.) Scouts believe a quarterback who isn't smart, at least by this measure, won't be able to handle the mental rigors of the game.

There's only one problem with this way of thinking: It's completely wrong. Many of the most successful quarterbacks in NFL history reportedly had subpar Wonderlic results. Donovan McNabb scored a 14 and Brett Favre a 22, while Randall

Cunningham, Dan Marino and Terry Bradshaw each scored 15. What's more, several QBs who had unusually high marks -- guys like Alex Smith and Matt Leinart, who scored 40 and 35, and were top-10 picks in their respective drafts -- have struggled in the NFL, largely because they make poor decisions on the field. "People obsess over the stuff they can measure," says former NFL quarterback and current ESPN analyst Tim Hasselbeck (Wonderlic score: 23). "We spend all this time talking about Wonderlic scores and results from the combine, but those numbers miss most of what's going on."

Consider a recent study by economists David Berri and Rob Simmons. While they found that Wonderlic scores play a large role in determining when QBs are selected in the draft -- the only equally important variables are height and the 40-yard dash -- the metric proved all but useless in predicting performance. The only correlation the researchers could find suggested that higher Wonderlic scores actually led to slightly worse QB performance, at least during rookie years. In other words, intelligence (or, rather, measured intelligence), which has long been viewed as a prerequisite for playing QB, would seem to be a disadvantage for some guys. Although it's true that signal-callers must grapple with staggering amounts of complexity, they don't make sense of questions on an intelligence test the same way they make sense of the football field. The Wonderlic measures a specific kind of thought process, but the best QBs can't think like that in the pocket. There isn't time.

So how, then, do they make their decisions? Turns out, every pass play is a pure demonstration of human feeling. Scientists have in recent years discovered that emotions, which are often dismissed as primitive and unreliable, can in fact reflect a vast amount of information processing.

IV) Practice

Practice, and mistakes, leads to intuition… when they subconsciously recognize slight descrepancies.

An expert is someone who has made all the mistakes in a narrow field.

Sometimes it is more important to try hard, than to be smart.

V) Self Control (Delay gratification)

n the late nineteen-sixties, Carolyn Weisz, a four-year-old with long brown hair, was invited into a "game room" at the Bing Nursery School, on the campus of Stanford University. The room was little more than a large closet, containing a desk and a chair. Carolyn was asked to sit down in the chair and pick a treat from a tray of marshmallows, cookies, and pretzel sticks. Carolyn chose the marshmallow. Although she's now forty-four, Carolyn still has a weakness for those air-puffed balls of corn syrup and gelatine. "I know I shouldn't like them," she says. "But they're just so delicious!" A researcher then made Carolyn an offer: she could either eat one marshmallow right away or, if she was willing to wait while he stepped out for a few minutes, she could have two marshmallows when he returned. He said that if she rang a bell on the desk while he was away he would come running back, and she could eat one marshmallow but would forfeit the second. Then he left the room.

Although Carolyn has no direct memory of the experiment, and the scientists would not release any information about the subjects, she strongly suspects that she was able to delay gratification. "I've always been really good at waiting," Carolyn told me. "If you give me a challenge or a task, then I'm going to find a way to do it, even if it means not eating my favorite food." Her mother, Karen Sortino, is still more certain: "Even as a young kid, Carolyn was very patient. I'm sure she would have waited." But her brother Craig, who also took part in the experiment, displayed less fortitude. Craig, a year older than Carolyn, still remembers the torment of trying to wait. "At a certain point, it must have occurred to me that I was all by myself," he recalls. "And so I just started taking all the candy." According to Craig, he was also tested with little plastic toys—he could have a second one if he held out—and he broke into the desk, where he figured

there would be additional toys. "I took everything I could," he says. "I cleaned them out. After that, I noticed the teachers encouraged me to not go into the experiment room anymore."

Footage of these experiments, which were conducted over several years, is poignant, as the kids struggle to delay gratification for just a little bit longer. Some cover their eyes with their hands or turn around so that they can't see the tray. Others start kicking the desk, or tug on their pigtails, or stroke the marshmallow as if it were a tiny stuffed animal. One child, a boy with neatly parted hair, looks carefully around the room to make sure that nobody can see him. Then he picks up an Oreo, delicately twists it apart, and licks off the white cream filling before returning the cookie to the tray, a satisfied look on his face.

Most of the children were like Craig. They struggled to resist the treat and held out for an average of less than three minutes. "A few kids ate the marshmallow right away," Walter Mischel, the Stanford professor of psychology in charge of the experiment, remembers. "They didn't even bother ringing the bell. Other kids would stare directly at the marshmallow and then ring the bell thirty seconds later." About thirty per cent of the children, however, were like Carolyn. They successfully delayed gratification until the researcher returned, some fifteen minutes later. These kids wrestled with temptation but found a way to resist.

The initial goal of the experiment was to identify the mental processes that allowed some people to delay gratification while others simply surrendered. After publishing a few papers on the Bing studies in the early seventies, Mischel moved on to other areas of personality research. "There are only so many things you can do with kids trying not to eat marshmallows."

But occasionally Mischel would ask his three daughters, all of whom attended the Bing, about their friends from nursery school. "It was really just idle dinnertime conversation," he says. "I'd ask them, 'How's Jane? How's Eric? How are they doing in school?' " Mischel began to notice a link between the children's academic performance as teen-agers and their ability to wait for the second marshmallow. He asked his daughters to assess their friends academically on a scale of zero to five. Comparing these ratings with the original data set, he saw a correlation. "That's when I realized I had to do this seriously," he says. Starting in 1981, Mischel sent out a questionnaire to all the reachable parents, teachers, and academic advisers of the six hundred and fifty-three subjects who had participated in the marshmallow task, who were by then in high school. He asked about every trait he could think of, from their capacity to plan and think ahead to their ability to "cope well with problems" and get along with their peers. He also requested their S.A.T. scores.

(Tested kids self-control, **those who could delay gratification** when young, then looked at same students success later.)

Once Mischel began analyzing the results, he noticed that low delayers, the children who rang the bell quickly, seemed more likely to have behavioral problems, both in school and at home. They got lower S.A.T. scores. They struggled in stressful situations, often had trouble paying attention, and found it difficult to maintain friendships. The child who could wait fifteen minutes had an S.A.T. score that was, on average, two hundred and ten points higher than that of the kid who could wait only thirty seconds.

Tip: Encouragement and distraction maximize the ability to delay gratification… with intervention students can be taught strategic allocation of attention… all it takes some times is telling students "You can do it."

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📄 "Rethinking Educational Design" Instructional Design Wizard

🗨Ian Smissen, D2L, Director of eLearning Strategies, ian.smissen@desire2learn.com

Ian started by talking about how most faculty are interested in improving their teaching… to improve student learning.

But D2L wanted to take it beyond that, to make it easier for everyone to improve their teaching, and not only improve student learning, but improve retention.

He noted that the educational realm should not change just because you go online…

Students and faculty should all know where to start… where the content is; and can figure out the tools… but what faculty need is not always a tool, but rather Instructional design to build the content and instruction that can be accessed via the D2L tools
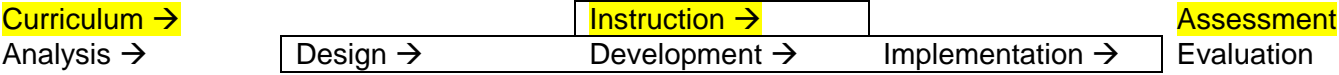
Instructional Design is about

objectives

activities   assessment

While Craig Collins uses the CIA model, Curriculum → Instruction → Assessment,
others use the ADDIE model…

Analysis → Design → Development → Implementation → Evaluation

Which actually line up… you analyze the curriculum to see what is expected to be covered
Instruction is how you design, develop, and implement class materials
and assessment is evaluation… but you must understand that it is a cycle; you continually evaluate your instruction based on assessments/evaluations, and Feedback (TC uses CATs)

Curriculum →	Instruction →		Assessment
Analysis →	Design →	Development →	Implementation →	Evaluation

With most of the time spent on Developing your Instruction.

D2L has come up with a suite of tools to help with the design, development, and implementation of instruction…
The course design acceleration model includes the Instructional Design Wizard, followed by course builder.

The Instructional Design Wizard uses Blooms Taxonomy to create objectives and competency checks.

Once you know what competencies a student must demonstrate, you can build objectives then add the activities.

The output of the Instructional Design Wizard is a roadmap that can be used with Course Builder…
which adds place holders that you can drag existing dropbox, quizzes, etc. into…, or create those items on the spot.

FUSiON 2011
Desire2Learn Users Conference

GEORGIA
Virtual School
Georgia Department of Education

I Didn't Know I Could Do That!

Want to find ways to adjust content despite controls? Want new ways to distribute additional resources or perhaps you want to discover ways D2L tools can help enhance feedback? Well, you're in luck! The following are several tools that maybe you've overlooked, all of which will assist you in your courses.

Userlinks-
Access from top menu. Create categories for various links (such as Lecture Notes, Review Websites, etc), then add a title and the link. The list shows up on in the student's course homepage when the Userlinks Widget is active.

Frequently Asked Questions -
Access from the top menu. Create categories to organize question. Then add each question and answer underneath the appropriate category. Students access by clicking in the FAQ link in the top menu. The faq's created are unique to the course, consider using to answer many of the top priority questions asked as students start the course (such as how and when to submit assignments, where to find certain required elements, etc)

Surveys -
Access from the top menu. You can add multiple choice, multi-select, true/false, short answer questions and more. Different style questions can be asked on the same survey. Utilize the survey tool to poll your students or even to find an easy way to archive preferences for alternative assessments.

Quicklinks -
Utlize these within Announcements or grading feedback. Link students to outside resources that will be helpful to them, provide additional support or examples within your feedback.

Announcements (iFrames and Embed codes) -
Various tools will allow you to gather an embed code. You can also insert webpages (and activities) directly into your announcements using iframes. You will need to toggle from regular view to html view, then paste the code or iframe text.

Need the iframe code? Use the one below:
```
<iframe width="800" src=" insert_your_webpage_here" height="600"></iframe>
```

Great Web 2.0 Tools to Try!

www.animoto.com
http://bighugelabs.com
www.capzles.com
www.contentgenerator.net
www.flamingtext.com
www.pageplugins.com
http://www.redkid.net
www.schoolhistory.co.uk
www.teachersdomain.org
www.voki.com
www.wordle.net
www.xtranormal.com

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Monday, 2:20 pm

📄 "Faculty Peer Mentoring for Online Classes"

💬 Billie Barnet; Elgin Community College

This workshop focused on a very narrow area of peer mentoring: adding diversity. I was hoping for more information on peer mentoring, but I did pick up a few items that TC can use… and will highlight those.

The group requested funding for peer mentoring, as an attempt to allow more stakeholders to align with the college's strategic goals. While there was some discussion of quality and faculty collaboration, there seemed to be more emphasis on the infusion of multicultural competencies, and faculty satisfaction.

The goal was to increase implementation of diversity related topics and to increase understanding of student value of quality to faculty.

They had a $7100 budget for 4 peer mentors, which was mainly for training. They are a Union school, and the selection process was focused on online, full time faculty with seniority.

They used the QOCI Quality Online Course Intiative rubric from the Illinois Online Network (ION).

This is the best thing I got from the presentation, and it wasn't something the presenters developed… they just use it

http://www.ion.uillinois.edu/initiatives/qoci/rubric.asp
The first one is a complete rubric with checkboxes for evaluation and room for comments. The second version leaves out the evaluation marks or comments and serves only as a checklist for those wishing to design or redesign a course with these criteria in mind. The second version is much shorter in length and ranges from 7 to 8 pages; whereas, the complete rubric is approximately 25 pages long

The rubric includes

I. Instructional Design | II. Communication, Interaction, & Collaboration | III. Student Evaluation & Assessment
IV. Learner Support & Resources | V. Web Design | VI. Course Evaluation

Training was 6 hours, $50 per hour. Mentors reviewed each other's classes, and non-mentors could also attend the training.

They suggested adding diversity awareness to syllabi.

The project is not finished; they are planning more and have no results.

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Monday, 3:40 pm

📄 "Lightning Round: Discussion on how to adopt a LMS"

💬💬 Included R. Craig Collins

The lightening round included three schools discussing the adoption process of choosing a Learning Management System (LMS), such as D2L. One school discussed how they came to see a need for a LMS (or new LMS) I discussed the evaluation of products, and another school discussed the implementation process.

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Monday, 4:50

🗎 "Product Launch"

🗪🗨 John Baker, D2L

Sneak preview of the new release of Desire2Learn® Learning Suite, version 9.4. The release includes major innovations that will enable clients to improve the experience for their learners, instructors and administrators, and will have considerable influence on teaching and learning.

"Our systems are designed to have a measurable impact on strategic priorities," remarks Kenneth Chapman, Senior Director of Product Strategy, Desire2Learn. "The latest release of Desire2Learn Learning Suite will change the game in many ways as it is centered on productivity, notifications, usability as well as social and rich media experiences that elevate the online learning experience beyond the current state of the art. Once again our clients have been instrumental in helping guide our product direction and ensure we are delivering innovations to meet and exceed their needs."

This new release of Learning Suite was unveiled Monday at FUSION 2011, the Eighth Annual Desire2Learn Users' Conference, to an enthusiastic audience of well over 850 attendees and streamed live globally using Desire2Learn Capture to all clients. This sneak preview showed off some significant enhancements to:

- Desire2Learn Learning Environment,
- Desire2Learn Learning Repository,
- Desire2Learn ePortfolio,

as well as major new versions of the Campus Life mobile platform and the rich-media webcasting platform: Desire2Learn Capture. More so than ever, this release was developed hand-in-hand with clients through extensive R&D partnerships.

This feature-packed release is highlighted with a major improvement to the Calendar tool, supporting aggregation of content and assessment materials into an 'Agenda' view. This view, from any course a user is taking, enables access to this information from external calendars like Outlook and Google Calendar, or on mobile devices. Presenter and location information can now be added to calendar events and are tightly integrated with a new drag-and-drop Seating Chart tool. The Seating Chart provides a visual representation of individuals in a course and enables instructors to provide formative feedback, track attendance, and view learner statistics using performance filters for both classroom and online experiences.

Individuals can now use the Notifications area to choose how information is pushed to them from the Learning Environment. Organization and course news, upcoming assignment dates, and any new course material updates can now be sent to an individual via numerous delivery methods including email, SMS and RSS formats as well as Facebook notifications. User profiles have been enhanced to enable linking Facebook, Twitter, Google+ and LinkedIn profiles into their Desire2Learn profile. Anyone viewing a user's profile can choose to connect with that individual through these social networks without leaving the Learning Environment.

Assignment grading in the Dropbox has been significantly enhanced by allowing common document formats to be viewed and graded right within the browser, removing the need for instructors to download assignments and switch between windows while providing assessment and feedback to users. This is all without having to send student submissions to any 3rd party services.

The new 2.0 version of Desire2Learn Campus Life includes a full development Software Development Kit (SDK) enabling clients, partners and other developers to build their own mobile modules or repurposing their existing mobile applications to work within Campus Life. This new version also includes updates to the user interface and new content notifications to provide an even more engaging and complete mobile experience by using media and data already available at most institutions. Also included is a new tool for building applications and choosing modules, making launching a cross-platform mobile application easier and more cost effective than ever.

Desire2Learn Capture 7.1 adds integration into the core Learning Environment through a plug-in to the Insert Stuff Framework – enabling students and instructors to easily embed their rich media presentations into courses and

Product Launch, continued

ePortfolios. By letting instructors capture their lectures they can re-use these, freeing up more of their time to expand and extend their instruction.

Desire2Learn Learning Repository makes sharing quality learning materials even easier through added support for versioning, allowing selection of a specific version when pulling content into the Learning Environment using the new drag and drop plugin for Course Builder. Metadata entry has been incorporated into the object publishing workflow to ensure key information is tracked on publish without overwhelming authors.

Desire2Learn ePortfolio continues to enhance user experience and foster social learning communities through the addition of a new browser plug-in that enables creation of artifacts while viewing any webpage, and for sharing these materials directly from the plugin. A new My Stuff area has been added to greatly simplify creation and management of ePortfolio materials. Any content made public in the ePortfolio can now be shared through Facebook, Twitter and Google+ social networks to reach an even wider audience.

All of these enhancements are available at no extra charge. Further details on these features will be highlighted in a subsequent release or can be accessed by visiting www.Desire2Learn.com/aw/thetimeisnow closer to the launch date of Learning Suite 9.4 at the end of August 2011. This includes information on:

    Adobe Connect integration
    Google Apps integration
    Microsoft Lync integration
    Video recording, feedback and media management

"We heard very clearly from our educational and corporate clients that they needed better notification and personal management tools, as well as more options when it comes to integrating social and rich media into their programs in order to meet their vision for a high value learner experience," states John Baker, President & CEO, Desire2Learn. "This new release further solidifies our product leadership position and will elevate our client's ability to improve teaching and learning worldwide."

My take away's for what we use:

ISF allows you to Insert Stuff… just about any stuff… YouTube and FLiker, etc.

Add audio

Better external notifications email, rss, text

New Pager

New Dropbox read document in browser

New Calendar has iCal support, export and sync to Google

Class list will have New seating chart feature

Quizzes, blind grading, or grade one question in all tests

New product, D2L Capture, similar to Tegrity

News items can be dismissed

Other neat things:
If using Adobe connect, single sign in

web cam support to add video

More notes in the D2L Community

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Tuesday, 8:00 am

📄 "D2L Capture"

🗨️💬 Delia Couto, Peter Wolf, Kenneth Chapman; D2L

My Note: D2L Capture is similar to Tegrity in the end result, but can be better integrated with D2L

Delia Couto

D2L Capture is presentation capture, rich media web casting

Live, On Demand, or both; broadcasting one to many.

Hardware and software, or Software only, records locally then can be moved to D2L portal, cloud, or hosted on premises, using a Flash media server.

Basically 3 buttons: webcast, Record, and Publish

Can embed the presentation in the D2L Learning Environment.

Includes Post production, web based editor, with OCR, plus Index & Search feature so you could build a table of contents

HTML 5 compatible

Peter Wolf

Discussed presence vs. ePresence, and gave the background story on development.

> No difference if using hardware or software only, balance between quality and file size
> Multi stream bandwidth with float, based on server
> Bandwidth not bad if going from campus to remote campus

They have added close captioning support for ADA 508 accessiblility

Coming soon, single sign in, the Insert Stuff format

Support for HTML 5, iOS, and a Mac version of capture

Could do video pod casting

Various pricing models, and the ability to create portals.

Kenneth Chapman

Discussed integration

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Tuesday, 9:20 am

📄 "Adobe Connect/Captivate"

💬John Shuman, Adobe

There will soon be Connect and D2L connectivity
Captivate (similar to Camtasia, Camstudio) to screencast, with SCORM to track.

Connect
derived from Macromedia Breeze, gives you a persistant 'room that people can go to, to interact.
Has trackable content, compared to elluminate , Connect has LMS features.

Voice over IP to 10,000 plus Flash player variant for web cast that can be recorded.
Can be hosted on premises, or with cloud services

There is an SKD and can be branded

Aside from meetings, classes, webinars, can be used for trouble shooting.
Can adjust bandwidth
Now 508 compliant.

Connect Exchange can purchase virtual clickers, etc.

<mark>My take away, high learning curve, may be too many options, but bandwidth means low resolution… may not be for us</mark>

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Tuesday, 10:20

📄 "Interview"

💬R. Craig Collins, TC

I was interviewed about my Poster

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Tuesday, 10:40 am

📄 "Poster Session"

💬R. Craig Collins, TC

See my Presentation, item #12

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Tuesday, 12:20 pm

📄 "Keynote" 💬 Natalie Jeremijenko <mark>discussed several of her projects that tie students to improving the planet. Interesting but not directly related to using D2L.</mark>

She is an artist and engineer whose background includes studies in biochemistry, physics, neuroscience and precision engineering. She is an active member of the net.art movement, and her work primarily explores the interface between society, the environment and technology. She is currently an Associate Professor at NYU in the Visual Art Department, and has affiliated faculty appointments in Computer Science and Environmental Studies

Projects

Environmental Health Clinic

Jeremijenko directs the xDesign Environmental Health Clinic]. The Environmental Health Clinic develops and prescribes locally optimized and often playful strategies to effect remediation of environmental systems, producing measurable and mediagenic evidence and coordinating diverse projects to effective material change.

ZOOZ,Exploring Reciprocity in the Zoo

A series of animal enrichment devices designed for the context of the traditional Zoo. OOZ devices are species specific but designed for both non human and human users, encouraging humans to mirror the actions of the animals: explore the unique capacities of each respective species: expose the tremendous incapacities of humans, and challenge the human centric view of intelligence, competence and management of natural systems.

Amphibious Architecture

Structures to transform the view of urban bodies of water from reflective surfaces into teaming habitats and open ecosystems. AA is to Aquariums what OOZ are to ZOOs , inside out, upsidedown, and facilitating productive interaction between humans and aquatic systems. AA structures interact with flow conditions to provide ecological niches suitable for particular populations augmenting ecological networks; exploit fluid forces for structural efficiency; and captures hydropower for dynamic adaptive structures. AA sites are designed to accumulate the actions of participants into environmental remediation.

Feral Robots

An Open Source robotics project providing resources and support for upgrading the raison d'etre of commercially available robotic dog toys; and facilitating mediagenic Feral Robotic Dog Pack Release events. Because the dogs follow concentration gradients of the contaminants they are equipped to sniff, their release renders information legible to diverse participants, provides the opportunity for evidence driven discussion, and facilitates public participation in environmental monitoring and remediation.

BIT Plane

The BIT plane is a radio-controlled model airplane, designed by the Bureau of Inverse Technology and equipped with a micro-video camera and transmitter. Its name could be a possible reference to bit plane, meaning a set of digital discrete signals. In 1997 it was launched on a series of sorties over the Silicon Valley to capture an aerial rendering. Guided by the live control-view video feed from the plane, the pilot on the ground was able to steer the unit deep into the glittering heartlands of the Information Age.

Most of the corporate research parks in Silicon Valley are no-camera zones and require US Citizen status or special clearance for entry. The bit plane (citizenship undisclosed) flew covertly through this rarified information-space, buzzing the largest concentration of venture capital in the world, to return with several hours of aerial footage.

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Tuesday, 2:00 pm

📄 "Support on a shoestring"

🗨 R. Craig Collins, TC

R. Craig Collins
Temple College

Up & Running with Desire2Learn
Technology on a Shoestring

JULY 10 – 15, 2011
DENVER COLORADO FUSION

ELEVATE

FUSION — **Supporting D2L**

- Technology support
  - D2L Tech support forum
  - FAQ on main page
  - School website include eLearning site
  - IT department (limited

ELEVATE

FUSION — **Temple College**

- R. Craig Collins
  - CIS Faculty
  - Professional Development Coordinator
  - Faculty liaison with eLearning Team
- Brian St. Amour
  - Director, eLearning
  - Computer Industry Background
- About Temple College

ELEVATE

FUSION — **Overview**

- elearning goals
- Faculty workshops
- Student orientations
- Tutorials
- Screencasting

ELEVATE

FUSION — **Supporting D2L**

- Support team
  - VP of Education
  - AVP oversight of eLearning
  - Director of eLearning
  - eLearning coordinator*
    - Programming solution may reduce time building shells
  - Faculty

ELEVATE

FUSION — **eLearning Goals**

- Beyond the FAQ, reduce support calls
  - Faculty: exposure PRIOR to first use
    - Workshops part of Professional Development
  - On demand
    - Faculty resource shell
    - Forums
    - eLearning Office + Peer to Peer

ELEVATE

FUSION — **eLearning Goals**

- Beyond the FAQ, reduce support calls
  - Students: exposure PRIOR to first use
    - Online Orientation
    - Zero Week
    - Workshops during first weeks of term
    - Online virtual tour

ELEVATE

FUSION — **Faculty Workshops**

- Zero Week and weekly during the semester
- Overview
- Gradebook
- Quizzes I
- Quizzes II

- Discussions
- Content
- Community
- End of Semester

- Faculty participation recorded for Pro Dev

ELEVATE

"Support on a shoestring", continued

Virtual tour

Student Orientation

- How we reduce our calls
- Orientation is eLearning, not D2L
  - Virtual College of Texas
  - eMail
  - Registration
  - D2L, SmarThinking, TurnItIn, etc.

eLearning Goals

- Beyond the FAQ, reduce support calls
  - Students: support during use
    - Virtual Tour
    - FAQ
    - Tech support forums
    - eLearning Office
- Support Retention

Student Orientation

- Opportunities
  - Zero Week
    - The week between registration and classes
  - 1st Week of School
  - 2nd Week of School
  - 8th Week of School

Orientation: D2L focus

- Traditional Class format
  - Several sections offered
- Resources outside of D2L
  - Access before enrollment
  - Guided tour
  - Demo 'virtual guided tour'

(camstudio.org) FREE

Tutorials

Quick tour
- Guided Tour
- D2L Tour
- Quizzes

Camtasia

- (http://www.techsmith.com/camtasia.asp)

Screen Capture

Why Video?
- Simulation has more impact than still images

Demo
- Sample video

Recap

eLearning Goals
Faculty Workshops
Student Orientation
Tutorials
Screen Capture

Resources

Guided Tour
- www.templejc.edu/elearn/elearn.com

Using Camtasia, Camstudio
- www.templejc.edu/deptics/CCollins/common/training.html

Q&A
craig.collins@templejc.edu

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Tuesday, 3:30 pm

📄 "What's New in the LE since Chicago?"

💬Matt Teskey, D2L

This is not about the upcoming release but things actually in place now (this was mid summer, 2011).

Better notifications for changes to Content, News, Bookmarks, Grades, Calendar, and discussions
More Accessible (D2L won an Award)
Content Browser Widget

9.2
Tighter bond between competency & rubrics and Learning Objectives, audio support,
can grade quiz questions one at a time… (grade everyone's essay one after another)

New Audio recording (faculty only?)
New gradebook category options
New Language support
easier transistion from Angel

9.2.1

New and better way to "Insert Stuff" ISF
Moved the Saved Successfully button
Added last course access
New release conditions

Asked about copying attendance, and integration with grades… not soon

Asked about quiz feedback in grades… still waiting
Asked about iPad and HTML editor for Safari, iPad… still in work around

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Wednesday, 8:00 am

📄 "Cultivating Excellence"

💬 Liz Drabic, Karen Kaemmerline, Donna Hall; CCCOnline

Colorado Community College Online uses all Adjunct faculty,
so they stress training, design standards, Quality Assurance, and communication

Training

Synchronous: Webinar, Face to Face, Annual Conference

Asynchronous: Online workshop, wiki, Just In Time (JIT) Tutorials

Required workshops:
Policies,
Evaluation
Using an LMS

Must complete: Managing Discussions (how to engage students)

Follow up training: (1 credit per year) from: outside in field, webinars or workshop

Design Standards

Course Design
course Appearance

IDEA: should we have LMS certification like many other schools?

Quality Assurance

Course reviewed before semester; if new they have until the 3rd week; again at mid-term, and End of Semester
First day check for every course
    Must correspond to a Course Rediness checklist

Administration (department chair?)review at beginning of semester

Quality Assurance on Discussions via "Class Evaluation"

Communications

http://at.ccconline.org/faculty/wiki/Policies_%26_Procedures_-_Faculty_Handbook_-_Evaluation_-_Faculty_Gold

http://www.ccconline.org/Faculty/

Note: they have a 24x7 help desk from Perceptice

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Wednesday, 9:20 am

📄 "Getting Faculty prepared for D2L"

💬 Zach Hartje, Monica Lavin; College of Charleston

This workshop covered how College of Charleston got there campus ready for D2L…
I include this as a data mining process on how to extend D2L on our campus, and involve new people.

Training, Strategies, Challenges

Training, Ramp Up
Training was option, not required

Started with beta group who got a stipend, 30 hr of training

Used Informational Sessions, 6 of them, 1 hr each.

Online training course for ALL faculty, faculty are enrolled as students.

Offered small group and one on one sessions, 4-6 per week, 1-2 hours… low turn out.
Better: one on one on demand.

Training, Boot Camps

2 day, wi open lab… 8:00-6:00
Gradebook, Content, Quiz, Discussion, Dropbox

Also offered in a smaller space over 3 days with more lab time

Training, Open Lab
Least attended

Strategies

Presented to every group they could until exposure was high
marketed to Students, Faculty, including schedules

They got campus support for D2L use from, Academic Affairs, IT, Core Faculty, Department Chairs

Challenges
Still not communicated to all, encountered resistance to change (even when beneficial), faculty schedules

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Wednesday, 10:50 am

📄 "Using Free Digital Material"

💬Yvonne Monterroso, D2L

<mark>This session was primarily on Learning Object Repository (LOR), but included several sites we could use</mark>

Merlot
JORUM open
Project Gutenburg
INTUTE
Connexions
Smithsonian Research online
PubMed Central
Project Muse
Teachers Domain Open Learn
NSDL

Description of LOR (we do not have this product at TC)

LOR discussion included some sites being 'build in' when installed, and handling of licenses of Intellectual Property

LOR can harvest (copy static metadata) OAI-PMT information, or Federate (real time searches on federated site)
LOR often stores Meta Data, not actual material, so there is no storage space requirement… but still allows you to locate resources and link to it

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 Wednesday 12:00 pm

📄 "Steering Committee"

2012 Fusion will be in San Diego