#ADEIL2020

Sponsored by Ashford University

ADEIL Board Meeting (Board Members Only)
Thursday, October 15, 2020
3:00pm – 4:00pm, EST

ADEIL Annual Business Meeting (ADEIL Members Only)
Thursday, October 15, 2020
5:00pm – 6:00pm, EST

ADEIL 2020 Virtual Conference Welcome & Networking Event (All Welcome)
Thursday, October 15, 2020
6:00pm – 7:00pm, EST

Friday, October 16, 2020
8:45am – 4:15pm, EST

Conference Sessions

Conference Welcome
8:45am – 8:55am, EST

Sarah Korpi, President, ADEIL
University of Wisconsin - Madison

Concurrent Session I

HyFlex Course Delivery: A Practical Guide to Keep Teaching During COVID Crisis and Beyond
Session 1A
9:00am – 9:45am, EST

COVID-19 pandemic created an unprecedented challenge for higher education. Institutions that chose to re-open their campuses had to re-imagine traditional in-class instruction and explore a variety of alternative course delivery models to keep students, faculty and staff safe. Among these alternatives is the Hybrid-Flexible (HyFlex) model for course delivery proposed by Brian Beatty, in which faculty teach a class in multiple modalities simultaneously: face-to-face, online synchronous, and online asynchronous. While this model provides students with the flexibility in how they attend class and interact with the faculty member and their classmates, faculty must be able to seamlessly manage all three formats. The model appears to be particularly well-suited to responding to COVID pandemic challenges: reduced seat capacity in the classrooms, students needing alternative delivery of their courses because of COVID or other health related reasons, and a possibility of switching to remote teaching in the middle of a semester.

In early summer 2020, the presenters were working with faculty who were planning on operating three separate sections of their same course to accommodate students' needs: face-to-face, livestreaming, and asynchronous. Realizing the magnitude of such an undertaking and extra burden for faculty, the presenters researched various best practices in distance delivery models and personal teaching experiences to find a way to simplify design processes for faculty. As such, they created the HyFlex Course Delivery: A Practical Guide. The HyFlex Course Delivery: A Practical Guide resource is designed to provide faculty with recommendations on how to navigate this model in a simple and efficient manner while creating an equitable learning environment for everyone.

Join us as we discuss the approach described in our HyFlex Course Delivery: A Practical Guide, and answer questions that you may have about it. Our presentation will include advice on course planning, examples of active learning activities for students in all three delivery modalities; suggestions for using additional technology; tips for engaging and connecting all students in the class; and emerging student feedback on their experience with HyFlex learning.

Presenters

Lydia Frass
Senior Instructional Designer

Center for Teaching Excellence
University of South Carolina - Columbia

Vera Polyakova-Norwood
Director of Distributed Learning
College of Nursing
University of South Carolina – Columbia

Dr. Lydia Frass is a senior instructional designer with the UofSC Center for Teaching Excellence. She provides faculty development, instructional design support, and pedagogical consultations to those who teach. In addition, she manages the Carolina Online Learning & Teaching Certificate of Completion program and the Distributed Learning Working Group. Lydia earned her Ph.D. in Adult Education and Master of Public Health from The University of Southern Mississippi. Before joining CTE, she coordinated the South Carolina Public Health Training Center, which provides professional development opportunities for current and future public health practitioners.

Vera Polyakova-Norwood has thirty years of experience in designing, teaching and managing various types of distance education courses and programs. As director of distributed learning at the University of South Carolina College of Nursing, she assists faculty with design, development, implementation and evaluation of online courses, modules and activities. In the past five years, the online graduate nursing program at the University of South Carolina has been consistently ranked within the top 10 in the nation. Polyakova-Norwood presented at multiple local, national and international distance learning conferences and led numerous workshops on technology-based teaching and learning.

Host/Moderator: Kristyn Rose / Old Dominion University
Technical Support: Allison Calvert / Ashford University

Helping students achieve school-work-family life balance
Session 1B
9:00am – 9:45am, EST

School-work-life balance is all about effective time management. How can we most efficiently use our time to affect our goals with our career, our school work, and our family? We will present proven methods to help cope with the various stresses, including our newest one, the pandemic. The ultimate goal is to keep on top of our

school work load, our family demands, and our career, while maintaining a healthy mind and body.

A discussion will be tied to assessment, and how it affects student well-being. Plus, we want to delve into the entire balance scenario. Is it possible to achieve, or is it really a myth?

While this is geared towards helping students, faculty will benefit, as they too have incredibly busy lives, with myriad demands upon their time. How can they best apply these ideas to helping them retain their focus on preparing students for later life?

The following questions will be answered in this session:

- How do we help students balance school-work-home issues?
- How can we do more for students?
- How does assessment factor in?
- Is balance a myth or is it possible?

Presenter

Oscar Lewis
Associate Faculty
Ashford University

Oscar Lewis a financial professional with a 40-year career in business, rising to CEO and CFO positions. He has taught both online and face-to-face for over 20 years, primarily in business related courses. Oscar has presented at the SHRM annual conference, the IMA annual conference, the Risk Management Summit and a nationwide broadcast to the AICPA.

Oscar loves teaching and preparing the next generation of business professionals. He feels that we have to teach both mechanics and concepts, as well as how to make good decisions. This includes a balance in work, school and family.

Host/Moderator: Marjorie Estivill / Ashford University
Technical Support: Mallory DeMay / Ashford University

Online Engagement: Ensuring every student makes it to the finish line, post COVID
Session 1C
9:00am – 9:45am, EST

This session will focus on online engagement strategies that include using technology to enhance the online classroom experience, increasing student engagement and creating a quality student experience post COVID.

Presenter

Tori Taylor
Adjunct Professor
Ashford University

Tori Taylor earned her degree in Sociology in 2009. Her interests as she graduated were the needs of seniors and the family, specifically single parenting. In graduate school, she developed her thesis looking at the struggles of single parenthood, specifically low-income single fathers. The goals of her research were to learn about their specific parenting hurdles and what resources they felt they needed in order to become successful parents. As well, Tori volunteered for the senior organization, Interfaith Community Services, in Vista, California. Her goal was to learn about the struggles and hurdles seniors face on a daily basis. Tori worked closely with this organization and focused on developing strategies to help seniors live happier, more productive and independent lives. Her primary job (passion) is to reach students and share issues of race, class, gender, and gerontological issues in the online classroom and she has been doing this for the past 8 years.

Host/Moderator: Bill Davis / Ashford University
Technical Support: Teresa Kuruc / Ashford University

Failure to Launch? – Strategies for Success in the First Week of Online Classes
Session 1D
9:00am – 9:45am, EST

The first week of an online class is crucial for establishing the landscape, the procedure and the tone. With a few clicks, after only a few hours of inhabiting their new course shell, students are going to draw conclusions about the scope of the academic content they'll be mastering, how their new class functions, and about their new teacher, too. That's a lot of pressure on instructors to shape the experience of that first week in such a way that provides context for the learning, presents it as easily accessible, and generally ensures that students feel well supported.

Because on top of all of that, the first week of any online class represents a big transition. Maybe the class is a student's very first online class, or maybe it's their first after a bad experience with one. Or maybe the situation is such that the student has

only just wrapped up the requirements for their previous class, and they're showing up on day one without much of a break since turning in a final assignment in some other class.

Whatever the situation, it's clear that the first week of an online class is an important one. Fortunately, the online modality provides instructors with many opportunities to connect with their students – to welcome them to class, to reach out to them both as a newly founded community of learners as well as on a more personal level, and to smooth over pain points that might be a barrier to success.

Presenter

Nathan Pritts
Professor and Lead Faculty
The Center for the Enhancement of the First Year Experience
Ashford University

Dr. Nathan Pritts is a Professor and Lead Faculty in the Center for the Enhancement of the First Year Experience at Ashford University. He brings expertise in business communication, advertising & marketing, and online user experience to the General Education classroom, infusing curriculum with foundational outcomes bolstered by clear ties to a student's academic and career path. He's building a handbook of the strategies and best practices essential for designing and delivering meaningful learning experiences to students online one chapter at a time at www.Radical-Humanity.carrd.co

Host/Moderator: Gloria Washington / University of South Carolina - Columbia
Technical Support: Rebecca Hayes / Ashford University

Concurrent Session II

Help me! Please Hear What I Do Not Say
Session 2A
10:00am – 10:45am, EST

The singular purpose of the Americans with Disabilities Act (ADA) passed in 1990 was to expand on the Civil Rights Act of 1968 that prohibited discriminatory acts against individuals based on race, color, religion, sex or national origin, but did not include prohibition of discriminatory acts against individuals with disabilities (History.com Editors, 2010). To this end, the aim of the ADA was to denounce discrimination "against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general public"

(National Network: Information, Guidance, and Training on the Americans with Disabilities Act, n.d.). In light of this, most institutions of higher education offer accommodations for undergraduate students with disabilities, and most, if not all, have designated offices that specifically ensure undergraduate students with disabilities are provided the necessary tools needed for success.

However, much of the assistance relegated for students with disabilities are noted at the undergraduate level and very little attention has been given to the number of graduate students who matriculate through programs or the attrition that results due to graduate students receiving significantly less support than at the undergraduate level. There is myriad research delineating the journey of undergraduate students with disabilities and the wealth of resources available to ensure the undergraduate student's success. However, research is dearth that articulates the challenges Graduate students with disabilities endure as a result of the stigmas surrounding students with disabilities (Pearson & Boskovich, 2019).

Higher Education's response to the provision of resources and support for students with disabilities is laudable. However, have we as academicians ensured we have done our due diligence to identify and recognize a student with an undisclosed disability? The purpose of this session will be to share my personal experiences of successful strategies leveraged to identify and support graduate students with undisclosed disabilities specifically students along the Autism spectrum.

At the completion of the session, participants should be able to:

- Articulate the definition of differentiated learning
- Triage if a student has a disability without asking the student to disclose a known disability
- List at least three strategies to develop distance learning content that is easily amenable for students with disabilities specifically Autistic students
- List at least three strategies to hear what Graduates students do not say

Presenter

Ashley Tennessee
Associate Faculty
Ashford University

Dr. Ashley M. Tennessee serves as a Professor on the faculty of Western Governors University, Ashford University and Ohio University. Dr. Tennessee previously served at the Medical University of South Carolina College of Health Professions Division of Health Professions as an Assistant Professor from July 2016 – June 2018. Before relocating to Charleston, SC, Dr. Tennessee, previously, served as Assistant Director for the Office of Continuing Medical Education for the University of Tennessee Health Science Center and served as Leading Faculty Area Chair for the College of Health Professions Division of Wellness for the University of Phoenix Memphis campus from 2010 – 2015 and served as an Associate Faculty for the Division of Humanities from 2008 – 2016. Dr. Tennessee was awarded, with honors, her Doctorate in Health Administration from MUSC May 2016, her Master in Business Administration from the University of Memphis in 2011 and her Master of Science in Public Health in Health Systems Management from Tulane University School of Public Health and Tropical Medicine in 2003. Dr. Tennessee, also, holds a Bachelor of Science in Chemistry and a Bachelor of Science in Biology from the University of New Orleans. Dr. Tennessee is a published author in the American Journal of Public Health and the International Journal of Environmental Research and Public Health.

Host/Moderator: Aisha Haynes / University of South Carolina - Columbia
Technical Support: Allison Calvert / Ashford University

Incorporating OERs into a Course: Understanding the Course Redesign Process
Session 2B
10:00am – 10:45am, EST

This session will present an overview of the course redesign process and factors that faculty, course developers and instructional designers should consider when incorporating Open Educational Resources into a course. The presenter will address the unique challenges and opportunities that may exist when transitioning from vendor created textbooks to open education resources. This session will include a discussion on how open education resources provide an affordable learning initiative for colleges and universities to offer educational opportunities to students from families with a low-socioeconomic status. Participants will explore how colleges and universities are working with faculty to promote the use of open digital content by redefining or diminishing the traditional role of textbook adoptions; hence, promoting college affordability.

Presenter

Barbara Williamson-Holley
Assistant Director

Distance Education & Instructional Technology
South Carolina State University

Barbara Williamson-Holley currently serves as the Assistant Director of Instructional Technology and Distance Education at SC State University. In her position, one of her main responsibilities is to provide administrative management of the University's online and distance education services. Mrs. Williamson-Holley is certified in secondary education and also serves as adjunct faculty and Quality Matters Coordinator/Peer Reviewer.

Host/Moderator: Gloria Washington / University of South Carolina - Columbia
Technical Support: Mallory DeMay / Ashford University

Remote Language Instruction? Ja, wohl!
Session 2C
10:00am – 10:45am, EST

After decades of teaching language courses live and in person, last spring, COVID necessitated the conversion to remote instruction. Using the pedagogical approaches of correspondence language courses as a point of departure, in this presentation, the presenter will highlight methods of curriculum delivery, classroom management, and assessment that make remote language instruction engaging and effective. Topics will include: universal design, forming effective student teams, maintaining ongoing student engagement, and facilitating large and small groups discussions. While the session will focus specifically on language instruction, tools and techniques featured will be easily transferable to courses in other content areas that require significant and sustained interaction among learners, such as courses that are conversation or group-work based.

Presenter

Sarah Korpi
Academic Program Director
University of Wisconsin – Madison

Dr. Sarah Korpi is the Director for Independent Learning at the University of Wisconsin, Madison, where she oversees curriculum and instruction of asynchronous, online courses. She also works with assessment data for Professional Degrees and Certificate Programs, and leads Diversity, Equity, and Inclusion Efforts in the Division of Continuing Studies. She completed a B.A. in German Studies and American Indian Studies at the University of Minnesota, Duluth and holds an M.A. and Ph.D. in German Literature from the University of Wisconsin, Madison.

Host/Moderator: Marjorie Estivill / Ashford University
Technical Support: Teresa Kuruc / Ashford University

Artificial Intelligence in Education Systems - Ideas for Change
Session 2D
10:00am – 10:45am, EST

Artificial intelligence changes education systems in the U.S. and the world. Powerful computers, software, and cloud storage provide unprecedented capabilities to teachers, school administrators, and students. We will present the current technological developments in education and share our ideas on how to respond to the changes.

Artificial intelligence (AI) has recently been launched into the spotlight with advances in the self-driving car (Tesla), deep-learning (Alpha Go), and recommendation systems (Netflix). As a replica of human intelligence, it shows incredible potential in various areas such as medicine, business, and the military. We can “teach” machines, and they can “learn” from their environments. The education sector is known for its enthusiasm for improving student learning performance. New information technologies and systems are currently being used in classrooms and school administrations across the world. Teachers use computers, tablets, smartphones, and software to support in-class activities and students review lessons on YouTube channels, seek online tutoring, and even use virtual assistants. School administrations use database systems to track student performance and develop plans for improvement. A new wave of artificial intelligence technology is hitting classrooms. Students learn with 3D glasses to understand the structure of the human body and practice surgical operations using augmented reality. Computer simulation replaced physical driving and flight exercises. Automatic chatbots and avatar tutors are replacing human beings. Can we expect AI teachers in our future classrooms? In this presentation, we are going to review current artificial intelligence technology uses in the educational sector. How are artificial intelligence technologies apply? What roles should humans play in the era of artificial intelligence? What makes human teachers unique as educators? With this presentation, the audience will understand the new educational landscape and be prepared for the coming of AI teachers. What does this mean to you?

Presenters

Bill Davis
Lead Faculty & Assistant Professor
Forbes School of Business & Technology
Ashford University

Karen Lynne-Daniels Ivy
Professor & Department Chair
Forbes School of Business & Technology
Ashford University

Jorge A. Cardenas
Professor and Department Chair
Forbes School of Business & Technology
Ashford University

Bill Davis, MA, CM, CDM, is a Lead Faculty / Assistant Professor, author, and former Faculty Senator in the Forbes School of Business & Technology at Ashford University. Bill has extensive experience in distance education, adult learning and development, management, leadership, planning, project management, professional selling, marketing, strategic management, P&L management, and organizational change. A skilled educator and administrator with over 15 years of higher education experience, and over 30 years of progressive beverage industry management experience. Bill is a former executive within the PepsiCo system, a Fortune 500 company. Bill has taught over 200 courses in accelerated education (on-ground and online teaching modalities).

Dr. Karen Lynne-Daniels Ivy is a Full Professor and a Department Chair in the Forbes School of Business & Technology Studies at Ashford University. She is the cofounder of the media tribute company, Visionary Expressions, LLC. Karen is a life-long learner, and her educational background consists of a combination of business, technical, marketing, and management advanced studies. This includes a: Ph.D. in Organizational Management with a specialization in E-Business (Capella University), Masters in Business Administration with a focus in Management/Marketing (St. Thomas University), and a BA degree in Mathematics with a Computer Science focus (Washington University in St. Louis, MO). Dr. Ivy's professional experience includes over 30 years of business, technical, and leadership contributions in the Aerospace, Manufacturing, Commercial Consumer and Office, Health Care, and Information Technology industries.

Dr. Jorge A. Cardenas is a Department Chair and Professor at the Forbes School of Business and Technology at Ashford University and serves on the International Accreditation Council for Business Education (IACBE) Executive Committee of the Board of Directors. He previously was an Associate Dean and started at Ashford University as a content area Program Chair. He is also currently part of the ownership and management group of a startup bottle water company based in Baja California, Mexico. Prior to joining Ashford, he worked for a pioneering distance education company, the International Training Center, utilizing telecommunication technologies to deliver educational programs to public, private, government, and civil society institutions in over 20 countries. He also has experience in hotel management and business development and has taught graduate-level business courses at several universities in both traditional and online classroom settings. He has a Doctor of Business Administration from Alliant International University and a BS and MS in business administration from San Diego State University. His research interests include entrepreneurship, strategy, accreditation, and the sports industry, and his hobbies include playing soccer, going to the beach, and cooking.

Host/Moderator: Rich Freese / University of Wisconsin - Madison
Technical Support: Rebecca Hayes / Ashford University

Concurrent Session III

Can you hear me now? Using captioning tools in mixed-format (Hyflex) college courses to ensure everyone can communicate, whether attending in-person or live-streaming

Session 3A
11:00am-11:45am, EST

Background: In recent decades, higher education has made great strides in providing information communication technology and other resources to students with hearing impairments. This has enabled countless students with hearing loss to obtain the full benefit of their educational program. But what happens in a mixed-format course where some students are livestreamed from remote locations, others are physically in the classroom, and everyone present is masked and practicing social distancing due to COVID-19? Hearing each other and the instructor can be a challenge. What if, on top of these circumstances, the instructor is hearing impaired? Without a pro-active and collaborative approach, facilitating this complex learning environment would be difficult, at best.

Objectives: In this case study presentation, participants will learn how an instructor, an accessibility expert, and a seasoned instructional designer researched various speech-to-text web applications to bring assistive technology into a highly communicative, engaging classroom. They will actively engage in an open captioned discussion using Microsoft Translator, as they hear how the presenters introduced this tool to live and remote students. By the end of this session, participants should be able to integrate a captioning application into a live course.

Class format: In Fall 2020, the instructor taught two eight-week courses via a HyFlex Course Delivery model—with students participating in the course either in-person, livestreaming, or asynchronously. Due to COVID-19 related safety protocols, both courses, which were originally slated to meet in person two days per week, were divided in half and re-scheduled to meet in person only one day, with their non-meeting day consisting of asynchronous online work. Under the new format, students in all four sections were encouraged to attend their scheduled face-to-face sessions if they were able (well, with no known exposure to the virus), but could opt to join the livestreamed session if they wished to attend remotely. A recording of each class session was made available for students who were unable to join via either live method. Classes began on August 20, 2020. The app was implemented beginning Thursday, August 24, 2020.

Classroom Technology: The Division of Information Technology installed webcams on tripods in classrooms, connected to a desktop computer and overhead projector. The instructor tested use of the Translator tool on her mobile phone and also on a laptop. Students had the option of using their mobile phone or bringing a personal laptop to classes to access the Translator tool.

Participants are encouraged to bring their mobile devices to access the captioning application and participate in a group conversation.

Presenters

Karen Edwards
Senior Instructor
University of South Carolina – Columbia

Susan Quinn
Assistant Director
eLearning Services
University of South Carolina - Columbia

Lydia Frass
Senior Instructional Designer
Center for Teaching Excellence
University of South Carolina - Columbia

Karen Edwards is a senior instructor in UofSC's Department of Retailing, where she teaches retail- and law-related courses in online, face-to-face, and blended formats. Edwards is certified by Quality Matters to review and assess the quality of online courses offered by higher education institutions. She is a frequent presenter and past Associate Director for Distributed Learning Pedagogy at UofSC's Center for Teaching Excellence, and presently serves there as a faculty mentor.

Susan Quinn has been working with students and educators since the early days of educational technology. She earned an M.Ed. in Special Education Technology when voice input and touch screens were cutting edge technologies. She is currently at the University of South Carolina and continues to explore and share new tools and strategies to help improve teaching, learning, and living.

Dr. Lydia Frass is a senior instructional designer with the UofSC Center for Teaching Excellence. She provides faculty development, instructional design support, and pedagogical consultations to those who teach. In addition, she manages the Carolina Online Learning & Teaching Certificate of Completion program and UofSC-Columbia's Distributed Learning Working Group, an advisory group of faculty and staff. Before joining CTE, she coordinated the South Carolina Public Health Training Center.

Host/Moderator: Gloria Washington / University of South Carolina – Columbia
Technical Support: Allison Calvert / Ashford University

PAUSE: A Tool for Academic Writing Feedback
Session 3B
11:00am-11:45am, EST

Academic instructors are trained as subject matter experts. Those who graduate as subject matter experts may not have taken a course in andragogy, or adult learning theory. Furthermore, if a faculty is not a traditional educator by training, teaching methodology courses may not have been part of the required coursework. Beyond andragogy and learning theory, a subject matter expert may not be in an expert in giving writing feedback in a way that is meant to help the online students regardless of the academic level.

There are many ways that online teaching and learning can benefit and strengthen students' writing. Likewise, for faculty, the online space can be a place to try new teaching methodology and to consider practices that may not have been possible in the face-to-face environment. While being invigorated by the process and possibilities, online instructors may find themselves in a place of needing to help students with academic writing skills. This realization challenges any assumptions about what students should know about academic writing before they enroll in an online university. The hidden curriculum (Jerald, 2006) of writing can create a frustrating and deflating experience for students who are less than prepared for the intense and high-level writing requirement.

PAUSE creates a framework that will make writing feedback pragmatic for all online subject matter instructors. As stated by Cleary (2011), if universities want to keep and graduate more non-traditional students, a new approach is needed for helping students learn to write successfully. PAUSE is a reminder when providing quality written feedback to help students reach distinguished writing as defined by the subject objectives.

This workshop will present ongoing research of an acronym that can be used by subject

matter experts to provide writing feedback for students that is positive, at once, understandable, specific, and encouraging. Participants in this workshop will learn the research behind each word and then engage with providing feedback for writing samples, so that they leave with a document of cached feedback to help them get started in their own courses.

Cleary, N.V. (2011). How Antonio graduated on out of here: Improving the success of adult students with an individualized writing course. Journal of Basic Writing, 30(1). p. 34-63.

Jerald, C.D. (2006). School Culture: The Hidden Curriculum. Washington, DC: The Center for Comprehensive School Reform and Improvement. Retrieved from www.centerforcsri.org

Presenter

Jennifer Robinson
Core Faculty/Assistant Professor
Ashford University

Dr. Jennifer Robinson is Core Faculty and an Assistant Professor in the College of Arts and Sciences at Ashford University. She earned a Ph.D. in Education with specializations in Literacy and English as a Second Language from Washington State University, an M.A. in Applied Linguistics and TESOL from Ohio University, and a B.S. in Psychology (specializing in Human Development/Gerontology and Cognition) from Washington State University.

Jen has taught K-12 ESL, elementary and middle regular education, higher education ESL, and undergraduate and graduate school (M.A. and Ph.D.). Her research interests include using professional learning communities in online teaching environments, supporting online students and faculty, and English language learners' reading and writing.

Host/Moderator: Rich Freese / University of Wisconsin – Madison
Technical Support: Mallory DeMay / Ashford University

Blending Innovation & Theory for Student Success in Finance Education
Session 3C
11:00am-11:45am, EST

This presentation will review the innovative course design of FIN 673: Applied Portfolio Management, offered in Ashford University's Master of Science in Finance program.

The presenter will discuss the unique blend of simulation, role play, and study of theory that students use in this course.

This course deals with the construction and management of individual and institutional portfolios. Throughout the course, the students utilize a trading simulation program to create and monitor investment portfolios. In addition, students work through the theoretical and practical implications of portfolio management theory through discussions, reflection journals, and 'Professional Practice' assignments focused on communicating investments and portfolio theory to clients. The presenter will detail how this course is a unique synthesis of theory and practice that is both challenging and inspiring for students.

Presenter

Susan E. Gould
Lead Faculty
Forbes School of Business & Technology
Ashford University

Susan Gould earned her Bachelor of Arts in Political Science from Northwestern University, and a Master of Management degree with majors in finance and managerial economics from Kellogg Graduate School of Management at Northwestern University. She also holds the CFA designation from the CFA Institute.

Gould previously worked for 20 years in corporate finance, where she prepared business valuations of privately held companies in a wide variety of industries, including natural gas, printing, construction equipment manufacturing, architecture and engineering, retail, and commodities trading. Gould specialized in representing Employee Stock Ownership Plans (ESOPs) from implementation and stock purchase through sale transactions. Gould has been teaching for several years both on site and online with various institutions including Ashford University, Oakton Community College, and College of Lake County. She is currently Lead Faculty for the BA in Finance and MS in Finance Programs at Ashford University.

Gould's teaching philosophy is based on her passion for lifelong learning. She advises her students to remember the words made famous by Dr. Seuss: "The more that you read, the more things you will know. The more that you learn, the more places you'll go."

Host/Moderator: Aisha Haynes / University of South Carolina – Columbia
Technical Support: Teresa Kuruc / Ashford University

Strategies for Managing Organizational Change

Session 3D
11:00am-11:45am, EST

Change forces have altered the way we live and work. Change forces such as government, politics, economics, technology, sociocultural, and natural- and human-related forces (Weiss, 2015) are a constant. These change forces have directly or indirectly impacted our world and higher education in many different ways. Covid-19, for example, forced many employees and faculty to work from home and created many challenges in our world.

As such, organizations are in a state of constant readiness, are continuously planning, improvising, and implementing their strategies and plans in response to these change forces. They are action learning and dealing with change forces in the present, and they are experiencing endless change continuums.

“Change occurs at many levels of the organizations. It occurs at the organizational level, within groups and teams, and at individual levels. Creating successful change is the goal, and organizations work to build on the right leadership, strategies, culture, structure, and systems” (Davis 2014, par. 2).

One way to manage change and ensure high-quality performance is to create group structures. For example, group and team structures can lead change initiatives, manage tasks, be responsible for designing products and services, implement change, and nurture and guide others in their transformation. Group structures are a sound strategy for creating positive outcomes and results.

Presenters

Bill Davis
Lead Faculty/Assistant Professor
Forbes School of Business & Technology
Ashford University

Martin (Marty) McAuliffe, J.D.
Associate Professor
Ashford University

Charles Minnick
President Emeritus
Lead MBA Faculty Professor
Forbes School of Business & Technology
Ashford University

Bill Davis, MA, CM, CDM, is Lead Faculty / Assistant Professor in the Forbes School of Business & Technology at Ashford University. Bill has extensive experience in distance education, adult learning and development, management, leadership, planning, project management, professional selling, marketing, strategic management, P&L management, and organizational change. A skilled educator and administrator with over 15 years of higher education experience, and over 30 years of progressive beverage industry management experience.

Martin (Marty) McAuliffe, J.D. / Associate Professor has been teaching since the year 2000. After a career as a trial and appellate attorney, both for the prosecution and a private criminal defense law firm in the Phoenix, Arizona area, he helped three universities develop and launch criminal justice programs. He was the first Associate Dean for the College of Counseling and Human Services division of the University of Phoenix, and started its criminal justice program in 2001. From there, Marty worked as the Program Chair for Bauder College, in Atlanta, Georgia as it began its criminal justice program. Marty helped Ashford University create and implement its criminal justice program.

Dr. Charles Minnick is President Emeritus - Lead MBA Faculty Professor - Forbes School of Business & Technology Department of Advanced Students. Minnick's Bachelor Degree and MBA are both from Saint Ambrose and his Ph.D. is in Management and Decision Sciences with a concentration in Leadership and Organizational Change from Walden University in Minneapolis.

Host/Moderator: Kristyn Rose / Old Dominion University
Technical Support: Rebecca Hayes / Ashford University

Keynote Presentation

What I've Learned About Teaching From Teachers and By Teaching
12:00pm-12:45pm, EST

Craig Swenson
President
Ashford University

Dr. Craig Swenson was named president of Ashford University in May 2016. He is a recognized leader in adult and distance education, having spent more than 30 years teaching and leading in adult-serving universities that have been pioneers in online and competency-based instruction.

During his career in higher education, Dr. Swenson served as chancellor of the Argosy University system and as interim president of University of the Rockies. Additionally, he was provost and senior vice president of academic affairs of the University of Phoenix system, and later was provost and vice president of academic affairs at Western Governors University.

Dr. Swenson is a past member of the National Advisory Committee on Institutional Quality and Integrity (NACIQI), the body that advises U.S. Secretaries of Education on issues related to accreditation and quality. He served as a member of the board of directors of the Council for Higher Education Accreditation (CHEA), as well as the Advisory Board for the CHEA International Quality Initiative.

Additionally, he has served on the U.S. Army Education Advisory Committee and was a member of the Jacob K. Javits Program Fellowship Board at the U.S. Department of Education.

Dr. Swenson earned a Ph.D. in Education from Walden University. He holds a master's degree in Organizational Communication from Brigham Young University, and a baccalaureate degree in Journalism and Mass Communication from the University of Utah.

He is active as a peer reviewer and accreditation team chair for the Commission on Senior Colleges of the Western Association of Schools and Colleges (WSCUC).

Concurrent Session IV

Inclusive Practices in the Virtual Learning Space
Session 4A
1:15pm-2:00pm, EST

In this session, participants will be guided through a self-reflection on the following questions: How can I digitize inclusive excellence? How can I communicate thoughtfully and inclusively? How can I foster civil discourse in my learning environment?

According to Wasley (2006), the National Council for Accreditation of Teacher Education removed social justice language from its accrediting standards because of its controversial, ambiguous, and ideologically weighted nature. However, this removal does not negate the need for inclusive efforts and language. In fact, the weight of the current pandemic and current social movement magnifies the significance of providing an inclusive virtual learning experience. In this session, presenters will provide research-based strategies and procedures to build an inclusive classroom community in a virtual learning space. Additionally, a multi-modal approach will be used to share information, research and resources to help participants engage in and foster civil discourse.

Presenters

Teresa Leary Jenkins
Associate Faculty
Ashford University

Tamecca Fitzpatrick
Professor
Program Chair
Early Childhood Education Leadership
Ashford University

Dr. Teresa Leary Jenkins is the Director of Diversity, Equity, and Inclusion at an all-girl private school in Memphis and an associate faculty member of Ashford University in the Early Childhood Leadership program. Dr. Jenkins has worked in public, charter, and private schools as an early childhood and elementary educator and learning specialist. She is also a blogger, community volunteer, and board member of a charter school in Memphis and the Literacy Association of Tennessee. Finally, an avid traveler and reader, Teresa enjoys spending time with her son, a junior at Arizona State

University, and her daughter, an 8th grader at the private school where she works. Her Goldendoodle, Sammy also keeps her busy!

Dr. Tamecca Fitzpatrick obtained her Ed.D. from the University of North Texas where she served as a Diversity Scholar Lecturer. She has also served as an elementary classroom teacher, Professor (online and traditional), Program Chair, AdvancEd (SACS-CASI) Chair, and a member of the Board of Trustees at St. George's Independent School. Dr. Fitzpatrick enjoys contributing to the field of education by sharing information and resources with educational leaders and aims to promote continued growth, dialogue, and the application of learning.

Host/Moderator: Sarah Korpi / University of Wisconsin - Madison
Technical Support: Allison Calvert / Ashford University

Increasing awareness of unconscious bias among healthcare students
Session 4C
1:15pm-2:00pm, EST

It is important to consider both the implicit and explicit biases of students in health care programs, since these may affect patient care and interprofessional relationships. Educators can encourage students to be cognizant of their unconscious bias, and one way that this can be accomplished is through implicit bias testing (Teal, Gill, Green, & Crandall, 2012). Prior to beginning this project, one of the authors (CD) required graduate healthcare students to complete an implicit association test (IAT) with a focus on weight bias as part of an online discussion board (Harvard University, 2019). The IAT is a reliable, valid test that can measure unconscious weight bias (Manns-James, 2015). None of these students, all practicing nurses, admitted to any knowledge of biased delivery of care in the clinical setting; based on the IAT results, a rich discussion took place regarding the value of knowing one's implicit bias that might result in unaware behaviors. A significant minority of students became angry and denounced the validity of the IAT and the value of the learning activity. These were students who had predicted they were neutral, but in fact had an IAT score that demonstrated a thin preference.

Based on this experience, the instructor recognized that such a learning activity would be of value at an earlier (undergraduate prelicensure) level of nursing education and could be considered an aspect of cultural sensitivity training. In our study, first-semester Bachelor of Science in Nursing (BSN) students were surveyed anonymously mid-semester and at the end of the semester after completing the Harvard Weight Implicit Association Test (Harvard University, 2019). Sixty-nine out of 77 students completed pre- and post-surveys. Weight preference towards others was not shown to

be related to the respondent's own self-reported body mass index (BMI). The majority of respondents exhibited more weight-related bias on the IAT than they realized. The three qualitative themes that emerged included Awareness of Personal Beliefs and Stereotypes, Reminder to be Impartial, and Skepticism about the IAT.

The implications for educators include the importance of helping health care students increase their awareness of unconscious bias in order to provide high-quality care to patients. With the availability of psychometric tools to assess implicit attitudes, educators can provide learning activities to objectively measure unconscious bias. These curricular strategies may help reduce the potentially negative impact of unconscious bias on quality of patient care, interprofessional relationships, and clinical professionalism.

Presenters

Tracy P. George
Assistant Professor
Francis Marion University

Claire DeCristofaro

Pamela Ford Murphy

Dr. Tracy George is an Assistant Professor of Nursing at Francis Marion University. She has worked as a family nurse practitioner since 1999 in a variety of settings. Since 2012, she has taught undergraduate and graduate nursing courses. She has published and presented on the scholarship of teaching and learning, shared decision-making, and clinical nursing topics.

Dr. Claire DeCristofaro is a family physician (41 years) and sees patients in the free clinic setting. She has been university faculty in BSN/MSN/DNP, PA, and Psychology programs (25 years). Her publications, conference presentations, book chapters, and CE courses cover diverse clinical topics and the scholarship of teaching and learning.

Dr. Pamela Ford Murphy has had 26 years of experience in teaching at all levels from high school to doctoral students. For the past 13 years, she has taught research methods and statistics courses at the university level. As a researcher of topics including education, psychology, and geriatrics, she has been a co-author on several publications in scholarly journals.

Host/Moderator: Cindy Merrow / Prisma Health
Technical Support: Teresa Kuruc / Ashford University

Integrating Coaching Principles into the Academic Classroom
Session 4D
1:15pm-2:00pm, EST

Coaching principles in the athletic arena have given us some keys to the environment that needs to be created and integrated into the academic classroom in order for students to learn at the highest level. Experienced "coaches" have learned that successful coaches are also successful teachers. The product of a successful coach is often demonstrated publicly by a "winning team". The pedagogical theories that teachers adhere to are some of the same used by coaches in teaching physical, intellectual, and life skills. Coaches who "win" at high levels have a specific "written" philosophy of coaching. They communicate with a cooperative style and they create a culture within their teams where student athletes feel comfortable to actively participate within the framework of their learning and competitive environment. Great coaches are great motivators and great leaders/managers of people and great teachers. As it is with "student" athletes, students in the classroom do not care as much about what an instructor/coach "knows" as much as they do about how much the instructor/coach "cares". This presentation will demonstrate how to integrate these principles into an academic classroom. The product of a successful instructor is the kind of learning that takes place that is integrated into students' lives personally and professionally. What makes a successful coach involves culture, communication style, motivational techniques, and teaching acumen. This presentation will give real examples of how this can be demonstrated in an online academic classroom.

Presenters

Maryalyce Jeremiah
Associate Professor
Forbes School of Business & Technology
Ashford University

Bill Davis
Lead Faculty & Assistant Professor
Forbes School of Business & Technology
Ashford University

Dr. Jeremiah's (Dr. J.) experience spans over 35 years of collegiate coaching, administration, teaching, and public speaking. She has become a sought after motivational and encouragement speaker and has inspired a variety of groups with her upbeat positive seminars. She holds bachelor degrees from Cedarville University and Central State University and a Master's and PhD degree from The Ohio State University. She is a member of four Halls of Fame, the most recent being The State of OHIO Basketball Hall of Fame and Museum. Her teams have won a national championship and have appeared in the NCAA Tournament every place she has coached including Cedarville University, University of Dayton, Indiana University, and Cal State University, Fullerton. She has also been voted National Coach of the Year as well as regional and conference Coach of the Year during her coaching tenure. She has authored two books and contributed numerous articles to magazines and books. Her latest "Persevering Amy" appears in Chicken Soup for the Soul: Inside Basketball.

In July of 2009, Dr. Jeremiah retired from coaching and is now the Director of her own business www.yourhighplaces.com; an encouragement entity that helps others discover their own HIGH PLACES and motivates them to commit and summit them. Her unique presentations based on analogies to the rigors of high mountain climbing are inspirational and highly motivating. In addition, she has served as the Interim Director of Athletics at Cal State, Dominguez Hills and the Program Developer for the Sport Business Management Concentration in the College of Business Management at Hope International University in Fullerton, CA. She has developed five on ground and online courses for the Sport Business Concentration at Hope. She currently is an Associate Professor in the Forbes School of Business & Technology at Ashford University.

Dr. Jeremiah has motivated countless athletes, business professionals, students, and numerous other groups to set high personal and professional goals and pursue them with a value system that is built for success. Her ethical approach to coaching and teaching has helped her to integrate her coaching principles into the online classroom.

Bill Davis, MA, CM, CDM, is a Lead Faculty / Assistant Professor, author, and former Faculty Senator in the Forbes School of Business & Technology at Ashford University. Bill has extensive experience in distance education, adult learning and development, management, leadership, planning, project management, professional selling, marketing, strategic management, P&L management, and organizational change. A skilled educator and administrator with over 15 years of higher education experience, and over 30 years of progressive beverage industry management experience. Bill is a former executive within the PepsiCo system, a Fortune 500 company. Bill has taught over 200+ courses in accelerated education (on-ground and online teaching modalities).

Host/Moderator: Aisha Haynes / University of South Carolina – Columbia
Technical Support: Rebecca Hayes / Ashford University

Online Presence: Key to Student Success
Session 4E
1:15pm-2:00pm, EST

One of the biggest challenges teaching online courses is the absence of non-verbal communication which is a key element in the transmission of information. Instructors who are mindful of this phenomenon and are able to employ routine steps in their online courses will benefit their students. This presentation will provide participants with fundamental strategies on how to effectively engage college students in an online setting.

Presenter

Jay Familant
Ashford University

Dr. Familant has been teaching online courses for the past 14 years. In addition, he provides consulting in training and instructional design for the National Institutes of Health. Dr. Familant's research interests are in management in higher education, student retention, and distance learning.

Host/Moderator: Gloria Washington / University of South Carolina – Columbia
Technical Support: Morgan Johnson / Ashford University

Concurrent Session V

Impact of Optional Synchronous Discussions on Learning and Engagement in Asynchronous Courses
Session 5A
2:15pm-3:00pm, EST

In this session, the authors will discuss the implementation of a research study regarding optional synchronous discussions in college courses. At Ashford University, all courses are delivered in an asynchronous method regardless of discipline; only minor, previous attempts at implementing real-time, synchronous class meetings have occurred in the past. In this study, students had the option to participate in real-time conversations about class topics using video conferencing software. A total of approximately 180 students were invited to participate with nearly 50% accepting the invitation.

Our research questions included (1) To what extent do optional synchronous sessions impact student mastery of learning outcomes compared to participating in asynchronous discussion forums? (2) To what extent do optional synchronous sessions impact student engagement in online courses? (3) To what extent do students want optional synchronous sessions? The research showed that the number of responses per student was significantly higher in the live sessions. Student feedback received on qualitative surveys reveal that students enjoyed the option of being able to attend live sessions. The students felt that their questions were answered quickly, which in turn assisted them in having a better understanding of the course content. The live sessions not only made them excited to learn, but also helped to push and encourage them throughout the course. The students shared that the synchronous sessions allowed for deeper connections between peers and the instructor. They also discussed how the live sessions helped them increase their technology skills, boost their confidence in sharing knowledge, overcome their fear of speaking in front of strangers, and discover new learning styles.

During this session, we will examine the research associated with why and how the study was conducted, the analysis of the data, and implications for the future. Ideas for engaging and connecting with students during synchronous sessions will be explored. Examples of how the NACE Competencies, such as critical thinking, oral communication, collaboration, and digital technology were utilized during the synchronous sessions will be included as well.

Presenters

Amy Johnson
Associate Professor
Ashford University

Alan Belcher
Professor
Ashford University

Jennifer Zaur
Assistant Professor
Ashford University

Allison Rief
Lead Faculty
Ashford University

Dr. Amy Johnson is an Associate Professor in the Associate of Arts in Early Childhood Education degree program at Ashford University. She earned a Doctorate of Early Childhood Development and Education from Texas Woman's University, a Master of Education in Curriculum and Instruction from Chapman University, and a Bachelor of Arts in English and Creative Writing from San Diego State University. Dr. Johnson began her career teaching elementary grades in the Cajon Valley School District. She transitioned into higher education in 2010. Dr. Johnson and her family live in the Ft Worth area.

Dr. Alan Belcher is an experienced educator, administrator, and consultant, having worked with students and schools at all different levels and in many states and countries. He earned a BA in education, the MA in school administration, and the MS in computer systems from Marshall University. He also earned the PhD in education from Capella University. He enjoys working with adult students in the online environment and uses technology in all parts of his work. He is involved in research to find out what works for students and faculty. He enjoys spending time with five grandchildren and travels regularly to see them.

Jennifer Zaur is an assistant professor in the Early Childhood Education and Child Development Department in Ashford University's College of Education. She has a BA in Elementary Education and a Master's degree in Curriculum and Instruction with an emphasis in Language and Literacy, both from Arizona State University. She taught various grades at a Mesa, AZ elementary school for years and also served as a reading interventionist, mentor to other teachers, and an instructor of professional development workshops. Ms. Zaur lives in Gilbert, AZ with her husband and their four children.

Dr. Allison Rief is the lead faculty for the AA Early Childhood Education, BA Early Childhood Education, and BA Early Childhood Education Administration programs for Ashford University's Department of Education and Liberal Arts. She previously served as an Associate Dean and was the Program Chair for multiple programs within the field of Early Childhood Education and Child Development. Dr. Rief earned a Doctorate of Education in Educational Leadership with a specialization in Teacher Education in Multicultural Studies from the University of Southern California; a Master's of Education from the University of California, Los Angeles; and a Bachelor of Arts in Literatures in English from the University of California, San Diego. Dr. Rief taught in the LA Unified School District for a dozen years, earning a National Board Certification in 2006 and the honor of being named a Los Angeles County Teacher of the Year in 2010. Throughout her tenure at Ashford, she has worked on numerous research projects that ranged in topics from critical thinking and writing skills to measures of faculty performance and perceptions of professional development.

Host/Moderator: Kristyn Rose / Old Dominion University
Technical Support: Allison Calvert / Ashford University

Evaluating Covid Required Online Programming through Visual Scaling
Session 5B
2:15pm-3:00pm, EST

Colleges and universities had to reactively place a great deal of their educational supports and programs online during the covid sequestration and beyond. Unfortunately, many were not able to proactively establish effective mechanisms to evaluate the impact or effectiveness of these interventions. Because of this lack of planning, many things occurred that were unanticipated. Thus, a great deal of reflective interventions had to be put into place to create temporary measures to get through the

semester.

Now, with the initial sequestration behind us, and a new semester currently in process, it becomes incumbent upon educators to take time to engage in collegial reflection, and discuss their inferential insights, collected artifacts, and results from any assessments conducted.

But how do you make sense of such a “hodge podge” of content? How do you bring the proper people together and support an effective process of interactions between those people? What steps do you have to take to effectively turn your existing data into information and hopefully organizational knowledge? What do you have to encourage people to do to be self-reflective so they can provide insights into their own performances in ways that will support the entire community of scholars?

This presentation will describe an evaluative process called Process Improvement Guidelines developed by the presenters, to utilize communities of practice, rubrics, and reflective introspection to incorporate data into effective assessment measures. We will discuss the need for collegial interactions and introspections. We will discuss the need for effective knowledge management strategies to turn your data into information then organizational knowledge. Finally, we will discuss visual scaling, a methodology developed by the presenters that takes qualitative and quantitative data to tune it into actionable content necessary for effective assessment and evaluation.

Presenters

Mark Deschaine
Associate Professor
Educational Leadership
The University of Mississippi

Ray Francis
Professor
Teacher Education and Professional Development
Central Michigan University

Dr. Mark Deschaine is an Associate Professor of Educational Leadership in the Department of Leadership and Counselor Education at the University of Mississippi. He received his Ph.D. in Educational Leadership from Western Michigan University, his M.Ed. in Educational Leadership from Grand Valley State University, his M.A.T. in Education from Oakland University, and his B.S. in Education from Central Michigan University. In addition to his work at Ole Miss, Dr. Deschaine serves as a Research Fellow with the Michigan Virtual Learning Research Institute (MVLRI). Mark holds Michigan general and special education certification and endorsements. He is a member of the Graduate Faculty and teaches at the Master, Specialist, and Doctoral levels. Dr. Deschaine's research agenda focuses on the ways that theory, policy, and processes support and impact effective differentiated instruction. He currently serves as the Secretary for the Council of Unit Presidents (CUP) for the Association of Teacher Educators (ATE). He was recently elected President Elect of ATE's CUP.

Dr. Ray Francis is a tenured professor, and member of the graduate faculty, in the Department of Teacher Education and Professional Development (TEPD) at Central Michigan University (CMU). Dr. Francis currently teaches courses in evaluation and measurement, research methods, and research capstone seminars at the MA level. In addition, Dr. Francis teaches doctoral level courses in the Doctor of Educational Technology (DET) program, and currently serves as the Chair of the ATE Council of Unit Presidents, and the President of the Michigan Association of Teacher Educators. Dr. Francis' current research interests include aspects of student motivation in blended and online learning, concept mapping, prior learning assessment, authentic assessment, #MessyData, and the use of global field experiences to build the professional knowledge base of undergraduate and graduate students. He is an ongoing advocate of Prior Learning Assessment process in higher education. In addition, Dr. Francis has served as a lead auditor with the National Council for Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), the Council for Accreditation of Educator Preparation, and the Peer Review Corps of the Higher Learning Commission.

Host/Moderator: Rich Freese / University of Wisconsin - Madison
Technical Support: Mallory DeMay / Ashford University

How to use machine learning to increase student retention in online environments

Session 5C
2:15pm-3:00pm, EST

It is no secret that universities struggle with enhancing student retention in online courses. Many of them have employed numerous retention strategies to combat head-on rising withdrawal rates. Despite the numerous retention strategies aimed at engaging online students, the rising tide of withdrawals persist. It has been determined that the withdrawal rate for online courses is significantly higher than traditional face to face courses. The stark differences between the graduation rates of online students versus traditional students has been dubbed the “distance educational deficit” due to the fact that institutions that specialize in delivering online education experience “less than one-quarter of the graduation rates of conventional institutions.” The educational deficit is so significant that it has led some scholars to ask themselves, “are we failing our students?”

Thus far, a distance educational deficit has been identified as a major problem in online education. A practical solution to this deficit is to build a profile of online students who would be at risk of failing once they start their online courses by identifying their common characteristics. Once this profile has been built, then universities would focus their student support resources on these online students in a concerted effort to prevent them from failing. There are numerous quantitative methods that can be utilized to identify the common characteristics of online students who would be at risk of failing. The most appropriate quantitative method to analyze large and complicate datasets is machine learning. The machine learning algorithms that are best suited for the task of identifying the common characteristics of online students who would be at risk of failing are Classification and Regression Trees (CART).

In this presentation, a CART machine learning algorithm is going to be utilized on a simulated graduate student admission dataset to build a profile of a student who would be at risk of failing their online graduate program. Every single step that is involved in creating a machine learning model is going to be outlined in detail. The purpose of this presentation of machine learning is to prove that machine learning can be easily applied to student datasets by anyone regardless of their programming background. By the end of this presentation, the audience will be able to create a machine learning model that can be used for building an online student at risk profile.

Presenter

Yamil E. Guevara
Online Associate Faculty
Ashford University

Academically, Dr. Yamil Guevara holds a Ph. D in Organization and Management with a specialization in Leadership. In addition, he holds a Master of Business Administration with a specialization in project management, Master of Science in Economics, and a Bachelor's in Sociology/Law and Society.

Dr. Guevara has several academic honors including, but not limited to graduating with honors from the University of California, Riverside. He was in the chancellor and dean's list at the University of California, Riverside. He is also a member of the Golden Key International Honor Society, and Phi Beta Kappa Honor Society. He is also an honorary member of the Delta Mu Delta International Honor Society.

Scholarly, Dr. Guevara has presented at various academic conferences. In 2016, Dr. Guevara presented at the Broward Education Foundation's 19th Annual Idea Expo. The title of his presentation was "An Analysis of Variance (ANOVA) of the Higher Education Efficacy on Preventing Unemployment among College Graduates." In 2017, Dr. Guevara presented at the Miami-Dade Faculty Conference. The title of his presentation was "Leadership in the Classroom." He also presented at the 2017 Broward Education Foundation's Teacher Idea Expo. The title of his presentation was "Student Success is a Function of Faculty Engagement." He was also a panelist at the 4th Annual Greater Miami Society for Human Resource Management HR Career Day, and the College Literacy and Learning Special Interest Group's (CLL-SIG) program of the International Literacy Association (ILA) Convention.

Host/Moderator: Sarah Korpi / University of Wisconsin - Madison
Technical Support: Teresa Kuruc / Ashford University

Matéria daHora - Over 60 high school classes in voice technology
Session 5D
2:15pm-3:00pm, EST

The motivation for the project came from the closure of schools, due to Covid-19, when millions of students from public schools were left without classes. The Matéria daHora are more than 60 free lessons, in voice experience, on Amazon Alexa, in the subjects of Portuguese, Literature, Physics, Chemistry, Biology, History, Geography, English and Technology. Today, there are more than 3,700 users, 13,000 downloads, and growing 40% / month!

Presenter

Ricardo Murer
CEO & Founder
Voxall

Ricardo Murer has a bachelor's degree in Computer Science and a master's degree in Communication and Arts. He is an IT and digital innovation professional and has been a Professor for over ten years. Throughout his career, he developed corporate training and innovative educational projects. He is currently founder and CEO of Voxall, an Edtech focused on applying innovative technologies to education.

Host/Moderator: Cindy Merrow / Prisma Health
Technical Support: Rebecca Hayes / Ashford University

United through Video: Enhancing Student Experiences
Session 5E
2:15pm-3:00pm, EST

The growth of online learning environments has challenged instructors to continue to meet the needs of a diverse student population. Instructors at all levels have been faced with the challenge of not only moving content online, but also developing connections with students in these new learning environments. Students in these environments struggle with feeling isolated. Videos have been implemented as one way to bridge that gap and open communication among students and between students and the instructor. These videos were created for a variety of purposes and contained a variety of content.

In order to determine students' perceptions, feedback and information was gathered from students through a survey given at the end of the course on the use of videos and email responses. Overall, students have responded well to the videos with only positive feedback on the implementation of video strategies. Based on student and instructor perceptions, the implementation of videos created connection and improved satisfaction in the course. In this presentation, presenters will share their strategies, tools, types of videos, and lessons learned from the implementation of asynchronous videos.

Presenters

Kim Livengood
Professor
Angelo State University

Kristen Lyons
Assistant Professor
Angelo State University

Dr. Kim Livengood, an ADEIL board member since 2014, is a professor in the Department of Curriculum and Instruction at Angelo State University. She earned her doctorate in curriculum and instruction with an emphasis on multicultural education from Texas A&M University, a Master of Science in secondary education from Texas A&M-Corpus Christi, and a Bachelor of Science in chemistry from Texas Tech University. She has been teaching online and web-blended courses for the last 12 years. She developed and managed a Master of Arts in Curriculum & Instruction program that is entirely online. She has previously been a board member at-large, President-Elect, and President in ADEIL.

Dr. Kristen Lyons is an assistant professor in the Department of Curriculum and Instruction at Angelo State University, primarily in the Mental Health and Wellness Counseling program. Prior to this appointment, Lyons served as an instructor, an adjunct, an observer for counseling practicums, and a university supervisor for student teachers at Angelo State University. She is also a Licensed Specialist in School Psychology (LSSP). Preceding her work at Angelo State, she served in public education as a teacher and a coach at the middle school and high school level, as well as a teacher and administrator for Saturday School and Summer School. Lyons has received her bachelor's and master's degree from Angelo State University, a master's degree in Educational Psychology from Texas Tech University, and a Ph.D. in Educational Psychology with a specialization in School Psychology from Texas Tech University.

Host/Moderator: Gloria Washington / University of South Carolina - Columbia
Technical Support: Morgan Johnson / Ashford University

Concurrent Session VI

DIY: Applying Cognitive, Social, and Teaching Presence in the Online Classroom to Improve Student Success, Engagement, and Satisfaction
Session 6A
3:15pm-4:00pm, EST

Various research on effective instructive methods in the online classroom exist; however, sparse research pertaining to instructor presence (cognitive, social, and teaching), as it links to effective online teaching, is available. Drop and success rates, as well as faculty and student engagement and satisfaction, are essential elements that must be considered when teaching online. This presentation will improve attendees' knowledge of cognitive, social, and teaching presence and share tools and tips to effectively apply various strategies for success. Participants will be able to use the approaches when designing and teaching courses to improve instructor presence and subsequently, enhance enjoyment for both, students and faculty. Key points of this presentation entail a brief literature review, definitions and examples of cognitive, social, and teaching presence, tools and tips for integration, effectiveness highlights, presenters' experiences with design and teaching aspects, and study participants' experiences, concluding with Q&A. Additional links to valuable resources and access information to the freely available, self-paced modules will be shared with all attendees.

Presenters

Michelle Rosser-Majors
Professor
Ashford University

Sandra Rebeor
Associate Professor
Ashford University

Christine McMahon
Associate Professor
Ashford University

Stephanie Anderson
Associate Professor
Ashford University

Yolanda Harper
Associate Professor
Ashford University

Laura Sliwinski
Colorado Technical University

Dr. Michelle L. Rosser-Majors is a Professor in the College of Arts and Sciences. She currently serves as Lead Faculty of the Bachelor and Master of Arts in Psychology programs. She teaches learning and cognition courses as well as industrial/organizational psychology, introduction to psychology, and capstone courses, in both the bachelor and master programs. Dr. Rosser-Majors is also an author. Her books include *Psychology applied: Diverse domains, ample opportunity* (2020) (co-author), *Theories of Learning: An Exploration* (2017), *Becoming an Integrated Educational Leader* (2014), and *Jacob's New School* (2014). Book chapters include *The Case of the Plagiarized Paragraph: A Practical Exercise to Develop Academic Voice (in Integrating Writing into the College Classroom: Strategies for Promoting Student Skills).* In addition, she has presented research at conferences in Portugal, Spain, Canada, Virginia, Louisiana, Florida, Pennsylvania, and New York.

Dr. Sandra M. Rebeor is an Associate Professor in the College of Arts and Sciences at Ashford University. She leads the BA Applied Behavioral Science program and oversees the Environmental Management and Sustainability Emphasis. Dr. Rebeor serves on the Satisfactory Academic Progress (SAP) and Student Community Standards (SCS) committees and previously served on the Military and Veteran Student Taskforce Committee and Faculty Sub-committee, Strengthening Transparency in Associate Faculty Evaluation, and Undergraduate Curriculum Committees. She additionally serves as an Advisor to Master of Public Health students and is part of a multi-year Instructor Presence project, which also won the Effective Practice Award from OLC. Outside the university, she serves as an external quality reviewer for the American Council on Education and teaches at University of Maryland Global Campus as an adjunct Associate Professor. She is involved within her community as a Track & Field volunteer coach and also hosts free community stress management workshops to caregivers of children with Autism Spectrum Disorder. Dr. Rebeor regularly attends and presents at national conferences and co-presented Instructor Presence research in Portugal in 2019. She holds numerous Fitness and Wellness certifications and enjoys continuously developing herself – both professionally and personally.

Dr. Christine McMahon is an Associate Professor and the Program Lead for the Bachelor of Arts Degree in Healthcare Administration within the College of Arts and Sciences at Ashford University. Dr. McMahon has been a full-time faculty member at Ashford University since 2012. Dr. McMahon received her Doctorate Degree in Health Education from Andrew Taylor Still University of Health Sciences in Kirksville, Missouri in 2010. She also has a Master's of Science Degree in Exercise Science and Bachelors of Science Degree in Kinesiology and Sports Studies both earned from Eastern Illinois University in Charleston, Illinois. She is a Certified Health Education Specialist (CHES) and a Certified Athletic Trainer (ATC). Prior to joining Ashford University, she spent 15 years working as the Coordinator of Cardiopulmonary Rehabilitation at Salem Township Hospital in Salem, IL. In this position, she developed a new therapy program for cardiac and pulmonary patients offering daily exercise and education sessions on improving lifestyle factors and developing regular exercise habits. She began teaching in the online environment in 2010. She has been an adjunct instructor for many notable universities including The University of Phoenix, University of the Rockies, Strayer University, and Walden university.

Dr. Stephanie Anderson is an Associate Professor in the College of Arts and Sciences at Ashford University. She holds a BA in Psychology and Sociology from the University of Nebraska at Kearney and an MA and PhD in Social Psychology from the University of Kansas. Prior to joining Ashford, she taught at a community college and a public university.

Professor and Lead Faculty, Yolanda Harper, PhD teaches in several programs in the College of Arts and Science at Ashford University. She earned her PhD and Master's degrees in clinical psychology from University of Arkansas, Fayetteville and her Bachelor's in psychology from University of California, Los Angeles. Dr. Harper has worked in higher education (teaching and administration) in both the private and public sectors. She has extensive university teaching experience both online and in traditional classrooms as well as leadership and organizational consulting experience.

Dr. Laura Sliwinski has 20+ years of experience in healthcare and higher education administration. Laura has served as a consultant, presenter, and keynote speaker in the healthcare industry for over 15 years. Dr. Sliwinski received her master's in Health Administration from Tulane University and a Ph.D. in Organizational Psychology from Alliant International University. Dr. Sliwinski is a Certified Residential Care Facilities for the Elderly (RCFE) - Administrator in California. Dr. Sliwinski currently serves as the Program Chair for Healthcare Management at Colorado Technical University.

Host/Moderator: Gloria Washington / University of South Carolina - Columbia
Technical Support: Allison Calvert / Ashford University

Using a VR headset to create classroom content
Session 6C
3:15pm-4:00pm, EST

If you have an Oculus Go or Oculus Quest (or other VR headset), did you know you can use it as a tool to create instructional content for classes that differs from most classroom content? Even if you've only thought about buying a VR headset, this session will demonstrate the process of capturing video in VR, delivering a VR lecture, and communicating with other people in VR. You don't have to be that technologically savvy to do much of this. Planned demos include the VR interface, recording a tour of a

landmark in Wander, a visit to the Anne Frank house, two platforms for VR lectures, and interacting with people in VR.

If you have an Oculus headset, please send a connection request to the presenter ahead of time: drdant is my Oculus ID.

Owning a VR headset is not required to enjoy this session.

Presenter

Dan Tinianow
Professor
Ashford University

Dan Tinianow is a life-long technology enthusiast, nicknamed “the electronic brain” by his older brothers when he was growing up in Cleveland, Ohio. Dr. Tinianow has been teaching full-time for more than two decades overall, having also worked outside of academia in various aspects of the entertainment and advertising industries. He did his undergraduate studies at Oberlin College, majoring in Communication Studies with a minor in art with a photography emphasis, and earned a masters in TV/Film and a Ph.D. in Mass Communication from the Newhouse School at Syracuse University, where his dissertation was on virtual reality from a communication perspective.

Host/Moderator: Bill Davis / Ashford University
Technical Support: Teresa Kuruc / Ashford University

The Human Experience in a Digital World: Be Healthier, Happier and an Inspiration to your Students!
Session 6D
3:15pm-4:00pm, EST

We are all living a human experience going about our day. The world is changing and we are becoming increasingly digital and distanced. In this session, you will learn tools, techniques and tips that build good habits and routines for a calm rather than chaotic life, while inspiring and staying connected with others. Your health and well-being play a major role in achieving success in and out of the classroom. We will explore ways that you and your students can be healthier, happier and more successful. Building your CV is more than your credentials. Build your life CV! Embrace the digital human experience, connect with others and reconnect with yourself.

Presenter

Denise Antoon
Founder
Human Experience Group

Denise Antoon J.D., M.S, C.T.A, G.W.A is the Chief Experience Officer and Founder of The Human Experience Group. Their mission is to help others create a resume of extraordinary life experiences and coach people to their full potential. Ms. Antoon has over 25 years of remote work and education experience. A life-long learner she has earned multiple certifications and degrees while travelling the world. She is an adjunct professor at both the undergraduate and graduate levels for several non and for- profit institutions. Denise provides businesses with company wellness programs. Her training not only increase the company's bottom line, but also increases the happiness of the employees. Her work with high profile and celebrity clients helps create total life wellness and solutions for their busy lives.

Ms. Antoon has appeared on The Today Show, Dr. Phil, Fox and Friends, People Magazine, several local/national/international news, radio and podcast programs. She is a trained wellness expert who integrates philanthropy as a social entrepreneur into client's lives.

Denise works in the fight against Human Trafficking personally and professionally. She is a single mom of three boys that she now facilitates in their remote learning due to COVID-19.

Host/Moderator: Cindy Merrow / Prisma Health
Technical Support: Rebecca Hayes / Ashford University

Closing Remarks
4:05pm – 4:15pm, EST

Sarah Korpi, President, ADEIL
University of Wisconsin – Madison

Aisha Haynes, Conference Chair and President-Elect, ADEIL
University of South Carolina - Columbia