The 2013 MN eLearning Summit exemplifies the continuing evolution of the collaboration of members of the Minnesota Learning Commons (MnLC) and electronic portfolio communities.

These MnLC organizations sponsor the MN eLearning Summit and are committed to seek and promote the best and most promising practices within our community.

Welcome to the eLearning Summit

On behalf of the Summit Planning Team and our Sponsors, we welcome you to the 2013 Summit to experience eSynergy!

As in prior years, the Summit provides a unique opportunity to interact with professionals from across P-20 education, library, and workforce communities on all things “e.”

Once again, we have been fortunate to partner with the University of Northwestern – St. Paul. Their contribution to the success of this event has been invaluable! The event also provides the university an opportunity to showcase their beautiful campus.

We thank you for attending and hope you have a great learning and networking experience at the 2013 Minnesota eLearning Summit.

Summit 2013 Steering Committee:

Gary Langer, Minnesota Learning Commons
Deborah Proctor, Minnesota Department of Education
Mary Mehsikomer, TIES
Bob Rubinyi, University of Minnesota
Susan Engelmann, University of Minnesota
Mary Parker, Minitex
Amy Finken, myeFolio/Avenet Web Solutions
Michele Jersak, Century College/GPS Lifeplan/eFolioMinnesota
Linda Engstrom, Consultant
Paul Wasko, Independent Consultant
Tanya Grosz, University of Northwestern – St. Paul
Monica Groves, University of Northwestern – St. Paul

The partners of the Minnesota Learning Commons are equal opportunity employers and educators.
Our sincere thanks to the Summit 2013 Program Committee:

Co-Chairs
Mary Mehsikomer
Technology Integration Development
and Outreach Facilitator
TIES
mehsikomer@ties.k12.mn.us
651-999-6510

Deborah W. Proctor
Online and Digital Learning
Minnesota Department of Education
Deborah.proctor@education.state.mn.us
651-582-8328

Committee Members:
Susan Engelmann
University of Minnesota

Martin Springborg
MnSCU Faculty

Jessica Moore
UNW–SP Faculty

Mary Parker
Assoc. Director – Minitex

Randy LaFoy
GPS/eFolio Media; Century College

Pamela Solvie
UNW–SP Faculty

Lynette L. Olson
Higher Ed: Solutions with a Purpose

Tanya Grosz
Director, Undergraduate Online Learning, UNW–SP

Scott Schwister
Technology Integration Specialist, Northeast Metro 916

Ying Shen
UNW–SP Faculty

Welcome to our campus!
We hope you will experience the dynamic of eSynergy as you connect with exhibitors and one another for meaningful learning and discussion during our time together.

Stop by the Summit Information Station in the Graham Commons if you have any questions or needs.

We are glad to help and hope to serve you well throughout the Summit!

www.unwsp.edu

Host Team:
Monica Groves, Joel Johnson,
Mike Wilder, Jessica Moore,
Pamela Solvie, Ying Shen,
Tim Kowalik, Susan Payne,
Carol Cummins, Scott Hvistendahl,
Kristi Stenstrom, Jennifer Koopman,
Jennifer Bergstedt, Lloyd Saye,
Mark Henderson, Tom Yenter,
and Lindsay Brandenburg
**JULY 29**  
**monday**

7:00 – 8:30AM  
Registration/Coffee/Social  
TOTINO FINE ARTS BUILDING – MARANATHA HALL

8:30AM  
**General Session 1**

Keynote: **Jeff Young;**  
Senior Technology Editor  
The Chronicle of Higher Education  
TOTINO FINE ARTS BUILDING – MARANATHA HALL

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**EXHIBIT HALL OPEN:** 9:30AM - 4:00PM  
GRAHAM COMMONS FIRST FLOOR

9:30 – 10:00AM  
Refreshment Break  
GRAHAM COMMONS – FIRST FLOOR

10:00 – 11:00AM  
Breakout **Session 1**

11:15AM – 12:15PM  
Breakout **Session 2**

12:15PM  
Focus Round-table Lunches  
GRAHAM COMMONS – SECOND FLOOR

1:30 – 2:30PM  
Breakout **Session 3**  
summitPLUS sessions (2 hr sessions)

2:45PM – 3:45PM  
Breakout **Session 4**  
summitPLUS sessions (2 hr sessions)

4:00PM  
**General Session 2**

Keynote: **Gary Lopez**  
Executive Director  
Monterey Institute of Technology  
TOTINO FINE ARTS BUILDING – MARANATHA HALL

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**JULY 30**  
**tuesday**

7:00 – 8:00AM  
Continental Breakfast  
GRAHAM COMMONS – FIRST FLOOR

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**EXHIBIT HALL OPEN:** 8:00AM – 4:00PM  
GRAHAM COMMONS FIRST FLOOR

8:15 – 9:15AM  
Breakout **Session 5**

9:30 – 10:30AM  
Breakout **Session 6**

10:30 – 11:00AM  
Refreshment Break  
GRAHAM COMMONS – FIRST FLOOR

11:00AM  
**General Session 3**

Keynote: **Cable Green**  
Director of Global Learning  
Creative Commons  
TOTINO FINE ARTS BUILDING – MARANATHA HALL

Summit Giveaways

12:15PM  
Focus Round-table Lunches  
GRAHAM COMMONS – SECOND FLOOR

1:30 – 2:30PM  
Breakout **Session 7**  
summitPLUS sessions (2 hr sessions)

3:00 – 4:00PM  
Breakout **Session 8**  
summitPLUS sessions (2 hr sessions)

4:00PM  
Close of Summit 2013
**SUMMIT INFORMATION**

**Summit Information Station in the Graham Community Life Commons**
Throughout the Summit you are welcome to stop here with questions, to inform the Summit staff of a need, or to verify information. We are here to serve you!

*Hours of Operation*
- Monday from 9:30 AM – 4:00 PM
- Tuesday from 8:00 AM – 4:00 PM

**Refreshment Breaks and Lunches**
All breaks and meals are served in the Graham Commons building. Refreshment breaks are served on the first floor and meals are served in the second floor dining area.

**How to Select a Breakout Session**
Summit attendees may attend any breakout session held on Monday and Tuesday. Please identify the category track and the audience that best fits your interest. There are more than 70 workshops provided within the eight breakout time periods.

sched.org
Use this QR code / URL to access updated information on all workshops, presenter bios. and more.
esynergysummit2013.sched.org/

*Please note:* Use of sched.org does not guarantee or reserve a place in sessions of interest. However, it does enable users to develop a plan or strategy for attending sessions of interest.

**Cool Water!**
Please use the water-bottle refill feature on our campus water fountains to refill the water bottle provided with your Summit bag.

**Photos and Video**
Capture photos and videos and share them by Twitter or send to: mail@mnelearningsummit.org
Photos may be used with the Summit website during and following the conference.

*Please obtain permission from those you are photographing.* – the images will be on a public site.

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**Summit Giveaways**
Your registration qualifies you for Summit Giveaways. If you have a name badge, you are entered! Giveaways this year include a Google Chromebook, a Kindle HD, and iPad minis.

Giveaway winners are announced at the close of the Tuesday General Session. You must be present to win. Giveaway items must be claimed by 1:30 p.m. on Tuesday at the Summit Information Desk.

**Summit Exhibitors**
Exhibitors are located in the Graham Commons. Stop by to meet, discuss, and gain information from our Summit Exhibitors.

*Exhibitor Hours:*
- Monday – 9:30 AM – 4:00 PM
- Tuesday – 8:00 AM – 4:00 PM

**Dining Out Options** (Monday evening)
There are many great places to dine in the Roseville area (see page 36) as well as in Minneapolis/St. Paul. Gather a group or join a group for supper on Monday evening. Use Twitter to connect with others attending the Summit interested in “dining out”.

**Certificates of Attendance**
Certificates of Attendance are available for Summit 2013 at the Summit Information Desk in the Graham Commons.

**Summit Evaluations**
A link to the Summit evaluation will be sent to you via email following the Summit. The Summit Planning Team appreciates your comments.

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**SAVE THE DATES**
2014 Minnesota eLearning Summit at University of Northwestern – St. Paul.

**July 30 & 31, 2014**

Please consider submitting a workshop session and presenting at the 2014 Summit!

www.MNelearningsummit.org
**TECHNICAL SUPPORT & WI-FI ACCESS**

Technical assistants will provide help with access to the University of Northwestern – St. Paul network and other technical needs throughout the Summit.

See page 34 for Wi-Fi access instructions

**USER:** eLearningGuest  
**PASS:** ELSumm1t

Technical support schedule is as follows:

**Sunday Evening – 7/28**
4:30PM – 6:30PM  
Robertson Student Center

**Monday – 7/29**
6:30AM – 10:00AM  
Totino Fine Arts Bldg Lobby  
9:30AM – 2:00PM  
Riley Hall – Room 1330  
9:30AM – 6:00PM  
Graham Commons First Floor

**Tuesday – 7/30**
8:00AM – 2:00PM  
Riley Hall – Room 1330  
8:00AM – 4:30PM  
Graham Commons First Floor

[https://twitter.com/mnlcorg](https://twitter.com/mnlcorg)

1. **Use the conference hashtag #mnsummit2013.**

2. **Announce** that you’re tweeting from the MNeLearningSummit.

3. **List the name and topic of the session.** Not only should you announce you are tweeting from a conference, you should also list the name and topic of the presentation or session in one of your first tweets. Context is critical so that your followers have a better understanding of the situation.

4. **Give proper attribution.** This helps the reader know who is making the statements.

5. **Boil statements down to the main point.** Rephrase the main ideas into short, succinct bite-size chunks. Not only does this help with your personal retention, it also helps the reader comprehend the meat of the matter.

6. **Be the eyes and ears for your followers** as you tweet. Share compelling information they would enjoy knowing.

7. **Add links to speaker resources.** Capture resources and references that the speaker gives.

8. **Share a photo or two.**

9. **Announce when the speaker or session has ended.** Just like a good story, your MNeLearningSummit tweeting should have a beginning, middle and end. Each time you start tweeting from a session, start with the announcement, fill with good content and state when it’s ended.

**Don’t have a Twitter account? No problem!**  
Use Fast Follow - Just text ‘follow@mnlcorg’ to 40404 (standard message rates apply). You will receive conference tweets in real-time.
**CAMPUS INFORMATION**

Relax and enjoy the Northwestern campus!

**Summit Host Team – Look for the blue shirts**
Summit Planning and Host Team members are wearing navy blue colored Summit shirts. Please allow us to assist you throughout the Summit.

**Computer Labs** for breakout sessions
- Riley Hall:
  - First Floor (R1340, R1344, R1332)
- Berntsen Library
  - Mac lab (lower level)

**Rest Rooms**
- Graham Community Life Commons
  - First and second floor
- Riley Hall
  - Two women’s rest rooms (first floor only)
  - Two men’s rest rooms (first and second floor)
- Totino Fine Arts Center
  - First and second floor

**Elevator access** is available in each campus building. Please ask at the Summit Check-In/Registration Table or Ticket Office (Totino Lobby) or the Summit Information Desk (Graham Commons) for directions.

**Parking** is recommended near the Graham Commons Building and along the lake.

**Vending machines** are available on the first floor of Riley Hall and the first floor of Nazareth Hall.

**ATM service** is located in the Graham Commons, 1st floor.

**Northwestern is an alcohol and smoke-free campus.**
There is no smoking or alcohol consumption allowed in any of our buildings or on the campus grounds. Thank you for your consideration of our campus and others.

**Pets are not allowed on campus.**

**Lost and Found** The Summit Information Station is the place to bring unclaimed items or to claim lost items.

*Follow the signage to these locations.*

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**Contact Numbers**
In the event that you need to contact someone at the Summit or at the University, please use the following numbers:

- **Summit Information Station in Graham Commons**
  - 651-343-5566

- **After Hours Summit Info**
  - 651-343-5566

- **The UNW–SP Receptionist**
  - 651-631-5100

- **UNW–SP Public Safety**
  - 651-631-5310

- **Ticket Office/Registration in Totino Fine Arts Bldg**
  - 651-631-5151

- **Robertson Student Center/Lodging**
  - 651-631-5307

**Emergencies:** UNW–SP Public Safety is on call with an officer on duty 24 hours a day and can be reached by calling **651-631-5310**.

Medical emergencies should be reported first to 911 and then to UNW–SP Public Safety.

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**LOCAL MEDICAL FACILITIES**

- **North Memorial Urgent Care**
  - 1955 Country Road B2 W
  - Roseville, MN 3.1 mi south

- **Unity Hospital**
  - 550 Osborne Road Northeast
  - Fridley, MN (5.3 mi NW)
  - (763) 236-5000
SUMMIT GENERAL SESSION 1

Monday, July 29 – 8:30AM
TOTINO FINE ARTS BUILDING – MARANATHA HALL

Welcome and Announcements

Host Welcome
Janet Sommers
University of Northwestern – St. Paul

Summit Welcome and Introduction of Speaker
Lynda Milne
MN State Colleges and Universities System

Keynote Speaker
Jeffrey Young
Technology Editor, Chronicle of Higher Education

Closing Comments
SUMMIT PROGRAM CO-CHAIR:
Deborah Proctor
Minnesota Department of Education

Keynote Message:

Higher Education’s ‘Jetpack Moment’

Abstract: There’s more excitement than ever on campuses about ways to reboot college teaching with technology — with talk of MOOCs, “flipped” classrooms, learning analytics, and more.

A look at some of the latest trends and the tough questions they raise about what it means to teach.

Jeffrey Young leads The Chronicle of Higher Education’s coverage of technology and its impact on teaching, research, and student life. He also contributes to and oversees content for the Wired Campus blog, and co-hosts the monthly Tech Therapy podcast.

SUMMIT GENERAL SESSION 2

Monday, July 29 – 4:00PM
TOTINO FINE ARTS BUILDING – MARANATHA HALL

Announcements

EMCEE: Peter Johnson
South Central College

Introduction of Speaker
Sally Wherry
Minnesota Department of Education

Keynote Speaker
Gary Lopez
Executive Director
Monterey Institute for Technology and Education

Closing Comments
SUMMIT PROGRAM CO-CHAIR:
Mary Mehsikomer
TIES

Keynote Message:

Failure Is Not An Option: The Return of Personalized Learning to U.S. Public Education

Abstract: We are now on the threshold of sea change in public education. The transition from the Industrial Age to the Information Age has redefined the skill set of a work-ready citizen, as well as opened the door for new ways to teach and learn.

Can digital technology help us move from our current “one-size-fits-all” education system to “personalized learning” and help more students find academic and life success?

Gary Lopez, CEO of The NROC Project, explores the promise of digital technology in the reinvention of the products, systems, and business models of education. EdReady, a college and career readiness system funded by the Bill and Melinda Gates Foundation, is presented as an effort to help move the U.S. public education into the Information Age.

An experienced educator and author, Gary has an extensive background in business management, media production and technology development. In 1983, he founded Archipelago Productions, a developer of award-winning digital product for the education market and documentary films for television. In 1997, Gary became President and CEO of NETg, a global leader in providing e-Learning solutions to many of the largest corporations in the world, including Shell, IBM, AT&T, Honeywell and Motorola. Under his leadership, NETg developed a library of more than 1,200 multimedia-based courses, grew to more than 800 employees, and had offices in 30 countries. As Executive Director of MITE, Gary continues his lifelong commitment to education.
SUMMIT GENERAL SESSION 3

Tuesday, July 30 – 11:00AM
TOTINO FINE ARTS BUILDING – MARANATHA HALL

Comments and Announcements
EMCEE: Todd Digby
Minnesota Colleges and Universities System

Introduction of Speaker
Gary Langer
Minnesota Learning Commons

Keynote Speaker
Cable Green
Director of Global Learning
Creative Commons

Summit Giveaways
Bob Rubinyi
University of Minnesota
Mary Mehsikomer
TIES

Keynote Message:

Open Education:
The Business & Policy Case for OER

Abstract: The Internet, increasingly affordable computing, open licensing, open access journals and open educational resources provide the foundation for a world in which a quality education can be a basic human right. Yet before we break the “iron triangle” of access, cost and quality with new models, we need to develop sustainable open business models with open policies: public access to publicly funded resources.

Green will discuss specific examples where institution, provinces / states and nations have built effective business cases for OER. He will also explore how to build effective teams for institution / system-wide OER projects in a way that both builds high quality OER and takes your institutions through the cultural shift to open.

Cable Green, Director of Global Learning at Creative Commons, works with the global open community to leverage open licensing, open content, open policies, and the affordances of digital things to significantly improve access to quality, affordable, education and research resources so everyone in the world can attain all the education they desire. His career is dedicated to increasing access to educational opportunity for everyone around the world. Cable is a strong advocate for open policies that ensure publicly funded education materials are freely and openly available to the public that paid for them.
Choosing and Managing Your K-12 Digital Resources
In a Maze of Information
Brian Cretzmeyer
Sales Consultant
Mackin Educational Resources
Audience: K-12

Exploring Affordable Course Content in the Online Environment
Kristi Jensen, e-Learning Librarian
University of Minnesota Libraries
Shane Nackerud, e-Learning Librarian
University of Minnesota Libraries
Audience: Higher Education

Achieve’s Open Educational Resources Institute: How Minnesota and Six Other States are Using OER
Hans Voss
Policy Associate Achieve
Deborah Proctor
Online & Digital Learning Specialist
Minnesota Department of Education
Jon Voss
Program Director
Northern Star Online Intermediate 287
Audience: Mixed

Flipping Your Science Lab
Sheri Steinke
Director of Online Learning
Normandale Community College
Kris Skaff
Account Manager
eScience Labs
Louise Millis,
Medical Laboratory Science Faculty
Saint Cloud State University
Audience: Mixed

Where is the Good Stuff? Effective Use of Online Career Tools
Denise Felder
Content and Outreach Specialist
iSEEK Solutions
Audience: Mixed

Analog Sunset, Digital Sunrise: The Future of Digital Connectivity in the Classroom
Todd Johnson
Director of Academic Solutions
Alpha Video & Audio
Audience: Higher Education

Improving Accessibility of University of Minnesota Websites
Tonu Mikk
Information Technology Professional
University of Minnesota
Audience: Mixed

Blended Learning is Here: Are You Ready?
Carrie Hartland
Executive Director, Digital Learning
Houotn, Mifflin, Harcourt
Win Allison Lee
Professional Development Portfolio Manager
Houotn, Mifflin, Harcourt
Amy Kellogg
Senior Account Executive
Houotn, Mifflin, Harcourt
Audience: Mixed

Designing Meaningful Laboratory Experiences in an Online Biology Course
Robert Iwan
Biology Faculty
Inver Hills Community College
Audience: Higher Education

Gamification and Game-Based Learning
Caitlin Cahill
Technology Integration Specialist
Orono Public Schools
Audience: Mixed

Transitioning to Hybrid Teaching and Learning
Lori Peterson
Vice President of Academic Affairs and Dean of Graduate and Professional Studies
Augsburg College
Audience: Higher Education
Riley 1204  eCONTENT
Commemorating the American Civil War Through Online Access to Original Source Materials
Kathryn Otto
Head of University Archives & Area Research Center
University of Wisconsin-River Falls
Audience: Mixed

Riley 2324  eCONTENT
Creating and Using Flexbooks Based on Minnesota Content Standards
Marc Johnson
Executive Director
ECMECC
Audience: K-12

Graham 140  eMOBILE
Flipping PD to Meet Staff Needs
Dawn Nelson
Instructional Media and Technology Coordinator
Osseo Area Schools
Audience: Mixed

Graham 205  eRESEARCH
Case Study Methodology in the Digital Age: Authoring Cases for a New Delivery
Kate Conners
Technology Enhanced Learning Coordinator
Humphrey School of Public Affairs
University of Minnesota
Audience: Higher Education

Graham 205  eRESEARCH
Case Study Methodology in the Digital Age: Authoring Cases for a New Delivery
Kate Conners
Technology Enhanced Learning Coordinator
Humphrey School of Public Affairs
University of Minnesota
Audience: Higher Education

Riley 2340 Lab  ePORTFOLIO
Let’s Get Going with Your eFolio: Your Itinerary for Success
Randy LaFoy
eFolio/GPS Life Plan Media Coordinator
Century College
Audience: Mixed

Graham 210  eTEACHING
Now You Have Access to NROC Math Content, What Do You Do With It?
Matthew Vernon
Blended Learning Program Facilitator
Minneapolis Public Schools
Jon Fila
Personalized Learning Facilitator/Innovation Coach/Consultant/Moodle Strategist/Curriculum Development Intermediate 287
Audience: K-12

Riley 1209  eTEACHING
Networking Session: Meet with Colleagues and Discuss Issues of Mutual Interest

Riley 1209  eTEACHING
Discussion: Promising Practices for Individualized Learning Plans
Denise Felder, Content and Outreach Specialist, iSEEK Solutions
Alyssa Klein, Transition Specialist, DEED
Al Hauge, Work Based Learning/Career Development Specialist, MDE
Audience: Mixed

Detailed descriptions of these sessions on page 20
### Breakout Session

**Monday, July 29**

**1:30–2:30 PM**

<table>
<thead>
<tr>
<th>Session</th>
<th>Room</th>
<th>Category</th>
<th>Title</th>
<th>Speaker(s)</th>
<th>Audience</th>
</tr>
</thead>
</table>
| **Graham 210** | | **eCONTENT** | Electronic Library for Minnesota (ELM) | Matt Lee  
Reference Outreach and Instruction Librarian  
Minitex | Mixed |
| **Graham 205** | | **eRESEARCH** | Assessing E-Textbooks: A Case Study | Ron Huesman  
Director of Institutional Research  
University of Minnesota | Mixed |
| **Graham 210** | | **eSERVICES** | SENSUS: New Possibilities In Accessibility and Presentation | Jonell Pacyga  
Professor of Education and World Languages  
University of Northwestern – St. Paul  
Matthew Pacyga  
Chief Strategy Officer and Business Development  
Canopy Co. | Mixed |
| **Graham 140** | | **eMOBILE** | iPads for Assessment – BYO iPad | Cara Hagen  
Education Technology Consultant  
TIES | K–12 |
| **Riley 1344 Lab** | | **eCONTENT** | Practical Details of Using NROC Content | Malik Bush  
Education Technology Specialist  
TIES | Mixed |
| **Riley 1340 Lab** | | **ePORTFOLIO** | Did You Know You Can Do That With E-Folio? | Lynne Groves  
Strategies Consultant;  
eFolio Learning & Implementation | Mixed |
| **Riley 1322 Lab** | | **eCONTENT** | Enhancing Your Online Course with Free Interactive Applications | Rhonda Ficek  
Professor,  
Minnesota State University Moorhead | Mixed |
| **Riley 1308** | | **eTEACHING** | Educational Games That Develop Learner Independence: How Effective? | Larry Copes  
Educational Simulation and Game Coordinator  
Independent Learning, LLP | K–12 |
| **Riley 1204** | | **eTEACHING** | Famous On TV Too: Teaching Online with a YouTube Channel through D2L | Jeffrey Johnson  
English Instructor  
Central Lakes College | Higher Education |
| **Berntsen Library Lab** | | **eTEACHING** | Personal Learning Networks (PLNs) for Educators | Abram Anders  
Assistant Professor of Business Communication  
University of Minnesota, Duluth  
Ann Hill Duin  
Professor  
University of Minnesota  
Joseph Moses  
Senior Lecturer  
University of Minnesota  
Jodi Sandfort  
Associate Professor  
University of Minnesota | Mixed |
**Enhancing Your Online Course with Free Interactive Applications**
CONTINUED FROM SESSION 3

- Rhonda Ficek
  Professor
  Minnesota State University, Moorhead
  Audience: Mixed

**KidLinks School Partner Program: Connecting the Library and Students**

- Amy Luedtke
  KidLinks Web Librarian
  Hennepin County Library
  Audience: K-12

**Practical Details of Using NROC Content**
CONTINUED FROM SESSION 3

- Malik Bush
  Education Technology Specialist
  TIES
  Audience: Mixed

**Mobile to Online: Mobile Devices to Produce Meaningful Video for Online Learning Environments**

- Senenge Andzenge
  Academic Technology Student Support, College of Education and Human Development
  University of Minnesota

- Sarah North
  Graduate Teaching Assistant, Curriculum & Instruction
  University of Minnesota
  Audience: Higher Education

**Comparison of Cadaver Lab to Online Anatomy TV for Teaching Anatomy**

- Virgil Mathiowetz
  Associate Professor
  University of Minnesota

- Chih-Huang Yu
  Doctoral Student
  Rehabilitation Science
  University of Minnesota
  Audience: Higher Education

**A Peek Inside a Quality Matters Course Review**

- Elizabeth McMahon
  Statewide Representative for QM
  Minnesota Online Quality Initiative
  Audience: Mixed

**Detailed descriptions of these sessions on page 24**

**Approaches to Faculty Development: Integrating Teaching and Technology**

- Pamela Gades
  Instructional Technology Specialist
  University of Minnesota, Morris

- Chlene Anderson
  Online Learning Coordinator
  University of Minnesota, Morris
  Audience: Higher Education

**Out of the File Cabinet - On to the Web**

- Peter Johnson
  Instructor
  South Central College
  Audience: Mixed

**Comparison of Cadaver Lab to Online Anatomy TV for Teaching Anatomy**

- Lynne Groves
  Strategies Consultant, eFolio Learning & Implementation
  Audience: Mixed

**HIGH-STEP Academy: An Innovative Hybrid Career Program in Health Sciences**

- Karen Johnson
  Director
  SOCRATES Online

- Amanda Bell
  Instructor
  HIGH STEP Academy
  Audience: K-12

**Personal Learning Networks (PLNs) for Educators**
CONTINUED FROM SESSION 3

- Abram Anders
  Assistant Professor of Business Communication
  University of Minnesota, Duluth

- Ann Hill Duin, Professor
  University of Minnesota

- Joseph Moses, Senior Lecturer
  University of Minnesota

- Jodi Sandfort, Associate Professor
  University of Minnesota
  Audience: Mixed

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**Summit Session Documents posted here:**
elearningsummit2013.wikispaces.com
Riley 1209  eCONTENT


Shannon Miller
District Teacher Librarian and Technology Integration Specialist
Van Meter Community School

Audience: K-12

Graham 115  ePORTFOLIO

Unpacking eFolio’s Kaleidoscope of Applications for Self-Directed Learners

Carol Lacey
Assistant Professor
Interdisciplinary Studies
Metropolitan State University,

Bob Bilyk
Director, Center for Online Learning
Metropolitan State University

Audience: Higher Education

Riley 1340 Lab  eCONTENT

Sharing Open Educational Resources for Developmental Math: From Playlists to Professional Development

Ned Zimmerman-Bence
Implementation Manager
The NROC Project

Audience: Higher Education

Graham 210  ePORTFOLIO

Using MCIS for Career and College Readiness

Dorothy Wolf
MCIS Training Specialist
Minnesota Career Information System

Audience: Higher Education

Riley 2324  eCONTENT

Travel Minnesota Virtually to Meet STEM and Arts Standards

Tami Moehring
Program Associate - Distance Learning
History Live
Minnesota Historical Society,

Jack Matheson
History Live
Minnesota Historical Society

Audience: K-12

Graham 140  eSERVICES

Making Sense of CENTSS

Jeff Sales, President
Seward, Inc.

Gary Langer, Executive Director,
Minnesota Learning Commons

Paul Wasko, Consultant
Web Explorations

Audience: Higher Education

Graham 227  eSERVICES

Quality Matters: What’s In It For Me?

Elizabeth McMahan
Statewide Representative for QM in Minnesota, Northland Community and Technical College

Linda Jacoby
Statewide Representative for QM in Minnesota
Minnesota State University, Mankato

Deborah Proctor
Online and Digital Learning Specialist
Minnesota Department of Education

Susan Engelmann
Associate to Director, Office of eLearning
University of Minnesota

Audience: Mixed

Information on all workshops, presenter bios. and more: esynergysummit2013.sched.org/
Riley 2300  eCONTENT
A Snapshot of Student Produced Media Projects from Digital Stories to Online Interactives
Scott Spicer, Media Outreach and Learning Spaces Librarian
University of Minnesota - Twin Cities
Audience: Mixed

Riley 2324  eCONTENT
Minnesota Reflections: A Growing Resource for Students
Marian Rengel, Outreach Coordinator
Minnesota Digital Library/ St. Cloud State University
Audience: K-12

Graham 210  eCONTENT
MNSCU and K-12 Online Learning Opportunities Using Desire2Learn
Lesley Blicker
Director of IMS Learning and Next Generation Technology
MNSCU
Audience: Mixed

Graham 205  eMOBILE
Flipping for Special Ed
Sheila Norton
eLearning Product Manager
Central Minnesota Research and Development Council
Brad Eustis
Student Plans Product Manager
cmERDC
Audience: K-12

Graham 227  ePORTFOLIO
Connect Learning Outcomes to Mastery Using Electronic Portfolios
Lynne Groves
Strategies Consultant; eFolio Learning & Implementation
Audience: Mixed

Riley 1209  eTEACHING
A Perfect Duo: Wikispaces and Basic Writers
Jane Leach
English Instructor
Minneapolis Community and Technical College
Audience: Higher Education

Graham 115  ePORTFOLIO
Preparing for College Readiness with EdReady and the GPS LifePlan
Michele Jersak
Counselor and GPS LifePlan Outreach Coordinator
Century College and Minnesota Learning Commons
Randy LaFoy
GPS LifePlan and eFolio Media Coordinator
Century College
Audience: Mixed

Riley 1204  eTEACHING
Learning Maps: A Discovery Tool for Learning Resources
Margaret Miller
Sr. Technology Training Consultant
University of Minnesota
Audience: Mixed

Graham 140  eSERVICES
eProctoring of Online Course Assessments
Mark McKay
Academic Technology Systems Analyst
University of Minnesota
Kacie Kline
eLearning Course Specialist
University of Minnesota
Audience: Higher Education

Riley 2308  eTEACHING
Tales from the MOOC Frontier: Institutional and Individual Experiences
Christopher Cramer
Professor of Chemistry and Faculty Liaison for eLearning Initiatives
University of Minnesota
Audience: Higher Education

Summit Session Documents posted here: elearningsummit2013.wikispaces.com
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| Graham 227 | eCONTENT | eCONTENT | Getting Boys to Read with Technology  
Daniel Verdick  
VP, Marketing & Communications  
ABDO Publishing Group  
*Audience: K-12* |
| Berntsen Library Lab | eCONTENT | 2 hour summitPLUS session | Thinkfinity and Beyond: Free Online Resources for the Classroom  
Mary Mehsikomer,  
Technology Integration Development & Outreach Facilitator  
TIES  
*Audience: Mixed* |
| Graham Commons 2nd Floor | eCONTENT | Networking Session:  
Meet with Colleagues and Discuss Issues of Mutual Interest |
| Riley 1209 | eCONTENT | eCONTENT | DIY: Collaborative Curriculum Building  
Jon Fila  
Personalized Learning Facilitator  
Innovation Coach, Teacher and Moodle Strategist  
Intermediate 287  
*Audience: K-12* |
| Graham 210 | eMOBILE | eMOBILE | Voice Over: Your Apple Handheld Has Something to Say  
Philip Kragnes  
Manager  
Computer Accommodations Program  
University of Minnesota  
*Audience: Mixed* |
| Riley 2324 | ePORTFOLIO | ePORTFOLIO | E-Folio Now, E-Folio WOW!  
Lyonne Groves  
Strategies Consultant; eFolio Learning & Implementation  
Paul Wasko  
Independent Consultant  
*Audience: Mixed* |
| Graham 205 | ePORTFOLIO | ePORTFOLIO | Using E-Folio to Define Your Digital Image  
Doug Diederich,  
Chief Architect  
eFolio Solutions  
myeFolio/Avenet Web Solutions  
Amy Finken,  
VP Operations and Development  
myeFolio/Avenet Web Solutions  
*Audience: Mixed* |
| Graham 140 | eRESEARCH | eRESEARCH | An Epidemic is Coming: Are You Ready?  
Sue Borowick  
Director  
Centers for Public Health Education and Outreach  
Constance Pepin  
Education Specialist  
CPHEO  
University of Minnesota School of Public Health  
*Audience: Mixed* |
| Riley 1204 | eTEACHING | eTEACHING | Listening Online: Creating Presence and Engagement in an Online Environment  
Leslie Shore,  
Instructional Design and Training Manager  
University of Northwestern – St. Paul  
*Audience: Mixed* |
| Riley 2308 | eTEACHING | eTEACHING | Innovative Model for Faculty-Led Instructional Design Team in a Robust Technology Environment  
Kerry Gregoryk  
Director of Distance Learning and Faculty Development  
Valley City State University  
Shannon VanHorn  
Associate Professor and Instructional Design Team Member  
Valley City State University  
*Audience: Mixed* |
| Riley 2300 | eTEACHING | eTEACHING | Responsive Engagement Using Instant Data  
Brian Wickenheiser  
Education Technology Consultant/Grade Six Teacher, WickEd Tech/Esko Schools  
*Audience: K-12* |
| Riley 1344 | eTEACHING | eTEACHING | The Calm Before the Storm: Preparing Your Content for an eLearning Adaptation  
Joel Dickenson,  
Instructional Designer  
University of Minnesota  
Ann Fandrey,  
Instructional Designer  
University of Minnesota  
*Audience: Mixed* |
| Riley 1340 Lab | eTEACHING | eTEACHING | Using GPS Life Plan and eFolio in Your First Year Experience Program  
Michele Jersak,  
Counselor  
Century College  
Randy LaFoy,  
GPS LifePlan and eFolio Media Coordinator  
Century College  
*Audience: Higher Education* |

*Detailed descriptions of these sessions on page 30*
**2 hour summitPLUS session**

**Berntsen Library Lab** eCONTENT

**Thinkfinity and Beyond: Free Online Resources for the Classroom**

**CONTINUED FROM SESSION 7**

Mary Mehsikomer  
Technology Integrationist Development & Outreach Facilitator  
TIES  
Audience: Mixed

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**Graham 115** ePORTFOLIO

**New for You in E-Folio**

Doug Diederich, Chief Architect  
eFolio Solutions  
Amy Finken, VP Operations and Development  
myeFolio/Avenet Web Solutions  
Audience: Mixed

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**Riley 1209** eTEACHING

**An Online Learning Prep Course for Indigenous Students**

Melanie Wilson  
Distance Education Coordinator  
Leech Lake Tribal College  
Audience: Higher Education

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**Riley 1204** eTEACHING

**Listening Online: Creating Presence and Engagement in an Online Environment**

**CONTINUED FROM SESSION 7**

Leslie Shore  
Instructional Design and Training Manager  
University of Northwestern – St. Paul  
Audience: Mixed

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**Riley 1344 Lab** eTEACHING

**The Calm Before the Storm: Preparing Your Content for an eLearning Adaptation**

**CONTINUED FROM SESSION 7**

Joel Dickenson, Instructional Designer  
University of Minnesota  
Ann Fandrey  
Instructional Designer  
University of Minnesota Medical School  
Audience: Mixed

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**Riley 1340 Lab** eTEACHING

**Using GPS Life Plan and EFolio in Your First Year Experience Program – Michele Jersak and Randy LaFoy**

**CONTINUED FROM SESSION 7**

Michele Jersak  
Counselor  
Century College  
Randy LaFoy  
GPS LifePlan and EFolio Media Coordinator  
Century College  
Audience: Higher Education

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Information on all workshops, presenter bios, and more:  
esynergysummit2013.sched.org/  
Detailed descriptions of these sessions on page 32  
Summit Session Documents posted here:  
elearningsummit2013.wikispaces.com
**Choosing and Managing Your K-12 Digital Resources In a Maze of Information**

- **Brian Cretzmeyer, Sales Consultant**
  Mackin Educational Resources

This session will examine options for purchasing digital resources in an ever-changing educational environment.

In this session, participants will learn about a comprehensive management solution and gather practical tips on how to select the best eBook model and resources available.

We will also share ideas for saving time, boosting circulation, facilitating teacher collaboration, gathering and understanding usage statistics and how to justify spending decisions.

At the end of the session, participants will be able to: 1. Identify the popular types of e-books and databases available for the K-12 market; 2. Analyze different pricing, circulation, and access models in order to make an informed purchasing decision; and 3. Understand how the reading experience differs on a computer vs. a personal device.

**Audience:** K-12

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**Exploring Affordable Course Content in the Online Environment**

- **Kristi Jensen, e-Learning Librarian**
  University of Minnesota Libraries

- **Shane Nackerud, e-Learning Librarian**
  University of Minnesota Libraries

On average, most students spend $1000 or more on textbooks and course packs during an academic year. With a goal of saving students' money, the University of Minnesota Libraries have participated in collaborative efforts with campus partners to identify new methods and strategies for acquiring and delivering course content.

Participants will learn more about: open textbooks; online digital course packs containing licensed library content; Fair Use materials, faculty materials, and copyrighted materials requiring payment; and task force work to streamline discovery acquisition, and delivery of course content for both faculty and students.

**Audience:** Higher Education

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**Achieve’s Open Educational Resources Institute: How Minnesota and Six Other States are Using OER**

- **Hans Voss, Policy Associate, Achieve**
- **Deborah Proctor, Online & Digital Learning Specialist**
  Normandale Community College
- **Jon Voss, Program Director, Northern Star Online**, Intermediate 287

Through the Open Educational Resources (OER) Institute, Achieve has brought together seven states (California, Illinois, Louisiana, Minnesota, North Carolina, Washington, and Wisconsin) to discuss the various challenges and policy implications of using OER in their college and career-ready standards implementation plans.

This session will detail Achieve’s work with these states and include a particular focus on the ways in which Minnesota is currently using and planning to use OER. It will also highlight the work of the six other states in the OER Institute.

Session attendees will learn about 1. High-level, introductory information regarding Achieve’s work, as well as more in-depth information about Achieve’s OER initiatives, such as the Achieve OER Rubrics and OER Institute, and how OER can support the implementation of college and career-ready standards; 2. The work Minnesota is doing within the Minnesota Department of Education and statewide to support the use of OER; and 3. The ways in which the other six OER Institute states are using OER in their standards implementation plans, as well as the opportunities for ongoing cross-state collaboration and key findings that are included in “State Support for Open Educational Resources: Key Findings from Achieve’s OER Institute.”

**Audience:** Mixed

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**Flipping Your Science Lab**

- **Sheri Steinke, Director of Online Learning**
  Normandale Community College
- **Kris Skaff, Account Manager, eScience Labs**
- **Louise Millis – Medical Laboratory Science Faculty**
  Saint Cloud State University

Getting students engaged in a course they are taking only because it is required is difficult. By using this flipped classroom variation on teaching, you can engage a new student body in science with the use of lab kits and supplemental materials that the returning adult and young students can use before ever hitting your lab.

Flipping the delivery of facts and procedures in the classroom to a deeper and more personalized experience of better understanding the scientific knowledge you want them to learn pre-lab engages students and gets them comfortable with your larger labs.

**Audience:** Mixed

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**Where is the Good Stuff? Effective Use of Online Career Tools**

- **Denise Felder, Content and Outreach Specialist, iSEEK Solutions**

Students and job seekers need to know what their options are for post-secondary education and careers. To make these decisions, they should be able to find and use labor market information, educational program searches, reliable job search tips, and career planning resources.

This presentation will demonstrate new and updated content on iSEEK.org and other iSEEK Solutions websites to help with career exploration, job training, or college preparation. Attendees will find resources appropriate for teens, college students, and experienced workers.

Attendees will also gain best practices for using Minnesota’s regional labor market and education information and other information on iSEEK.org.

**Audience:** Mixed

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**Analog Sunset, Digital Sunrise: The Future of Digital Connectivity in the Classroom**

- **Todd Johnson, Director of Academic Solutions, Alpha Video & Audio**

VGA, the video technology standard most of us have used for many years, is starting to fade into the past as newer technologies emerge. Display port, DVI and HDMI are potential alternatives.

Most of our classrooms are wired for VGA, but many new projectors require HDMI. New digital rights rules are also complicating the situation. Alpha Video will review the various technologies and their implications for your facility.

Participants will learn: 1. What is the analog sunset? 2. What are the differences between Display port, DVI, and HDMI? 3. What changes will need to be made to the standard classroom to support modern digital connectivity?

**Audience:** Higher Education
Improving Accessibility of University of Minnesota Websites

Tonu Mikk, Information Technology Professional
University of Minnesota

This presentation covers the lessons learned in implementing web accessibility checking at the University of Minnesota. In 2011, Disability Services at the University of Minnesota purchased a one year license for the web accessibility checking software called HiSoftware Compliance Sheriff. In 2012 the University conducted a survey about web accessibility awareness and the use of the software. Participants will learn about: 1. Web accessibility checking tools and their limitations; 2. Steps to checking web accessibility; 3. The need for web accessibility monitoring and reporting.

Blended Learning is Here: Are You Ready?

Carrie Hartland, Executive Director, Digital Learning
Houton, Mifflin, Harcourt

Win Allison Lee, Professional Development Portfolio Manager
Houton, Mifflin, Harcourt

Amy Kellogg, Senior Account Executive
Houton, Mifflin, Harcourt

In this one hour interactive session, we will explore and define current models of blended learning, creative educational organizations that are currently using these models, and discuss the need for professional development specific to this area. Attendees will come away with an overview of current trends in blended learning, an understanding of the use of technology in a blended learning environment, and current professional development offered by Houghton Mifflin Harcourt that supports best practices in a blended environment.

Designing Meaningful Laboratory Experiences in an Online Biology Course

Robert Iwan, Biology Faculty, Inver Hills Community College

Excellence in online teaching does not flow seamlessly from excellence in classroom teaching. Online education has both challenges and advantages relative to on-campus teaching, and we must adapt our practices in response to both.

In our experience, the adaptation of laboratory instruction is the most challenging aspect of developing or converting a course for online delivery. Our strategy is to first reconsider the key purposes of the course’s laboratory component, rethink, and redesign rather than retrofit. Once the broad goals of the laboratory component have been defined, we consider ways in which online delivery can be superior to traditional means of delivery in meeting these goals.

Participants will discuss and evaluate the various purposes of laboratory components, review the list of key purposes for our course, understand how we redesigned our general biology course for online delivery, and learn how to apply this strategy to their own courses.

Gamification and Game-Based Learning

Caitlin Cahill, Technology Integration Specialist
Orono Public Schools

Learn how to improve learning by applying game design concepts to your instruction and by integrating gaming into your curriculum.

This session will cover gamification techniques (i.e., badges and leader boards), how to find educational games, as well as tools for creating digital games. Techniques and tools presented will apply to both virtual and blended learning.

Transitioning to Hybrid Teaching and Learning

Lori Peterson, Vice President of Academic Affairs and Dean of Graduate and Professional Studies, Augsburg College

Augsburg College is moving over 400 face to face courses to a hybrid model for the Fall 2013-2014 semester, using tools such as Moodle, Adobe Connect, VoiceThread and Qualtrics. This bold move is intended to increase student engagement and enhance learning opportunities for all weekend college undergraduate and all graduate and professional courses.

The hybrid model will offer new opportunities to overcome the limitations of the current schedule, better enable compliance with federal credit guidelines and increase student contact with the instructor, fellow students, and course content. Attendees will learn about Augsburg’s experience of developing faculty professional development to accomplish the transition, inclusion of library staff and resources into the new model, the extensive work plan of the IT services staff and the attention to accessibility for all learners in the new model.
Inver Hills Community College: engage learners. Platforms for presenting different options, and discuss ways to training can be provided online or using a flipped model, explore additional ways to meet the challenges and provide professional development. Has professional development kept up with the changes in the instruction is impacted by teachers. Whether students are using technology in a classroom or in print format. As education changes and people talk about online learning and blended classes, ebooks and tablets, there is one constant - what materials their site has available, how it works, and how you as researchers and teachers can make use of them. 

Audience: Mixed

Creating and Using Flexbooks Based on Minnesota Content Standards

Marc Johnson, Executive Director
ECMECC

In the summer of 2012, a dozen teachers embarked on a project to create electronic flexbooks based on the CK-12 platform aligned to Minnesota math standards in grades 6 through 8. The project continues this summer with grades 5 and 9 math and grades 6, 7, and 8 science. Hear about this journey, see the products of the teachers’ labor and learn about the process for creating or modifying your own flexbooks that can be used on all computers, mobile platforms, or in print format.

Audience: K-12

Flipping PD to Meet Staff Needs

Dawn Nelson
Instructional Media and Technology Coordinator
Osseo Area Schools

As education changes and people talk about online learning and blended classes, ebooks and tablets, there is one constant - teachers. Whether students are using technology in a classroom with face to face instruction, receiving instruction through a flipped classroom model, or taking a class that is entirely online, instruction is impacted by teachers.

Has professional development kept up with the changes in the way instruction is delivered? As time demands increase and “sit and get” professional development has less impact, schools are exploring additional ways to meet the challenges and provide that professional development.

Participants in this session will see a variety of ways that training can be provided online or using a flipped model, explore platforms for presenting different options, and discuss ways to engage learners.

Audience: Mixed

Commemorating the American Civil War Through Online Access to Original Source Materials

Kathryn Otto, Head of University Archives & Area Research Center
University of Wisconsin-River Falls

We are in the middle of the sesquicentennial of the American Civil War (1861-1865). Many institutions holding original materials from that time period are presenting those materials for the first time on the Internet for use by researchers, including professors, graduate and undergraduate students, high school teachers, and History Day students. Representatives from one institution in western Wisconsin and one in Minnesota will “show off” what they have done to provide better access to their materials. They will also talk from a public history perspective about why they have chosen their particular projects, what materials their site has available, how it works, and how you as researchers and teachers can make use of them.

Audience: Mixed

Let’s Get Going with Your eFolio: Your Itinerary for Success

Randy LaFoy, eFolio/GPS Life Plan Media Coordinator
Century College

If your version of showcasing yourself is adding some new pictures of your trip to the beach in Facebook and sending out a few new Tweets, please come to this session and take away a professional and academic method to improve the quality of your digital footprint to showcase your best work, and do some first class planning along the way.

In this session, new users will create their account, become familiar with what is in eFolio - where it is and how to navigate the site, add a welcome page and import a picture. If you have an eFolio, stop by, Captain Randy can give you some more success tips.

Audience: Mixed

Case Study Methodology in the Digital Age: Authoring Cases for a New Delivery

Kate Conners, Technology Enhanced Learning Coordinator
Humphrey School of Public Affairs, University of Minnesota

A traditional pedagogy of public affairs education is case-study methodology. While this still serves as a vital teaching tool, the authoring of digital content in an engaging, rich, and dynamic way requires a new workflow that incorporates digital acquisition, protagonist interviews, and asset development, the first objective. The Hubert Project provides open access to digital learning objects. Digital content requires a different development approach than traditional written cases to ensure the final learning object is concise, visually engaging, easily navigated, and efficiently distributed regardless of learning management systems, the second objective.

Attendees will be walked through the process we have developed and share development templates to enable a collaborative team approach to eCase authoring. Materials and processes developed for product creation and examples of digital eCases will be shared.

Audience: Higher Education

Moving Forward Inclusion and Accessibility: Considerations, Components, and Resources for Campus-wide Efforts

Susan Dion, Instructional Design, Inver Hills Community College

Moving forward with an inclusion and accessibility agenda in the academic environment requires collaboration across campus units and departments. Hit the ground running as you learn more about key considerations BEFORE you begin a process. Identify the major components of an academic effort that holds everyone accountable for creating accessible learning environments and activities. Leave with resources for benchmarking and assessing efforts to move forward on your campus.

In this session, participants will learn how to: 1. Analyze environmental considerations prior to beginning a cross functional accessibility review; 2. Describe the major components of an accessibility scan in the academic environment; 3. Identify resources for benchmarking and assessing accessibility efforts in academic settings.

Audience: Higher Education
Riley 2308  eTEACHING

**Formative Assessment in Online Learning: Using Google Apps to Create a Scalable E-Learning Course on Data Management**

**Jon Jeffries**, Engineering Librarian
University of Minnesota

**Lisa Johnston**, Research Services Librarian
University of Minnesota

This session will outline the e-learning approach taken in our Data Management Course, a seven-module training course (http://z.umn.edu/dmgmt) created using the University-adopted Google Suite (Sites, Drive, YouTube).

This course was a deliverable from an ongoing IMLS-funded grant Data Information Literacy (DIL) project with partners at Purdue University, Oregon University, and Cornell University, that addresses domain-specific educational needs of graduate students in data management (http://datainfolit.org).

Our pedagogy and assessment uses the collaborative power of Google for formative assessment throughout the learning experience. Students apply what they learn from YouTube tutorials posted on our site by writing in a shared Google Doc that instructors evaluate.

Attendees will be introduced to techniques of formative assessment in Google Drive, learn the preferences and pitfalls of students enrolled in online instruction, and see the successful “scaling up” opportunities presented by Google Sites.

*Audience:* Higher Education

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Graham 210  eTEACHING

**Now You Have Access to NROC Math Content: What Do You Do With It?**

**Matthew Vernon**, Blended Learning Program Facilitator
Minneapolis Public Schools

**Jon Fila**, Personalized Learning Facilitator/Innovation Coach/Consultant/Moodle Strategist/Curriculum Development
Intermediate 287

Now that you have access to NROC Math content, what do you do with it? In this session you will hear about the implementation strategies used with NROC Math courses in the Minneapolis Public Schools and Intermediate District 287.

The presenters will cover all aspects of the NROC content; from integration into the learning management system to teacher and student experiences. There will also be discussion about how the Moodle Learning Management System can help facilitate some personalization strategies with the NROC content and how some of that might be replicated using other versions of the course.

*Audience:* K-12

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Riley 1209  eTEACHING

**Networking Session:**
Meet with Colleagues and Discuss Issues of Mutual Interest

This session is designed to provide attendees with mutual interests with time and space to have conversations, generate ideas, and meet new colleagues.

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Riley 2300  eTEACHING

**Discussion: Promising Practices for Individualized Learning Plans**

**Denise Felder**, Content and Outreach Specialist
iSEEK Solutions

**Alyssa Klein**, Transition Specialist
DEED

**Al Hauge**, Work Based Learning/Career Development Specialist
MDE

An Individualized Learning Plan is the framework that contains a person’s goals to align their school work with career exploration activities, postsecondary plans, work experiences, community involvement, and personal aspirations.

ILPs often begin in middle or high school or younger, and can continue into adulthood. What if Minnesota had a statewide Internet-based system for all youth and adults to access their ILPs at all stages of their lives, not just specific populations?

What tools currently exist that can support lifelong ILPs? What features would you want for your ideal digital portfolio platform? Discussion attendees will learn about and share their thoughts about using ILPs with students and job seekers of various ages, and hear promising practices for using digital portfolios.

*Audience:* Mixed

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**Information on all workshops, presenter bios. and more:**
esynergysummit2013.sched.org/
with your NROC materials, and learning experiences for students and professional development. Bring your mobile device so you can experience these tools with your own hands and be ready to use them in your learning spaces right away. 

**Graham 140**

**eMOBILE**

**iPads for Assessment – BYO iPad**

*Cara Hagen, Education Technology Consultant, TIES*

Portability and free/inexpensive apps make the iPad an excellent tool for assessment in your classroom. Discover the ways you can integrate technology into your assessments using the iPad and iOS platform. We will explore free apps for assessment, use Google Forms and Flubaroo for self-correcting assessments, and learn how to incorporate both formative and summative assessments using iPads. Participants should bring their own iPad and be comfortable using the iPad and apps appropriate to their content area/grade level.

**Audience:** K-12

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**Graham 205**

**eRESEARCH**

**Assessing E-Textbooks: A Case Study**

*Ron Huesman, Director of Institutional Research, University of Minnesota*

After participating in a major national eText pilot in Spring 2012 that reached 700 students with the CourseLoad platform, the University of Minnesota shifted its strategy to emphasize a series of smaller, discrete pilots. In the new model, faculty members and academic units work directly with publishers and the U of M Bookstore. The first pilot was conducted with the College of Pharmacy with 160 students using the VitalSource eReader application and a mix of laptops and tablets for display. In Spring 2013, the U of M Bookstore partnered with an additional group of faculty to evaluate the CourseSmart platform.

In this session, participants will: 1. Find out what students value most in eTexts; 2. Learn about similarities and differences in eText platforms; and 3. Understand the key factors influencing broader acceptance of eTexts by students and faculty.

**Audience:** Mixed

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**Graham 115**

**eSERVICES**

**A Quality Scorecard For the Administration of Online Education Programs**

*Larry Coyle, eLearning Specialist, Office of eLearning, University of Minnesota*

Participants in this session will learn to: 1. Describe how the “Quality Scorecard” was developed; 2. Identify how Scorecard results can facilitate continuous improvement of online programs; and 3. Describe the benefits of implementing the Scorecard process for public accountability, accreditation, and student recruitment.

**Audience:** Mixed
BREAKOUT SESSION 3  
MONDAY, JULY 29  
1:30-2:30PM

**Sensus: New Possibilities In Accessibility and Presentation**

*Jonell Pacyga, Professor of Education and World Languages  
University of Northwestern – St. Paul*

*Sensus* is a new multi-touch sensitive iPhone and iPad case created by a local tech start-up called Canopy Co. It allows the user to control the application from the back and sides of the device. *Sensus* also includes a Braille keyboard and other accessibility features for the sight-impaired. In attending this session, you will learn presentation applications for use in the classroom and more information on how *Sensus* can assist the sight-impaired, and how students can use the multi-touch capabilities in their work with current applications such as Evernote for educational purposes.  

*Audience: Mixed*

**Riley 2300**  
eTEACHING

**A Custom-Built Lesson Authoring Tool**

*Amy Lim Bybliw, Instructional Designer, School of Public Health  
Rothenberger Institute, University of Minnesota*

The Rothenberger Institute (RI) delivers online, one-credit student wellness courses at the University of Minnesota and to partner campuses across Minnesota. Over this past year, RI worked with a development team to build a customized, cloud-based lesson authoring tool to better meet its mission, vision, and projected growth needs. In this session, the presenter will discuss RI’s organizational needs analysis, design process, work with developers, and testing of the lesson-authoring tool. In addition, the advantages of tool development vs. using existing solutions, expectations and deliverables, value of usability testing, system use, and future plans for development and research will also be discussed.

Attendees will leave this session with an understanding of the decision-making process, design considerations and lessons learned throughout the process, as well as a demonstration of the authoring tool from both administration and end user perspectives.  

*Audience: Mixed*

**Riley 1204**  
eTEACHING

**Educational Games That Develop Learner Independence: How Effective?**

*Larry Copes, Educational Simulation and Game Coordinator  
Independent Learning, LLP*

In most so-called educational games, motivation is external. Learners play to receive points, achieve levels, and earn badges. Their performance is evaluated by the computer program behind the game. In this session, the participants will see and critique games or prototypes of games, in which performance evaluation is transferred away from the computer, with an attempt to make learners more independent of authority. Participants will learn how to access these online games, various perspectives on internal and external motivation, and criteria for evaluating an educational game.  

*Audience: K-12*

**Riley 2308**  
eTEACHING

**Famous On TV Too: Teaching Online with a YouTube Channel through D2L**

*Jeffrey Johnson, English Instructor  
Central Lakes College*

This presentation will outline how to teach online using a YouTube channel, including pedagogical observations, partnering with YouTube, cameras, editing, sound and ADA issues. Participants will leave the session emboldened to believe they can enlist video lessons to make online learning more human, accessible, and enjoyable—if not entertaining. In addition, participants will recognize that videos can partially flip face-to-face classes, giving instructors more time to efficiently teach and nurture student learning.

Higher education is being transformed by emerging technologies with video through the efforts of individual instructors to larger scale MOOCs — come and see the efforts of one instructor to use these tools effectively.  

*Audience: Higher Education*

**2 hour summitPLUS session**

Berntsen Library Lab  
eTEACHING

**Personal Learning Networks (PLNs) for Educators**

*Abram Anders, Assistant Professor of Business Communication  
University of Minnesota, Duluth*

*Ann Hill Duin, Professor, University of Minnesota*

*Joseph Moses, Senior Lecturer, University of Minnesota*

In an era of technological change, successful teachers, scholars, and professionals find ways to nurture their adaptability, creativity, and professional growth. Personal learning networks, or PLNs, frame an intentional strategy for developing social and technical networks in support of lifelong learning and professional development. PLNs offer a model for decentralized, situated learning that builds on readily available tools for information aggregation, social networking, and virtual collaboration.

This seminar will provide an introduction to the theory and practice of developing PLNs, including essential tools, strategies, and principles. Through small-group activities, we will workshop PLN tools, map and analyze our existing networks, and curate crowd-sourced lists of tools and resources. Most importantly, we will leverage our network of participants to explore strategic applications of PLNs in support of innovation for our students, courses, schools, research, and personal development.  

*Audience: Mixed*
Mobile tablets and smart phones can be useful tools for creating media to augment Course Management Systems (CMS) by taking learning from the classroom to the real world, and back again. Capturing images and short video clips while on the move present opportunities for educators to make learning more authentic for students by connecting concepts from text and theory to the world that students live in. By using mobile devices and video editing applications, instructors can create powerful learning tools which can be linked and embedded within course websites for students to access and take their learning experiences to deeper levels.

Participants will learn best practices and explore examples of meaningful video creation, storage, editing applications, and rationales for various strategies of incorporating new media into a CMS.  

**Audience:** Higher Education

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### 2 hour summitPLUS session

**Riley 1332 Lab**  
**eCONTENT**

**Enhancing Your Online Course with Free Interactive Applications**  
**CONTINUED FROM SESSION 3**

**Rhonda Ficek,** **Professor,** Minnesota State University, Moorhead

Engaging students is so important in the online environment. In this session, participants will explore a variety of free, web-based applications that address a variety of learning styles.

Participants will have access to a list of applications, along with ideas for using them, as they develop online courses. Applications include concept mapping, word clouds, web-based form creation, geo-coding, cloud-based notebooks, web-based whiteboards for brainstorming, and web-based applications for collaborative creation. This is a hands-on workshop, so participants will be able to try many of the tools and applications that are introduced.

**Audience:** Higher Education

### 2 hour summitPLUS session

**Riley 1344 Lab**  
**eCONTENT**

**KidLinks School Partner Program: Connecting the Library and Students**

**Amy Luedtke,** **KidLinks Web Librarian,** Hennepin County Library

KidLinks is a public library website for elementary age children created and maintained by Hennepin County Library. It features websites and databases designed to provide homework support and promote recreational reading. Through the KidLinks School Partner program, KidLinks is promoted with librarian visits to local schools.

Participants will leave the session with: 1. Website evaluation guidelines that are specifically relevant to sites for children; 2. How digital information literacy messages can be conveyed to students and teachers; and 3. How school and public library partnerships can be fostered.

**Audience:** K-12

### 2 hour summitPLUS session

**Riley 1344 Lab**  
**eCONTENT**

**Practical Details of Using NROC Content**  
**CONTINUED FROM SESSION 3**

**Malik Bush,** **Education Technology Specialist,** TIES

The NROC power tool, Hippocampus, is a compendium of ready-to-use online learning content that while awesomely powerful, can be a little overwhelming. In this learning session, we will break down NROC/Hippocampus into instruction on how it works, how to get started using it, how to download the content for installation on your Moodle server, how to inspire your students and/or your teachers to use the resources, cool stuff NROC has on the horizon like EdReady, tools to use in concert with your NROC materials, and learning experiences for students and professional development.

Bring your mobile device so you can experience these tools with your own hands and be ready to use them in your learning spaces right away.

**Audience:** Mixed

### 2 hour summitPLUS session

**Riley 1204**  
**eMOBILE**

**Mobile to Online: Mobile Devices to Produce Meaningful Video for Online Learning Environments**

**Senenge Andzenge,** **Academic Technology Student Support,** College of Education and Human Development, University of Minnesota

**Sarah North,** **Graduate Teaching Assistant,** Curriculum & Instruction, University of Minnesota

Mobile tablets and smart phones can be useful tools for creating media to augment Course Management Systems (CMS) by taking learning from the classroom to the real world, and back again. Capturing images and short video clips while on the move present opportunities for educators to make learning more authentic for students by connecting concepts from text and theory to the world that students live in. By using mobile devices and video editing applications, instructors can create powerful learning tools which can be linked and embedded within course websites for students to access and take their learning experiences to deeper levels.

Participants will learn best practices and explore examples of meaningful video creation, storage, editing applications, and rationales for various strategies of incorporating new media into a CMS.  

**Audience:** Higher Education
**Graham 205**

**A Peek Inside a Quality Matters Course Review**

*Elizabeth McMahon, Statewide Representative, QM Minnesota Online Quality Initiative*

Quality Matters™ is internationally recognized for work in defining and recognizing quality in online course design. QM’s course peer review process provides opportunities for collaboration and collegial dialogue among faculty from multiple institutions. During this interactive session, the presenter will provide an overview of what occurs during a Quality Matters™ course peer review.

Specific examples and hands-on activities will illustrate what faculty, institutions and peer reviewers will gain from participation in the formal course review process. Roles and responsibilities of all parties during a formal course review will be reviewed including the role of the Minnesota Online Quality Initiative Course Review Manager, the faculty course developer, and the campus Institution Representative. 

*Audience: Mixed*

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**Riley 2308**

**HIGH-STEP Academy: An Innovative Hybrid Career Program in Health Sciences**

*Karen Johnson, Director, SOCRATES Online*

*Amanda Bell, Instructor, HIGH STEP Academy*

There is a severe shortage predicted for the next 30 years in health science specialties such as Nursing, Pharmacy, Dentistry, Medical Laboratory, Exercise Science, and Radiology. Yet many students do not take enough math and science courses to ensure success in a college Health Science program.

Career academies can play a central role in high school redesign by integrating career themes and engaging business and industry leaders in the learning process—resulting in student achievement. 

*Audience: K-12*

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**Riley 2300**

**Approaches to Faculty Development: Integrating Teaching and Technology**

*Pamela Gades, Instructional Technology Specialist, University of Minnesota Morris*

*Chlene Anderson, Online Learning Coordinator, University of Minnesota, Morris*

The presenters will share their approaches to faculty development in technology awareness and technology and teaching integration.

A portion of this session will involve discussion and idea-sharing from the session participants, focusing on such questions as: 1. Are faculty required to attend technology training? 2. Are stipends given for participation? 3. Is a specific CMS/LMS mandatory (Moodle, Blackboard, D2L)? 4. Who decides the training topics? Are topic ideas solicited? 5. When is the best time to hold workshops and seminars?

Attendees will leave the session with: 1. Lessons from Higher Education institution surveys; what faculty prefer in regards to technology training; 2. Specific recommendations for successful workshops (what works and what doesn’t); and 3. Ideas for technology awareness and technology integration events for your own campus. 

*Audience: Higher Education*

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**Berntsen Library Lab**

**Personal Learning Networks (PLNs) for Educators**

*Abram Anders, Assistant Professor of Business Communication, University of Minnesota, Duluth*

*Ann Hill Duin, Professor, University of Minnesota*

*Joseph Moses, Senior Lecturer, University of Minnesota*

*Jodi Sandfort, Associate Professor, University of Minnesota*

In an era of technological change, successful teachers, scholars, and professionals find ways to nurture their adaptability, creativity, and professional growth. Personal learning networks, or PLNs, frame an intentional strategy for developing social and technical networks in support of lifelong learning and professional development. PLNs offer a model for decentralized, situated learning that builds on readily available tools for information aggregation, social networking, and virtual collaboration.

This seminar will provide an introduction to the theory and practice of developing PLNs, including essential tools, strategies, and principles. Through small-group activities, we will workshop PLN tools, map and analyze our existing networks, and curate crowd-sourced lists of tools and resources. Most importantly, we will leverage our network of participants to explore strategic applications of PLNs in support of innovation for our students, courses, schools, research, and personal development. 

*Audience: Mixed*
Collaborating with the iPad

Kari Gerhart, Education Technology Coordinator, TIES

There are many apps in the App Store, but a critical part of using the iPad is collaborating with others. The App Store continues to offer more apps that allow students to work together on separate iPads. This session will focus on iPad apps that create a way for students and teachers to collaborate between devices. Explore a variety of apps that provide opportunities to collaborate on documents, video creation, book discussions and more. Leave the session with more ways to engage your students with the iPad.

Audience: K-12

Unpacking eFolio’s Kaleidoscope of Applications for Self-Directed Learners

Carol Lacey, Assistant Professor, Interdisciplinary Studies
Metropolitan State University,
Bob Bilyk, Director, Center for Online Learning
Metropolitan State University

Student-centered, self-directed learning is at the heart of Metropolitan State University’s mission. This philosophy melds harmoniously with user-owned eFolio, now a global eportfolio option. Faculty and Center for Online Learning staff are collaborating to incorporate visual technology and assessment strategies in a self-registering, self-paced workshop on an LMS system.

Participants at this session will learn:
1. Free, self-registering, self-paced, asynchronous eFolio workshops providing eportfolio basic skills work well for online students and faculty;
2. LMS eportfolio options linked to course outcomes and rubrics can work well for students and faculty in specific courses; and 3. Eportfolio options outside the LMS system such as eFolio, where creators, not the institution or LMS system, own and control the portfolio, enable application to multiple educational, personal and career uses.

Audience: Higher Education

Using MCIS for Career and College Readiness

Dorothy Wolf, MCIS Training Specialist
Minnesota Career Information System

The Governor’s Workforce Development Council recommends that all students, no later than 9th grade, should have a Career and Postsecondary Plan (CPP) that helps prepare students for success in a range of postsecondary educational and career opportunities. The Minnesota Career Information System (MCIS) portfolio can fulfill this recommendation. Learn how using “My Career Plan” (a guided set of activities to help students develop their own career plan); the “My Checklists” (an electronic system to keep students on track); “My App Tracker” (a tool to help students track and record the college application process); and “My Course Planner” all work together to build a student’s CPP. We will also view the latest MCIS enhancements coming this fall.

Audience: Mixed

Making Sense of CENTSS

Jeff Sales, President, Seward, Inc.
Gary Langer, Executive Director, Minnesota Learning Commons
Paul Wasko, Consultant, Web Explorations
“High tech, high touch” student services are critically important for student success in education. CENTSS (the Center for Transforming Student Services) has been educating colleges and universities since 2005 with the tools and training they need to provide such services. The goal of this session is: introduce/refresh attendees awareness of CENTSS, demonstrate the audit tool, share real-life examples of innovations in online student services from around the country and to look at enhancements to the audit tool. **Audience:** Higher Education

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**Graham 227**

**Quality Matters: What’s In It For Me?**

Elizabeth McMahon, **Statewide Representative for QM in Minnesota Northland Community and Technical College**

Linda Jacoby, **Statewide Representative for QM in Minnesota State University, Mankato**

Deborah Proctor, **Online and Digital Learning Specialist Minnesota Department of Education**

Susan Engelmann, **Associate to Director Office of eLearning University of Minnesota**

The Quality Matters™ program (QM) is a peer review process based on standards of best practice that support the design of quality online and blended courses.

Join us for a panel presentation to hear about how QM can benefit you as well as courses, programs, departments and institutions. The panel will include Quality Matters affiliate representatives from the University of Minnesota, Minnesota State Colleges and Universities and the Minnesota Department of Education.

In this session you will learn how each organization is currently using QM and what the value proposition is for each. Learn about Quality Matter’s growing national presence and, more importantly, how QM standards support individuals seeking to improve their online and blended courses.

QM Rubrics are being used in higher education, publisher content and K-12 organizations. Whether you’re a faculty course developer, administrator, peer reviewer, or student, QM provides benefits and outcomes you may be interested in. **Audience:** Mixed

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**Riley 2300**

**Ultimate PowerPoint Makeover: A Fresh Look at a Classic E-Learning Tool**

Ann Fandrey, **Instructional Designer University of Minnesota Medical School**

The narrated PowerPoint slide deck persists as one of the most pervasive tools in online learning--it’s familiar, quick and requires only your trusty presentation software. This session will help you improve the quality of your narrated slide decks, transforming the lectures you deliver online and maximizing their impact as learning tools. In this session we will discuss the benefits and disadvantages of voiceover PowerPoints as online learning objects.

We will apply Richard Mayer’s principles of multimedia instruction to real-life slide design problems and demonstrate graphic design strategies that can help maximize the efficacy of any slide deck. We will also talk about technology tools that help you move your presentation from your desktop to web and mobile environments, and review additional multimedia considerations needed for that adaptation. **Audience:** Higher Education

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**Riley 1204**

**Using Online Presentations to Enhance Teaching and Learning**

Nima Salehi, **Instructional Designer, University of Minnesota**

Online presentation tools can be useful for faculty who want to present their content in an engaging fashion and for students who are assigned individual or group projects. These activities not only enhance learning, but also translate to real life communication skills students can use as employees and leaders in their field.

This presentation shows how faculty and students incorporate graphics, text and narration to enhance course content or provide project overviews. It provides information on what guidelines, support documents and preparation is needed to facilitate successful student presentations and effective peer feedback. Examples of online presentations created by faculty and students, as well as online course integration and detailed student directions will be provided. **Audience:** Higher Education

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**Riley 2308**

**Moogling Our Way to a Flipped Band Classroom**

Zack Kruger, **Technology Integration Specialist Owatonna Public Schools ISD 761**

Our High School Band Director wanted to transform the way he organized, assessed, and provided feedback to his students, but wasn’t sure how to do it. That was how our collaborative learning partnership developed. For this project, we used equipment and tools that were already available in our district or free tools such as iPad apps, Moodle, Google Calendar and Forms, Appointlet, Microsoft Skydrive, and student devices to create digital portfolios which included feedback and assessment. See http://bit.ly/YzeaXC.

In this presentation, participants will: 1. Learn how to use Google Calendar and Appointlet to organize your classroom; 2. Learn how to use Microsoft Skydrive as a digital learning portfolio; and 3. Learn how the iPad with Siri becomes a video feedback tool. **Audience:** Mixed
A Snapshot of Student Produced Media Projects from Digital Stories to Online Interactives

Marian Rengel, Outreach Coordinator
Minnesota Digital Library/St. Cloud State University

Minnesota Reflections is a growing online database of primary resources from across the state. Developed by the Minnesota Digital Library with contributions from more than 150 organizations, it contains primary resources that tell the story of the state’s past. The collection contains more than 38,000 titles (more than 143,000 separate digital objects), from photographs to pamphlets, audio recordings (oral histories) to maps of the state and even a cemetery.

Marian Rengel, Minnesota Digital Library outreach coordinator, will tour the collection and demonstrate how to use the database. She will highlight MDL initiatives, including Teacher Guides to Minnesota Reflections, which help teachers match items in Minnesota Reflections to K-12 teaching standards. Rengel will discuss outreach efforts with the K-12, library and higher education communities. She would also like feedback from people attending the session on getting the collection into higher education communities. She would also like feedback from people attending the session on getting the collection into higher education communities. She would also like feedback from people attending the session on getting the collection into higher education communities.

Flipping for Special Ed

Sheila Norton
E-Learning Product Manager
Central Minnesota Research and Development Council

Brad Eustis
Student Plans Product Manager
cmERDC

From our perspective as fans of the flipped classroom, we will discuss “Best Practices” inspired by the flipped concept but applied to the Special Education classroom. Specifically, how Special Education teams may use rubrics, online learning tools, and other technology to increase parent involvement to individualize learning for students.

Preparing for College Readiness with EdReady and the GPS LifePlan

Michele Jersak
Counselor and GPS LifePlan Outreach Coordinator
Century College and Minnesota Learning Commons

Randy LaFoy
GPS LifePlan and eFolio Media Coordinator
Century College

Did you know that in 2010 45% of Minnesota high school graduates entering college required remediation? There are even higher rates for the need for mathematics remediation. Of the students that need remediation, only 22% complete college and receive a degree. The time has come to rethink remediation, which is why NROC has received a Gates Foundation grant to further develop the EdReady system.

EdReady helps students identify their possible performance for commonly used placement exams (i.e., Accuplacer and ACT) and then develops a personalized course of study for review. Learn more about the pilots to help develop the Minnesota model sponsored by the Minnesota Learning Commons.
eProctoring of Online Course Assessments
Mark McKay, Academic Technology Systems Analyst
University of Minnesota
Kacie Kline, eLearning Course Specialist
University of Minnesota

Over the past year, the University of Minnesota College of Pharmacy has been transitioning from resource-intensive in-person proctoring to an online proctoring model, motivated by a desire to improve the student experience by offering the course fully online, and improve program and course efficiency.

The cornerstone course of the project was a high-enrollment, 2 credit undergraduate class offered to students locally at U of M system campuses. The primary issues the College of Pharmacy faced were the need to verify the student’s identity, protect the integrity of the exams, and reduce the resource utilization at the College and University.

In this presentation, we will detail the rationale for pursuing eProctoring, review the phased implementation strategy for this course, outline the potential expansion to other courses, describe the challenges we faced, and summarize the evaluations from the student, faculty, and staff perspectives.

Audience: Higher Education

Learning Maps: A Discovery Tool for Learning Resources
Margaret Miller
Sr. Technology Training Consultant
University of Minnesota

Guiding users to appropriate resources can be challenging when you are trying to meet the needs of users with varying interests and skill levels. We needed a tool that would allow us to define a specific process with key steps and relevant resources. Learning maps is the solution we came up with.

The learning maps provide our users with a structured, visual guide to a topic area. In this session we will talk about the methodology we used to develop our learning maps and how we are using them in our technology training courses to give users a resource that they can reference after the course to continue their learning.

The learning maps help users self-select the courses and resources and also guide support staff that are troubleshooting problems for users. Attendees will take away the concept of a learning map and methodology for creating one.

Audience: Mixed

A Perfect Duo: Wikispaces and Basic Writers
Jane Leach, English Instructor
Minneapolis Community and Technical College

In this session, participants will learn how a wiki space--a free, collaborative online website--can be used in a Basic Writing classroom. Participants will see a demonstration of the wiki as a writing platform in a face-to-face course. Attendees will learn how easy, inexpensive, accessible and user friendly a wiki space can be, particularly for technology averse or anxious writers.

Participants will also see how effectively collaborative writing functions on a wiki. Finally, the participants will see how teaching with a wiki can support the field of composition pedagogy’s 21st century multi-modal goals by teaching students how to communicate using audio, moving and still images, typography, color, and space.

Audience: Higher Education

Tales from the MOOC Frontier: Institutional and Individual Experiences
Christopher Cramer
Professor of Chemistry and Faculty Liaison for eLearning Initiatives
University of Minnesota

From the perspective of the Provostal Faculty Liaison for eLearning Initiatives, I will describe the launch of the partnership between Coursera and the University of Minnesota, which involves the offer of 5 MOOCs scheduled to start in May 2013. I will further describe what it was like to teach one of those MOOCs as an instructor.

Attendees will learn: 1. The challenges and opportunities associated with local development of MOOCs; 2. The nuts and bolts details of what goes into creating an individual MOOC, and 3. How experience with its first wave will influence the University of Minnesota’s future activities in the MOOC area.

Audience: Higher Education
Getting Boys to Read with Technology

Daniel Verdick, VP, Marketing & Communications
ABDO Publishing Group

Can technology help engage boy readers in different ways than with girls? Why is the gap in reading levels between boys and girls a major concern among health experts and educators? Why are the vast majority of reluctant readers boys? In this informative seminar, getting boys to read with technology is the focus.

This session will include information on the March 2010 Center on Education Policy report on the reading gap for boys, reports on the use of e-reader devices with boys and girls, and collection development ideas for both print and digital resources.

Audience: K-12

E-Folio Now, E-Folio WOW!

Lynne Groves, Strategies Consultant; eFolio Learning & Implementation
Paul Wasko, Independent Consultant

Connect with the concept of “embedding the technology so learning is best modeled” and the decisions that make using eFolio a WOW factor in today’s teaching and learning scene. Think of this as a “recipe for success” at a time when teachers are in constant overload and overwhelmed by all things new.

Session attendees will discover implementation answers to typical questions, such as: What should I use eFolio for? Who should use eFolio? When should I use eFolio? How do I use eFolio effectively? Why use eFolio? Where should I use eFolio? Participant take aways include a master learning plan that can be adapted to your classroom or program needs. Audience: Mixed

Using E-Folio to Define Your Digital Image

Doug Diederich, Chief Architect, eFolio Solutions
Amy Finken, VP Operations and Development

The Internet has a variety of tools that are used to define us. Join us as we take a look at how eFolio can complete that definition. We will share examples of sites created for education, professional, and personal uses. We will demonstrate content created within eFolio and content consumed by eFolio. Now that the content is created, we will show a few distribution methods.

Audience: Mixed

An Epidemic is Coming: Are You Ready?

Sue Borowick, Director, Centers for Public Health Education and Outreach
Constance Pepin, Education Specialist, CPHEO

This session describes the educational use of an online game to interest users in the field of Public Health as a career choice. Epidemic! simulates actual tasks performed by a team of public health professionals during an epidemic. Each player chooses a role and works with other players to stop the spread of the disease while facing real-world decisions and challenges.

Attendees will take away: 1. Ideas about using online games as a creative way to stimulate interest in Public Health as a career choice; 2. Information about best practices for designing and developing engaging and innovative eLearning experiences and tools; and 3. Creative ideas/methods for Public Health workforce development in the classroom and in the field. Audience: Mixed
Equitable Access: Bridging the Digital Divide to Foster Online Learning

Mary Ann VanCura, Library Development Specialist
State Library Services, Minnesota Department of Education

Catherine Durivage, Director
Minnesota Braille and Talking Book Library

Karen Johnson, Director
SOCRATES Online

Gaps in equitable access to technology, Internet access, and skills continue even as online learning opportunities and requirements increase. Since public education and other government entities exist to serve all Minnesotans, attending to equity is essential. Learn the issues, gaps, and opportunities for providing equitable access to online learning.

In this session, participants will gain an overview of the following: 1. Issues in equitable access to technology, online courses, and quality instruction; 2. Demographics and disparities of US and Minnesota residents and emerging national efforts; and 3. Accessibility challenges of online learning.  

Listening Online: Creating Presence and Engagement in an Online Environment

Leslie Shore, Instructional Design and Training Manager
University of Northwestern – St. Paul

Of the communication vehicles of listening, speaking, reading and writing, listening is the most used and the least taught. But effective listening is a skill. Like any other skill, competency in listening is achieved through learning and practice. “Listening” in an online educational environment adds another layer of complexity. Establishing a presence as well as creating a safe academic environment that encourages engagement requires a high level of “listening” skills.

Participate in several interactive experiences that will help you be aware of your own barriers, learn specific tips to relieve listening barriers, and learn how to apply this learning to those around you. Be prepared to enhance your listening skills in a fast paced, interactive, multi-learning style session. You will walk away with an improved lifelong skill.

Innovative Model for Faculty-Led Instructional Design Team in a Robust Technology Environment

Kerry Gregoryk, Director of Distance Learning and Faculty Development, Valley City State University

Shannon VanHorn, Associate Professor and Instructional Design Team Member
Valley City State University

Responsive Engagement Using Instant Data

Brian Wickenheiser, Education Technology Consultant/Grade Six Teacher, WickEd Tech, Esko Schools

Whether you are teaching in a flipped, traditional, or blended classroom, you need to be able to adjust to students’ learning as it is happening. Responsive engagement is providing meaningful activities to students, monitoring progress in real-time, and modifying the activity to ensure success or to provide a greater challenge. Session participants will understand the need to start moving toward personalizing instruction, how to monitor progress in real-time using different technologies, and how to engage students in meaningful activities. Interactive responders will be used by participants and several technologies to monitor progress will be discussed.

The Calm Before the Storm: Preparing Your Content for an eLearning Adaptation

Description on next page (page 32).

Using GPS Life Plan and EPortfolio in Your First Year Experience Program

Description on next page (page 32).
The Calm Before the Storm: Preparing Your Content for an eLearning Adaptation

Joel Dickenson, Instructional Designer, University of Minnesota
Ann Fandrey, Instructional Designer, University of Minnesota Medical School

Which comes first - the content or design? Attend this workshop to discover planning strategies and analysis questions that can help you manage content and design an effective eLearning experience. We’ll discuss and debate tips, tricks, and proven best practices for pre-production and planning.

At the end of our session, you will have the knowledge you need to make more informed design choices when planning and producing your eLearning experiences. After this workshop, participants will be able to: 1. Describe a process for planning and developing eLearning, including wireframes, storyboards, and scripts; 2. Explain the analysis phase of eLearning development and the specific considerations given to modes of delivery, formatting, and content arrangement; 3. Outline a pre-production process for designing interactions, assessments and multimedia; and 4. List considerations for accessibility, export/publishing, and delivery. This workshop is ideal for instructional designers, teachers, eLearning leadership and management, and multimedia designers and developers.

Audience: Mixed

Using GPS Life Plan and EFolio in Your First Year Experience Program

Michele Jersak, Counselor, Century College
Randy LaFoy, GPS LifePlan and eFolio Media Coordinator, Century College

In this extended workshop, participants will discuss and learn more about: 1. An overview of the First Year Experience and the Use of GPS LifePlan and eFolio; 2. Applications of the GPS LifePlan within these programs; 3. Impact of this comprehensive approach for student success and lessons learned; and 4. An opportunity to explore the GPS LifePlan program and develop a plan to use it in their work with students.

Audience: Higher Education

Thinkfinity and Beyond: Free Online Resources for the Classroom

Mary Mehsikomer, Technology Integrationist Development & Outreach Facilitator, TIES

There are loads of free, high quality open curriculum resources for your classroom - but where do you find them and how do you use them?

Participants in this workshop will learn how to mine the Internet through Thinkfinity and other databases for interactive learning objects and how to integrate these with content curriculum. We will explore the wealth of Thinkfinity, the Electronic Library for Minnesota, Library of Congress, Smithsonian Institution, and much more.

Participants will leave this workshop with a knowledge base of resources across content areas that are free and designed to provide deeper learning and greater engagement for students. The workshop will also provide time for exploration of the tools that are introduced. Audience: Mixed

New for You in E-Folio

Doug Diederich, Chief Architect, eFolio Solutions
Amy Finken, VP Operations and Development, myeFolio/Avenet Web Solutions

The team at Avenet has been busy. Join us as we demonstrate the work we have completed over the past year. You will see examples of social media integration, our iPad interface, the brand new eFolio tutorial and evaluation questionnaires. We will discuss changes we are making to ensure a better hosting experience. We may even share our future plans. Audience: Mixed
Riley 1209  eTEACHING

An Online Learning Prep Course for Indigenous Students

Melanie Wilson, Distance Education Coordinator
Leech Lake Tribal College

Leech Lake Tribal College experienced difficulties getting Native American students to use the learning management system. To improve student adoption of the system and use of online communication tools, an online preparation course was created that incorporated the seven Anishinaabe values upon which the college was founded: humility, truth, courage, honesty, respect, love, and wisdom. The purposes of this session are: 1. To encourage participants who work with indigenous students to consider the importance of culturally relevant practices in student success; 2. To demonstrate the ease with which cultural values can be embedded in the curriculum for any subject and 3. To share ideas for creating an online prep course for indigenous students.  

Audience: Higher Education

2 hour summitPLUS session

Riley 1344 Lab  eTEACHING

The Calm Before the Storm: Preparing Your Content for an eLearning Adaptation

CONTINUED FROM SESSION 7

Joel Dickenson, Instructional Designer
University of Minnesota

Ann Fandrey, Instructional Designer
University of Minnesota Medical School

Which comes first - the content or design? Attend this workshop to discover planning strategies and analysis questions that can help you manage content and design an effective eLearning experience. We’ll discuss and debate tips, tricks, and proven best practices for pre-production and planning. At the end of our session, you will have the knowledge you need to make more informed design choices when planning and producing your eLearning experiences. After this workshop, participants will be able to: 1. Describe a process for planning and developing eLearning, including wireframes, storyboards, and scripts; 2. Explain the analysis phase of eLearning development and the specific considerations given to modes of delivery, formatting, and content arrangement; 3. Outline a pre-production process for designing interactions, assessments and multimedia; and 4. List considerations for accessibility, export/publishing, and delivery. This workshop is ideal for instructional designers, teachers, eLearning leadership and management, and multimedia designers and developers.  

Audience: Mixed

2 hour summitPLUS session

Riley 1204  eTEACHING

Listening Online: Creating Presence and Engagement in an Online Environment

Leslie Shore, Instructional Design and Training Manager
University of Northwestern – St. Paul

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Participate in several interactive experiences that will help you be aware of your own barriers, learn specific tips to relieve listening barriers, and learn how to apply this learning to those around you. Be prepared to enhance your listening skills in a fast paced, interactive, multi-learning style session. You will walk away with an improved lifelong skill.  

Audience: Mixed

Information on all workshops, presenter bios. and more:
esynergysummit2013.sched.org/
GUEST COMPUTER/ NETWORK REQUIREMENTS

About The University of Northwestern – St. Paul Network

The University of Northwestern uses a tool called Campus Manager. Campus Manager is a security feature that ensures all computers connecting to the University of Northwestern’s network are secure.

All Guests must register their computer or Wi-Fi device with Campus Manager in order to access the network. In addition, to register on the University of Northwestern’s network, your computer must meet these requirements:

1. An Approved Operating System
2. Your Operating System must be up to date
3. You must have an approved and up-to-date Anti-Virus program (Only applies to Windows)

Approved Operating Systems

- Windows XP (with SP3)
- Windows Vista
- Windows 7
- Mac OS 10.4 – 10.7
- iOS 4 or later for iPhone/iPad
- Linux is officially unsupported although some people have been able to get it to work.

Make sure your Operating System is up-to-date.

You can update your system through the following websites:

Windows – http://update.microsoft.com

Mac OS – Click on the apple logo in the Menu Bar and open Software Update

Common Anti-Virus Programs accepted on UNW–SP Networks (Updated 7-13-13)

Please refer to your anti-virus software company for their latest updates. Generally, it works to open the program and look for an update button/option.

- AVG 2011 and 2012
- Avast! Version 4.0 and Avast Internet Security
- CA Anti VirusMcAfee Enterprise
- Cisco CSA AntiVirus
- Eset NOD32
- F-Prot
- Kaspersky
- McAfee ePolicy Orchestrator
- McAfee Enterprise, Home, Total Protection 10, Antivirus Plus
- McAfee VirusScan Enterprise 8.7i and 8.8i
- Microsoft Security Essentials
- Norton, Norton-360
- Panda Anti-Virus 2010, Global Protection 2010, and Internet Security 2010
- Sophos
- Symantec Corporate 10.x and Symantec Endpoint Protection 11.x
- Trend Micro Internet-Security
- Trend Micro-OfficeScan, SMB ,and Titanium
- Webroot AntiVirus Corporate
ACCESS THE NETWORK
How to register your Computer on the University of Northwestern – St. Paul Network

If you have any difficulties registering your device, please see one of the IT Department Staff Members; reference page 5 in this program for locations and hours. You can also call the UNW Service Desk at 651-631-5698.

1. This registration page should load automatically when you open your Web browser:

2. If you clicked agree, the following screen will appear.
   Laptop users, please click “Users who have a Network Account”.
   Mobile device users, (i.e. iPhone, iPod Touch, BlackBerry, Android, Ipad/Tablet…), click “Register your Mobile Device.”

3. Enter your username and password.
   USER: eLearningGuest
   PASS: ELSumm1t

4. Select “Download.”
   Save the Bradford Dissolvable Agent and then run it.
   You may see this progress bar.

5. After the scan has finished, your browser will notify you whether or not you passed our scan.
   If you did pass, you will see the below screen. If you did not pass, it will tell you what you need to do to make your computer pass.

6. Need Help with Guest Access?
   If you have any difficulties registering your device, please see one of the IT Department Staff Members; reference page 5 in this program for locations and hours.

   You can also call the UNW Service Desk at 651-631-5698.
**COFFEE/BREAKFAST**

**Bruegger’s**  
Roseville Shopping Ctr., 2712 Lincoln Drive,  
Roseville, MN 0.9 mi S  
(651) 635-0185 · brueggers.com

**Panera Bread**  
817 Rosedale Shopping Center, Roseville, MN 1.4 mi S  
(651) 288-1015 · panerabread.com

**Perkins Restaurant & Bakery**  
696 County Road D West, Saint Paul, MN 1.4 mi W  
(651) 631-2026 · perkinsrestaurants.com

**Limu Coffee**  
500 5th Ave NW # 109, New Brighton, MN 2.1 mi NW  
(651) 633-3454 · limucoffee.net

**LUNCH/SANDWICHES**

**Jimmy John’s Gourmet Sandwiches**  
1631 West County Road C, Roseville, MN 0.7 mi S  
(651) 636-1555 · jimmyjohns.com

**Good Earth Restaurant**  
1901 Highway 36 W, Roseville, MN 1.7 mi S  
(651) 636-0956 · goodearthmn.com

**Potbelly Sandwich Works**  
857 Rosedale Ctr, Roseville, MN 1.5 mi S  
(651) 636-1688 · potbelly.com

**Quiznos Sandwich Restaurants**  
2339 Fairview Avenue North, Saint Paul, MN 1.6 mi S  
(651) 255-3344 · quiznos.com

**Subway**  
3673 Lexington Avenue North, Arden Hills, MN 1.6 mi NE  
(651) 483-2183 · subway.com

**PIZZA**

**Aurelio’s Pizza**  
2827 Hamline Avenue North, Roseville, MN 0.7 mi SE  
(651) 636-1730 · aureliospizza.com

**Carbone’s Pizzeria**  
3156 Lexington Ave, Shoreview, MN 1.0 mi E  
(651) 488-0968 · carbonespizzeria.com

**Davanni’s Pizza & Hot Hoagies**  
1905 Perimeter Rd, Roseville, MN 1.6 mi SW  
(651) 636-3411 · davannis.com

**ETHNIC**

**Baja Sol Tortilla Grill**  
3673 Lexington Avenue North, Saint Paul, MN 1.6 mi NE  
(651) 483-0800 · bajasolardenhills.com

**China Restaurant**  
2811 Hamline Avenue North, Roseville, MN 0.7 mi SE  
(651) 636-8385

**Great China**  
3547 Lexington Avenue North, St Paul, MN 1.4 mi NE  
(651) 481-8100 · ahgreatchina.com

**India Palace**  
2570 Cleveland Avenue North, Roseville, MN 1.4 mi SW  
(651) 631-3398

**India Palace**  
3570 Cleveland Avenue North, Roseville, MN 1.4 mi SW  
(651) 631-3398

**La Casita Mexican Restaurant**  
1925 Perimeter Road, Roseville, MN 1.6 mi SW  
(651) 255-3344 · lacasita.biz

**Noodles & Company**  
1655 W County Road B2, Roseville, MN 1.2 mi S  
(651) 633-3999 · noodles.com
**ICE CREAM/DESSERT**

**Bakers Square Restaurant & Pies**  
1881 Hwy 36 W, Roseville, MN 1.6 mi S  
(651) 631-3322 · bakerssquare.com

**Blue Sky Creamery**  
1595 Hwy 36 W, Roseville, MN 1.4 mi S  
(651) 633-6036 · blueskycreamery.com

**Sarah Jane’s Bakery**  
2853 Johnson Street Northeast, Minneapolis, MN 3.5 mi W  
(612) 789-2827 · sarahjanesbakery.com

**TCBY**  
1595 Highway 36 W, Roseville, MN 1.4 mi S  
(651) 635-9868 · tcby.com

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**NATIONAL CHAINS**

**Applebee’s Neighborhood Grill**  
1893 Highway 36 West, Roseville, MN 1.7 mi S  
(651) 697-0648 · applebees.com

**Boston Market**  
2720 Lincoln Drive, Roseville, MN 0.8 mi S  
(651) 631-1110 · bostonmarket.com

**Chili’s Grill & Bar**  
1840 West County Road B2, Roseville, MN 1.4 mi S  
(651) 633-7718 · chilis.com

**Famous Dave’s Bar-B-Que**  
2131 North Snelling Avenue, Roseville, MN 2.0 mi S  
(651) 633-4800 · famousdaves.com

**Olive Garden**  
1525 West County Road C, Roseville, MN 0.9 mi S  
(651) 638-9557 · olivegarden.com

**Outback Steakhouse**  
2181 North Snelling Avenue, Saint Paul, MN 1.8 mi S  
(651) 697-1224 · outback.com

**Red Lobster**  
2330 Prior Ave N, Roseville, MN 1.7 mi SW  
(651) 636-9800 · redlobster.com
AREA ATTRACTIONS

**Mill City Museum**  www.millcitymuseum.org
Phone: 612.341.7555
Address: 704 South 2nd Street Minneapolis, MN 55401
The story of a mighty river, a young city and how one product - flour - fueled the growth of Minneapolis. Mill City Museum’s 12,000 square feet of exhibit space is packed with fun for visitors of all ages.

**Minnesota Children’s Museum**  www.mcm.org
Phone: 651.225.6014
Address: 10 7th Street West Saint Paul, MN 55102
Minnesota Children’s Museum is where kids ages six months to 10 years can touch, climb, splash and explore their way through seven galleries packed with extraordinary hands-on adventures.

**Minnesota Transportation Museum**  www.mtmuseum.org
Phone: 651.228.0263 Ext 3104
Address: 193 Pennsylvania Ave E St. Paul, MN 55130-4319
Enjoy rides on vintage trains, visit one of Minnesota’s oldest working roundhouses, take a ride on a classic bus or visit one of the depots at the Minnesota Transportation Museum.

**Sea Life Minnesota Aquarium**  www.visitsealife.com/minnesota
Phone: 952.883.0202
Address: 120 East Broadway, Bloomington, MN 55425
Underwater Adventures Aquarium features more than 5,000 sea creatures that you can see and even touch! Come face to face with sea sharks, stingrays and more. Plus, enjoy the new Jellyfish Discovery: A stunning exhibit featuring the world’s largest jellyfish collection!

**Wells Fargo History Museum**  www.wellsfargohistory.com/
Phone: 612.667.4210
Address: 90 S 7th St Minneapolis, MN 55402
Step off the skyway into Wells Fargo’s storied past. Explore a turn-of-the-century bank, take a ride in a stagecoach, and learn the Northwest weatherball jingle. Free and open to the public Mon-Fri.

**Minnesota Zoo**  www.mnzoo.com
Phone: 952.431.9200
Address: 13000 Zoo Boulevard, Apple Valley, MN 55124
With more than 2,000 animals representing over 400 species, you’re bound to have a wild time at the Minnesota Zoo.
Valleyfair! Family Amusement Park  www.valleyfair.com
Phone: 952.445.6500
Address: 1 Valleyfair Drive Shakopee, MN 55379
Snoopy is back with a whole new planet to explore at Valleyfair!
With over 75 rides and attractions, Soak City Water Park, great food, shops and
20 rides and attractions in the all-new Planet Snoopy, Valleyfair is the perfect
destination for the whole family.

Water Park of America  www.waterparkofamerica.com
Phone: 952.854.8700
Address: 1700 American Blvd. E., Bloomington, MN 55425
Enjoy one of the Water Park of America’s 403 deluxe accommodations, located
on Bloomington’s main business district and adjacent to Mall of America. 403
deluxe accommodations and a monstrously large waterpark.

Candyland, Inc.  www.candylandstore.com/
Phone: 612.332.7752
Address: 435 Wabasha St N • St. Paul
Since 1932 Candyland has produced wholesome, handmade treats, voted Best
of the Twin Cities 2004! Candy, fudge, nuts and popcorn for parties, corporate
incentives and wedding favors!

Mall of America  www.mallofamerica.com
Phone: 952.883.8800
Address: 60 East Broadway Bloomington, MN 55425
From unique meeting facilities to group scavenger hunts and discounted tickets,
Mall of America is the perfect location for your next group outing!

Minneapolis Queen Authentic Paddlewheeler Cruises
www.twincitiescruises.com
Phone: 612.378.7966 or 1.888.791.6220
Address: 700 Sibley Street Northeast Minneapolis, MN 55413
The 125 passenger Minneapolis Queen offers public tours and private charters on
the Mississippi River cruising through historic Downtown Minneapolis departing
from Boom Island Park.

Target Field Tours
www.minnesota.twins.mlb.com/min/ballpark/tours/index.jsp
Phone: 612.659.3877
Address: 1Twins Way, Minneapolis, MN 55403
Guests experience a guided tour of areas of the ballpark guests normally don’t
see. These spaces may include the press box, clubhouse, dugout and other
premium areas (all subject to availability).
Alpha Video is a leading integrator of visual communication solutions for educational institutions. We specialize in the design and installation of systems for the creation, management and distribution of video and audio content. Alpha Video also designs and markets the CastNET digital signage software.

Mackin Educational Resources is a complete one-source service providing virtually any book, eBook, audio, DVD, CD-Rom or educational software in print for libraries and classrooms. All orders receive FREE processing, FREE cataloging and FREE shipping.

Our goal is to make things less complicated for librarians and teachers, and we achieve it with thousands of customers around the world every day.

eScience Labs LLC provides complete and comprehensive hands-on science kits to support online and traditional courses in need of a laboratory solution. These are the same experiments you would find in a traditional academic lab, but designed and scaled to be performed by students anytime, anywhere. Written by PhD level educators and scientists, our labs compliment any teaching style or curriculum.

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- NetTutor® – our online tutoring solution
- MyAcademicWorkshop™ – our adaptive placement, assessment, and homework system for mathematics
- WorldWideWhiteboard® – our mobile-ready collaboration suite
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