# 2ND ANNUAL SOUTHEASTERN DIGITAL Learning Forum

**February 8, 2019 ● 8:30 – 3:00 PM**
UNC Charlotte Center City
320 E. 9th Street, Charlotte, NC 28202

## Full Program

| Time | Event | Location |
|------|-------|----------|
| 8:30 - 9:30 AM | Registration | Lobby (ground floor) |
| 8:30 - 9:30 AM | Coffee / Breakfast & Courseware Provider Exhibit | Atrium 256 |
| 9:30 - 9:45 AM | Welcome & Introductions | Auditorium 201 |
| 9:45 - 10:45 AM | Keynote: Dale P. Johnson, Adaptive Program Manager, Arizona State University | Auditorium 201 |
| 10:45 - 11:00 AM | Break | |
| 11:00 - 12:15 PM | Poster Sessions<br>Adaptive Learning Courseware Demonstrations<br>Lunch | Atrium 256 & Mezzanine |
| 12:15 - 12:30 PM | Break | |
| 12:30 - 1:15 PM | Concurrent Sessions #1 | Breakout Rooms: 501, 502, 504, 804, 805, 902, 904, 905, 906 |
| 1:15 - 1:30 PM | Break | |
| 1:30 - 2:15 PM | Concurrent Sessions #2 | Breakout Rooms: 501, 502, 504, 804, 805, 904, 905, 906 |
| 2:15 - 2:30 PM | Break | |
| 2:30 - 3:00 PM | Thought Leaders' Panel | Auditorium 201 |

*Note: All sessions are in Eastern Time (ET).*

## Welcome & Introductions

**9:30 – 9:45 AM**
**Auditorium 201**

**Dr. Joan Lorden,** Provost and Vice Chancellor for Academic Affairs, UNC Charlotte, North Carolina
**Dr. Margaret Annunziata,** Vice President of Academic Affairs, Davidson County Community College, North Carolina

## Keynote Speaker



**9:45 – 10:45 AM**
**Auditorium 201**

**Dale P. Johnson** is the Adaptive Program Manager at Arizona State University. He works with faculty, staff, and technology partners to develop and implement adaptive courseware to help improve the student success rate. Those efforts have earned him the 2016 Sally M. Johnstone Award from WCET recognizing thought leadership, excellence in practice, and demonstrated leadership capabilities. In 2018, he was honored by the IMS Global Learning Consortium with an outstanding service award for his leadership of the adaptive courseware community of practice.

Dale has spoken on adaptive courseware at more than 20 conferences in the USA, Korea, Mexico, Russia, and Vietnam and led workshops on the subject at numerous universities. He has a bachelor of science in design degree from ASU and a master in public policy degree from Harvard University, a learning path that combined his interests in design, engineering, history, and public policy. In his spare time, he enjoys traveling and building things. He's traveled to more than 35 countries, lived in Barcelona for a year as a Rotary Foundation Ambassadorial Scholar, and built his own solar home in Phoenix.

## Poster Sessions & Adaptive Learning Product Demonstrations

**11:00 – 12:15 PM**
**Atrium & Mezzanine**

Poster Sessions and Adaptive Learning Courseware Demonstrations

## Concurrent Sessions

**12:30 – 1:15 PM**

Concurrent Sessions #1 – Breakout Rooms

**1:30 – 2:15 PM**

Concurrent Sessions #2 – Breakout Rooms

## Thought Leaders' Panel

**2:30 – 3:00 PM**
**Auditorium 201**

The closing session, moderated by Dr. Joan Lorden, Provost and Vice Chancellor for Academic Affairs at UNC Charlotte, North Carolina, will feature thought leaders from different institutions to recap the day and answer questions about the current state and future of digital learning and higher education.

# Poster Sessions & Adaptive Learning Product Demonstrations

**11:00 – 12:15 PM, Atrium 256 and 3rd floor Mezzanine**

**COURSE DESIGN AND IMPLEMENTATION**

| No. | Poster Title | Adaptive Courseware |
|---|---|---|
| 1 | Teaching Students to Fish: Self-Directed Writing with Grammarly | Grammarly |
| 2 | Quantitative Literacy, Adaptive Learning, and ALEKS | ALEKS |
| 3 | Implementing an Adaptive Learning System in Introductory Chemistry to Emphasize Mastery Learning | ALEKS |
| 4 | Saddle Up Broncos! Testing the Horse of Adaptive Learning at Fayetteville State University | Acrobatiq |
| 5 | Adaptive Learning in a Large Face-To-Face Active Learning Flipped Classroom | Realizeit |
| 6 | Adaptive Learning in Online Graduate Nursing Pathophysiology Course | Realizeit |
| 7 | ALEKS & College Algebra - A Journey to Finding the Best Model | ALEKS |
| 8 | The Use of Adaptive Learning in a Large Top 40 Course | LaunchPad (Macmillan) |
| 9 | Three Implementations of Adaptive Technologies for Individual Chemistry Mastery | SmartWork (Pearson) |
| 10 | Adaptive Learning in Mathematics and Statistics - Development Process | ALEKS |
| 11 | Adaptive Learning Platform for Engineering Dynamics | Realizeit |
| 12 | Adaptive Lessons Featuring Virtual Reality Experiences that Simulate On-The-Job Learning | Smart Sparrow |

# Concurrent Sessions #1

**12:30 – 1:15 PM, Breakout Rooms**

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| **Teaching Students to Fish: Self-Directed Writing with Grammarly**<br>**Lead Presenter:** Amanda Jo Slone, Associate Professor of English, University of Pikeville<br>**Co Presenter/s:** Johnny Fleming, Assistant Professor of Mathematics, University of Pikeville<br><br>**Brief Description:** We piloted the Grammarly software in select English and First Year Studies courses in Fall 2017. Grammarly, driven by artificial intelligence, helps eliminate writing errors and improve written communication. Since Fall 2017, we have offered workshops on campus to introduce others to the program and the benefits of using Grammarly as a learning tool. In Fall 2018, our project has grown to include courses in Nursing, Communication, Film/Media Arts, and the Sciences. We continue to adapt new ways to incorporate Grammarly across the curriculum. | **Room 501** |

| **Adaptive Courseware:** Grammarly | |
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| **Keywords:** | ● Multiple Discipline  ● Undergraduate Students  ● Multi-Section Course ● Course Redesign |

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| **Quantitative Literacy, Adaptive Learning, and ALEKS**<br>**Lead Presenter:** Susan Howard, Instructor/Coordinator PCC/ECU Mathematics Partnership, East Carolina University<br><br>**Brief Description:** ECU received the UNC Student-Success Grant in support of implementation of an adaptive learning project. In the process of redesigning and piloting a quantitative literacy general mathematics course for non-STEM majors, ECU adopted ALEKS, an adaptive learning courseware system. The new course was piloted in Fall 2018 with continual adjustments being made for Spring 2019. | **Room 502** |

| **Adaptive Courseware:** ALEKS | |
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| **Keywords:** | ● STEM Course  ● Undergraduate Students  ● Multi-Section Course ● Course Redesign |

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| **Implementing an Adaptive Learning System in Introductory Chemistry to Emphasize Mastery Learning**<br>**Lead Presenter:** Kathryn Asala, Teaching Professor, Department of Chemistry, UNC Charlotte<br>**Co Presenter/s:** Alexandra Hurst, PhD Student, Nanoscale Science, UNC Charlotte<br><br>**Brief Description:** In Fall 2018, all five sections of CHEM 1200 (Fundamentals of Chemistry) at UNC Charlotte used an adaptive learning platform, ALEKS, for the first time. ALEKS is an assessment and learning system specifically designed for the sciences and mathematics. Specifically, ALEKS was used for the mastery of foundational concepts in chemistry. The use of the adaptive learning system will continue in all three sections of CHEM 1200 in Spring 2019. | **Room 504** |

| **Adaptive Courseware:** ALEKS | |
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| **Keywords:** | ● STEM Course  ● Undergraduate Students  ● Multi-Section Course ● Course Redesign |

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| **BioSpine: Expanding the Use of Adaptive Learning**<br><br>**Lead Presenter:** Dale Johnson, Adaptive Program Manager, Arizona State University<br>**Co Presenter/s:** Ben Gresh, Adaptive Learning Sales Representative, CogBooks<br><br>**Brief Description:** CogBooks has partnered with Arizona State University to build the "BioSpine," which combines ASU subject matter expertise with the power of CogBooks' adaptive learning platform to provide instructional resources to biology students in their core courses. CogBooks helps students learn faster and more effectively by adapting to their needs while saving instructors time through automated grade pass back to the LMS and intuitive reporting. The presenters will discuss the BioSpine development process, challenges, best practices, and opportunities to collaborate. | **Room 902** |

| **Adaptive Courseware:** CogBooks | |
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| **Keywords:** ● STEM Course ● Undergraduate Students ● Multi-Section Course ● Course Redesign | |

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| **Saddle Up Broncos! Testing the Horse of Adaptive Learning at Fayetteville State University**<br><br>**Lead Presenter:** Kimberly Tran, Associate Professor of Psychology and Licensed Psychologist, Fayetteville State University<br>**Co Presenter/s:** Bonnie Grohe, PhD, Director of Faculty Development and Online Education; Chet Dilday, PhD, Associate Professor of Social Work, Fayetteville State University<br><br>**Brief Description:** FSU participated in the Association for Chief Academic Officers Digital Fellows Program in the Spring 2018 semester, after what Acrobatiq called "the fastest implementation they have ever seen." Headed by the UNC System Office, the project was a collaboration with colleagues from UNC Pembroke and NC Central. In Spring 2019, FSU will implement a larger pilot of introductory face-to-face sections of Chemistry, English, History and Math for approximately 200 students using off-the shelf-content. The Office of Faculty Development at FSU will also be utilizing a Courseware in Context (CWiC) framework to assist leaders in making evidence-based decisions about adopting courseware. | **Room 904** |

| **Adaptive Courseware:** Acrobatiq | |
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| **Keywords:** ● Multiple Discipline ● Undergraduate Students ● Large-Class ● Off-the-shelf Courseware | |

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| **Adaptive Learning in a Large Face-to-Face Active Learning Flipped Classroom**<br>**Lead Presenter:** Celine Latulipe, Professor of Computer Science, UNC Charlotte<br><br>**Brief Description:** The Computer Science department in the College of Computing and Informatics at UNC Charlotte has adopted the adaptive learning platform Realizeit. This learning platform supports student learning paths with predictive analytics. In Fall 2018, the platform was piloted with 122 students. Every week students did their course prepwork within the Realizeit platform and also completed online tests. The course also integrated an interactive e-book from zyBooks, an online publisher platform. | **Room 905** |

| **Adaptive Courseware:** Realizeit | |
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| **Keywords:** ● STEM Course ● Undergraduate Students ● Large-Class ● Course Redesign | |

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| **Adaptive Learning in Online Graduate Nursing Pathophysiology Course**<br>**Lead Presenter:** Julie Hinkle, Assistant Professor of Nursing, UNC Wilmington<br><br>**Brief Description:** In Fall 2018, I began comparing a pathophysiology course delivered through an adaptive platform to a traditional online pathophysiology course. The course will be repeated in Spring 2019. This comparison builds on previous work looking at student satisfaction and other measures around Realizeit and adaptive learning started at my previous institution, University of Central Florida. | **Room 906** |

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| **Adaptive Courseware:** Realizeit | |
| **Keywords:** | ● STEM Course ● Graduate Students ● Early Development Phase |

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| **Course Mapping for Designing Adaptive Learning in General Psychology**<br>**Lead Presenter:** Jaesoon An, Senior Instructional Designer; Enoch Park, Quality Matters and Online Learning Specialist, Center for Teaching and Learning, UNC Charlotte<br><br>**Brief Description:** In Fall 2018, a design approach inspired by Quality Matters was applied to the design of a blended General Psychology course integrated with the LaunchPad adaptive learning system. This presentation introduces the application of a clear, well-acknowledged design method using course mapping and alignment concepts. These concepts compliment the power of an adaptive learning system for use in teaching a large enrollment course delivered by a collaborative team of instructors. | **Room 804** |

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| **Keywords:** | ● Campus Strategy ● Course Redesign |

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| **Time for Class: Lessons for the Future of Digital Courseware in Higher Education**<br>**Lead Presenter:** Gates Bryant, Partner, Tyton Partners<br><br>**Brief Description:** This new installment of the Time for Class series, published since 2015, illuminates the state of digital learning in higher education and provides recommendations to the field on opportunities to expand digital learning in service of improved student outcomes. Findings are based on surveys of a national sample of postsecondary faculty and administrators. | **Room 805** |

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| **Keywords:** | ● Campus Strategy |

## Concurrent Sessions #2

**1:30 – 2:15 PM, Breakout Rooms**

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| **ALEKS & College Algebra - A Journey to Finding the Best Model**<br>**Lead Presenter:** April Talbert, Instructor/Coordinator of Mathematics, CAVE Director<br><br>**Brief Description:** In 2016, I began piloting a hybrid emporium model using the adaptive learning platform ALEKS 360. In the pilot, students met with me once a week for one hour and fifty minutes and then spent additional time in the math learning lab based on their course performance. Class time was spent on mini lessons to performance groups of students instead of traditional whole class lecture. After each semester of the pilot, I made | **Room 501** |

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| tweaks to the course based on what worked/didn't work as well as student feedback. The passing rate for the pilot sections using this model have been significantly higher than the passing rates for the regular sections of College Algebra. | |
| **Adaptive Courseware:** ALEKS | |
| **Keywords:** ● STEM Course ● Undergraduate Students ● Course Redesign | |

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| **The Use of Adaptive Learning in a Large Top 40 Course**<br>**Lead Presenter:** Hannah Peach, Lecturer of Psychological Science, UNC Charlotte<br><br>**Brief Description:** During Summer 2018, a General Psychology faculty team began redesigning a blended PSYC 1101 course integrated with the LaunchPad adaptive learning system. LaunchPad, from Macmillan, offers a rich set of interactive courseware suitable for large enrollment courses. The course was delivered in Fall 2018 by a collaborative team of instructors in a blended format and will be delivered again in Spring 2019. Using the courseware, instructors were able to identify the most challenging topics for students and adapt instruction to provide additional support for student success. | **Room 502** |
| **Adaptive Courseware:** LaunchPad (Macmillan) | |
| **Keywords:** ● Humanities ● Undergraduate Students ● Large-Class ● Course Redesign | |

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| **Three Implementations of Adaptive Technologies for Individual Chemistry Mastery**<br>**Lead Presenter:** Richard Jew, Senior Lecturer in Chemistry, UNC Charlotte<br>**Co Presenter:** Susan Michael, Academic Advising Coordinator, UNC Charlotte<br><br>**Brief Description:** Starting in Fall 2017, CHEM 1251 instructors incorporated Pearson's MasteringChemistry product, utilizing Knewton for its adaptive features, for post-homework adaptive follow-up and for pre-exam preparation. In Summer 2018, the Knewton adaptive learning platform, through W. W. Norton's SmartWork, was piloted as a primer for incoming students to ensure they entered the Fall 2018 CHEM 1251 course with a more standardized and sufficient knowledge base. Data from this Fall 2018 cohort will be presented, and other ways instructors have used adaptive technologies will be summarized. | **Room 504** |
| **Adaptive Courseware:** SmartWork (Pearson and W.W. Norton) | |
| **Keywords:** ● STEM Course ● Undergraduate Students ● Large-Class ● Course Redesign | |

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| **Adaptive Learning in Mathematics and Statistics - Development Process**<br>**Lead Presenter:** Elizabeth Bumgardner, Lecturer in Mathematics, UNC Charlotte<br>**Co Presenter/s:** Mohammad Kazemi, Professor and Associate Chair of Mathematics, UNC Charlotte | **Room 904** |
| **Adaptive Courseware:** ALEKS | |
| **Keywords:** ● STEM Course ● Undergraduate Students ● Large-Class ● Early Development Phase | |

| **Adaptive Learning Platform for Engineering Dynamics** | **Room 905** |
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| **Lead Presenter:** Matt Davies, Professor of Mechanical Engineering, UNC Charlotte<br>**Co Presenter/s:** Tyler Blankenship, Graduate Student; Raj Shamugam, Graduate Student; Glen Smith, Graduate Student, Mechanical Engineering, UNC Charlotte<br><br>**Brief Description:** We are in the process of developing an adaptive learning system called System Dynamics (using Realizeit) for a required junior level class in mechanical engineering. 30% of the course subject matter is currently being taught using the system. The system provides the framework for engineering analysis by teaching students how to model dynamic (time changing) systems using linear differential equations. Students are taught to model and understand a broad array of physical systems ranging from mechanical, to electrical, to thermal, pneumatic, and fluidic. The adaptive learning system is specifically targeted at teaching students the fundamental mathematics associated with solving differential equations. | |

| **Adaptive Courseware:** Realizeit |
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| **Keywords:** ● STEM Course ● Undergraduate Students ● Advanced Course Design |

| **Adaptive Lessons Featuring Virtual Reality Experiences that Simulate On-The-Job Learning** | **Room 906** |
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| **Lead Presenter:** Clint Stevenson, Assistant Professor of Food Science, North Carolina State University<br>**Co Presenter/s:** Stephanie Maggio, Graduate Research Assistant; Julie Yamamoto, Instructional Designer; Nathaniel Powers, Learning Designer and Developer, North Carolina State University | |

| **Adaptive Courseware:** Smart Sparrow |
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| **Keywords:** ● STEM Course ● Undergraduate Students ● Early Development Phase |

| **Campus Strategies for Leading Adaptive Learning Efforts** | **Room 804** |
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| **Lead Presenter:** Garvey Pyke, Director, Center for Teaching and Learning, UNC Charlotte<br>**Co Presenter/s:** Coral Wayland, Associate Dean for Curriculum, Office of Undergraduate Education; Dave Frantzreb, Graduate Assistant, UNC Charlotte<br><br>**Brief Description:** We will discuss how we have coordinated a campus strategy to help launch adaptive learning projects, including incentives for participation, RFPs, partnerships among multiple offices, creating realistic timelines, tying to campus strategic plans, and garnering leadership support. | |

| **Keywords:** ● Campus Strategy ● Course Redesign |
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| **Technical Implementation of Adaptive Learning** | **Room 805** |
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| **Lead Presenter:** Bruce Richards, Senior Instructional Technologist; Jeff Meier, Technology Team Manager, Center for Teaching and Learning, UNC Charlotte<br><br>**Brief Description:** Higher education institutions are challenged to identify specific adaptive learning platforms and services that support the development of adaptive learning courseware. As no single adaptive learning platform is able to support all technical | |

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| requirements, instructional designers and IT professionals need to consider the value each vendor's product provides in support of adaptive teaching and learning methodologies. This presentation provides project leaders and faculty with information critical to ensuring success for the technical implementation of adaptive learning platforms. | |

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| **Keywords:** | ● Campus Strategy  ● Technical Implementation |

## Thought Leaders' Panel

**2:30 – 3:00 PM**

| | Auditorium 201 |
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| **Moderator:**<br><br>Joan Lorden, Provost and Vice Chancellor for Academic Affairs at UNC Charlotte, North Carolina<br><br>**Panelists:**<br><br>Dale Johnson, Adaptive Learning Program Manager, Arizona State University<br><br>Margaret Annunziata, Vice President of Academic Affairs, Davidson County Community College<br><br>Jim Ptaszynski, Vice President for Digital Learning, University of North Carolina System Office<br><br>**Brief Description:** The closing session will feature thought leaders from different institutions to recap the day and answer questions about the current state and future of digital learning and higher education. | |