<u>**Monday, Sept. 29, 2014**</u>
Noon – 2:00 pm – Conference Registration
2:00 – 3:00 pm Conference begins!
Location: Palms C & D

- ***Opening Keynote – A Community Science Academy***
  Bring your mobile device!
  Presenter: Julius Su, California Institute of Technology, Co-Director, Community Science Academy
  Co-Presenter: James Maloney, California Institute of Technology, Co-Director, Community Science Academy
  We introduce the Community Science Academy (CSA), a Caltech-supported initiative to transform K-12 students into innovative researchers. CSA enables large-scale and long-distance learning, collaboration, and research using a combination of software (SKIES) running on mobile devices, and inexpensive instrumentation (SkyBoxes) that can be easily assembled and modified by students and teachers. In the first year, students learn core concepts from the earth, life, and physical sciences; in the second year, they learn engineering practices relating to computers, electronics, aeronautics, and biotechnology; and in the third year, they embark on wide-ranging citizen science projects. Topics covered include soil and water quality, plant processing, bacterial detection, remote sensing, and coastal health. The lessons are designed to be extended by participating teachers for integration into existing school programs; in addition, we offer a comprehensive summer program for students. The conference session will be an interactive demonstration of our technologies and activities with full hands-on audience participation.
  A particular focus is distance education: teachers from different schools and universities creating lessons together; students learning over long distances; and researchers collaborating on large-scale investigations.

3:00 – 4:00 pm
Location: Palms C & D

- ***Ensuring Academic Integrity with Online Proctoring – A Panel Discussion***
  Moderated by: Jason Rupert, Proctor U
  Panelists include:
  Bill Waters of Pensacola State College
  Dr. Brian Marchman of University of Florida
  Jessica Rodriguez of Florida International University
  Dr. Greg Smith of Hodges University
  This session will explain how online monitoring works and demonstrate techniques for verifying a test-taker's identity and observing activity during the

test. It will also explore policies and strategies for reducing incidents of dishonesty online. Participants will be invited to discuss how to balance the convenience of taking tests online with the need for test security and integrity, and how to determine which situations are suitable for using online monitors.

Faculty and departments will learn directly from the experience of their peers who have implemented online proctoring for their courses and students. The session will demonstrate that it is possible to add a convenient alternative to the testing center burden for students and professors.

4:00 – 5:00 pm
Location: Palms E

- ***Panel: How to Use Canvas LMS to Power Blended, Distance, and Mobile Learning***
  Presented by: Mark Alsdorf, Instructure and Pasco eSchool
  Canvas by Instructure is a modern LMS platform that can power eSchools and distance learning, providing a centralized platform to deliver blended and hybrid courses, MOOCs and professional development. With four native apps for Apple IOS and Android, Canvas supports robust mobile learning and easily validates BYOD initiatives. See how Canvas' powerful analytics and communication tools empower instructors and administrators, offering effective and efficient remote management of online courses. The Mastery Gradebook in Canvas provides immediate feedback of student's progress measured against Florida K-12 State Standards and Common Core.
  Representing an evolutionary step in MOOC management, Canvas Catalog provides an all-in-one learning solution for online course publishing and registration, allowing institutions to produce and market online courses with their own look and feel. Come see how you can start using Canvas today at no cost.

4:00 – 4:30 pm
Location: Palms C & D

1. ***Factors Influencing the Selection of an Adaptive Learning Technology within Universities***
   Presented by: Dr. Rohan Jowallah, Dr. Luke Bennett and John Raible, University of Central Florida

2. ***"Tradigital" to Transformative***
   Presented by: Allison Kibbey, Dr. James Russo, Darcy Ruby, Maegan Van Sant, Amy Jensen, Liberty Middle School, OCPS
   As a first year, one-to-one pilot school, Liberty Middle School faculty was using technology in the "tradigital" sense. Faculty replaced traditional elements of instruction such as textbooks, pen, and paper with digital devices that functioned as e-readers and electronic notebooks. Thus, the challenge was utilizing the devices to take teaching and learning to higher levels. Now in it's second year,

the faculty is using the Technology Integration Matrix as developed by USF as a resource to better understand technology integration in order to improve the teaching and learning environment. The faculty is supported through targeted professional development, one-on-one instructional technology coaching, access to a team of technology "savvy" teacher leaders, and collaborative working and learning opportunities. The ultimate goal is for teacher's lessons to reach the transformative level of the Technology Integration Matrix - these lessons mandate student collaboration, choice, independence, full understanding and application of standards, and global connections.

3. *Facilitating Faculty Innovation: The Innov8 Academy*
Presented by: Dr. Naomi Boyer, Peter Usinger, Kristin Jernigan and Nelson Marquez, Polk State College
This application-based faculty development program, emerged from a College-wide grant project that was awarded to provide instructional staff the opportunity to explore and integrate new technology, experiment with innovative ideas, and implement teaching/learning best practices. The Innov8 Academy included 20 participants in a program inclusive of: a four-day summer institute, monthly community-of-practice gatherings and an implementation project. Through the phases of planning, application, orientation, and intervention, action research was utilized as a lens for assessing program success and impact of faculty intervention on student learning. The project team will share lessons learned, the outcomes of the first year of the program, and the next steps in program implementation.

This session can be established as a team panel that will provide an overview of the overarching project that produced the faculty project poster sessions that will be separately submitted.

4. *Personal Development is a Prerequisite for Professional Development in the Changing Climate of Online Education*
Presented by: Dr. Michael Gaffley, Nova Southeastern University
Do online courses emphasize personal development as an essential component of professional development? Many universities and colleges have a renewed focus on mentoring, warm connections between students and the institution, and other "hand-holding" efforts. The purpose of these initiatives are to positively influence student success and degree completion. However, phenomena like, mindfulness, consciousness, inner strength, balance, centering, meditation and yoga, is not easily transferable in an online setting. Reports abound of students suffering, burnout, depression and a sense of loneliness in an online setting. This is an interactive intensive workshop that will revisit, the challenges and issues in a changing educational climate.

5. *Outsourcing Distance Education: Is it a pros and cons question?*
Presented by: Dan Lim, Adventist University of Health Sciences
Whether an institution is an early adopter of late bloomer in distance programs, the administration faces a challenging question: To do it in-house or outsource it. Although there may be strong inclination leaning one way or the other, the institutional leadership often times wonders if there are other overarching considerations. The

presenter will discuss several critical areas of considerations that may shape the decision-making process: mission fit, academic integrity, quality control, long-term institutional outlook, and internal resources. The pros and cons question certainly is a good start, weighing the immediate tangible benefits against longer term implications. The eventual decision is more than factual considerations as it needs to reflect what and who the institution is and what the leadership feels most comfortable doing. The presenter will also provide a comparative view of in-house versus outsourced and 10 tips of working effectively with the distance "enablers".

6. *Student Online Success: A One-Stop-Shop*
   Presented by: Marcelle Gornitsky, Florida Atlantic University
   Student success in online courses is influenced by a number of factors ranging from technology literacy to availability of help resources. Guided by research on student persistence in online courses, the Center for eLearning at Florida Atlantic University sought to create a one-stop-shop to aggregate online student support information and services in one easy Start Here module. The Start Here module is included in a standard, branded online course template which is offered campus-wide as a pathway toward a consistent online student experience within and across programs. Join us for a discussion on choosing critical resources for online students, messaging consistency to faculty, and achieving campus buy-in for an online course template.

4:30 – 5:00 pm
Location: Palms C & D

1. *Develop Your UDL Online Bearings*
   Presented by: Karen Tinsley, University of Central Florida
   We are fortunate to have many UDL and accessibility internal resources and experts for Webcourses@UCF. However, external resources are rapidly increasing. Since knowing where to start can be overwhelming, a collection of suggested places will be offered to begin or enhance one's UDL/accessibility toolbox. The goal is that we may gain more relevant knowledge, confidence and experience to make our online courses better and more accessible for all.

2. *Virtual Coaching – How to Evaluate and Improve Your Virtual Delivery*
   Presented by: Heather Berry, Florida Virtual School
In organizations that incorporate distance learning, there is often an evaluation process in place but it does not necessarily include a specific method for evaluating virtual sessions, nor the involvement of coaches. These virtual sessions are crucial to an organization's success and therefore need a defined method for evaluation. In an effort to help our employees become better facilitators during virtual sessions, we developed an observation form to evaluate performance and to use as a basis for continuous growth. Through the coaching process, we are able to assist employees with identifying areas of strengths and weaknesses, as well as working with them to make improvements in their presentation skills. We will show you how this process could be duplicated with any virtual platform for use with instructors or presenters to enhance skills, engage participants, and improve virtual presentations.

3. ***STIM-C's Blended Learning Model for K-12 At-Risk Students***
   Presented by: Dr. Marguerite Coke-Maxwell, Sallie Brisbane and Virginia Richard, Polk State College and Gateway High School
   How do you keep at risk students high school students engaged in a blended learning classroom? Participants will learn how to shift their instructional model using blended learning and a web quest instructional design model to implement a mixture of methodologies. Activities will be shared that engage at risk students in critical thinking, collaboration, culture, creativity, communication, and a commitment to learning. Each theoretical core element of a web quest design will be analyzed to reveal why at-risk students were more successful in learning. This session will also include how the activities and strategies from this model meets common core standards. Projects will be shared to show the different projects created by students as a culminating activity to demonstrate content mastery and authentic outcomes.

4. ***Project Management Principles Merged with Instructional Design System Models – Effects on Faculty Development***
   Presented by: Dr. Gary Brown and Dr. Daniel Markarian, Nova Southeastern University
   Project management fundamentals, theoretical and pragmatic, may improve the effectiveness of online faculty development; a look at how two disparate fields can be merged synergistically. The potential benefit of combining the skills of project manager professionals (PMPs) with those of instructional designers is an uncharted water worthy of further investigation. PMPs skillfully evaluate initiatives by evaluating the necessary inputs and tools/techniques to achieve desired outputs. The project management (PM) model characterizes project activities into five process groups and ten management knowledge areas. Likewise, instructional designers use instructional system design (ISD) models that guide the development of course development and online delivery with the goal of implementing best practices in pedagogical and andragogical instruction. One widely applied approach is the "Analysis, Design, Develop, Implementation, and Evaluation (ADDIE) Model." Succinctly, both ID and PM models are dynamic and recognize the need for thoughtful, iterative, and evaluation processes. Applying the guiding principles of PM to ID provides an untapped resource that can potentially improve the quality of online education.

5. ***Open***
6. ***PDI2 - Professional Development and Innovation for Instructors***
   Presented by: Kimberly Springfield, Susan Bell and Crystal Barger, Florida Atlantic University

In the beginning, in departments far, far away, the Office of Information Technology (OIT) and Center for eLearning (CEL) each developed their own training programs. The faculty did not grow or prosper. Instead of fighting the battle alone, OIT and CEL decided to combine forces on faculty professional development. The force is with us as we build our new world of opportunity. We have increased faculty interest and shared our expertise to support student success.

Our combined efforts led to the creation of a professional development organization. Currently, this organization offers workshops that are presented from both a pedagogical and technical standpoint. Our vision for the future includes working with student success administrators, developing faculty innovators, and cultivating a community of shared resources. Join us to see how you can restore and refresh your professional development efforts.

Tuesday, Sept. 30, 2014

8:30 – 9:45 am
Location: Palms C & D

Keynote – A Community Science Academy (Part 2)
Bring your mobile device!
Presenter: Julius Su, California Institute of Technology, Co-Director, Community Science Academy
Co-Presenter: James Maloney, California Institute of Technology, Co-Director, Community
We introduce the Community Science Academy (CSA), a Caltech-supported initiative to transform K-12 students into innovative researchers. CSA enables large-scale and long-distance learning, collaboration, and research using a combination of software (SKIES) running on mobile devices, and inexpensive instrumentation (SkyBoxes) that can be easily assembled and modified by students and teachers. In the first year, students learn core concepts from the earth, life, and physical sciences; in the second year, they learn engineering practices relating to computers, electronics, aeronautics, and biotechnology; and in the third year, they embark on wide-ranging citizen science projects. Topics covered include soil and water quality, plant processing, bacterial detection, remote sensing, and coastal health. The lessons are designed to be extended by participating teachers for integration into existing school programs; in addition, we offer a comprehensive summer program for students. The conference session will be an interactive demonstration of our technologies and activities with full hands-on audience participation.
A particular focus is distance education: teachers from different schools and universities creating lessons together; students learning over long distances; and researchers collaborating on large-scale investigations.

10:15 – 11:30 am

Location: Palms E

Blackboard Panel Discussion
Presented by: Judson Aungst, Blackboard and the Shultz Group

10:15 – 10:45 am
Location: Palms C & D

1. ***The RCAI Model – An Asynchronous Intervention Model to Support Success in Today's Learner***
Presented by Graduate Students: Charles Cummings, University of Central Florida
The RCAI Model was initially created to help support primary online learners succeed in their social science education. This session will go over the design, development, deployment, and results of implementation this model into online coursework. Collected usage data will be presented and we will discuss the impact this model has on mobile learning.

2. ***Engage and retain students while improving performance through relationship development and great expectations***
Presented by: Chris Hanes
This session is intended for all teachers looking to better engage their students and improve student performance through developing relationships with students. While perhaps cheesy and trite, the old "They don't care how much you know until they know how much you care" adage has rung true for me in my experience as both a student and a teacher. Learn how to better reach and retain your students and walk away with useful ideas to help you get more from your students.

3. ***Open***

4. ***Online Professional Learning Communities in Higher Education***
Presented by: Gabriela Mendez, Nova Southeastern University
In this presentation we will share our experiences of three Informal Volunteer Online Professional Learning Communities (VOPLeCs) at Nova Southeastern University. The VOPLeCs respond to the needs for professional development and collaborative learning of three different teams of faculty. These three VOPLeCs emerged and thrived in the context of budgetary constraints that limited the number of face-to-face faculty retreats and professional development.
By critically adapting the main foundations of theory crafted by experts in Professional Learning Communities for K-12 education (DuFour, Dufour, & Eaker, 2008) and the foundations of andragogy (Knowles, 1973), this presentation will reflect on the organic and innovative processes during the creation of VOPLeCs in the context of online higher education. This presentation will share with the audience lessons learned, strategies to recruit faculty and to promote transfer in the online learning environment, as well as online design and presentation tools.

5. ***Making it Move***
Presented by: Danny Sesker, Pasco eSchool

Tired of looking at dull, static documents in your online or blended courses? Students are tired of it too! In this session, you will learn how easy it is to build educational, animations that can be viewed on any desktop, laptop or mobile device without needing to have any coding skills . Presenters will showcase various HTML5 tools that will empower you to create dynamic, visually appealing lessons and learning objects guaranteed to engage your students and improve their retention of content. We will model the ease of using several different HTML5 software products, as well as, demonstrate how various strategic learning objects can be designed by all levels of users to enhance student experience and learning in the online or blended environment.

6. ***Improving Student Engagement in Online Courses through Gaming***
Presented by: Mario Toussaint, Florida Atlantic University
The purpose of this session is to show how to use Project Spark to create basic interactive games for instructional purposes. Project Spark is a video game that can be used to not only play games created by others but also to create video games. No programming skills are necessary in order to use the system to create new games. Players can use either the Xbox One game console or a computer to interact with the system. The session's objectives are as follows:
1) Introduction to the Project Spark gaming system
2) How to create a basic game for instructional purposes
3) Ideas for online instruction.

11:00 – 11:30 am
Location: Palms C & D

1. ***Open***
2. ***Making An Impact With Policy***
Presented by: Holly Sagues and Stefanie Steele, Florida Virtual School
Take a deep dive into the latest events that are impacting distance learning through policy. This session will explore both national and Florida policy trends, roadblocks and the potential for distance learning in the future while learning how to influence legislators to better education. Florida Virtual School's very own policy leader will share the role that legislators have played in shaping our education system while developing the first state virtual school and what is up and coming in Tallahassee. Learn how your voice can make a difference and help to guide Florida into a new stage of innovative and personalized education.
3. ***Collaborative Production of Interactive Virtual Aquarium for Science Students***
Presented by: Jennifer Hart, Dr. Yiping Lou and Adonis Amparo, University of South Florida
The project involved collaboration with science subject experts, instructional designers, and a field educator in the development of an interactive learning object. The focus of the project was water resources and the target learner population was middle and high school science students. By utilizing digital authoring tools, the group made innovative use of an online learning environment

to create interactive learning situations through use of a virtual aquarium within an online module for use in supplementing high school science teachers' curriculum.

4. **FSE SharkSources: Social Studies Resource Center (FSE/SSRC)**
   Presented by: Dr. Daniel H. Markarian and Dr. Gary Brown, Nova Southeastern University

Purpose: The Abraham S. Fischler School of Education Social Studies Program Faculty have partnered with the Alvin Sherman Library and Title V-B Grant to provide access to high quality primary resources and support.

Methodology: The http://nova.campusguides.com/fsesharksources content tabs follow FSE Social Studies courses with Drop Down menus based on Weekly Activities in corresponding syllabi. Links are available for resource centers and research support through the Alvin Sherman Library. FSE SharkSources connects leading global higher education institutions including Duke University, University of Michigan, Library of Congress, Gettyimages, Federal Reserve and many more.

Research & Evaluation: The FSE Social Studies Resource Center Steering Committee members are composed of the Alvin Sherman Library, GTEP faculty, Title V-B, candidates, alumni and content contributors. This committee develops and approves content contributions while collecting, analyzing and publishing usage data. Additional development includes integrating feedback to support a continuous improvement model.

5. **Incorporating Engaging Video Elements into Course Development and Delivery**
   Presented by: Maci Devaney, Pasco eSchool
   With the growth of online courses and the shift to a year round model in many programs, it is more important than ever to create and incorporate video elements within courses to use as course or module openers, to preview knowledge, review commonly asked questions, help you to communicate with students and so much more. In this presentation, you will learn how to use and create videos and multimedia resources using a variety of tools that can be utilized on multiple platforms. You will leave with a review of resources and practical tips you can use to start hosting and creating videos while developing and delivering content.

6. **Trendsetter? Be the first in your set to award BADGES!**
   Presented by: Judy Somers, Florida Atlantic University
   Share your "with-it-ness" with your students; provide a way to demonstrate their wide range of knowledge, skills, and achievements that goes beyond both grades and degree.

The University Center for e-Learning has added a badging program to the faculty development course to provide incentive and motivation for faculty who are co-developing online courses. Badges offer short term goals as they complete units. Now those faculties are adding badging to their courses to keep their students motivated and engaged.

There are also benefits for your institution; badging makes it possible to demonstrate

student development across courses and over time. An effective badging program gives the opportunity to recognize knowledge, skills and achievements that don't show up on a transcript and could even become a credentialing asset.

This session will share the center's rationale and results with badging and how faculty includes this strategy to keep students actively involved with the courses.

11:30 am – 12:15 pm
Location: Palms C & D

Sponsor Speed Dating **– Play for a chance to win a prize!**

12:15 – 12:30 pm
Email break

12:30 – 1:30
Lunch provided

1:30 - 2:30 pm
Location: Palms E

Our path to Capture: Lessons learned on dynamic lecture capture and webcasting
Presented by: Drew Holder, Brightspace D2L and Todd Thuma, Polk County
Polk State College moved from Tegrity to D2L's Capture for video streaming and lecture capture over the summer. After a successful pilot in the spring, we jumped right in to implementation and loading content. This presentation will explore what we learned and why we are happy with Capture.

1:30 – 2:00 pm
Location: Palms C & D

1. **Enhancing Inquiry-Based Learning (IBL) strategies online through the integration of interactive technology tools**
   Presented by: Kathy-Ann Daniel-Gittens and Tina Caladrino University of Central Florida
   This presentation will provide practical guidelines to online faculty who are interested in implementing Inquiry-Based Learning (IBL) instructional strategies in online environments. The presentation proposes to identify the three types of Inquiry-Based Learning instructional models and the phases in those models. It will also explore how these phases can be authentically replicated in an online environment. The presentation will then suggest types of tools that can be integrated into the online Inquiry-Based Learning experience to support the implementation of each phase in the process. Examples of these tools will also be presented and discussed. The presentation will also critically analyze the

types and examples of tools proposed in order to identify their weaknesses and strengths when used for Inquiry Based Learning.

2. ***Implementing Common Core Through Project Based Assessments in an Online Science Course***
   Presented by: Brooke Bess and Lisa Fabulich, Florida Virtual School
   It can be intimidating for teachers to find ways to integrate inquiry in an online environment. This session will include examples of strategies designed to support Common Core State Reading, Writing and Math standards in science. Participants will be able to walk away with activities that are ready for implementation in their science classroom.

3. ***Creating eBooks using Open Source Tools***
   Presented by: John Raible, University of Central Florida
   This session introduces several resource and tools to design and develop engaging and accessible ebooks. I will demonstrate how to create one chapter of an ebook using free open source products in an .epub format which can be viewed on a mobile device or computer.

4. ***Teaching a Hands-on Profession in a Hybrid Environment: Lessons Learned***
   Presented by: Mary Tischio-Blackinton, Nova Southeastern University

5. ***If You Build It, The Younger Students Will Come!***
   Presented by: Lori Wiggins and Jennifer Hart, Pasco eSchool
   Online learning has exploded in the both the secondary and higher educational arenas but it is also rapidly growing in the elementary field as well. Parents, educators and administrators are looking outside the traditional bricks and mortar schools for more flexible and individualized educational options but many of the canned curriculums, created for elementary students, are not aligned to standards and lack rigor. In this session, we'll share the process of how collecting student data, teacher evaluations, and parent surveys led to the formulation of a new program vision and a dedication to creating our own standards based, virtual, elementary curriculum. Attendees will understand how key stakeholders were chosen to be involved in the process, the administrative support necessary to sustain the initiative, where we've been, where we currently are and where we hope to be as we continue to engage in this exciting and interactive curriculum building endeavor.

6. ***Rapid eLearning Course Production Model***
   Presented by: Kimberly Springfield, Florida Atlantic University
   In an effort to serve the University's online learning needs, the Center for eLearning at Florida Atlantic University developed a rapid course production model to support the increased demand for online courses while being able to maintain the individuality that comes with each course or program. The Center for eLearning assists faculty and departments through consultations, co-development, cohort classes, or course drop-off options. Courses developed through the Center for eLearning support student and faculty success and exhibit high quality online standards.

Exploring the implementation of a course template and other milestones during production has empowered faculty to be an active part of the design process and gain

transferable skills through one-on-one guided instruction. Join us to share stories and resources for propelling rapid production of eLearning courses.

2:00 – 2:30 pm
Location: Palms C & D

1. ***Your Online Teaching Persona, Teaching Philosophy, and Teaching Presence -- Achieve Higher Marks on your Student Perception of Instruction Surveys***
   Presented by: Dr. William Phillips, University of Central Florida
   UCF's premier and award-winning faculty development course, IDL6543, successfully uses the blended learning model. Each semester approximately 40 UCF faculty members successfully complete IDL6543 under the facilitation of an Instructional Designer and supported by 70 team members from the Center for Distributed Learning. Over 1100 UCF faculty have successfully completed IDL6543 and are teaching today.

   As Vaughan and Garrison (2005) say, "…faculty experience blended learning while learning about blended (and fully online) learning." In IDL6543 many of the strategies used to deliver the course are enabled by the new online faculty, hopefully, "matching each (exchange) to appropriate learning tasks," (Vaughan and Garrison, 2005).

   Prior to the start of this intensive faculty development course the instructors and instructional designers establish their presence in the course with an introductory email. This initial teaching strategy is the use of the instructor(s) introduction (written, audio, video, and/or photograph), "swift trust" and the use of the instructor persona and teaching philosophy in an introductory module 0 and carrying over into module 1.

   Faculty quickly begin their transformation into online teaching and learning by developing their own set of introductory strategies to begin their online course(s). Survey data will prove that ratings improve when students marked professors high in the following: Facilitation of learning, Communication and Respect for the learners. The sample (N) of over 1,200,000 gathered over the past 18 years is foundational to this presentation.

   Walk away from this interactive session with practical solutions, backed by strong data points, to strengthen your student perception of instruction ratings. The session will provide insight and guidelines for developing these strategies in your blended and fully online course offerings.

2. ***Warp speed ahead! Developing a SPOC to measure teacher completer impact on K-12 student learning***
   Presented by: Denise Skarbek, St. Leo University
   Teacher preparation programs are charged with providing evidence of teacher completers demonstrating positive impact on K-12 students' learning. The purpose of this session is to share an initiative that one university is taking to meet this need. This Small Private Online Course (SPOC) is being developed in the fall of 2014 for graduate

teacher completers to take after receiving training on curriculum reading Apps and provide data on the implementation of the K-12 student's reading progress.

3. 10 Effective Methods Infusing Critical Thinking Within Online Educational Instruction

Presented by: Frederick Ricci

A Critical Thinking focus should be developed within every online education program for conveying information and enhancing discussions in an organized and higher level of thinking manner. As emphasized by Paul and Elder (2006), higher levels of thought have to be cultivated systematically. Teaching should include the goal of critical thinking, which is to foster the development of individual intellectual areas (Foundation for Critical Thinking, 2011. A prime objective of any educational program of instruction, especially through distance education and online educational programs should be to provide the opportunity to use thinking skills for discussions, dialogue, and online assignments. Because most online learning classes utilize the Internet for information and research, online instructors should encourage critical thinking when utilizing this powerful tool. Browne (2000) emphasized the importance of critical thinking for student use of the Internet. Browne admonished instructors to acknowledge the heavy use of the Internet and the consequent mandate for critical thinking that leads participants toward crucial decision making in accepting, rejecting, or suspending. Online instructors have the opportunity to provide numerous opportunities for conveying and providing critical thinking activities, exercises, scenarios, and online experiences that allow participants to identify issues, devise "what if" scenarios, and formulate arguments and hypotheses. This paper will provide 10 identifiable methods instructors can use toward expanding and improving participants' or' critical thinking skills. Developing online-centered activities based on critical thinking and relating to outside world will assist participants with stretching their critical thinking while maintaining realistic expectations. Allowing participants to evaluate their own critical thinking skills thorough the course online and providing activities to diversity and cultural differences. The 10 essential methods of online instruction will be identified, presented, and discussed.

4. Redesigning English teacher education programs with distance learning opportunities

Presented by: Maureen McDermott, Nova Southeastern University

Traditional bricks-and mortar secondary English teacher education programs are subject to constant scrutiny as they prepare candidates to teach to national and state standards which are measured by high-stakes testing. Many new teachers are not prepared to teach diverse populations with the inclusion of ESE and ESL students because their student teaching experiences were with homogenous student groups. The teacher attrition rate among new professionals has reached as high as 50 percent (Hewitt, 2009). Most researchers who investigate high teacher attrition rates call for "changes" to teacher education programs (Simos, 2013; Lee, 2011). As colleges and universities are moving their courses online, English professors have expressed reasonable resistance at local, state, and national conferences even though distance learning opportunities provide access to diverse populations. This presentation will focus on program development to support the English professor's transition before

teaching distance and online courses as well as a maintaining ongoing support throughout the semester.

5. ***Leveraging Your LMS for Learning Core Standards***
Presented by: Michelle Lattke, Pasco eSchool

With the adoption of core standards, the emphasis and expectations placed on student presentation, collaboration and deeper explanation of critical thinking processes is greater than ever. Students and teachers are being asked to find, evaluate, gather, produce and publish findings using developed digital media skills. In this session, presenters will showcase several LMS tools, such as discussion boards, LTI embedded programs, digital portfolios, collaborations, and peer review tools, that can be used to empower teachers to help their students master the skills of the Core standards. Real world examples will be given and participants will be able to access, as well as, download professional development materials.

6. ***From Face-to-Face to Online: No Interactive Classroom Activities Left Behind***
Presented by: Frantz Pierre, Florida Atlantic University

Research indicates that active learning in the classroom can increase student engagement and promote learning. Yet, creating and implementing engaging interactive classroom activities are one of the key differences between the traditional classroom and the online classroom. As more and more courses are transitioning from face-to-face to online, the online environment can also be used to create active learning opportunities for students.

Online courses often substitute classroom interaction with discussion boards, synchronous chat, electronic bulletin boards, and e-mails. Should we limit ourselves to this short list? This presentation showcases how face-to-face classroom activities such as jigsaw, flashcards, case studies, role play can be part of a much more extended menu of interactive activities designed to foster students' engagement, crate social and communicative interactions between students and teachers, students and students. Examples, step-by-steps, free online resources will be provided as well and a handout to assist all skills level practitioners.

2:45 – 3:45 pm
Location: Palms C & D

Student Success and Retention Panel Discussion
Panelists: Dr. William Phillips – University of Central Florida, Matt Albrizio - Tallahassee Community College, Dr. Brian Marchman – University of Florida

3:45 – 4:15 pm
Location: Palms C & D
Closing Remarks