



9th Annual Spring Conference

Meeting the Challenge: Guiding the Next Decade of Digital Learners

March 4, 2010

**Sheppard Pratt Conference Center
6501 N. Charles Street
Baltimore, MD 21285**



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Thanks also to the Advisory Council members who assisted with reviewing the award nominations.

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Melissa Harris
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General Information

Wireless Internet Information

Free wireless Internet access is available to conference participants throughout the facility. To access the internet use the following information:

- SSID: concern
- Protocol: WPA/Personal/TKIP
- Passphrase: welcometospcc

Tweet About the Conference

You can share the MDLA conference and its interesting topics with your colleagues in real time if you have a Twitter account and can access it from your cell phone or wireless laptop connection. Send tweets to your account and include #MDLA in your message so that others can search for and find your updates.

Cell Phone Usage

Please show respect for the presenters and your fellow conference participants by practicing cell phone etiquette. Set your cell phones and other electronic devices to off or silent mode. Please stand well away from presentation rooms should you find it necessary to speak on your cell phone while presentations are in progress.

Rooms and Floor Plans

Floor plans for the Sheppard Pratt Conference Center are located on page 20 of this program.

Post-Conference Survey

The MDLA Board welcomes your feedback on the 2010 annual conference, as well as your suggestions for MDLA's 2010-2011 activities. To provide your feedback and suggestions, please complete the brief online survey at:

<http://www.marylanddla.org/survey.htm>

Individuals who complete this survey will become eligible to win one of three \$25 Barnes & Noble gift cards.

2010 - 2011 Board Nominations & Elections

The following MDLA Board positions are open for election for 2010-2011 (positions run July 1, 2010 to June 30, 2011):

- **President-Elect**

The President-Elect serves for a total of three years, progressing from President-Elect, to President, to Past President.

President-Elect: The duties of the President-Elect are at the discretion of the President, but generally involve an internship for President. The President-Elect serves as the Chair of the Awards Committee, and as Chair of the Publicity Committee.

President: The duties of the President shall be to function as the Executive Officer of the Chapter, to preside at all business meetings and meetings of the Board of Directors, and to carry out the instructions of the Directors. The President shall represent the Chapter at any State or National meetings designated by the Board or to which he/she is invited for Chapter business. Expenses such as attendance/registration fee, lodging, meals, and travel up to a maximum as stated by the budget shall be paid by the Chapter.

Past President: The duties of the Past President are as consultant to the President and to assist where help is needed, as agreed upon by the President and Past President. The Past President serves as Chair of the Publications Committee, Chair of the Advocacy Committee and as Chair of the Nominations and Election Committee.

- **Vice President, Programs**

The Vice President of Programs serves for a total of two years. The duties of the Vice President shall be to serve as Executive Officer (President) in the President's absence. The Vice President shall serve on the committees and perform such other duties as delegated by the President and/or Board of Directors. The Vice President serves as Chair of the Program Committee.

To nominate yourself and/or a colleague, take one of the following actions:

- Complete the nomination form in your bag and submit it to the registration desk during the conference.
- Complete the online nomination form at <http://www.marylanddla.org/survey.htm> no later than March 19, 2010.

Nominated individuals will be contacted by current MDLA Board members to verify their interest in standing for election. Elections will be held online in late March to early April, 2010. MDLA members will be sent voting directions via email when the voting period begins.



Conference Program Overview

7:30 - 8:45		Registration, Continental Breakfast, Networking, Exhibits	Room 155
8:45 - 9:00	V E N D O R E X H I B I T S O P E N	Welcome and Introductions	Auditorium
9:00 - 9:45		Keynote Presentation	Auditorium
9:45 - 10:15		Networking & Exhibits	Room 155
10:15 - 10:45		Concurrent Session 1	Rooms 030, 049, 070, 150, Auditorium
10:45 - 11:00		Networking & Exhibits	Room 155
11:00 - 11:30		Concurrent Session 2	Rooms 030, 049, 070, 150, Auditorium
11:30 - 11:45		Networking & Exhibits	Room 155
11:45 - 12:15		Concurrent Session 3	Rooms 030, 049, 070, 150, Auditorium
12:15 - 1:15		Lunch	Dining Room
1:15 - 1:45		Concurrent Session 4	Rooms 030, 049, 070, 150, Auditorium
1:45 - 2:00		Networking & Exhibits	Room 155
2:00 - 2:30		Concurrent Session 5	Rooms 030, 049, 070, 150, Auditorium
2:30 - 3:30		Showcase Roundtables	Room 055
3:30 - 4:00		Concurrent Session 6	Rooms 030, 049, 070, 150, Auditorium
4:00 - 4:15		Networking & Exhibits	Room 155
4:15 - 4:45		Concurrent Session 7	Rooms 030, 049, 070, 150, Auditorium
4:45 - 5:15		Reception & Networking	Dining Room Foyer
5:15 - 7:15	Dinner	Dining Room	



Conference Program

1A	Student Retention & Success Strategies	Auditorium
1B	Student Retention & Success Strategies	Room 030
2A	Transformative Learning Experiences in Distance Education	Room 049
2B	Transformative Learning Experiences in Distance Education	Room 070
3	Professional Resources for Distance Educators and Administrators	Room 150
4	Distance Learning Tools for the Next Decade	Room 055

7:30 - 8:45	Registration, Continental Breakfast, Networking, Exhibits				Room 155
8:45 - 9:00	Welcome and Introductions				Auditorium
9:00 - 9:45	Keynote Presentation Everything I Know About Teaching Online I Learned in the Garden! Lawrence C. Ragan, Pennsylvania State University				Auditorium
9:45 - 10:15	Networking & Exhibits				Room 155
10:15 - 10:45	A 'W' Study: Why do students withdraw from online courses and what can you do about it?" Jurgen Hilke, FCC	Creating Engaging and Collaborative Opportunities in Online Courses Glenda Hernandez and Dr. Barbara Valdes, Montgomery College	Bringing Language Learning to Life through the Evolving Web Lisa Bernstein, UMUC	Hybrids, how do you drive them? Iris Antoons and Rhonda Spells Fentry, PGCC	Using a LOR for Development, Documentation, & Dissemination Activities William Hawk, MD State Department of Education and Kathleen Egan, Kathleen Egan and Associates
10:45 - 11:00	Networking & Exhibits				Room 155
11:00 - 11:30	Web-Conferencing as a Virtual Classroom: Best Practices, Opportunities & Challenges Kathleen Buckley, UM School of Nursing	Building an online teaching and learning community: Virtual team guidelines and instructor techniques Datta Kaur Khalsa, UMUC	The Online Foreign Language Class: At the crossroads of language pedagogy and course design Gretchen Jones, Hsiang-ting Wu, and Alana Fennie, UMUC	On Course and Online: Keeping Students on Track in a Hybrid Developmental English Class Christina Marie Devlin, Montgomery College	Towards Defining the Competencies for Online Teaching Success Paula Bigatel, Shannon Kennan, Janet May, Lawrence Ragan, Brian Redmond Penn State World Campus
11:30-11:45	Networking & Exhibits				Room 155



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11:45–12:15	An Online Writing Tutor Program for Graduate Students Alexis Hill White, UMUC	Facilitating Success in Distance and Online Learning Communities Robert Caples, Carroll County Public Schools	Contextualized language instruction in the online environment: Yes, we can! Claudia Stier, Gretchen Jones, and Akane Shirata, UMUC	From A to Tweet: Using Contemporary Technologies in Hybrid Courses Jennifer Lara and Jennifer Irwin, AACC	A Collaborative Model for Designing, Developing, and Facilitating a Quality Online Faculty Certification Course Shelley Gross-Gray, Shippensburg University and Darla Ausel, Clarion University
12:15 - 1:15	Lunch				Room
1:15 - 1:45	Virtual Mentoring for Teachers and Students Lynn Wiegand and Richard Jolles, Montgomery County Public Schools	Enhancing Social Presence by Using Video Sandy King, AACC	eFolioPA: Pennsylvania's statewide e-portfolio initiative Patti Wolf and Patty Gochenauer, Shippensburg University	Non-Native Speakers of English in Fully Online Courses: Benefits & Challenges of Asynchronous, Text-Based Communication Mark Parker, UMUC	Online meetings, trainings, and lecture capture: Doing more with less! Rhonda Spells Fentry, PGCC and Mark Bevenour, Wimba
1:45–2:00	Networking & Exhibits				
2:00–2:30	Offering a Novel Online Mentoring program to Enhance Student Experience Rana Khan, Heloisa Siffert, and Deborah Schroeder, UMUC	Learner support through social software: a graduate experience Stella Porto, UMUC	Virtual Science Labs - How to Augment or Create Freshman Level Science Labs Online Ronda Jacobs, CSM	Academic Advice for All Ages: Bridging Multigenerational Gaps in the Online Classroom Darlene Smucny, Katherine Humber, Cynthia Davis-Sbaschnig, UMUC	Using Adobe Connect for Asynchronous Training Patti Wolf and Patty Gochenauer, Shippensburg University



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2:30–3:30	Showcase Roundtables: Distance Learning Tools for the Next Decade <ul style="list-style-type: none"> Tools to Enhance Online Teaching and Learning, Malathi Radhakrishnan, BCCC and Veena Radhakrishnan, UMUC Engaging students through the use of interactive online tools, Desiree DiFabio, Montgomery College Building an online teaching and learning community: Matching free technology to the objectives and techniques, Datta Kaur Khalsa, UMUC VirtualBox: free downloadable preconfigured computer labs!, Joe Burgin, CSM Discover! Design! Deliver! An Integrated Solution to Online Content Creation, Mary Beth Huneke, SoftChalk Using Video and Interactive Activities to Boost Student Engagement, Alishia Nelson, Dallas County Community College District Increasing Student Success and Retention with Online Tutoring, Ed Neelley, SMARTHINKING Add "Jing" to your online course, Cheryl Heemstra and Carrie Leary, AACC Web 2.0, Web 3.0, and Cloud Computing Learning Tools for the Next Decade, Irena Bojanova and Les Pang, UMUC Engaging Students with Web 2.0 Technologies, Learning Objects, Inc 				
3:30–4:00	Towards Customized Learning Patrick Thompson and Richard Jolles, Montgomery County Public Schools	A comparison of two online tutoring modes Chikao Tsubaki, Baltimore City Community College	Lessons Learned from the Redesign of a High Enrollment Online Course Kathy Warner and Emily Medina, UMUC and Christina Sax, Shippensburg University	No Boundaries Online? How to Respond to Culturally Inappropriate and Controversial Online Conversations Katherine S. Woodward and Barbara Schwartz-Bechet, UMUC	Constructivist instructional design for online course design: a research on perspectives and practices Carlos Morales, Lock Haven University
4:00–4:15	Networking & Exhibits				
4:15–4:45	Online Student Focus Groups - Hearing From the Frontline Buddy Muse, Montgomery College	Balancing Act: Strategies for establishing instructor presence in a student centered online Samantha Streamer-Veneruso and Tammy Peery, Montgomery College	Acquiring Professional Science Master's (PSM) Designation for Online Degree Programs Irena Bojanova and Rana Khan, UMUC	Knowledge Management and E-Learning Jay Liebowitz, University of Maryland University College	Everybody Wave Now! Intro to Google Wave Andrew Rein and Linda Smelser, UMUC
4:45 - 5:15	Reception & Networking				Dining Room Foyer
5:15 - 7:15	Dinner				Dining Room



Keynote Presentation

Everything I Know About Teaching Online I Learned in the Garden!
Lawrence C. Ragan, Director-Faculty Development for the World Campus,
The Pennsylvania State University

Twelve seeds of wisdom from working with the earth applied to the online classroom experience

The field of online learning is growing like a weed and lessons for success can be drawn from experiences many of us have had tending a flower or vegetable garden. This reflective talk will identify and relate 12 seeds of wisdom from working with the earth applied to the online classroom experience. From understanding the needs of our plants (and learners) to dealing with the frustrations of crop (and lesson) failure, success in the garden and in the online classroom is a labor of love.

Larry is charged with directing the design and development of a wide range of faculty development services and systems. He has presented internationally on the topics of instructional design, multimedia development, faculty development issues, and instructional design for distance education. His current areas of research includes the articulation of strategies, techniques, and methods that faculty can use to manage their online teaching workload and the definition of the core competencies required for online teaching success.

Larry is also an avid gardener and former high school greenhouse instructor in Fairfield, Pa. He currently operates Ragan's Roots, a hobby-business of growing plants as a fund raiser activity.



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Concurrent Session 1 10:15 - 10:45

"A 'W' Study: Why do students withdraw from online courses and what can you do about it?"

Jurgen Hilke, Frederick Community College

The session will present a study that was conducted under the auspices of Maryland Online and analyzes course level retention data for online courses from 44 Community Colleges in Maryland and California. Some 3400 respondents detail reasons why they withdrew from an online course and why they took the course online in the first place. The study examines the significance of the overlap between 'Why I took it' and 'Why I withdrew' and suggests areas of possible institutional interventions to improve retention. The session will be divided into two segments, the presentation of the study's findings followed by participant activity to prioritize institutional interventions.

Creating Engaging and Collaborative Opportunities in Online Courses

Glenda Hernandez and Dr. Barbara Valdes, Montgomery College

In this session, participants will review the value and effectiveness of increasing collaboration and participation among students in online classes. Facilitator will provide ideas, tips and examples on how instructors can develop quick collaborative activities to engage all students in online classes. At the conclusion of the session, participants will have an opportunity to develop their own content-specific collaborative activities.

Bringing Language Learning to Life through the Evolving Web

Lisa Bernstein, University of Maryland University College

Globalization, cross-cultural study, and international perspective are common buzz words; everyone agrees that knowledge of foreign cultures is a good thing. However, most students in the US have relatively hazy ideas of what "understanding a foreign culture means." This is evidenced by the declining numbers of students studying foreign languages. Worse, who doesn't have negative memories of boring language classes: the rote work? Not being able to say, "Where's the Long Bar" in Tijuana? Misunderstanding the simplest headline in Le Monde? Using German TV, we will show how contemporary Web sites can be mined for inspiring content to bring tedious linguistic exercises to life and inculcate in the student the living sense of the language. Our emphasis will be on drama, passion, and mystery that will replace all earlier modes of language learning. The transformation of language learning points the way to a general transformation of online learning.

Hybrids, how do you drive them?

Iris Antoons and Rhonda Spells Fentry, Prince George's Community College

What makes a hybrid a hybrid? How are they different from face-to-face, online, and web-enhanced courses? What are the specific pedagogical goals and needs? In this presentation we share the guidelines proposed by Prince George's Community College Hybrid Task Force. We begin the discussion with a definition of hybrids, and then we address best practices for hybrid course approval, development, course content, and course assessment. Additionally, we will show how hybrids provide students with more options and flexibility in putting together a semester load and allow the college for an optimal use of campus space. We will end this presentation with a demonstration of a hybrid course that integrates the identified best practices.

Using a LOR for Development, Documentation, & Dissemination Activities

William Hawk, Maryland State Department of Education and Kathleen Egan, Kathleen Egan and Associates

Learn about the Maryland State Department of Education's use of a learning object repository to 1) document grant activities, including evaluation tools, style guides, and grant reports 2) store, manage, and disseminate reusable learning object and assets to teachers, students, and parents 3) support online and hybrid course development efforts for professional development and student-focused courses Session facilitators will also share pitfalls and successes in use of proprietary learning object repositories and approaches to establishing metatagging processes and controlled vocabulary development and use.



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Concurrent Session 2 11:00–11:30

Web-Conferencing as a Virtual Classroom: Best Practices, Opportunities & Challenges

Kathleen Buckley, University of Maryland School of Nursing

The advantages of synchronous communication in an online course include immediate feedback, an increased social connection among faculty and students, and opportunities for real-time collaboration. The use of a web conferencing system, such as WebEx, offers the dimension of synchronous interaction through a virtual presence of faculty and students. Faculty and students at remote locations are able to conduct live meetings and presentations through a virtual classroom via the Internet. These systems may be built within course management systems such as Blackboard, and offer audio and visual access between participants, text chat, white boarding, application sharing, and question polling. The purpose of this presentation is to describe best practices of web-conferencing for instructional purposes, and to compare and contrast the advantages and challenges of web-conferencing.

Building an online teaching and learning community: Virtual team guidelines and instructor techniques

Datta Kaur Khalsa, University of Maryland University College

Multi-cultural e-learning teams exist as an intersection of technology, identity, culture and community. Feedback from hundreds of online graduate students has provided evidence of elearning team effectiveness and challenges, but also displays the need for virtual team guidelines, policies and techniques. Highlights from personal research has provided a framework of suggestions for online learning educators, who wish to become more efficient in facilitating and supporting diversified populations of students through more effective virtual teamwork and group projects. This session shares and discusses this framework, which includes virtual teamwork guidelines and instructor plans and techniques.

The Online Foreign Language Class: At the crossroads of language pedagogy and course design

Gretchen Jones, Hsiang-ting Wu, and Alana Fennie, University of Maryland University College

This presentation details how a large state university with a global student population of primarily working adults has developed online language courses in Chinese, Japanese, and Arabic over the course of several years. Each presenter will outline, discuss and explain pedagogical and design aspects of online instruction. The program Director outlines the program vision, available resources, and discusses successes and challenges from an administrative point of view. A presenter for Chinese discusses how this model corresponds with adult learning principles and explains how audio and online activities are integrated with course modules to create a Chinese course that develops all four skills. An instructional designer discusses the evolution of the courses from the designer's perspective, including theories that underpin the course developments and how elements of one project feed into the development of the next course.

On Course and Online: Keeping Students on Track in a Hybrid Developmental English Class

Christina Marie Devlin, Montgomery College

How developmental students fit into online learning puzzles many teachers and departments, especially in English where so many students take a first course at this level. Online courses can create access for students who work full-time but may make it harder for these at-risk students to persist in high-attrition basic courses. At Montgomery College, we have piloted a Basic English section which uses a college success text, On Course: Strategies for Creating Success in College and in Life, with hybrid course format to guide students to effective online and developmental learning. Through face-to-face activities, formal essays, and informal online writing, students practice success in English as well as both modes of learning.

Towards Defining the Competencies for Online Teaching Success

Paula Bigatel, Shannon Kennan, Janet May, Lawrence Ragan, Brian Redmond, Penn State World Campus

A critical (perhaps the most) aspect of a successful teaching and learning experience is the degree of proficiency of the online instructor. Without a skilled, competent instructor the students' ability to succeed in their learning experienced is hampered. This session will share the results of a research project undertaken by Penn State's World Campus to define and categorize the core competencies for online teaching success. A total of 64 competencies collected from the literature as well as personal interviews and experience were presented to over 100 online educators for evaluation of their importance and impact on the online classroom. A second survey will require these professionals to match these competencies by when they are most effectively developed in the online instructor. Preliminary results of this survey will also will be shared.



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Concurrent Session 3 11:45–12:15

An Online Writing Tutor Program for Graduate Students

Alexis Hill White, University of Maryland University College

Effective written communication is fundamental to professional and academic success, especially for adult learners. At UMUC, an open access university, there is wide variance in the writing skills of students. To facilitate student success, the Graduate School recently embedded Writing Tutors into several of its foundation courses. In this entirely online tutoring program, writing tutors review student assignment drafts, engage students through general writing and specific assignment tips - in both traditional and multimedia (YouTube videos and podcasts) formats, and provide students with resources for use in other environments. This presentation will provide an overview of the program, an assessment of the program's effectiveness, and an analysis of best practices in implementing a writing tutoring program for adult learners in a virtual environment.

Facilitating Success in Distance and Online Learning Communities

Robert Caples, Carroll County Public Schools

Establishing and sustaining online learning communities that are intellectually stimulating, creative, and positive is often one of the most difficult challenges faced by instructors. How do you encourage students to take risks, ask higher level questions and self reflect on their own levels of understanding? This presentation will address these issues in both synchronous and asynchronous online learning environments with a focus on the role of the virtual instructor and their multi-faceted role. Principles and guidelines for virtual and online instructional delivery will be discussed along with course design and facilitation techniques and examples. The characteristics of both adult and student online learners will also be discussed along with specific recommendations and examples to assist them in being successful in these distance and online communities.

Contextualized language instruction in the online environment: Yes, we can!

Claudia Stier, Gretchen Jones, and Akane Shirata, University of Maryland University College

This presentation demonstrates how CMC software is used in an online foreign language program for both synchronous, online, and a-synchronous, off-line, communication. Japanese instructors demonstrate the use of CMC-Wimba Tools to enhance instructor-student and student-student interaction in Japanese in synchronous and asynchronous activities, including a live demonstration. Following up on this presentation, a Spanish instructor discusses the pedagogical implications of using synchronous and a-synchronous CMC tools for proficiency oriented instruction.

From A to Tweet: Using Contemporary Technologies in Hybrid Courses

Jennifer Lara and Jennifer Irwin, Anne Arundel Community College

Discover how one community college is embracing contemporary technologies in hybrid education courses. The presenters will lead an interactive discussion of best practices in hybrid teaching including the use of Web 2.0 technologies like Facebook, Twitter, and wikis. Participants will learn useful new strategies for keeping any class tech-savvy. By attending this presentation, participants will learn specific ideas of how to implement hybrid courses into their programs as well as how to infuse best technology practices into their teaching. Participants will leave the session with resources and contacts to help them integrate a similar model at their community college.

A Collaborative Model for Designing, Developing, and Facilitating a Quality Online Faculty Certification Course

Shelley Gross-Gray, Shippensburg University and Darla Ausel, Clarion University

As online instruction grows, the need for a quality faculty certification course grows. This presentation will focus on how sister universities collaborated to design, develop and facilitate a fully online professional development course to provide faculty with the tools and pedagogy they need to teach online. A few of the benefits of a collaborative course are minimizing costs, sharing of expertise and workload.



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Concurrent Session 4 1:15–1:45

Virtual Mentoring for Teachers and Students

Lynn Wiegand and Richard Jolles, Montgomery County Public Schools

Online learners have many diverse needs, strengths, and weaknesses. Online teachers have similarly diverse needs. Recognizing and proactively meeting these needs, and playing to learner/teacher strengths may be both more necessary and more challenging online. The purpose of this session is to share a variety of strategies and professional development efforts used to support both teachers and students through virtual mentoring. In this session, we will look at the use of online learning resources, course design elements, and ways of leveraging both student and teacher strengths, as well as the power of the online learning community as part of a virtual mentoring system that provides teacher-to-teacher and student-to-student peer mentoring, teacher-to-student and student-to-teacher mentoring, and other strategies to support teachers and students.

Enhancing Social Presence by Using Video

Sandy King, Anne Arundel Community College

Participants will explore ways to increase social presence and use video creatively in online classes. Some examples include employing an avatar, using introductory videos, incorporating intercultural spotlights, and adding short clips from YouTube. A list of resources for producing video is included as well as information on meeting ADA requirements.

eFolioPA: Pennsylvania's statewide e-portfolio initiative

Patti Wolf and Patty Gochenauer, Shippensburg University

Sponsored by the Pennsylvania Department of Labor, the eFolioPA initiative is designed to address the needs of students, career-seekers and employers by implementing a statewide eFolio system which integrates educational, employment and economic development objectives. All Pennsylvania residents and students enrolled at Pennsylvania educational institutions can use eFolio Pennsylvania to reach their career and education goals -- free of charge! This presentation will provide an overview of the program as well as highlights of how it is being used at Shippensburg University.

Non-Native Speakers of English in Fully Online Courses: Benefits & Challenges of Asynchronous, Text-Based Communication

Mark Parker, University of Maryland University College

The presenter reviews the results of a mixed-methods study of University of Maryland University College undergraduates who speak English as a second or foreign language and who have taken at least some courses fully online. The results suggest that such students, who may face both linguistic and cultural challenges in the traditional face-to-face classroom, possibly prefer and benefit from asynchronous, largely text-based online courses.

Online meetings, trainings, and lecture capture: Doing more with less!

Rhonda Spells Fentry, Prince George's Community College and Mark Bevenour, Wimba

Today colleges and universities increasingly rely on technology to do more - much more - with less. Today's financial environment requires educators to strategically consider how they can best meet the needs of students and faculty with shrinking budgets and limited resources. During this session we will explore real examples of how to facilitate online meetings, trainings, and capture and archive lectures using today's technology, and in the process saving time and money. Session attendees are also encouraged share examples from their institution.



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Concurrent Session 5 2:00–2:30

Offering a Novel Online Mentoring program to Enhance Student Experience

Rana Khan, Heloisa Siffert, and Deborah Schroeder, University of Maryland University College

Mentoring programs are known to have a positive impact on student success. However, a typical mentoring program is offered at college level in traditional format and the mentors are mostly from the academia. The Professional Science Master's (PSM) Biotechnology program at University of Maryland University College (UMUC) has developed a novel online community by customizing an open-source learning management system (LMS) into a mentoring interaction platform. In this mentoring community, industry professionals serving as mentors are paired with new students entering the graduate degree program. The students interact and seek advice from the mentors as they progress with their degree. This presentation will share the mentoring program development process with the audience, including challenges faced and solutions offered. The sustainability and adaptability of the program, as well as its potential impact on student retention and performance will be discussed.

Learner support through social software: a graduate experience

Stella Porto, University of Maryland University College

There are many learner support services that go beyond the virtual learning environment, which are critical to the support of learning at any institution of higher education. For any online program, learner support needs to be conceived, planned and managed, in many cases in creative and non-standard ways. The dawn of social software provides a perfect platform to address such challenges, creating enormous synergy among all stakeholders: access to an immediate support system; continuous interconnectivity beyond the instructional course-based environment; and extended alumni relationships with the institution, providing opportunities of life-long learning. This presentation discusses how social software can be creatively used for learner support and shares lessons learned from the experience of the Master of Distance Education program at UMUC.

Virtual Science Labs - How to Augment or Create Freshman Level Science Labs Online

Ronda Jacobs, College of Southern Maryland

Whether your traditional lab includes an online component or your lab is fully online, use the web to your advantage. There are many free and publisher-supplied resources available to take learning to another level. Online instruction can be just as effective as traditional instruction if it is developed, managed, and maintained with best practices in mind. Examples will include traditional zoology and introduction to anatomy labs compared to their fully online equivalents. Online supplemental microbiology and physics lab materials will also be compared. Learn how to find online interactive resources regardless of your subject matter, from history to English to math. A few key words and a search engine is all you need to get started.

Academic Advice for All Ages: Bridging Multigenerational Gaps in the Online Classroom

Darlene Smucny, Katherine Humber, Cynthia Davis-Sbaschnig, University of Maryland University College

As the modern American workforce represents at least four different generations, our classrooms of "nontraditional" students also now consist of multigenerational learners. Effectively managing the multigenerational classroom, and engaging students of different generations, may present additional challenges for online instructors. Are there "generation gaps" in our online classrooms? This session will provide practical tips and strategies across disciplines for: (a) engaging students across generations, and (b) enhancing communication in the multigenerational classroom. We will discuss how to adapt and apply successful workplace practices (for multigenerational workforce) to higher education, in order to engage learners of all ages. Participants will be encouraged to share their "best practices" for teaching multigenerational learners.

Using Adobe Connect for Asynchronous Training

Patti Wolf and Patty Gochenauer, Shippensburg University

Shippensburg University has invested in Adobe Connect for use by several offices for asynchronous training. The College of Business uses this software to provide asynchronous training for students who are interested pursuing internships (training is required) and for faculty supervising such internships. The Career Development Center and University Relations provides this software to provide training/information on career-related topics to students, alumni, and employers. Sessions are available in "real time" and "on-demand" to meet the varying needs of time constraints of constituents served. This presentation will demonstrate the software and how we utilize it across divisions to suit the varying needs of our programs.



Session Descriptions

1A	Student Retention & Success Strategies	Auditorium
1B	Student Retention & Success Strategies	Room 030
2A	Transformative Learning Experiences in Distance Education	Room 049
2B	Transformative Learning Experiences in Distance Education	Room 070
3	Professional Resources for Distance Educators and Administrators	Room 150
4	Distance Learning Tools for the Next Decade	Room 055

Session 6 - Showcase Roundtables: Distance Learning Tools for the Next Decade

2:30-3:30

- 1 **Tools to Enhance Online Teaching and Learning**
 Malathi Radhakrishnan, Baltimore City Community College and Veena Radhakrishnan, University of Maryland University College

This presentation will address four common problems that plague online classes: 1) student isolation, 2) lack of instructor presence, 3) lack of interaction and collaboration, and 4) failure to meet diverse learner needs. To address these issues, faculty members will be provided with knowledge, skills, and tools required to: 1) increase personal presence in online classes, 2) participate actively in online classes and interact with students on a regular basis, 3) develop online activities that foster student interaction, collaboration and cooperation, and 4) develop instructional strategies that address a variety of learning styles. The presentation will create awareness on current and cutting-edge synchronous and asynchronous technological tools that are free of cost and can be utilized to enhance online classes and promote student engagement.

- 2 **Engaging students through the use of interactive online tools**
 Desiree DiFabio, Montgomery College

A blended course with the goal to engage the new age English student who knows they need English Composition to pursue a degree, may have fears or insecurities about writing, feel bored in the traditional classroom, and are coming of age in this highly technological society. Writing in an online format is becoming increasingly popular and very much a part of everyday life. Whether it is the use of email, blogs, wikis, online article sites, or message boards, students are engaging in these techniques. It's time to bring those techniques into a positive classroom environment so students can learn, become better writers, and stay connected to the world of technology in which they live. Online tools in use for this course: blogger.com, Wikipedia.com, ezinearticles.com, wordle.net, sodahead.com.

- 3 **Building an online teaching and learning community: Matching free technology to the objectives and techniques**
 Datta Kaur Khalsa, University of Maryland University College

Take student learning beyond interaction and sharing of ideas in discussions to powerful connections, valuable virtual teamwork, building of social learning communities and development of collaborative documents and projects. This session will share and discuss instructor techniques for building an online teaching and learning community. It will also discuss how the course objectives can be connected to free technology in an effort to enhance netiquette, group projects, peer assessment and reflective practice. Use of google docs, vyew, voicethread, blogs, wikis and collaborative projects will be discussed.

- 4 **VirtualBox: free downloadable preconfigured computer labs!**
 Joe Burgin, College of Southern Maryland

Online classes requiring specific software configurations running on student's home machines are a challenge for students to set up as well as for faculty attempting to provide remote technical support. Sun's "VirtualBox" (free, open source, virtual machine) runs on Windows, Mac OSX, and Linux providing a point-and-click capability for faculty to deploy customizable "virtual appliances". This allows online students to download and run the same "hardware and software" as lab based classes. Students can take runnable "snapshots" of their virtual machines to upload for help or grading. Multiple virtual machines can be assigned and reset as needed. Increasingly, technical training is shifting to virtual machines deployed remotely for the benefits cited above. VirtualBox puts this accessible cutting edge technology at our student's disposal as well.

- 5 **Discover! Design! Deliver! An Integrated Solution to Online Content Creation**
 Mary Beth Huneke, SoftChalk

Choosing the right software for creating online content can make (or break) an eLearning program. This session will provide an overview of SoftChalk, an integrated solution that allows the online educator to combine the resources of digital repositories, learning management systems, and other eLearning tools to develop outstanding lessons.



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Session 6 - Showcase Roundtables: Distance Learning Tools for the Next Decade

2:30-3:30

6 Using Video and Interactive Activities to Boost Student Engagement Alishia Nelson, Dallas County Community College District

This year Dallas TeleLearning is introducing a new feature to its Digital Resource Repository: interactive activities. In addition to the Repository's existing 2000 video clips, we've filled our searchable database with even more content to engage students and enhance online, hybrid and face-to-face courses. These interactive Flash activities, taken from a number of Dallas TeleLearning's comprehensive courses, extend student involvement and provide self-assessment tools with immediate feedback. For the session, video clips and activities will be presented in a digital repository environment, with demonstrations of how media can be managed and easily incorporated into any course management system.

7 Increasing Student Success and Retention with Online Tutoring Ed Neelley, SMARTHINKING

Institutions struggle with student success and retention every day. Campuses with distance learning programs have even greater challenges reaching out to students. How do you support and encourage students from afar? This session will discuss the implementation of SMARTHINKING Online Tutoring to complement existing campus support services to support distance learning students. Institutions can help students integrate technology and allow them to take charge of their own learning, increasing the performance and confidence of students, resulting in positive gains for students, faculty and the entire campus. Discussion will include independent research by colleges and universities showing that online tutoring by qualified educators, up to 24/7, from any Internet connection, makes a positive impact on student success and retention.

8 Add "Jing" to your online course Cheryl Heemstra and Carrie Leary, Anne Arundel Community College

Jing is a free easy-to-use screen capture and screen recording software that allows you up to five minutes of recording. See how you can use it to improve your online (or even your on-campus) instruction.

9 Web 2.0, Web 3.0, and Cloud Computing Learning Tools for the Next Decade Irena Bojanova and Les Pang, University of Maryland University College

Web 2.0, Web 3.0, and Cloud Computing reflect the evolution of Cyberspace towards the Next Generation Internet. In this session, ideas will be presented on enhancing course learning objectives by utilizing these three technologies via the application of Twitter (Web 2.0), Second Life (Web 3.0), and Google Docs (Cloud Computing). Their utility is demonstrated through a "Virtual Learning Tour" that was conducted for University of Maryland University College (UMUC) Information Technology Systems graduate students in Fall 2009. The goals of the activity were: (1) To introduce students to the three pervasive technologies that will lead to the Next Generation Internet; (2) To support the learning course objectives of two Information Technology core courses; and (3) To identify optimal teaching strategies when using these technologies. Lessons learned, pedagogical benefits, and future plans will be discussed.

10 Engaging Students with Web 2.0 Technologies Learning Objects, Inc

Campus Pack, powered by Learning Objects, Inc., is an enterprise-scale social learning platform composed of course, individual, and institution level Web 2.0 technologies. Designed for teaching and learning, Campus Pack makes blogs, wikis, podcasts and more available to everyone at your institution. This presentation explains how Campus Pack can be deployed within Course Components, which seamlessly integrate into any LMS; as Personal Learning Spaces, where students and instructors manage and share academic and co-curricular content; as Community Areas, which enable departments, organizations and ad hoc communities to collaborate both inside and outside the institution.



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Concurrent Session 7 3:30–4:00

Towards Customized Learning

Patrick Thompson and Richard Jolles, Montgomery County Public Schools

Montgomery County Public Schools (MCPS) has made the commitment to develop our own online courses that implement our rigorous curriculum and incorporate the talents of our teachers to provide the best possible learning opportunities for our students. This commitment is in opposition to the national trends that use vendor developed courses and vendor teachers to provide online learning in most K-12 systems. In developing high quality courses, with a very small team and budget, lessons have been learned and will be shared as we look at a process that has allowed us to produce full credit online courses, classroom resources, credit recovery, and differentiation options that support students and teachers. This session will focus on our evolving development process and how that process is moving us toward the goal of truly customized learning.

A comparison of two online tutoring modes

Chikao Tsubaki, Baltimore City Community College

For writing courses BCCC used the outsourced online tutoring for five years (2004-2009) from Smarthinking.com. Since September 2009, BCCC has switched its online tutoring services to the Net Tutor.com. Both services have been helpful to students for both credit and non-credit levels. The presenter used the above services for all of his students in ENG 82, ENG 101, ENG 200, HUM 202 and 205. Online writing tutors from Smarthinking used expressivism that focuses on the writer and multiple revision processes while those from the Net Tutor utilized current traditional rhetoric that centered on the writer's text as the final product, providing line-by-line editorial services. Irrespective of credit status, students of English as a second language prefer an online tutor who emphasizes grammatical correctness over self-discovery.

Lessons Learned from the Redesign of a High Enrollment Online Course

Kathy Warner and Emily Medina, University of Maryland University College and Christina Sax, Shippensburg University

The University of Maryland University College redesigned two existing online courses using, in part, the principles of the National Center for Academic Excellence. While this presentation discusses the redesign of general education biology survey and lab courses, the lessons learned are applicable to a wide variety of online courses. The redesign had several components, including scaffolding of the learning activities, enhancement of the pre-existing learning objects, replacement of kitchen labs with virtual labs, and the combination of two courses into one. The discussion will include the approach used in the redesign, the issues associated with implementation of the redesigned course, the impact of the redesign, and the application of this strategy to general online course development.

No Boundaries Online? How to Respond to Culturally Inappropriate and Controversial Online Conversations

Katherine S. Woodward and Barbara Schwartz-Bechet, University of Maryland University College

In an online environment, particularly with written text, comments and responses can be read or re-read, and tones can be easily misunderstood. Difficult conversations, particularly about unintentionally offensive language and emotionally-laden remarks are difficult in face-to-face classes but more so in online classrooms. Presenters will discuss strategies used in online, web-enhanced, and hybrid classrooms to transform the potentially problematic comments into effective teaching opportunities to strengthen the online learning community. The presenters will then open discussion with the audience so the audience can provide additional strategies and responses to presenter-provided scenarios. Outcomes for the audience include a greater repertoire of communication strategies to facilitate important discussions in their online classroom, regardless of the subject they teach or the media they select to use.

Constructivist Instructional Design for Online Course Design: A Research on Perspectives and Practices

Carlos Morales, Lock Haven University

The growth experienced by online learning during the past decade has driven the development of new strategies and methods for online course design. The need to develop course materials that appeal and captivate the interest of online learners is higher than ever. This presentation focuses on the results of a doctoral dissertation that made an inquiry to instructional designers and administrators of online learning programs regarding their perceptions and practices pertaining the design of constructivist learning environments in online course design. What are the perceptions of instructional designers regarding constructivist theory for online course design? What is the importance of design online courses based on constructivist theory? How the theory of constructivist can assist instructional designers and faculty as they design or redesign online courses?



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Concurrent Session 8 4:15–4:45

Online Student Focus Groups - Hearing From the Frontline

Buddy Muse, Montgomery College

The introduction and use of student focus groups has been a successful strategy in many institutions of higher education. For example, the literature is full of projects that have been developed to enhance faculty and course evaluation, many winning notoriety as successful interventions in the teaching/learning process. Student focus groups can be a great way to learn about issues from the viewpoints of the students. This presentation will describe the concept, planning, and execution of an online Student Focus Group for online learners at Montgomery College. The focus will be on process and results so far on this two semester project.

Balancing Act: Strategies for establishing instructor presence in a student centered online

Samantha Streamer-Veneruso and Tammy Peery, Montgomery College

Feeling overwhelmed with grading discussions? Avoiding your course site because of the piled up grading? Do you avoid using discussion and other interactive assignments because of the workload? We all want to design a course with engaging, interactive assignments that enhance the sense of community, foster critical reflection on important course topics and ensure that students achieve course outcomes, but maintaining our sanity in the face of the intensity of the teacher/student interaction that this these types of assignments require often makes us hesitate before using a lot of interactive assignments. Join us as we discuss strategies for establishing instructor presence in a course while putting student interaction with course materials, and each other, at the forefront and balancing our instructor workload.

Acquiring Professional Science Master's (PSM) Designation for Online Degree Programs

Irena Bojanova and Rana Khan, University of Maryland University College

The Professional Science Master's (PSM) is an innovative graduate degree designed to allow students to pursue advanced training in science or mathematics, while simultaneously developing workplace skills. PSM programs consist of two years of academic training in an emerging or interdisciplinary area, along with a professional component that may include industry internships and "cross-training". In this session, the uniqueness of a PSM degree and its advantages for universities, students, and employers will be introduced. Current national statistics on PSM programs and their graduates will be shared. The procedures and the challenges for acquiring a PSM designation for online programs will be discussed. The approaches and the implemented solutions to integrate PSM components into the Biotechnology and Telecommunications Management graduate programs at University of Maryland University College (UMUC) will be presented. Lessons learned, both by program directors and industry representatives, and future plans will be discussed.

Knowledge Management and E-Learning

Jay Liebowitz, University of Maryland University College

UMUC has been a leader worldwide in e-learning, currently educating about 94,000 students in 25 countries mostly through e-learning. UMUC was established over 60 years ago. Through this rich history, we have access to some of the leading work being done in e-learning. My focus for this presentation will be to tie knowledge management (KM) with e-learning as complementary approaches. KM and e-learning are synergistic and the talk will highlight some of the leading and emerging work being accomplished in this space.

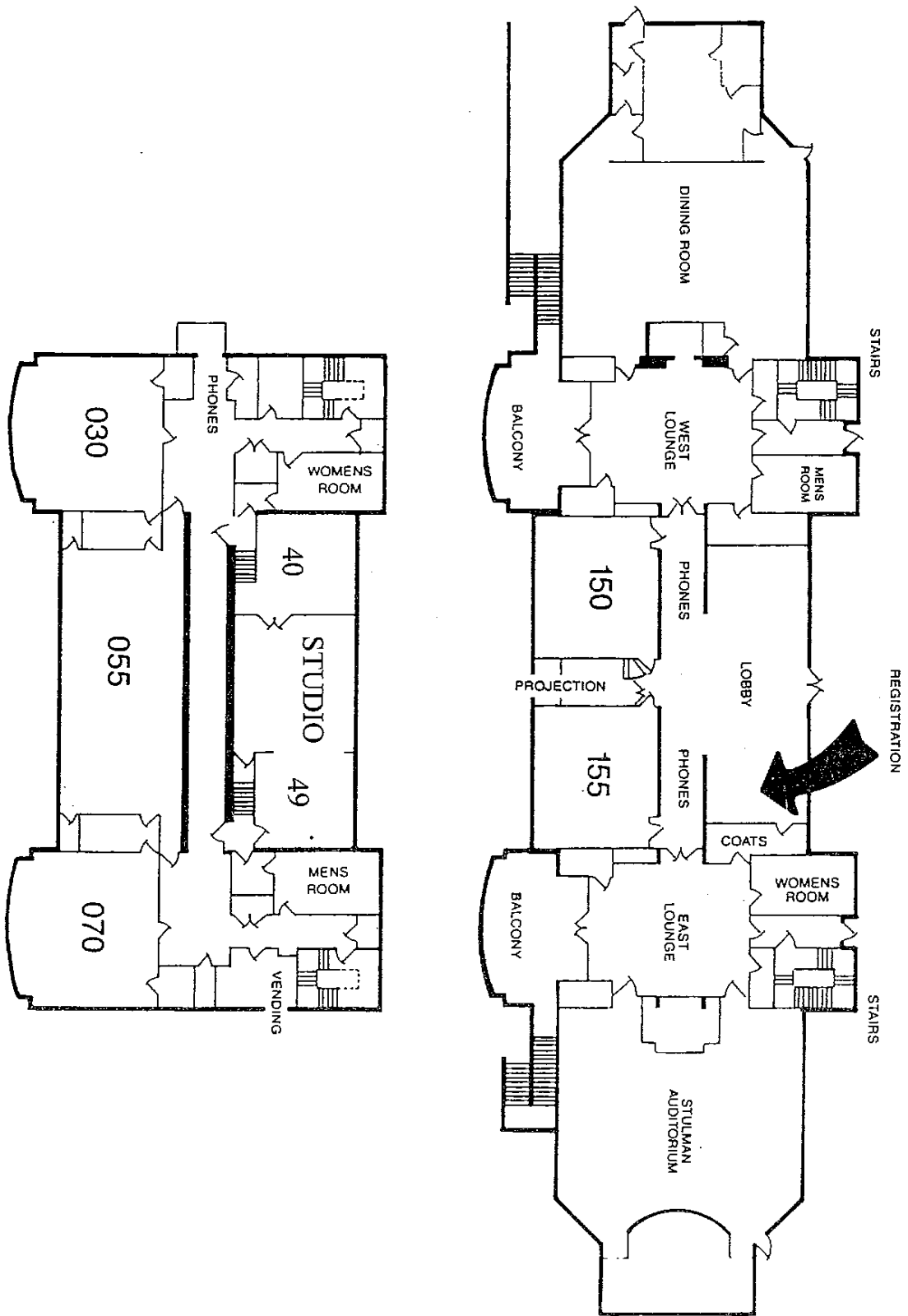
Everybody Wave Now! Intro to Google Wave

Andrew Rein and Linda Smelser, University of Maryland University College

Hang onto your office chair, Google Wave has changed online communication forever! There is no turning back. Wave is a mash up of email, IM, and document creation with the capability of synchronous and asynchronous collaboration. Wave offers features such as polling and quizzing, games such as chess, maps that can be edited collaboratively, and searches within Wave documents. The presentation will explain the features of Wave and how it can be used in academic settings. The presenters will show how educators are already using the tool as well as the pros and cons.



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Annenberg Media produces and distributes online distance learning courses in a variety of disciplines. Most courses have coordinated web sites. Access to the materials is available in a variety of formats including as a free VOD stream at <http://www.learner.org>. In addition many of the courses have free guides available again at <http://www.learner.org>.

<http://www.learner.org>



Distance Education Consortium, Inc.

The oldest distance learning organization in the State of Maryland, COADEC is a regional consortium of higher educational institutions in the mid-Atlantic. The role of COADEC is to provide member institutions with a method for promoting courses with audio and video content. "Telecourses", "Tele-Web" courses, and the distribution of digital content are all part of the mission of COADEC. The primary Member/partner of COADEC is Maryland Public Television (MPT), which brokers content availability and pricing with COADEC member institutions.

<http://www.mpt.org/learningworks/higher>



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LEARNING OBJECTS

Learning Objects, Inc. is the leader in enterprise-scale social software for learning. Learning Objects' Campus Pack makes Web 2.0 technologies available to everyone at your institution through course components, personal learning spaces, and community areas, and it integrates seamlessly into any learning management system. With the wikis, blogs, podcasts, and other Web 2.0 tools found in Campus Pack, users can collaborate and share information both within the institution and beyond. Learning Objects software is developed in conjunction with our user community and is implemented by over 450 educational institutions worldwide.

<http://www.learningobjects.com>

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<http://www.qualitymatters.org>
<http://www.marylandonline.org>



SMARTHINKING, based in Washington, DC, is the leading provider of online tutoring. SMARTHINKING provides people, technology and training to help institutions offer their students outstanding academic support. Schools, colleges, universities, libraries, government agencies, textbook publishers and other education providers work with SMARTHINKING to increase student achievement, enhance learning and increase retention in online and tradition contexts.

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<http://www.smarthinking.com>



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University of Maryland University College

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MDLA wishes to thank Shippensburg University's Office of Extended Studies for providing the printed programs for this conference.