



March 7, 2019
University of Central Florida, Orlando, FL

Registration & Continental Breakfast – 8:30AM – 9:00AM

Hallway

Welcome and Keynote – 9:00AM – 10:00AM

Ballroom A

Welcome – 9:00AM – 9:10AM

Thad Seymour, Chief Innovation Officer, Partnerships and Innovations, University of Central Florida

Keynote Address – 9:10AM – 10:00AM

Digital Learning: The Path Ahead

Lou Pugliese, Senior Innovation Fellow and Managing Director at ASU EdPlus
Lou's 25-year career stands at the intersection of enterprise learning software, psychometrics, and data science. As former CEO of Blackboard and director of strategy at ETS, Lou has more than 25 years of experience developing a wide variety of enterprise technology solutions to improve teaching and learning outcomes. His expertise leads ASU's efforts to understand, advocate, execute and implement new solutions to enhance the digital learning environment.

Concurrent Session 1 - 10:10AM – 11:00AM

Beginner's Guide to Low-cost and High-impact Immersive Assignments for your Online Course

Boardroom

Maikel Alendy and Rodolfo Rego (Florida International University)

Innovation Track

Abstract:

Virtual reality offers a promising new strategy for teaching and learning, engaging learners in a realistic and 360-degree environment. During this session, attendees will explore innovative VR assignments for online and in-person courses and discover how to create effective and engaging VR assignments on a public institution budget.

Extended Abstract:

Virtual reality offers a promising new strategy for teaching and learning, engaging learners in a realistic, 360-degree environment. However, while the instructional possibilities are extraordinary, there have been two major challenges facing most classrooms: technology cost and instructional relevance. While virtual reality viewers are fairly low-cost and prolific, its corresponding editing software and cameras can be exceptionally expensive. This compounded with the complexity, novelty, and specific nature of virtual reality assignments make designing quality immersive learning activities challenging.

This session will explore a faculty member and instructional designer's path to successfully incorporate virtual reality (VR) in online courses and face-to-face labs at a public institution. We will share sample assignments and demonstrate how immersive assignments have led to higher student satisfaction, meaningful learning gains, and innovative student engagement in both online and face-to-face courses.

You will learn what you need to get started with collecting resources, utilizing free and open source technologies, and low-cost VR alternatives. You will be presented with common missteps and solutions when incorporating VR for budget-friendly, interactive experiences for various subject matters. At the end of the session, you will have useful guidelines on designing interactive 360-degree videos, as well as a proven method to integrate these immersive experiences in your online and hybrid courses.

Do You See What I See? Immersing the Online Student with 360 Videos

Ballroom C

Chad Garcia, Heidi Schroeder, Jared Brown, Amber Lee, and Syleste Hoskins
(University of South Florida)

Innovation Track

Abstract:

To deliver authentic learning experiences, USF has utilized 360 videos to create immersive educational experiences to simulate field trips, lab skills, tutorials, and clinical education experiences.

Extended Abstract:

Immersive 360 video allows the viewer to interact with a space or event in a way that can't be replicated with written words, static images, or traditional video. While some content can be appropriately described through visuals, audio, and/or text, other experiences are more difficult to present. Recently, University of South Florida (USF) has addressed a variety of learning problems through the development of interactive 360 video. Specifically, we have developed immersive educational experiences with 360 videos to simulate field trips, lab skills, tutorials, and clinical education experiences.

We did not embark on this journey of innovation uninformed. Our initial literature review identified current theory on immersive video along with available software and hardware solutions. Several gaps were identified through our research of immersive 360 video, including learner feedback and the lack of research studies overall in 360 immersive video technology application.

Based on research and available resources, our Tampa team employed a variety of 360 cameras including Samsung Gear 360, GoPro Fusion, Insta360 Nano, and Insta360 Pro, and hosted these media through a couple of different online platforms. Utilizing Kaltura and Rapt video software, we created an interactive branched simulation experience. With Viar, we delivered an immersive video tutorial experience for students. The Sarasota team selected the Samsung Gear 360 camera and chose to pair our completed video with an interactive overlay solution from Playposit.

The Digital Learning team, which is part of Innovation Education on the Tampa campus, delivers high quality online learning experiences for students and faculty with a team of nine learning designers, three learning and support facilitators, three video producers, four videographers, two graphic designers, and an audio engineer. Our team works with faculty from across the university to analyze and development online courses and implements online learning experiences through a deep collaboration with faculty.

Our Sarasota team is composed of two Instructional Designers and an Instructional Technologist. The Sarasota team has been limited by practical concerns when considering the implementation of new technology in the past. We had the unique opportunity of an internal grant to fund many aspects of the project including software, tools, props, and actors.

While the integration and assessment of the success of this tool is still underway, our Sarasota campus has been positively impacted by this project. Our small team has gleaned several best practices surrounding the use of 360 video and filming techniques. Several faculty have chosen to integrate the interactive videos into their clinical education courses and additional faculty are interested in implementing interactive video overlay using the Playposit software. The Digital Learning team has built a portfolio of immersive, interactive, and engaging video experiences with faculty for online students at the Tampa campus. Our experience and variety of resources has given us the unique opportunity to develop several intensive video projects.

This panel discussion will detail our design process, our successes, and our lessons learned, as our small and large teams developed interactive 360 video.

Adaptive Learning: Lessons Learned from Three Years of Research

Ballroom A

Patsy Moskal and Chuck Dziuban (University of Central Florida)

Research Track

Abstract:

We will discuss the results of three years of collaborative research partnership between two universities and an adaptive learning provider. Current findings indicated that the underlying pattern of learning in adaptive courses remains comparable across disciplines and institutions. These findings have implications for predictive analytics and instructional design.

Extended Abstract:

This presentation will describe a cooperative adaptive learning evaluation model between the research unit of the platform provider (Realizeit), the Research Initiative for Teaching Effectiveness at the University of Central Florida and Colorado Technical University. This ongoing collaboration has taken place since 2015 as researchers suspended the focus on the typical vendor/university relationship with the understanding that the three organizations have unique contributions that together strengthen the research possibilities. Our focus has been to investigate the phenomenon of adaptive learning, as opposed to examining individual platforms.

In this session, researchers will share some of the outcomes from the three-year collaborative relationship including student reactions and student behaviors within these systems. Findings from joint survey research at both UCF and CTU indicate that students across both institutions react similarly to adaptive learning, revealing that they like the feedback and personalization this modality provides. They also feel it makes them more engaged in the learning process and would prefer more adaptive learning in their educational experiences (Dziuban, Howlin, Johnson, and Moskal, 2017; Dziuban, Moskal, Cassisi & Fawcett, 2016; Dziuban, Moskal, Johnson & Evans, 2017).

In addition, an examination of student behavior within adaptive learning identified latent dimensions underlying these courses across multiple disciplines and the two structurally different universities. The objective was to determine if differing disciplines and university contexts impacted adaptive learning patterns, again focusing on examining adaptive learning as a process rather than evaluating an adaptive learning platform.

A subset of key student performance indices generated as students progress through the adaptive content depicted students' cognitive outcomes and behaviors for three courses from UCF, three courses from CTU, as well as combined samples for each institution. The indices were intercorrelated and subjected to the principal component procedure (Mulaik, 2009) to explain the variance and relationships (correlations) among the indices, and to reduce the dataset to a smaller dimensionality. Operationally, the study examined the question: is the cognitive organization of adaptive learning constant or do the patterns change by institution or course context?

Pattern matrices and similarity confidants indicated that the underlying dimensions of adaptive learning remain stable within disciplines, across disciplines, and across the two universities. With some minor variation across UCF and CTU, the component similarity and invariance was relatively stable and four components were identified:

- Knowledge Attainment
- Engagement Activities
- Growth
- Communication

Learning science suggests that there is a clear relationship between these traits -- engagement and communication are prerequisite for growth and achievement although in this study they are statistically independent of each other. This finding supports the notion that this underlying pattern is fundamental to effective teaching and learning using adaptive platforms.

Concurrent Session 2 - 11:10 am – noon

Shrinking the Classroom, Mobile Strategy in a Large Class World

Boardroom

Ryan Seilhamer (University of Central Florida)

Innovation Track

Abstract:

UCF is BIG, and teachers are often challenged to accommodate many students in one classroom. The Division of Digital learning at UCF is using mobile technologies to give students opportunities to influence the direction of a class. In this session, you will learn about UCF's six years of mobile research and academic mobile app strategy.

Extended Abstract:

UCF is BIG! Teachers are often challenged to accommodate many students in one classroom. The Division of Digital Learning (DDL) established Mobile Strategy and Innovation (MSI) to create innovative solutions that leverage the learning opportunities that mobile technologies afford, as well as support teachers to be more efficient and effective. This charge is accomplished through continual research and the development of mobile technology solutions to meet the needs of UCF.

Since 2012, ongoing research about mobile ownership, usage, and beliefs has been conducted at the university, usually in the form of student surveys. This research has helped inform the development of products and services designed to support students' learning. For instance, in 2018, it was found that over 99% of student respondents indicated that they owned a smartphone, up from 91% in 2012. This data helped relieve the concern about unequal student access to mobile applications.

DDL has created mobile apps such as Question Up and UCF Here in response to faculty requests. Question Up gives students in larger class sizes more opportunities to influence the direction of the class session by asking questions through their mobile devices and selecting their favorites for the teacher to answer. The app is a change from the traditional "raise your hand" method in the classroom, which is less effective in large classes. UCF Here is an attendance app to make the process of taking attendance in large classes a quick and accurate task. With the use of mobile devices, students can easily check in and get confirmation of their attendance, while teachers can record and adjust attendance through the learning management system. All mobile technologies created by DDL use existing campus integrations to make the experience seamless, familiar, and less of a burden than traditional 3rd party technologies.

Through this mobile technology, UCF's goal is to increase classroom participation, have higher satisfaction among students, increase classroom attendance, and make teaching more efficient.

Virtual Mentoring: Harnessing the Power of Technology to Connect College and Career Ready Leaders

Ballroom C

Matthew Ohlson, Amanda Pascale, and Jordan Fleming (University of North Florida)
Innovation Track

Abstract:

CAMP (Collegiate Achievement Mentoring Program) Osprey is a mentoring program where UNF students serve as leadership mentors to K12 students. To overcome geographic and financial barriers faced by our urban/rural partners throughout Florida, we've developed "virtual leadership mentoring" to positively impact more than 500 K12 students and 300 collegiate mentors.

Extended Abstract:

The Needs of High Poverty Schools

High-Poverty schools face significant challenges often due to limited fiscal and human resources and limited access to college and career readiness programs (Reeves, 2003; Wilcox, K. C., Angelis, J. I., Baker, L., & Lawson, H. A., 2014; Zuckerman, 2016). The dearth of these resources is apparent within districts surrounding the University of North Florida (UNF), as they face numerous challenges in terms of creating rigorous and meaningful learning experiences for students when access and information related to higher education is scarce. Putnam County, Florida, is one such region that has experienced one of the highest poverty and dropout rate increases in the state. While neighboring districts implemented multi-million dollar, college readiness initiatives; high poverty districts such as Putnam were challenged with creating a sustainable model where their students were able to access the skills needed to achieve the dream of higher education.

Exemplar- Putnam County

To address the needs facing the rural students within Putnam County, UNF faculty and rural school leadership partners implemented a web-based mentoring partnership involving virtual mentoring and culminating with a campus visit for each rural student. At UNF, this process began by identifying exemplary collegiate student leaders who then served as leadership mentors. Each week, students from UNF would hold a videoconferencing session with a group of elementary and middle school students from Putnam County. The sessions focused on building confidence, time management, goal setting, and personal branding.

The ability to reach rural schools, isolated by distance and resources, has had a significantly positive impact. One such school is Middleton-Burney Elementary in Crescent City, Florida. Principal Joseph Theobald recognized the benefit of the program by stating, students participating in this college preparation program through mentoring and course work have felt a lift in spirits and have shown a renewed vigor in their academics through increased student achievement and attendance while reducing discipline referrals. He further pointed out that programs such as this provides "extra focus and effort" that can be beneficial to their students enabling them to succeed as they continue through school.

Program Impact

The impact of this initiative has been substantial. The CAMP program has conducted virtual mentoring sessions in counties in Florida such as Putnam, Flagler, and Miami-Dade, along with high-needs schools in North Carolina, Texas, and Georgia. This model has been featured nationally at the ISTE (2017) National Conference, SITE (2017) Conference, and in the Journal for Interactive Learning Research (2017). The CAMP Osprey virtual leadership mentoring program has also received awards and funding from Florida Blue, Clay Electric, the Cummer Foundation, and the Community Foundation for Northeast Florida. We are currently developing new virtual mentoring partnerships to increase the participation statewide to ensure students have access to our innovative resources such as virtual campus visits, learning demonstrations, leadership/soft skills training, and a variety of other tools to help recruit, retain, graduate, and employ Florida college and career ready leaders.

Driving Student Success with Predictive Analytics

Ballroom A

Daniel Cespedes and Joseph Riquelme (Florida International University)

Research Track

Abstract:

Discover the power of predictive analytics! Learn how FIU Online is increasing student success rates in critical courses by implementing predictive analytics using the capabilities of Alteryx, R-statistical programming, and Tableau.

Extended Abstract:

Committed to student success and graduation, FIU Online presents Project PATT - Predict & Achieve Through Targeting. FIU Online has piloted our first predictive analytics initiative using a neural network model focused on improving success rates for fully online students.

Our predictive model has been trained using enrollment data, such as semester enrollment load, enrollment history, and student performance within university core curriculum courses and gateway (critical) courses. The ultimate goal is to increase student pass rates by being proactive and predicting a student's probability of success within their online course.

Based on the results of our analysis, students are assigned a success score and a risk level classification at the moment of enrollment. This facilitates immediate, early intervention by our Student Success team. The team then develops a target communication plan, tailored to provide students with the support they need to achieve success.

Lunch - Noon – 1:00 pm - Hallway

Concurrent Session 3 - 1:10 pm – 2:00 pm

Looking at the Future of Cognitive Technology in Education

Ballroom A

David-John Palmer (Florida International University)

Innovation Track

Abstract:

Virtual learning assistants and other emerging technologies help us create effective and engaging learning experiences. FIU implemented cognitive technologies to improve learning outcomes and assist business students to grasp key concepts in information system management. We'll consider lessons learned from these experiences and more.

Extended Abstract:

Emerging technologies help us create effective and engaging learning experiences. Virtual learning assistants, adaptive learning engines, and other intelligent systems are poised to reshape the way we educate. Augmented by the power of artificial intelligence (AI), these tools empower educators to connect with students individually and improve outcomes.

Harnessing the power of AI is within your reach. One of the nation's largest public research universities Florida International University (FIU) implemented cognitive technologies to improve learning outcomes and assist business students to grasp key concepts in information system management. We'll consider lessons learned from these experiences and more.

Join me as we explore what will become the new norm of humans and AI working together to educate the generations of tomorrow.

In this session we will:

- Review cognitive technologies and establish use cases for higher education.
- Discuss the impact cognitive technologies have on students' learning experiences and instructors' productivity, and course development processes.
- Review how artificial intelligence is currently being used to impact student outcomes in critical courses.
- Review the benefits and challenges of cognitive learning technologies for scaling high-quality pedagogy.

This session is particularly suited for administrators, faculty and instructional designers working with innovative educational technologies. At the end of this session, we will spend a few minutes in Q&A interacting with a leading virtual assistant technology.

Using Digital Badges to Connect Career Readiness Across Campus

Boardroom

Peter Thorsett, Lynn Chisholm, and Katlyn Kurtz (University of South Florida)

Innovation Track

Abstract:

We've all heard: "career readiness is everyone's responsibility!" But how do we get everyone on board and how do we help students connect these programs to life after graduation? We'll

explore USF's Career Readiness Badging Program, strategies for building relationships across campus, using badging technology, and how to market it to students and employers.

Extended Abstract:

Two years ago, our Internships and Career Readiness (ICR) team adopted NACE's Career Readiness Competencies "out of the box" as the foundation for a campus-wide career readiness initiative. The competencies were chosen as a discipline-neutral, common-language to help connect a wide range of career-related activities and programs already being delivered across campus. Academic units, the library, student affairs, and departments like HR and IT have been brought together to identify the ways we help prepare students to enter the workforce.

In the last year, our efforts have accelerated as we turned our attention to building a framework that helps students link these activities into a cohesive personal story that is shareable with employers during interviews and on their resumes. Students also earn digital badges for each competency and an overall badge for finishing all eight. To date, more than 1,000 University of South Florida (USF) students, on all three campuses, have enrolled in the program. Additionally, the framework has been deployed at several colleges in Florida and California and was the recipient of the Southern Association of Colleges and Employers' 2018 Imaginative Spirit Award for innovative program design.

This session will provide participants with a look into the strategies our team is using to build the necessary relationships across campus. We will share how we leveraged existing technology, like Canvas, and free resources like Badgr, to simplify administration and management of this multi-term initiative. We will also highlight the marketing pieces we've designed to help students, campus partners, and employers understand the program.

The Innovation of Online Abroad: Lessons Learned & Moving Forward

Ballroom C

Wendy Howard and Tameca Harris-Jackson (University of Central Florida)

Research Track

Abstract:

Instructional designer and instructor team share their innovative "Online Abroad" model to provide students who are unable to travel access to international activities on a traditional study abroad trip. These researchers will share their evaluation research on a series of pilots that led to the most recent social work course in Greece.

Extended Abstract:

Online Abroad is an initiative that presents an innovative solution to the challenges of fostering greater student international mobility by leveraging online technology to bring high-impact learning experiences to more students. Consistently, less than 1% of University of Central Florida (UCF) students travel abroad each year. The primary obstacles are cost, rigid degree pathways, and competing obligations, such as work and family. Meanwhile, 78% of UCF students took at least one online course in 2017, which indicates a culture of technology acceptance. As a result, Online Abroad aims to directly benefit students who cannot study abroad by offering access to high-impact, international experiences without traditional barriers.

In the fall of 2018, a pilot of Online Abroad took place with a Bachelor of Social Work course. This course was selected for one of the Online Abroad pilot initiatives as it is imperative for

today's social worker to be prepared to engage in culturally competent, global social work practice. However, courses that prepare U.S.-based social workers for international practice are limited. This project aimed to respond directly to this need by developing and implementing a cross-cultural, collaborative, international social work course that leveraged the technology, scale of UCF resources, and flexibility of the model for use between the UCF Bachelor of Social Work students and Bachelor of Psychology students at Hellenic American College in Athens, Greece.

Data were collected from 25 BSW students. Ninety-two percent of the students were female, 62% were between the ages of 18-24, 54% had never lived outside of Florida, and 81% had never taken a study abroad course. Of the 25 students registered for the class, 14 traveled to Athens for one week during the semester of the class. The remaining students participated in the Online Abroad experience during the week-long visit. All other assignments and in-class collaborations with the Athens students remained the same (e.g., Zoom sessions, Edmodo discussions, WhatsApp conversations).

Between pre and post assessments, data indicate that significant areas of change for students were in areas such as: knowledge of international social work practice, awareness of issues impacting the area of study (Greece), and outlook for future career path. Also, students attending the trip reported very positive experiences whereas those who did not attend, acknowledged having a different experience while appreciating the ability to view videos via Online Abroad for greater insight.

Overall, Online Abroad is not designed to replace the immersive experience of study abroad. Instead, it is designed to minimize barriers that prevent student engagement in international collaborations as well as enhance student interest in participating in future study abroad activities. These technical outcomes were realized in this pilot course, as well as the learning outcomes of enhanced awareness of international issues, strengthening collaboration skills, and enhanced awareness of the importance of and skills needed to engage in effective international practice.

In this session, researchers will share evaluation data from two previous pilots, explain how that data informed improvements to the model, and then discuss findings from the fall 2018 pilot with the Social Work course.

Concurrent Session 4 - 2:10 pm – 3:00 pm

GPS for Learning: Adaptive Technology Helps Students Navigate Their Learning *Ballroom A*

Tammy Muhs (University of Central Florida)
Innovation Track

Abstract:

Participants will get an overview of adaptive learning while highlighting the benefits for both students and faculty. Participants will have the opportunity to virtually tour an adaptive mathematics course and try their hand at creating adaptive scenarios that could be implemented into exercises.

Extended Abstract:

Technology has long been the go-to answer for "doing more with less" and improving student learning outcomes. Adaptive learning platforms, while still in the early adopters phase, promises to do more with less, improve student learning outcomes, and make learning personal for the student by using learning analytics.

The session will include an introduction to adaptive learning, virtual tour of an adaptive course, and findings of student perception and course success rates.

The introduction will provide background information and motivation for redesigning a course into an adaptive learning format. A comparison between adaptive and personalized learning will help attendees differentiate between the two formats. The benefits of adaptive learning for both students and faculty will also be explained.

Following the introduction, attendees will begin their journey with a virtual tour of an adaptive mathematics course from both the student and instructor point of view. Navigation through the learning content from the student view will be demonstrated with special attention given to pedagogical decisions made when creating the course. Next, we will continue the tour from the instructor view as we look at the learning analytics available to the instructor. The potential use of the learning analytics for differentiated instruction and personalizing the student experience will be discussed. Then the journey will continue with examples of algorithmic exercises that will be explored from the authoring view. This part of the journey provides the opportunity to see the innovative approach to adaptive program/discipline specific application problems in the course. The inclusion of the program specific word problems results in a more authentic assignment for the students. Time allowing, attendees will have the opportunity to brainstorm discipline specific scenarios for a given application problem. Scenarios from the brainstorming session will be used in the creation of personalized application problems.

Prior to completing our journey, the findings of student perception and course success rates will be given.

From Data to Design

Boardroom

Lindsey Mercer, Christie Nicholas, Chad Garcia, and Colleen Cook (University of South Florida)

Innovation Track

Abstract:

See how the University of South Florida (USF) Digital Learning team aggregated and reviewed instructor support requests to inform training resources, elicited online student feedback to improve courses, and identified patterns in course evaluations to inform resources for improving course quality.

Extended Abstract:

The University of South Florida (USF) Digital Learning team is responsible for all aspects of online courses including development, course quality reviews, instructor training, and support. Our team of experts leverages research-based best practices as well as their own creativity to produce high quality, digital learning experiences. Over the last year, the team has expanded upon this by using data as an instrument in informing design decisions for the development of

both courses and training resources for faculty. This presentation will demonstrate how the team is using this data to strategically inform three domains, "Online Faculty Training & Support", "Online Course Development", and "Online Course Quality Reviews."

Online Faculty Training & Support - Our learning and development specialists are responsible for creating workshops, providing consultation, and serving as a just-in-time support agent for all fully online instructors. All of these interactions are documented and evaluated using Microsoft BI to detect patterns and knowledge/performance gaps. Using this information, the team then develops targeted training resources to address these gaps. We will discuss the methodology for collecting our data and demonstrate how we use Microsoft BI as a data dashboard to inform training decisions.

Online Course Development - Our learning designers are responsible for the production of fully online courses at USF. Each course includes a survey to capture student data, which is then used to assist in shaping our best practices and approaches to ensure quality and engagement. We will discuss how we use this survey data to inform our design decisions for optimizing student engagement and success.

Online Course Quality Resources - In addition to course development, our team reviews existing online courses to verify the adherence of instructional design best practices. To better assist faculty in meeting quality standards, we collect and analyze those items that were unmet in the initial course review. Based on this, we developed a comprehensive course in Canvas modeling best practices and providing resources to meet quality standards. We will discuss how we collected this data, demonstrate the Canvas course (Digital Learning Resource Center), and discuss how we use it as a tool for online course quality assurance.

If you are involved in course development, faculty training, or course quality and want to know more about leveraging data as a tool for informing design, this is the session is for you.

Overcoming the Challenges of Online Language Learning

Ballroom C

Brenda Such and Crystal Marull (University of Florida)

Research Track

Abstract:

This presentation shares processes taken to integrate LinguaMeeting language coaching sessions and VoiceThread for fostering language learning through online interpersonal relationships.

Extended Abstract:

A major challenge that continues to persist within the online classroom is the lack of opportunity to develop interpersonal relationships. Various strategies proposed to overcome such isolation include synchronous telepresence activities. However, language learning programs often struggle with how to best integrate telecollaboration for optimal linguistic success. The proposed presentation presents a case in which instructional designers and an instructor teaching beginning-level Spanish at the University of Florida (UF) collaborate and innovate with the use of telecollaborative methods and interactive videos, thereby effectively building interpersonal relationships and challenging myths about isolation in the online classroom. The presentation also includes sustainable protocols established for the implementation and evaluation of those technologies.

Through a partnership between LinguaMeeting and UF, students are paired with online language coaches and have a number of virtual coaching sessions that become the unifying thread motivating and tying all other course activities together. For example, clips from the coaching sessions and topics discussed become the basis for interactive multimedia formative activities using platforms such as VoiceThread and provide the contextualization for numerous summative activities such as written exams and compositions. By presenting the coaching content in various course activities, students are motivated to engage and expand on the linguistic content because it is relatable and stems from an authentic encounter with a native speaker. Data from more than 125 online students enrolled in either Spanish I or Spanish II courses strongly suggested that the innovative integration of telepresence language coaching promoted interpersonal relationships, humanized the learning experience, and facilitated linguistic development. Students demonstrated that they developed a personal connection to a native speaker of the language and culture of study. Stemming from these relationships, students became highly motivated to advance their proficiency and to take ownership of their learning.

In addition to the learning via relationships built through online coaching sessions, the instructor paired a VoiceThread activity that encouraged the students to use the multimedia VoiceThread platform to digest their learning, including their coaching sessions. The activity promoted the visibility of each student to not only the instructor but also to other students. Modeled after the interactions between the students and the learning coaches, the students also were directed to respond to their peers through audiovisual replies, further humanizing the online classroom. Ultimately, the students summarized a self-reflection of their learning experience in the learning management system, Canvas. They shared what they were good at, what they had difficulty with, what they wanted to improve, and what the instructor could do to help them improve. Thus, the blend of interactive practices and innovative technological tools has enabled optimal language learning experiences for online students.

Closing Session - 3:10 pm – 4:00 pm

Florida Online Leadership Panel

Ballroom A

Thomas Cavanagh (University of Central Florida), Panel Moderator

Victoria Brown (Florida Atlantic University)

Cynthia DeLuca (University of South Florida)

Robert Fuselier (Florida State University)

Pamela Northrup (Florida Virtual Campus)

Delaine Priest (University of Central Florida)

Joseph Riquelme (Florida International University)

The panel will discuss innovative student services and success strategies being employed at Florida institutions.