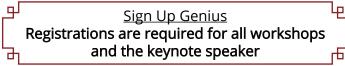
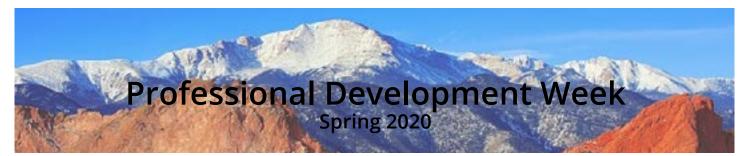
Professional Development Week Spring 2020

Overview of Events

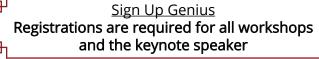
Monday <u>2</u>	
Keynote Speaker - Dr. Cia Verschelden	
HIPs Sessions	
Tuesday	
President's Address	
All College Lunch	
Workshops	
Wednesday <u>6</u>	
Technology Workshops	
Faculty Senate	
Division Meetings	
President's Address	
Thursday	
Faculty Focus Day	
Friday	
President's Address	
Rampart Range Repeat Workshops	
Descriptions begin on page <u>10</u>	
***While the focus of PDW is instructional support, know that CETL welcomes people from all roles at PDW	
role at the college limits your participation in the event, please check for future professional development of from CETL and/or from Ashlee Dutton, Manager of Development and Leadership Advancement.	opportunities





Monday, January 13 Sessions

8:00 -	- 9:00	Connect the Dots	CC Atrium
		Using Campus Resources to Enhance Student Success	
	our instructors is something he	ng access to campus resources to the PPCC community that directly in or our students. Faculty, Instructors, Staff – if you work with students ere for you! Plan to stop by the tables and pick up some information c answered. (no PDUs available)	s, there
8:00 -	- 9:00	Coffee & Light Breakfast	CC Atrium
9:00 -	· 11:30	Bandwidth Recovery: Helping Students Reclaim Cognitive Resources Lost to Poverty, Racism, and other "Differentisms" Dr. Cia Verschelden	CC Atrium
	by the negative against non-ma gender identity, different than the interventions - i	esources for learning of many students have been and are being dimi effects of persistent economic insecurity, discrimination and hostility jority groups based on race, ethnicity, national origin, sexual orientat and other aspects of difference. Recognizing that these students are heir peers in terms of cognitive capacity, we can implement strategies n and outside the classroom - that show promise in helping students sources to be successful in college. (2.5 PDUs)	/ ion or e no s and
1:30 -	- 4:00	Bandwidth Recovery: RR Helping Students Reclaim Cognitive Resources Lost to Poverty, Racism, and other "Differentisms" Dr. Cia Verschelden	C W101/102
	by the negative against non-ma gender identity, different than the interventions - i	esources for learning of many students have been and are being dimi effects of persistent economic insecurity, discrimination and hostility jority groups based on race, ethnicity, national origin, sexual orientat and other aspects of difference. Recognizing that these students are heir peers in terms of cognitive capacity, we can implement strategies n and outside the classroom - that show promise in helping students sources to be successful in college. (2.5 PDUs)	/ ion or e no s and





1:00 -	- 3:00	Facilitating	Collaborative F Ar
	the compar the insights	ny of others ar s of others." – (ombines two key nd sharpening or George Kuh. The want to adopt or
1:00 -	- 3:00	Katie W.	Service L heeler, Sylva Miller,
	improve a S upon arriva project in th explore cha groups will	Service-Learnir Il. New Service neir classes. E Illenges in serv	ninar is for new a ng Project. Partic e-Learning facult xperienced Servi vice learning and prtunity to partic PDUs)
1:00 -	- 3:00		Diversity and Culturall Tiko Hardy
	Diversity ar or Global Le	nd Global Lear earning and/o	Learning Semina ning (DGL) as a G r Culturally Inclus and Culturally Ir



Monday, January 13 HIPS Sessions

Projects and Assignments at PPCC ndrea Ulrich

goals: learning to work and solve problems in ne's own understanding by listening seriously to Collaborative Projects Seminar is for new and improve a Collaborative Project. (2 PDUs)

earning at PPCC

Gina Swanson, and Ruth Ann Larish

and experienced faculty who want to adopt or ipants will be broken up into separate groups y will learn the nuts and bolts of how to start a ice-Learning faculty will develop/refine projects, get feedback on their projects from peers. Both ipate in a "speed dating" session with various

/Global Learning y Inclusive Practices

/, Melinda Joy Mingo

ar is for faculty and staff who currently assess Sen Ed, or who would like to integrate Diversity sive Practices into the classroom. Discussion and nclusive Teaching strategies will be covered. (2

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Sign Up Genius Registrations are required for all workshops and the keynote speaker

CC A224

CC A221

CC A255





8:00 - 9:00	Coffee & Light Breakfast	CC Theater Annex
9:00 - 10:30	Provided by The PPCC Foundation President's Address	CC Theater
11:00 - 4:50	Dr. Lance Bolton Various Sessions	Centennial Campus
2:20 - 3:30	see grid on next page What You Need to Know About the AAP	CC A259
	(Adjunct Advancement Program) Bliss DiJulio, Donna Gregg	

Considering that the majority of courses at PPCC are taught by part time instructors, it is critical they receive a high level of support. If you are a department chair, dean, or adjunct, please join us in this session where CETL will share an overview of the adjunct support programs currently in place, and how instructors can be successful in it. You will get to experience the reflection process, and explore the D2L AAP course shell. When you leave you will have a "cheat sheet", know how adjuncts can enroll (and the benefits of participating), how they earn professional development units, and understand the process for May Institute. (no PDUs)



Times			InfoBite Sessions			
11:00 - 12:10	BIT by BIT: Understanding the Reporting Process	Learning Commons Tutoring	Using Rubrics to Grade, Assess, and Improve Student Learning	Training Faculty & Staff to be Media Ready	The CCAMPIS Grant and How It Works for Our PPCC Parent Students A216C Five Quick Ways to Help Your Students Be Prepared, not Scared	
	A221	A222	A224	A226	A216C	
11:30 - 1:00		CC - Atriur	All College Lui n; RRC - W101/102; Compliments of Dr.	DTSC - S205/215		
	lf I Had Known	What does	Curriculum	The 5 W's of	Email Etiquette	
1:00 -	Then What I Know Now	Enrollment Services do	Mapping for Student	ePortfolios in the classroom	A216C	
2:10		and how do I Fit into the	Success		Marketing Department Resources for Everyone	
	A253	Process? A255	A256	A258	A216C	
2:20 -	Who Let the Dogs Out?	How Can I Concentrate When I'm	Improving Assignments through	Supporting Students in the Scholarship	Attendance Points: Positive or Punitive Reinforcement A216C	
3:30		Hungry?	Transparent Design	Application Process: The Role of Faculty and Staff	Answers to your Frequently Asked Questions about CETL and PDW	
	A226	A221	A222	A224	A216C	
3:40 - 4:50	Students with Disabilities: Supporting their Bandwidth*	Connect Four: Creating a Sense of Belonging to Increase Student Success*	Explore Study Abroad at PPCC	Predictive Learning Analytics: Using D2L/Tech in Intervention toward Retention	1:00 - 4:00 Department Teaching Circles	
	A253	A255 at RRC on Friday	A256	A258	A222	
* Sessions repeated at RRC on Friday						
		- c	ign Lln Conjuc	ЦP		
	Г		i <u>gn Up Genius</u> e required for all ۱	workshops	ρ _σ 5	

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Tuesday, January 14 Session Grid





Wednesday, January 15

Technology & Division Meetings

			10010085				
	8:30 - 9:30	All About C Educationa)pen al Resources		What's New in D2L		
			A224	D2L - If Only I Knew How to	A221		
	9:45 - 10:45	Open Educ Andragogy Engageme Students	- Creating		What's New in D2L		
				A250	A221		
12:00 - 1	:00		Fac	ulty Senate	CC	Atrium	
1:30 - 3:3	30		Divisi	ion Meetings	,	Various	
	Division		(Campus	Room #		
	BPS		CC A167		A167	7	
	CHTS		DTSC		N106		
	ME		СС		Theater		
	NPS			СС	Atrium		
	MS			CC	Atrium		
3:30 - 5:0	00	TE		ng You Need to Know essful Semester * ITSS	w C	C A250	
	n ITSS to learr tting assistanc				owerPoint, classroom AV,		
3:30 - 5:00			ent's Address Lance Bolton	DTSC S2	205/215		
* Session re	peated at RRC or	_ن	strations are r	<u>u Up Genius</u> required for all worksho keynote speaker	ops (Pg. 6	



CETL is proud to continue Faculty Focus Day, a time for reflecting, processing, and/or implementing techniques and ideas gleaned from workshops and presentations. CETL has dedicated an entire day during PDW specifically for new ideas to be implemented in the upcoming semester, because we believe in teaching excellence.



Thursday, January 16

Faculty Focus Day

Ŀр <u>Sign Up Genius</u> Registrations are required for all workshops and the keynote speaker

Pg. /

Professional Development Week Spring 2020

Friday, January 17 Sessions

8:30 - 9:00	Coffee & Light Breakfast Provided by the PPCC Foundation	RRC W101/102
9:00 - 10:30	President's Address Dr. Lance Bolton	RRC W101/102
10:00 - 12:30	How do You Conserve What is Around You? The Impact of Park Conservation and Science in the Pikes Peak Region and Community. A trip to central Red Rock Canyon Mark Izold, Konrad Schlarbaum, Ruth Ann Larish	Red Rock Canyon
found in the	es will help to identify features in the rock to make interpretation of park. We will engage in an exercise in park sustainability; an ex n and the parks, including Red Rock Canyon: and an exercise in PDU)	ercise involving
11:00 - 12:10	Connect Four: Creating a Sense of Belonging to Increase Student Succ Jacquelyn Gaiters-Jordan	RRC W101/102 ess
or coaching meaningful meaningful the case tha thoughtfully Four Conne	op is primarily for those who work closely with students in a tea /mentoring capacity. Attendees will learn the four key practices connections with students. However, one of the major obstacle connections is lack of understanding. Zachary Wood (<u>Uncensor</u> t we can build empathy and gain understanding by engaging ta with unfamiliar people, perspectives, and ideas. Using the fran- ctions and the insights provided by Woods, participants will dev ur techniques to apply when working with students. (1 PDU)	that lead to s to forming red) makes ctfully and nework of



11:30 - 1:00 TECH: Everythin for a Succ
Join ITSS to learn about what's new with: C getting assistance in your classroom, and s
1:40 - 2:50 Students v Supporting Kate Buckhorn, Robin Eckelberry, Je
Faculty, instructors & staff are encouraged students with disabilities (SWD) face in the experience how the impact of a disability of overwhelmed and struggling to be success challenges of having a disability, participant in college. Most importantly, participants w SWD to support their academic pursuits. (1

Pg. 8

Friday, January 17 Sessions

> ng You Need to Know essful Semester ITSS

RRC W113

Office 365, OneDrive, PowerPoint, classroom AV, security. (no PDUs)

with Disabilities: their Bandwidth

RRC W101/102

essica Lamphere, James Marik, Maria Mesa

to engage in discourse about the challenges our college environment. All involved will learn and can strip a student's bandwidth, leaving them sful. Through interactive activities that mirror the nts will experience the reality our SWD encounter vill learn how to reinforce the bandwidth of our PDU)





11:00 - 12:10	BIT by BIT; Understanding the Reporting Process Michael Madson, Yolanda Harris, Jim Barrentine, Carlton Brooks, Maria Mesa, Misha James, Nichole Pritchett-Hilliard	CC A221
	ll work through scenarios led by the BIT and engage in the process BIT r to maintain the safety of our students and staff. (1 PDU)	
11:00 - 12:10	Learning Commons Tutoring Samantha Futhey, Andrea Ordahl, Brandyn Ness	CC A222
intensive") cour students than s more about the for the classes	o teach gateway STEM courses or writing heavy (not necessarily just "w rses who are interested in more dedicated and integrated support for standard tutoring may be interested in this session. Attendees will leav e fellows programs and be able to determine whether it would be a go they teach. We will conduct a Q&A session to help instructors determine fellows would be beneficial for their students. (1 PDU)	their n od fit
11:00 - 12:10 Usir	ng Rubrics to Grade, Assess, and Improve Student Learning Deb Licht , Sharon Bjorkman	CC A224
assessment mo to develop or r how to aggrega participants sh strongly align v and areas for ir	e rubrics is one way to facilitate student learning and make grading and ore fair, consistent, and efficient. This workshop offers faculty an opporevise a rubric for an assignment of their choice and provides guidance ate, document, and analyze rubric scores. By the end of this workshop ould be able to (i) create rubrics that complement assignment prompt with key learning outcomes, and (ii) use rubric scores to identify streng mprovement. To maximize the benefit of this workshop, participants a bring a copy of a signature assignment and accompanying rubric. (1 P	rtunity on s and ths re

Registrations are required for all workshops

and the keynote speaker



11:00 - 12:10 Training Fac
When called upon by local media, t often rely on faculty or staff to prov act as a representative of the colleg Faculty and staff including deans, a directors and coordinators will war will learn about the college's media can represent the college in the mo interviews, how to answer difficult dos and don'ts. (1 PDU)

11:00 - 11:30

The CCAMPIS Grant and How It Works for Our PPCC Parent Students Joneila Henselman

The CCAMPIS (Child Care Access Means Parents In School) is a federal grant PPCC has held as an awardee for 4 cycles. Attendees will have the opportunity to learn more about this grant and the students it supports through our PPCC child development centers. We will share information on our campus and community collaboration partners, program data, and our research rich foundation to include aspects of the Completion by Design studies (Sponsored by the Bill and Melinda Gates Foundation) and "Best Practices" in Student Support Services (SMB Economic Research, Inc.) as well as the impact it has made on our PPCC parent students. (no PDUs)

11:40 - 12:10

Pg. 10

Five Quick Ways to Help Your Students Be Prepared, Not Scared Robin Widmar, Mark Johnson, Jim Barrentine

Nobody wakes up in the morning and adds "Deal with a campus emergency" to their daily to-do list. In this InfoBite, faculty members will learn five quick safety tips to share with their students so everyone can be more prepared and less scared if an emergency happens on campus. (no PDUs)

> Sign Up Genius Registrations are required for all workshops and the keynote speaker

Tuesday, January 14 Session 1 & InfoBites

culty & Staff to Be Media Ready Karen Kovaly

the marketing and communication department must vide expert knowledge on a wide variety of topics and ge to communicate a key message to the community. associate deans, department chairs, and department nt to attend this workshop. All are welcome. Attendees a policy and how to prepare for interviews so they ost positive light. They will learn tips for TV and print guestions, how to control the interview and interview

CC A226

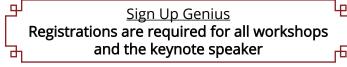
CC A216C

CC A216C





1:00 -	2:10 If I Had Known Then What I Know Now Carlton Brooks, Kim Hennessy, Nichole Pritchett-Hilliard	CC A253
	The attendees for this workshop should be any adjunct and faculty member, current or new. This workshop will give attendees an opportunity to better understand when to ge in contact with (HRS) Human Resource Services and the (DoS) Dean of Students Office based on the scenario led discussions and activity. Attendees will engage in presenter led scenarios that are HRS, DoS, or classroom management related. As attendees work through scenarios, they will be able to better understand where to refer cases. By the er of the workshop, attendees will have the opportunity to apply their present knowledge of classroom concerns with best practices of HRS and DoS. (1 PDU)	nd
1:00 -	2:10 What Exactly Does Enrollment Services Do and How Do I Fit into the Process? Chris Deines, Karen Rau	CC A255
	Attendees will learn the capabilities and limitations of the Enrollment Services office. Participants will gain understanding about the role of the Enrollment Services office, how best to serve the student population, and gain detailed insight into what the student doe before entering a classroom. Participants will be able to address student issues more effectively, since they will have a better understanding of the departmental needs and responsibilities of another office within the school. (1 PDU)	
1:00 -	2:10 Curriculum Mapping for Student Success: Making Intentional Connections Between Learning Outcomes, Competencies, and Your Classroom Deb Licht	CC A256
	Ultimately our task as instructors is to provide students with ample opportunities to lear and practice key learning outcomes and competencies. Curriculum mapping helps with t task by making intentional connections between desired outcomes and learning activities. This workshop is intended for instructors interested in better integrating assessment with instruction. Attendees will be provided with a simple framework for developing and tracking learning outcomes, scaffolding learning activities, and collecting robust evidence of student learning. To maximize the effectiveness of this workshop, participants are encouraged to bring a course syllabus and assignment of their choice. (1 PDU)	:his s.





				JE331011 Z G
C A253	1:00	- 2:10	The 5 V	V's of ePortfol Cindy S
		Faculty members graphic courses, a workshop. Attend on the research be how they can be in practice creating t the classroom. Th typical 15 week se	nd those wh ees will learn ehind ePortfo ntegrated int heir own por e takeaway is	o offer non-trac the 5 W's of eP blios, the way th o a community tfolios while lea s how to add a h
C A255	1:00	- 1:30		Email Et Karen I
		All employees of t email communica effective and avoid form of daily com skills. Handouts w	tion. Attende d common m munication a	ees will learn wa hissteps. Since e t the college, th
C A256	1:40	- 2:10	Marketing	Department Karen
s		All staff and facult Marketing and Co downloadable ma request a marketi downloadable flye how to create a pe logos, our update	mmunicatior terials all on ng project or er templates, ersonalized e	department ca the marketing v publicity for an presentation te mail signature a
			و	Sign Up

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Tuesday, January 14 Session 2 & InfoBites

lios in the classroom Skaggs

courses, education related courses, art and ditional assignments will benefit from the Portfolios, with an extended conversation his project will benefit students, and college classroom. Faculty and staff will arning how to lead a portfolio project in high impact project like an ePortfolio into a hands-on activities. (1 PDU)

tiquette

Kovaly

s session if they want tips to improve their ays to make your email communication more email is the college's most commonly used ney will be able to immediately apply these

Resources for Everyone

Kovaly

to this session to learn about how the an support them with services and website. Attendees will learn how to n event or announcement; where to find emplates, photos and college fact sheets; and; where to find and download the college fonts. (no PDUs)

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Sign Up Genius Registrations are required for all workshops and the keynote speaker

CC A216C

CC A216C

CC A258



2:20 -	- 3:30 Who Let the Dogs Out? Maria Mesa, Kim Hennessy	CC A226
	Participants will learn about service animals, the two questions you may ask, how to hand difficult situations in the classroom, and how to balance varying ADA Reasonable Accommodations (Example Service animal versus allergy). The workshop will consist of real life scenarios, small group discussion and the opportunity to meet service animals. Participants will leave the workshop equipped with skills to handle service animals in the classroom, office, and generally at the college. (1 PDU)	2
2:20 -	- 3:30 How Can I Concentrate When I'm Hungry? Richard Carpenter, Steve Grippo, Ann-Marie Manning, Christine Gaccetta	CC A221
	Food insecurity isn't an issue that only affects children and seniors. Please join us for an interactive workshop designed to bring awareness of food insecurity issues faced by students. Learn about resources available to students on campus, and help prepare a meal using ingredients found in the Community Table pantry. (1 PDU)	
2:20 -	- 3:30 Improving Assignments through Transparent Design Deb Licht	CC A222
	Performance-based assignments that clearly communicate the purpose, tasks, and evaluation criteria to students have been found to enhance academic success, especially among first-generation, low-income, and underrepresented students. Faculty interested in designing transparent assignments and assessing their impact on student learning should attend this workshop. Participants will learn about the Transparency in Learning and Teaching framework. Using a template and a self-assessment checklist, participants will have an opportunity to refine existing assignments and associated scoring rubrics fo increased transparency and stronger alignment. (1 PDU)	



Tuesday, January 14 Session 3 & InfoBites CC A253 2:20 - 3:30 Supporting Students in the Scholarship Application Process: The Role of Faculty and Staff Sarah Kitonsa Participants will be able to access and share scholarship resources on their D2L shell to encourage and remind students to complete their scholarship applications before February 28, 2020, offer students help informed by knowledge in their applications and have the opportunity to write meaningful recommendations students, answer questions about the application process and sign up to volunteer as facilitators at the scholarship workshops and/or scholarship reviewers. (1 PDU) 2:20 - 2:50 **CC A216C Attendance Points Positive or Punitive Reinforcement?** Aaron Thompson, Martin Conrad Anyone interested in whether or not assignment of points for presence in class is an effective guarantee of student attendance should attend this session. We will cover the various philosophies and practice related to awarding points for classroom attendance, and whether attendance and participation should be recorded/awarded together or separately. For takeaways, we will explore the various pedagogical philosophies regarding attendance points, as practiced by attendees, and extend an invitation to participate in a potential full-fledged, college-wide study on the effectiveness of attendance/participation points. (0.5 PDUs)

3:00 - 3:30

Answers to your Frequently Asked Questions about CETL and PDW

Come spend some time with Karen Summerson (CETL Director) and Martin Conrad (PDW Coordinator) as they answer some of the most to the questions most frequently asked in the post-PDW Survey, along with any new questions you might have. CETL seeks to cultivate an institutional culture that encourages, values, and rewards professional development as well as college-wide collaboration with a focus on improving the student experience through successful completion at PPCC. We value your voice! (no PDUs)

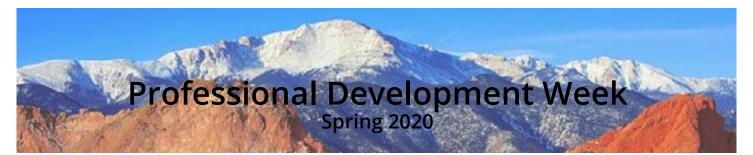


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Karen Summerson, Martin Conrad

Sign Up Genius Registrations are required for all workshops and the keynote speaker

CC A216C



Faculty, instructors & staff are encouraged to engage in discourse about the challenges our

students with disabilities (SWD) face in the college environment. All involved will learn and

overwhelmed and struggling to be successful. Through interactive activities that mirror the

challenges of having a disability, participants will experience the reality our SWD encounter

Connect Four:

Creating a Sense of Belonging to Increase Student Success Jacquelyn Gaiters-Jordan

This workshop is primarily for those who work closely with students in a teaching, tutoring,

or coaching/mentoring capacity. Attendees will learn the four key practices that lead to meaningful connections with students. However, one of the major obstacles to forming

meaningful connections is lack of understanding. Zachary Wood (Uncensored) makes

the case that we can build empathy and gain understanding by engaging tactfully and

thoughtfully with unfamiliar people, perspectives, and ideas. Using the framework of

Connect Four techniques to apply when working with students. (1 PDU)

Four Connections and the insights provided by Woods, participants will develop their own

Explore Study Abroad at PPCC

Steve Grippo, Jo Ellen Becco

Any faculty interested in traveling with PPCC study abroad program should attend this workshop. We will discuss time lines and requirements for teaching a study abroad course for PPCC. Participants will explore potential destinations and course connections. (1 PDU)

in college. Most importantly, participants will learn how to reinforce the bandwidth of our

SWD to support their academic pursuits. (1 PDU)

experience how the impact of a disability can strip a student's bandwidth, leaving them

3:40 - 4:50

3:40 - 4:50

3:40 - 4:50

Students with Disabilities: Supporting their Bandwidth Kate Buckhorn, Robin Eckelberry, Jessica Lamphere, James Marik, Maria Mesa

CC A253

CC A255

CC A256

3:40 - 4:50

Predictive Learning Analytics (PLA): Using D2L/Tech in Intervention Toward Retention Bruce McCluggage

You don't have to be a geek to use Predictive Learning Analytics (PLA) to help you better engage and retain your students toward passing your courses...and in case you actually ARE a geeky type, then you're REALLY gonna love this workshop! Creating varied short assessments (combined with little-known D2L technology) will unlock the door for you to identify different kinds of 'at-risk' students in your class who may only need a single item/ insight to begin accelerating higher in your course. (1 PDU)

1:00 - 4:00

Department Teaching Circles Robin Schofield and Jo Ellen Becco

Want more time to work on your teaching? Want more face time with other faculty to share ideas? Want time to apply what the keynote speaker presents? Need to meet as a department or discipline during PDW? This Teaching Circle is for you. (If you have a one-person department, we will match you with other similar departments, or you can tell us what department you would like to be linked with.) During this extended (nearly 3-hour session) we will apply the keynote highlights (Cia Verschelden), design assignments using the eight key elements of high impact teaching, and engage with colleagues in free play time (i.e., explore areas you value, solidify pedagogical interventions based on your department assessment data, report out on a conference you went to, or share a best practice or successful assignment in discipline). Drop in and stay as long as you like. (1 PDU)





Tuesday, January 14 Session 4

Sign Up Genius Registrations are required for all workshops and the keynote speaker

CC A221

CC A258



Wednesday, January 15 Technology Sessions

- 9:30	All About Open Educational Resources (OER) Marc Nash	CC A224
how to utilize t are converted	them in your curriculum. In addition, you will discover how courses a from traditional publisher textbook-related curriculum to OER. Reso	t PPCC
- 10:45	Open Education and Andragogy Marc Nash	CC A224
have you hear will learn abou students as we	d about Open Education and OER Enabled Andragogy? In this sessior it how using OER in your curriculum, can help provide engagement fo ell as enable them to contribute to the scholarship/practices in their f	n you or your field.
- 10:30	D2L: If Only I Knew How to Robert Fredricksen	CC A250
- 9:30 & - 10:45	What's New In D2L Nate Wadman	CC A22
		ne take
	In this introduce how to utilize to are converted and takeaways - 10:45 You have hear have you hear will learn about students as we Learn from act PDU) - 10:30 Bring your que Grade book, D PDUs) - 9:30 & - 10:45 D2L continues	Marc Nash In this introductory session you will learn about what OER are, how to search for the how to utilize them in your curriculum. In addition, you will discover how courses a are converted from traditional publisher textbook-related curriculum to OER. Reso and takeaways will be provided. (1 PDU) • 10:45 Open Education and Andragogy Marc Nash You have heard about all the buzz surrounding Open Educational Resources (OER), have you heard about Open Education and OER Enabled Andragogy? In this session will learn about how using OER in your curriculum, can help provide engagement for students as well as enable them to contribute to the scholarship/practices in their 1 Learn from actual examples in higher education, along with actual examples at PPO PDU) • 10:30 D2L: If Only I Knew How to Robert Fredricksen Bring your questions to this hands-on session to help with your course shell. Topic Grade book, Discussions, Assignments, Quizzes, and anything else you want to kno PDUs) • 9:30 & What's New In D2L

Sign Up Genius Registrations are required for all workshops and the keynote speaker

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