

# What is your research question?

Name: Kyle Johnson

Institution: Chaminade University

Answer: Can online learning include meaningful faculty/student interaction of similar value to face-to-face courses.

Name: Lauren DuBois

Institution: University of Maine System

Answer: How do we take 7 distinctly different campuses with differing missions and faculty and design standards for teaching and learning spaces? We have been 7 different campuses and are merging into one university. Campus faculty are not easily accepting a system IT coming onto their campuses and need to learn to trust IT, work with IT, accept the need for standards and uniformity and consistency and yet have flexibility for uniqueness. Some campuses are online mostly, while others are land grant students attending on campus.

Name: Krissy Lukens & Reid Riggle

Institution: St. Norbert College, De Pere, WI

Answer: What is the impact on faculty disposition to innovate when faculty engage in diverse communities of practice?

Name: Vicki Suter

Institution: Southern Oregon University

Answer: As faculty member: How does the incorporation of a sense of presence construct in course design and teaching practice reduce the D, F, W rate in distance education courses? (Sense of presence construct was developed as part of dissertation research, and includes sense of place, social presence, individual agency and

community agency). As co-lead for SOU initiative - Do course design and teaching practices based on active learning improve D,F,W,I rates in gateway courses?

Name: Simon Bates

Institution: University of British Columbia, (UBC) Canada

Answer: How to encourage faster diffusion and uptake of proven pedagogical practices for blended / online learning in a decentralized institution.

Name: Sanghyun Jeon

Institution: Pomona College (Claremont Colleges)

Answer: How to evaluate/measure the improvement of student outcomes; Can learning analytics help us to prove the impact on student's learning outcomes of education technologies; how to improve LMS/technologies under-utilization in residential liberal art colleges

Name: Sean Connin

Institution: Trinity University

Answer: How to best scale technology projects linked to classroom practice with limited resources and staff expertise in small institution? Where to allocate resources for this purpose? How to distinguish effects of intervention on student learning when controls, replication, and random design may not be possible? What factors influence the self-efficacy of peer tutors working in course embedded contexts? Who are the students that seek out tutoring support and what impact does it have on their performance?

Name: Fred Zinn

Institution: University of Massachusetts Amherst

Answer: If an instructor actively directs the use of devices in the classroom, does this increase student engagement/performance or increase levels of distraction? Does this have an effect does this have on grades & retention?

Name: Diane E. Boyd & Asim Ali

Institution: Auburn University

Answer: Problem: Faculty time commitment to building and delivering high-quality online courses. Possible questions regarding problem: What is the impact of interdisciplinary course design teams to increase engagement/learning for faculty (a learning experience) while also lowering barriers/frustration to implementation and artefact creation?

Name: Tony Tabone

Institution: Ithaca College

Answer: Helping faculty create quality online materials and humanize online or blended courses with limited staff support. Finding ways to explore and share new technologies to support blended/flipped coursework.

Name: John Ford

Institution: University of Wisconsin - Madison

Answer:

What are the different design components (content, interactivity, assessments) that impact student learning?

What design components are most effective and efficient (relative to cost) in enhancing student learning in large enrollment courses?

Name: Paul Boyd-Batstone

Institution: CSU Long Beach

Answer: What are the instructional technology needs of adjuncts, early tenure track faculty, and tenured faculty?

How do we improve signature assignments so that faculty engage their content expertise while generating quality measurable data?

Name: rutger klein nagelvoort and luut kroes

Institution: university of groningen in the netherlands

Answer: how to disseminate the success of educational innovations in the whole institution (active learning and learning communities/international classroom) by proven practice.

Name: Donnie Sendelbach

Institution: DePauw University

Answer: How can we help underprepared incoming students understand better university expectations for college-level work and perform at that level? What are all the campus resources that assist these students with academic performance, how do campus resources assist these students, how do students utilize these resources, what else do students need?

Name: Candi Morris

Institution: Ohio University

Answer: What course design elements lead to enhanced presence and community for the purposes of promoting engagement and retention in large enrollment online courses (100+ students)?

Name: Johanna Dvorak

Institution: University of Wisconsin-Milwaukee

Answer: How can online academic support improve student academic success?

Name: Cindy Mitchell

Institution: University of Maine System

Answer: What is the basic “must have” set of learning analytics to support an understanding of student outcomes and their relationship to pedagogical practices and tools, then how do we incorporate the importance, relevance of those in adopting these tools and techniques.

Name: Paul Turner

Institution: University of Notre Dame Teaching & Learning Technologies

Answer: what technologies would benefit students in a 21st century research library?

Name: Shauna'h Fuegen

Institution: Bates College

Answer: Do active learning spaces and strategies positively impact student learning at small liberal arts colleges with small class enrollments?

Name: Cindy Catherwood

Institution: Metropolitan CC, Omaha

Answer: What are the most important course design elements to include to retain underprepared students in online gen ed courses?

Name: Jessica Montesoglu

Institution: UCLA

Answer: (a) What is the effectiveness of making laptops with specialized software available to students? Is laptop lending a factor in student success? (b) What is the effectiveness of “computer classrooms” in student success or instructional efficiency? How can we best optimize use of limited “computer classroom” resources”? © Is Library support (tech and/or instruction) a factor in student success and/or faculty instruction?

Name: Dale Pike

Institution: Virginia Tech

Answer: What are the characteristics of learning outcomes that lend themselves to current and emerging adaptive learning capacity? Are procedural tasks easier to observe and understand for adaptive systems than conceptual understanding? How

might the emergence of intelligent adaptive systems affect what domains of understanding can be considered for delivery through those systems? How does the role of faculty change in a deeply adaptive curriculum? -- What are the characteristics of professional development programs that incentivize and motivate meaningful change by individual faculty? -- What is the value of higher education? Advocates for a “commodity exchange” interpretation argue with those who feel that a traditional liberal education model should prevail. How to incorporate the valuable aspects of both?

Name: Nicole Weber

Institution: University of Wisconsin Whitewater

Answer: What are the different design components (content, interactivity, assessment, etc.) that impact the success (i.e., course grades, progress to degree, retention, etc.) for first generation college students at UW-Whitewater? Additionally, what patterns of behavior lead to increased student learning and success for these students? Finally, what are their definitions of success and potential barriers that instructors, learning technology folks, and institutional administrators need to better understand to create effective strategies to increase learning and success?

Name: Monique Snowden

Institution: Fielding Graduate University | Santa Barbara, CA

Answer: How might graduate faculty leverage advances in undergraduate education to enhance online teaching -- and the associated development of technology-supported learning outcomes and the use of learning analytics to yield timely and quality learning assessment (and continuous improvement)?

Name: Marianne Schroeder

Institution: University of British Columbia (UBC) CANADA

Answer: What is the evidence of impact on learning of a specific (name any) learning technology (and how can we be rigorous enough with the research and not slow innovation)

Name: Kailyn Helget

Institution: Rasmussen College - Brooklyn Park Campus

Answer: What is the impact on student engagement and persistence (along with faculty engagement and satisfaction) when participating (and creating) in interdisciplinary collaboration projects in online courses (two different courses)?

Name: Kye Kang

Institution: Lamar University in Beaumont Texas

Answer: What is the effect of online peer feedback and assessment on student learning? What is the student perception on the use of peer feedback and assessment? How do novice online faculty gain pedagogical content knowledge now with limited interactions with students? What is the learning activity profile of typical successful online students?

Name: Deborah Keyek-Franssen

Institution: University of Colorado System

Answer: How many learners enrolled in a CU-Denver or UCCS MOOC subsequently enroll in an online or face-to-face program on one of those two campuses? If yes, how well did they do in the MOOC? If yes, what influenced their enrollment in the MOOC and how does that differ from other learners in the MOOC? If yes, what influenced their enrollment in the program? If yes, what is/will be the financial benefit to the campus?

Name: Jim Ptaszynski

Institution: Bill & Melinda Gates Foundation

Answer: Concerning faculty adoption of new pedagogies, what are the "systemic" barriers that need to be reduced, and the supports that need to be created, for wide-scale adoption across higher education to occur?

Name: Tachelle Nettles

Institution: Pulaski Technical College

Answer: How does interactivity and engagement in online courses impact student success, retention, and graduation rates?

Name: Samantha Eastman

Institution: University of California, Riverside

Answer: How can the introduction of a campus-wide, student A/V equipment checkout system and support infrastructure, including faculty development and student training 1) lead more instructors to incorporate video technology into their courses, and 2) result in student completion of assignments in more media-rich formats? 3) Additionally, how can lowering barriers to technology access among students result in more proliferation of student-created media? 4) In what ways can introduction and socialization of these tools and supports lead to increased engagement and more positive outcomes among

students? 5) How can the initiative result in the development of self-perpetuating learning communities?