

**2018 SPRING CONFERENCE**

# **MDLA**

**Maryland Distance Learning Association**



Maritime Institute (CCMIT)  
692 Maritime Boulevard  
Linthicum, Maryland 21090

March 8<sup>th</sup>, 2018



# MDLA Annual Spring Conference

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## Dr. Brenda Bannan



Dr. Bannan is an Associate Professor in the Instructional Technology/Learning Technologies Design Research programs at George Mason University in Fairfax, Virginia, USA. Her research interests primarily revolve around the articulation of

integrated design and research processes in learning technology design and development. She is the author of numerous articles and book chapters on the emerging method of design research in education

related to areas such as mobile learning, augmented reality, inquiry-based instruction, language learning and cognition, motivation and special education. Dr. Bannan has supervised numerous learning technology design and development projects and has recently conceptualized and launched along with faculty colleagues an innovative Ph.D. program entitled Learning Technologies Design Research at GMU focusing on an R&D model for emerging technologies such as mobile learning, game-based design, as well as design process, design research and diffusion of innovations research.

# Schedule of Activities

Time	Activity	Location
8:30-3:30	Registration	Lobby
8:30-10:00	Continental Breakfast, Exhibitors and Networking	Lobby
10:00-11:00	Keynote Speaker Dr. Brenda Bannan <i>The Connected Future and Data Analytics</i>	Auditorium
11:10-11:50	Concurrent Sessions I	See session schedule
12:00-1:00	Networking Lunch	Dinning Room
1:10-1:50	Concurrent Sessions 2	See session schedule
1:50-2:05	Exhibitor Focus and Networking	Lobby
2:05-2:45	Concurrent Sessions 3	See session schedule
2:50-3:00	Closing Announcements/Prizes	Academic Building Corridor

## General Information

### Wireless Internet Information

Free wireless Internet access is available to conference participants throughout the facility.

### 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.

### Session Evaluations

To continue to improve future session offerings, we ask that you please complete the session evaluation forms at the end of each session. You can turn them in to the session host at the conclusion of each presentation.

### Post-Conference Survey

The MDLA Board welcomes your feedback on the 2018 annual conference, as well as your suggestions for MDLA's 2018-2019 activities. To provide your feedback and suggestions, please complete the survey that will be sent to you via email after the conference.

Follow us on Twitter at #MDLASpring18

# Session Schedule

## Session I (11:00am - 11:50am)

Session	Presenters	Location
Design Fail? Learning Environment Modeling (LEM) Can Help!	Debbie Ezell, Adam Fantom, and Richard Smith Harford Community College	Room A303
Choose Your Own Adventure with Google Forms	Mike Stein Howard Community College	Auditorium
Fantastic Feedback, Less Stress	Sarah Felber University of Maryland University College	Room A304
Implementing OER Together: A Collaborative Approach	Michael Mills   Montgomery College David Buck   Howard Community College	Bridge Room
Flex Courses - Students Choose How They Attend Class - Multiple Modalities	John Bone Allegany College of Maryland	Room A300

## Session II (1:10pm - 1:50pm)

Session	Presenters	Location
Creating Engaging Content with Storytelling and Scenarios	Sandra Long UMUC	Room A304
Technology and Tools for Online Teaching	Ruddhi Wadadekar University of Maryland	Bridge Room
Innovate with Accessibility in Mind	Wendy Torres Coppin State University	Room A300
Educating Digital Natives: The Challenges of Educating a Connected Generation in an Online Environment	Francine Toliver Edwards   Delaware State University Tonya Brown   Baltimore City Community College	Room A300
User Experience Design and Distributed Learning Environments	Dr. Brenda Bannan Community College of Baltimore	Auditorium

## Session III (2:20pm - 3:00pm)

Session	Presenters	Location
Keep Calm and Carry On: Quickly Convert a Face-to-face Course to Online Format	Edward Schelb Prince George's Community College	Auditorium
MarylandOnline Leadership Institute (MOLLI) Information Session	Dionne Thorne   CCBC Wendy Gilbert   MarylandOnline	Room A303
What You See Isn't Always What You Get!	Tammy Miller Allegany College of Maryland	Room A304
A Collaborative Process for Building a Model Online Course	Julie Grignon   Anne Arundel Community College Courtney Sabol   Anne Arundel Community College	Bridge Room
Flex Courses - Students Choose How They Attend Class - Multiple Modalities	Nadine Edwards   Stevenson University Alissa Harrington   Johns Hopkins University	Room A300

# Session Descriptions

## Session I (11:00am - 11:50am)

Session	Location
<p><b>Design Fail? Learning Environment Modeling (LEM) Can Help!</b></p> <p><b>Debbie Ezell, Adam Fantom, and Richard Smith</b>  <b>Harford Community College</b></p> <p>We've all been inspired at some point to completely overhaul our course design in order to improve student outcomes. Why then does intent sometimes fail to take flight? What happens if the objective is not achieved? We'll show you how to efficiently navigate each twist and turn along the course redesign and/or refresh process using a set of tools and techniques to transform the student learning experience.</p> <p>Adam Fantom has been employed at Harford Community College since January 2002. He has been working as an Instructional Designer within the eLearning department since May 2006. He received his Bachelor's of Science degree in Computer and Information Sciences in 2001 from Towson University and a Master of Science in Instructional Technology degree from Fort Hays State University in 2014.</p>	<p>Room A303</p>
<p><b>Choose Your Own Adventure with Google Forms</b></p> <p><b>Mike Stein</b>  <b>Howard Community College</b></p> <p><b>**PARTICIPANTS SHOULD BRING THEIR OWN LAPTOPS/DEVICES TO THIS SESSION**</b></p> <p>In this session led by instructional designer and Google Certified Trainer Mike Stein, participants will learn how to create scenario-based Google Forms that allow students to choose their own adventure in order to complete a story or case-study. Google Forms branching capability allows creators to send users to different sections of the form based on certain input by the user. Participants will be asked to think about a specific lesson that lends itself to using a scenario and will be led through the development of a flow-chart for organization during the first half of the session. After completing a working flow-chart of their scenario, participants will be walked through the process of translating their flow-chart to a Google Form. Finally, participants will be instructed how to share Google Forms and participants will be encouraged to test out each others and choose your own adventure scenarios and give and receive feedback on their work.</p> <p>Why "Choose Your Own Adventure"? Learners learn best when they have a safe environment to make mistakes and receive immediate feedback. Google Forms' branching capability will allow faculty to create their own scenarios and anticipate common mistakes that learners make and show them the results of those mistakes without fear of punitive measures. Learners are allowed to make mistakes and learn from those mistakes and in fact are encouraged to explore all options in order to see the consequences.</p> <p>Choose your own adventure stories and scenarios can be used across all disciplines, but are especially relevant for those in Health Sciences, History, and other disciplines that already use case-studies. Join Mike Stein in this hands-on interactive session to learn how to engage your students online!</p> <p>Mike Stein is an instructional designer working in faculty development and instructional media at Howard Community College. He has experience teaching all ages and has taught English as a second language in China and Brazil. He holds a Master's degree in Instructional Systems Development from UMBC as well as 3 Master's certificates in ISD, Distance Education and Instructional Technology. Mike is also a Certified Google Trainer and loves helping faculty think of new ways to use the tools they have readily available to them.</p>	<p>Auditorium</p>

# Session Descriptions

## Session I (11:00am - 11:50am) *Continued*

Session	Location
<p><b>Fantastic Feedback, Less Stress</b></p> <p><b>Sarah Felber, University of Maryland University College</b></p> <p>The feedback students get on their work is key to their learning, but feedback in an online environment can cause a great deal of stress for both faculty and students. For faculty, there are concerns about the time it takes to communicate effectively with students at a distance. In addition, there is the physical stress of typing extensive comments on assignments. Students may be overwhelmed by receiving papers full of corrections, and feel discouraged by a perceived tone of disapproval from their professors. Conversely, assignments returned with vague or sparse feedback can leave students feeling bewildered.</p> <p>In this presentation, I will cover written and audio feedback strategies that faculty can implement to reduce the stress of giving and receiving feedback in an online setting. Supported by both research and personal experience, these feedback strategies include ways to make feedback easier for faculty to provide, less intimidating for students, and more conducive to learning and improvement. While the presentation will focus on providing feedback to writing assignments, it can be adapted for use with a wide variety of assignment types. Specific tools demonstrated will include the autocorrect feature of Microsoft Word and the Loom Chrome extension.</p> <p>Dr. Sarah Felber is a professor of writing at University of Maryland University College, and a student in UMUC's Master of Distance Education program. In thirteen years of online teaching, she has frequently been recognized by students and colleagues for making rich, personalized feedback a hallmark of her instruction.</p>	Room A304
<p><b>Implementing OER Together: A Collaborative Approach</b></p> <p><b>Michael Mills, Montgomery College</b>  <b>David Buck, Howard Community College</b></p> <p>Montgomery College and Howard Community College have each embarked on aggressive campaigns to reduce the cost of education to their students while at the same time maintaining high levels of academic quality. Their recent collaboration has produced a professional community around the adoption and implementation of OER. Montgomery College has saved its students more than \$1 million through its MC Open initiative, offering more 330 Z-course sections to approximately 6,000 students each semester. In the fall of 2017, HowardOpen supported over 22 faculty who employed OER in their courses, saving approximately 2,200 students over \$300,000. An additional 35 faculty have indicated potential OER usage, which would impact approximately 3,600 students, saving them close to \$997,000. In this joint presentation, participants will hear how both schools have focused on student success, professional development, and barriers to success. In addition, participants will learn about national outreach efforts by the presenters using a Twitter chat and an upcoming OER podcast.</p> <p>Dr. Michael Mills is the vice president of the Office of E-Learning, Innovation and Teaching Excellence at Montgomery College in Montgomery County, Maryland.</p> <p>He leads a team that focuses on quality, innovation, and incorporating new technologies into the learning environment. Recent initiatives have included MC Open and working with faculty to use open education resources in their classrooms. The emphasis on OER is centered around equity, access and social justice. He holds a Master's degree and doctorate degree from the University of Delaware.</p>	Bridge Room

# Session Descriptions

## Session I (11:00am - 11:50am) *Continued*

Session	Location
<p><b>Flex Courses - Students Choose How They Attend Class - Multiple Modalities</b></p> <p><b>John Bone, Allegany College of Maryland</b></p> <p>No longer are students locked into a specific delivery mode, face-to-face or online. Students choose how they attend, face-to-face, online (synchronous or asynchronous), or a combination. Highlights and challenges of development/delivery of a Computer Literacy course shared. Flex course delivery could be a solution to low-enrollment courses.</p> <p>A PowerPoint will be shared with an overview of the course development, and implementation processes along with data from the multiple modalities delivery compared traditional face-to-face courses in the form of student outcomes as final grades. Challenges of course development and implementation will be discussed. Additionally, administrative decisions that lead to the development of the flex course will be shared. Audience participation will be encouraged by an audience response system, either clickers or cell phone application participation in the form of outcomes of the course, research of the multiple modalities concept, and the student survey responses.</p> <p>John Bone is a tenured Assistant Professor in Multimedia Technology at Allegany College of Maryland. John has been willing to take on innovative and collaborative projects. He was the first to pilot the Flex course at ACM. He earned his Master's degree in Education from Frostburg State University, his bachelor's degree in Information Technology from American Intercontinental University, and his associate degree in Communication Media from Allegany College of Maryland. John has worked in the media field in various roles. While working as a photojournalist, John was honored by the Associated Press and the Maryland, Delaware, DC Press Association for his work. He also works as a freelance photographer and video producer.</p>	<p>Bridge Room</p>

# Session Descriptions

## Session II (1:10pm - 1:50pm)

Session	Location
<p><b>Creating Engaging Content with Storytelling and Scenarios</b></p> <p><b>Sandra Long, University of Maryland University College</b></p> <p>Creating Engaging Content with Storytelling and Scenarios is a two-part presentation. The first half will cover UMUC’s use of scenario-based projects to engage students. Participants will learn some basic storytelling and narrative techniques that can help make almost any educational content more engaging. We’ll look at sample scenarios that have been used in actual courses (text-based scenarios, branching scenarios, and video) and discuss which types of assignments work best with these approaches.</p> <p>We’ll also consider different software that can be used to create scenarios, including free products like Google Slides and Twine, as well as some paid options. We’ll briefly cover sourcing images and art to help content come alive.</p> <p>In the second half of the session, each participant will take a few minutes to draft some ideas for turning an existing assignment into a scenario that makes use of narrative. Participants will have an opportunity to share their work with the group and get feedback on how to further develop or refine the concept.</p> <p>Sandra Long is an editor in Learning Design &amp; Solutions at UMUC, where she helps create engaging learning content and ensure consistency and clarity for all UMUC students. Sandra has a decade of experience working as an editor at a variety of organizations in the Washington, DC area. Before entering the workforce, Sandra studied fiction writing at the Pratt Institute of Art and Columbia University in New York City.</p>	Room A304
<p><b>Technology and Tools for Online Teaching</b></p> <p><b>Ruddhi Wadadekar, University of Maryland</b></p> <p>Screencastify and Voicethread, two tools that can be used for online teaching, will be demonstrated. Screencastify is a screen sharing recorder, which can be embedded as a video and Voicethread is a tool where students and instructors can upload photos, PowerPoint and submit audio/video comments.</p> <p>Ruddhi Wadadekar is an Instructional Designer at University of Maryland, College Park and an online adjunct instructor at Howard Community College. Wadadekar holds a Master’s in Distance education technology and has over 7 years of experience in online teaching and instructional design, providing support with classroom technology and learning management system.</p>	Board Room
<p><b>User Experience Design and Distributed Learning Environments</b></p> <p><b>Dr. Brenda Bannon, University of Maryland</b></p> <p>How do we begin to design for distributed learning? What are emerging definitions of distributed learning and how do these definitions manifest in the teaching and learning contexts of today and tomorrow? In this session, we will explore our emerging definitions of distributed learning, frame a distributed learning design problem and begin to think through how to conceptualize and integrate a human-centered, user experience (UX) design process to begin to address it.</p> <p>Dr. Bannon is an Associate Professor in the Instructional Technology/Learning Technologies Design Research programs at George Mason University in Fairfax, Virginia, USA.</p>	Auditorium



# Session Descriptions

## Session II (1:10am - 1:50pm) *Continued*

Session	Location
<p><b>Innovate with Accessibility in Mind</b></p> <p><b>Wendy Torres, Coppin State University</b></p> <p>According to the National Center for Education Statistics, about “11 percent of the Higher Education students in the United States have some kind of disability. “ In addition, the center found that out of that 11% of the population, 60% to 80% of disabled students in Higher Education never disclose their disabilities to their professors /administrators. That is a significant portion of the population.</p> <p>Creating an accessible information technology environment ensures that all the content is available to everyone and therefore, non-disabled students can also benefit from its use. Participants in this session will define what accessibility means, learn what the law says about accessibility, and will identify key accessibility components for documents. Participants will learn how to start building their courses with accessibility as a forethought as opposed to an afterthought. If faculty members create accessible content from the onset of their course creation, they eliminate a lot of the barriers that prevent disabled students from fully participating in a course. Best practices for online course development and creating accessible course content will be discussed.</p> <p>Wendy Torres has been teaching for over 15 years and has a BA in Special Education and a Masters of Education in Instructional Technology. She is currently an Instructional Technologist for Coppin State University. She has given numerous professional workshops for Roland Park Country School as well as the St. Francis of Assisi School, the Digital Harbor School, Coppin State University, the University of Maryland and the Online Learning Consortium.</p> <p>In 2014, she was selected to appear in The Latino American Who’s Who(Volume IV). This edition will appear in The Library of Congress in Washington D.C., corporate and academic libraries nationally.</p>	<p>Room A300</p>
<p><b>Educating Digital Natives: The Challenges of Educating a Connected Generation in an Online Environment</b></p> <p><b>Francine Toliver Edwards, Delaware State University</b>  <b>Tonya Brown, Baltimore City Community College</b></p> <p>While most K12 through college students have a level of familiarity with technology most students are not fully taking advantage of technology to supplement their education. Further, educators who do embrace technology do so from a perspective that demonstrates a belief in device agnosticism and a similar belief about the user. Engaging digital learnings has to be grounded in more than just the inclusion of technology in the classroom. It involves educating students on how to adopt technology that will meet their educational needs and making the necessary adaption to enhance learning.</p> <p>Participants attending this session will maximize their interactive experience by bringing a laptop and should create accounts on infogram.com and piktochart.com.</p> <p>Edwards made a career transition from the television industry in 2000 and is currently serving as the Interim Dean of the College of Arts Humanities (CHASS). In addition to managing a multi-million dollar college budget and teaching, Edwards was recently appointed to develop a campus-wide, service-learning component. Edwards has over a dozen leadership and scholarly publications and has presented research for AEJMC, The National Communications Association, The International Organization of Social Science and Behavioral Research, the American Association of University Professors, and the Faculty Resource Network to name a few. Research interests include social media usage, online learning, digital natives, and technology in the classroom.</p>	<p>Room A303</p>

# Session Descriptions

## Session III (11:30am - 12:30pm)

Session	Location
<p><b>Keep Calm and Carry On: Quickly Convert a Face-to-face Course to Online Format</b></p> <p><b>Edward Schelb, Prince George’s Community College</b></p> <p>There are a number of reasons why an instructor might need to convert their face-to-face course to online without a lot of lead time. This can include a last-minute change in delivery format, campus closure due to weather, or another type of unplanned event. To avoid a severe disruption to learning and to support faculty who may need to convert their classroom-based courses quickly, the Teaching and Learning Technologies unit decided to create a solution to support faculty G.O. (Go Online) Kit!</p> <p>Our presentation will examine how the G.O. Kit was designed to meet our audience’s needs. We will discuss how we sought to balance long-term online strategies with the demands of a quick guide, as well as how we structured the document to be both concise and ambitious in its training scope. We will then discuss how we will disseminate the kit and incorporate feedback. Finally, we will provide a forum for our attendees to share their strategies and discuss their own experiences with systematically preparing faculty to teach in spite of emergencies.</p> <p>Edward Schelb is an instructional designer at Prince George’s Community College. His design work has its foundation in his work as an educator--he spent years in the college classroom teaching writing and literature--and he has created training programs to transform teaching and learning with technology.</p>	Auditorium
<p><b>MarylandOnline Leadership Institute (MOLLI) Information Session</b></p> <p><b>Dionne Thorne, CCBC</b> <b>Wendy Gilbert, MarylandOnline</b></p> <p>The MarylandOnline Leadership Institute (MOLLI) is a four day professional development opportunity for future leaders in distance education. This session will introduce the goals of MOLLI and the benefits of participation. Former participants will share their experience and answer questions about MOLLI.</p> <p>Dionne Thorne has designed and taught distance education and face-to-face undergraduate courses for more than ten years. In her current role as a Director of Instructional Design and Online Learning she supervises CCBC’s quality assurance measures and provides instructional design support and facilitates faculty development trainings.</p>	Room A303
<p><b>What You See Isn’t Always What You Get!</b></p> <p><b>Tammy Miller, Allegany College of Maryland</b></p> <p>The initial findings of the MarylandOnline and Quality Matters research project, in which a set of online instructor competencies were field tested, will be the focus of this session. An overview of the developed standards will be presented along with the rationale and purposes of the project and the subsequent discoveries. As the title of the session suggests, sometimes what you see isn’t always what you get! The findings offer very important insights for institutions of higher education which desire to support and advance quality online instruction that results in successful student learning.</p> <p>Tammy Miller is the Instructional Design &amp; Technology Coordinator for Allegany College of Maryland. Prior to accepting her current position in higher education, Tammy accrued more than 33 years’ experience in K-12 public education, both as a classroom music teacher and as a Technology Coordinator. She has 9 years’ experience as an adjunct professor at Wilkes University and the Continuing Education Department at ACM. Her adjunct experience encompasses both face-to-face and online teaching environments.</p>	Room A304

# Session Descriptions

## Session III (11:30am - 12:30pm) *Continued*

Session	Location
<p><b>A Collaborative Process for Building a Model Online Course</b></p> <p><b>Julie Grignon and Courtney Sabol, Anne Arundel Community College</b></p> <p>Are you a distance-learning educator who is interested in learning about a collaborative journey taken to create a model online course? You might be looking to discover what is most important to you when it comes to online course structure, and how establishing those values can lead to remarkable fulfillment in online instruction. In the first part of this session, you will have the opportunity to participate in the values mining process to help discover your personal values with respect to online instruction and design. The presenters will then share how their own values guided a collaborative process to redesign an online course that is now being showcased as a model course.</p> <p>In the second part of the session, the presenters will highlight some best practices and creative engagement strategies that support student learning. The presenters will demonstrate the use of hooks in online instruction in order to engage learners on the topic being presented. Presenters will demonstrate how a variety of traditional differentiated instruction activities can be modified for online classes, such as: four choice processing tasks, choice boards, RAN Charts, and anticipation guides. These activities allow students to access prior knowledge, connect previous learning to new learning, and can be modified for any subject matter. You will participate in an anticipation guide activity and will be provided sample resources to take back to your own online courses.</p> <p>Julie Grignon is an assistant professor of psychology at Anne Arundel Community College. She holds a bachelor's degree in mathematics education, a master's degree in educational psychology, and a certificate of advanced graduate study in school psychology. Julie is working to complete the dissertation portion of a doctoral degree in psychology. She began teaching psychology courses as an adjunct instructor in 2003. Since that time, she has designed and taught a student success course, a special education course, and numerous psychology courses. Julie has served as an expert in multimedia instructional design research for a company that designs online training programs. Her current projects include redesigning the highly enrolled online introduction to psychology course and research exploring the relationship between classroom furniture arrangements and student success.</p>	<p>Bridge Room</p>
<p><b>5 ways to use Office 365 for Online Collaboration</b></p> <p><b>Nadine Edwards, Stevenson Univeristy</b>  <b>Alissa Harrington, Johns Hopkins University</b></p> <p>You may already be familiar with OneDrive, but did you know the Office 365 tools include a powerful set of apps for online collaboration and creation? In this workshop we will explore five ways to use Office 365 apps to enhance your online instruction and build student engagement. This workshop will help you plan for collaborative group work that aligns with your learning goals and engages students in meaningful ways.</p> <p>Julie Grignon is an assistant professor of psychology at Anne Arundel Community College. She holds a bachelor's degree in mathematics education, a master's degree in educational psychology, and a certificate of advanced graduate study in school psychology. Julie is working to complete the dissertation portion of a doctoral degree in psychology. She began teaching psychology courses as an adjunct instructor in 2003. Since that time, she has designed and taught a student success course, a special education course, and numerous psychology courses. Julie has served as an expert in multimedia instructional design research for a company that designs online training programs. Her current projects include redesigning the highly enrolled online introduction to psychology course and research exploring the relationship between classroom furniture arrangements and student success.</p>	<p>Room A300</p>

# MDLA Executive Board

## **Richard Smith, President**

Instructional Designer  
Harford Community College  
president@marylanddla.org

## **Dr. Barbara Zirkin, Past-President**

Associate Dean for Distance Learning  
Stevenson University

## **Brandi Ulrich, Vice President, Programs**

Assistant Professor, Business Management  
Anne Arundel Community College  
programs@marylanddla.org

## **John Cramer, Treasurer**

Associate Professor, School of Business,  
Criminal Justice & Law  
Community College of Baltimore County  
treasurer@marylanddla.org

## **Gloria Barron, Secretary**

Instructional Designer  
Montgomery College  
secretary@marylanddla.org

# Advisory Council

**Eric Belt**, Howard Community College

**Dr. Susan Biro**, Prince Georges Community College

**Osen Bowser**, Community College of Baltimore County

**Susan Cabenero-Johnson**, Veterans Administration

**Tom Cantu**, Montgomery College

**Dr. Pamela R. Deering**, Allegany College of Maryland

**Don Elliott**, Community College of Baltimore County

**Dr. Wendy Gilbert**, MarylandOnline

**Mellisa Harris**, Harford Community College

**Dr. David P. Johnson**, University of Maryland University College

**Jennifer Larkin**, Maryland University of Integrative Health

**Jackie McNair**, Baltimore City Community College

**Witt Salley**, Maryland University of Integrative Health

**Debra Sheppard**, Carroll Community College

**Dr. Keyonda Smith**, Maryland University of Integrative Health

**Rebecca Walker**, Cecil College

**Dr. Linda Zanin**, Montgomery College

# Program Committee

**Eric Belt**, Advisory Council

**Dr. Susan Biro**, Advisory Council

**Osen Bowser**, Advisory Council

**Susan Cabenero-Johnson**, Advisory Council

**Don Elliott**, Advisory Council

**Dr. Wendy Gilbert**, Advisory Council

**Dr. David P. Johnson**, Advisory Council

**Brandi Ulrich**, Vice President, Programs

## Now Accepting Officer and Advisory Council Nominations!

MDLA is accepting Officer and Advisory Council nominations.

If you are interested in making a nomination,  
nominating yourself or if you would like to learn more about nominations,  
please stop by the registration desk.

# Exhibitors

Please visit our exhibitor tables and find out what is new in today's world of teaching, learning and technology!



## MarylandOnline.org

MarylandOnline supports its member institutions and champions access to, and development of, quality online education for all Marylanders. The organization maintains programs and services in keeping with three established roles supporting online education in Maryland: expertise, networking, and advocacy.

## Grand Canyon University

Grand Canyon University is a private, Christian university with innovative doctoral programs and a variety of engaging emphases designed for passionate learners in preparation for leadership roles in many industries.



COLLEGE OF DOCTORAL STUDIES



## Tutor.com

Tutor.com's one-to-one online tutoring services, delivered 24/7 on demand, give students access to over 3,600 subject-matter expert tutors anytime, from any Internet-enabled device. By combining expert tutoring with diagnostic analytics, Tutor.com also helps your faculty and student success network increase engagement and provide early visibility into student challenges. Tutor.com is an industry leader, having delivered nearly 16 million sessions since 2000.

# Exhibitors *Continued*

Please visit our exhibitor tables and find out what is new in today's world of teaching, learning and technology!



## **Pearson-Smarthinking**

Smarthinking provides quality academic help for students when, where, and how they need it. Our on-demand, individual instruction and support from expert online tutors is provided across a wide variety of subjects - from beginner to advanced - up to 24 hours a day, 7 days a week. Explore our options and offerings at <https://www.pearson.com/us/higher-education/products-services-institutions/smarthinking-online-tutoring/subjects.html>

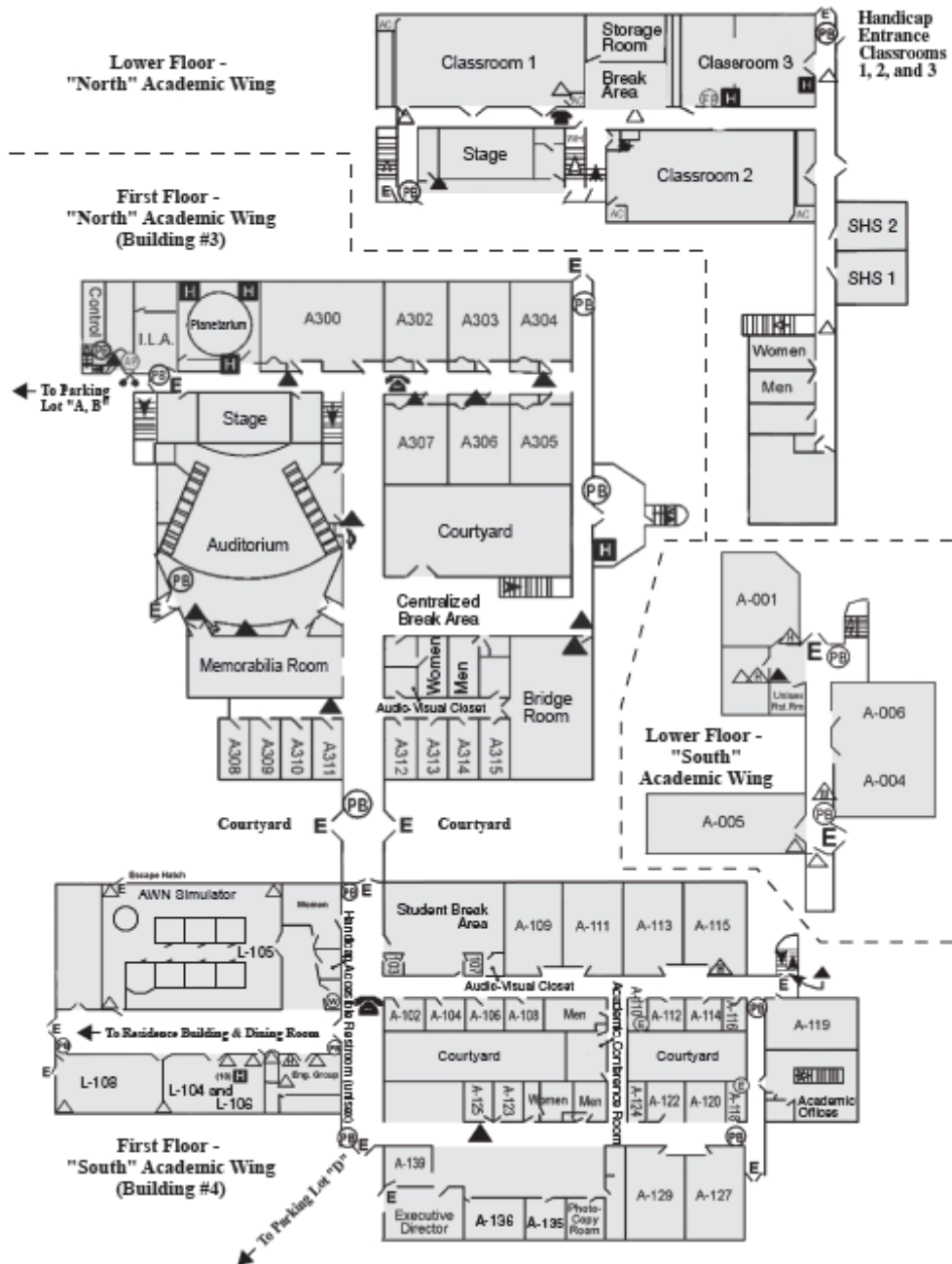
## **Blackboard**

Blackboard is a comprehensive technology and student services partner, focused on learning outcomes and pathways. Through partnerships with our clients, we embrace new opportunities with agility and drive learner success during this time of transformation, leveraging the broadest and deepest set of learner-success oriented solutions on the market.

# Blackboard®

# Building Layout

## Academic Building Room Overview



# About MDLA

The Maryland Distance Learning Association (MDLA) is an association of learning professionals who advocate and promote the coordination and use of distance education in Maryland and throughout the region. MDLA members represent more than two dozen organizations, including higher education institutions and corporate partners. Our focus is to provide professional development, networking, and collaborative opportunities for educators in K-12, higher education, and business settings.

## Become a MDLA Member Today!



MDLA offers individual, institution, and organizational memberships. Benefits of membership include networking opportunities, webinars, and professional development.

For more information and to learn about membership options, visit us at [www.Marylanddla.org](http://www.Marylanddla.org)

**Special Thanks**  
**CCMIT, Thank You**  
**for Providing the Venue**  
**for our MDLA**  
**Spring 2018 Conference!**



## Wired Webinars

Look for our Wired Webinars!

*MDLA offers 1-hour webinars throughout the year on current issues and topics related to distance learning.*

Visit us at [www.marylanddla.org](http://www.marylanddla.org) for the Webinar schedule or to submit a Webinar proposal.

Webinars are FREE for all MDLA members!



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