Supporting and Engaging New Online Learners  
Wendy Reisinger  
Online learning is new to so many of our learners. So many are unfamiliar with the format and expectations and scared of the approach. This will be a discussion of some of the things learners have shared about what they need to be successful in the online learning environment.

Virtual Reality (VR) Applications in Online Counselor Education Programs  
Heather Zeng, Barbara Cooper  
Scant literature exists in the realm of the application of Virtual reality (VR) applications for competency building in online counseling education programs. This writing approaches existing practices in related areas with ideation for future integration into online counselor education programs. A focus on the existing applications in counseling and psychotherapy, how VR could be integrated into the online Counselor education platform, its prospect for learning, and problems/challenges will be discussed. A focus on the intersection of VR and culturally relevant strategies for online counselor education programs and learning is a vital discussion in a global context. Lastly innovative VR's capacity in clinical environments with summary notations reflections is shared.

A Culture of Connection  
Kathryn Jones and Melissa Rivera  
In this 30-minute session we hope to gather with women to reflect on and discuss three threads of connection: to oneself, to others and to a new leadership paradigm. We will present research on the science of emotions, human connection and intercultural responsiveness as well as simple practices we can integrate into our lives as Capella faculty. We look forward to a lively discussion about what it means to cultivate and nurture our well-being in the online learning environment.

Professional Learning Communities for Mentors  
Vickie J. Claflin  
The purpose of this session is to engage participants in the possible formation of Professional Learning Communities (PLC) for Mentors in the School of Education. PLC's provide an opportunity for mentors to gain a sense of connectedness with remote colleagues while brainstorming strategies to assist the learners as they move forward with their dissertations. According to Wood (2007), participation in PLCs is related to authentic problem-solving based on common interests and goals. During the presentation, I will provide a rationale and process for developing small groups of 8-15 Mentors. The focus of Professional Learning Communities for Mentors will be on the continuous improvement of the Mentoring process and on developing a common language for effective mentoring of learners (Hudson, Hudson, Gray, & Bloxham, 2013). The general purpose of PLCs is for participants to engage in a critical examination of what does and doesn't work as part of the mentoring process, and to engage in authentic problem-solving for the identification of best practices. Each PLC can have its own set of objectives and deliverables after 4 quarters in the form of benchmarks that can be measured. The participants will walk through the process of developing small working groups that study, select, plan, implement, analyze, and adjust (Provini, 2012) issues concerning mentoring.

Got Time? How to be Efficient, Not Busy in Online Instruction
Sarah Stewart-Spencer & Mindy Heher
This presentation will offer time management and organizational strategies to enhance daily, weekly and quarterly tasks for online instructors. Presenters will provide examples and various perspectives on how to increase efficiency. Participants will receive handouts and tips that can be immediately implemented into practice.

Just because I teach something doesn’t mean students learn it: How a focus on learning can change the way we teach
Catharine Penfold Navarro and Cynthia Howell
"For many of us, the Learning Paradigm has always lived in our hearts. As teachers, we want above all else for our students to learn and succeed (Barr & Tagg, 1995). However, despite our best efforts, learners do not always learn what we hope they will learn. This session will provide a framework for thinking about student learning (a shift from a "teaching paradigm" to a "learning paradigm") that may transform the way you think about your role as a faculty member. Together, we will explore how a "growth mindset," formative feedback, and a focus on achievement can be combined to facilitate deep learning, and how this mindset can assist both learners and faculty in considering how each course experience can help learners to "think like scholars."

Staying Healthy and Productive from your Home Office
Elena Kays & Fabio D’Angelo
This session is an active group discussion on how to stay healthy and productive while working from home. Remote workers face a unique set of possible health challenges as result of sitting for longer periods of time often in an ergonomically unsound position, lack of social stimulation, extended hours in front of computers, and limited lunch breaks. This session will facilitate the sharing of individual strategies among participants and innovative ideas leading to prevention of possible long-term health risks.

Engaging Students With Feedback
Amy Gaskins
Use of technology to give feedback on papers, grading, and writing discussion posts.
12:00pm – 12:15p

**From Remotely Productive to Productive Remotely: Strategies for Efficient Off-Site Work**  
*Dana Sparkman*  
Although many people may think that working from home is the perfect situation, like any other workplace, there are often challenges to productivity. While people who work on-site may face challenges to productivity by socializing with colleagues, dealing with noisy co-workers, and attending impromptu meetings, people who work off-site face similar issues - managing time well, organizing for a good "work flow", and minimizing interruptions. In this lightning talk, several high-powered, easy-to-implement strategies for improving the efficiency of off-site work will be presented.

**Academic Quality Framework: How CU works to help learners achieve their outcomes and impacts**  
*Laura Fingerson*  
At CU, we are all working to help learners achieve two outcomes: learning what they should learn and progressing towards completion. These outcomes, in turn, help learners and Capella achieve their larger impacts in the community, such as learners' career goals and employers' growth. How do we make these outcomes and impacts happen? How do we show Capella University's effectiveness as an institution of higher education? In this Lightning Talk, we will first describe the Academic Quality Framework, which outlines our outcomes and impacts, providing a framework for our institutional effectiveness. Second, we will discuss some of the key research findings and current projects as they relate to faculty members' teaching and assessment work.

**String Theory: An Ancient Twist**  
*James Alstott*  
By looking at a very old technology, the presenter will share some insights on how focusing on our purpose, tightly integrating our capabilities and carefully winding them together can result in a powerful means for significantly influencing our world.

**Personality Profile by Student Type: No Significant Difference**  
*Carlos Contreras*  
Data from 150 participants was collected through an online survey. The Big Five Inventory (BFI) was used to measure the personality traits of participants, and participants were asked how they identified themselves as students (including non-student). Participants that identified themselves as taking an equal amount of online and on-campus classes formed the smallest group and appear to be the most likely to differ from the other groups. However, there were no statistically significant differences among the groups. If the results are replicated, this could mean one less factor to consider when designing online classes.
Does anyone know why we're having this meeting: Avoiding mood killing meetings
Lisa Kreeger
Meetings are a reality of our work life. The most energizing meetings are focused and thought provoking with clear outcomes. Unfortunately, meetings can drain our energy and motivation even when there are conventional organizing elements like agendas and defined roles and responsibilities. The objective of this session is to introduce a framework of seven types of meetings, the promises they make for participants, and the energizing mood that can be expected as a result of interjecting this type of clarity in meeting planning. This framework has been successfully applied by the presenter in a variety of virtual environments with U.S. and multinational teams. It works.

Ask Your Chatbot
Carlos Contreras
I would like to present the idea of creating and using chatbots as a 24/7 supplement to instruction. Learners often have emergencies when faculty are sleeping or otherwise not online. A chatbot would not replace a TA or instructor, however, it might calm the nerves (or answer the questions) of a panicking learner until the faculty member is available. I would like to do the following in a Powerpoint presentation: explain the idea, describe its possible implementation and uses, describe its limitations.

Implications of Social Presence in the Online Classroom
Lisset Pickens
My presentation will discuss the importance of student-faculty connectivity. The importance of what occurs during the first week of the course. Getting to know your students can have a profound impact on the rest of the course.

Presence (for the Absent-Minded)
Garth Kemerling
Tips and practices for maintaining consistent engagement with learners.

A Message for Learners: Use the Library. Get Results.
Erika Bennett
There is a growing aggregation of research showing that academic library use drives academic success. In short, learners perform better if they are comfortable searching the library. Finding and analyzing the
right information is an essential professional skill. Faculty can also save time by using some of the most cutting edge information gathering tools. This presentation will cover: A summary of current research on library use and information research skills as drivers for academic and professional success; The top Capella University Library research skills that can help learners be most efficient with their studies; Resources that can help learners find professional publications to submit their work; The most key and current digital information tools that can help everyone, including faculty, save time storing notes and articles.

Embrace the Murk: Helping Future Psychologists Thrive in the Dissertation Process and Beyond
Nancy S. Bostain

The presentation involves a discussion about what graduate mentors can do to support and encourage students as they embrace the uncertainty that often accompanies the thesis process or early career activities. We will discuss ways to reframe student’s interpretations of a lack of ability or competence. The uncertainty for many is a normal process that comes from being unfamiliar with the procedures involved in completing, what is for many, their 1st formal research project. Impostor syndrome or impostor phenomenon (IP) has been cited as a possible contributing factor to feelings of doubt and a lack of competence in high achieving individuals in graduate school and the workplace (McDowell, Grubb, & Geho, 2015). Clance and Imes (1978) contended that IP occurs in successful people and manifests as feelings of intellectual in-authenticity, a lack of confidence, and fear that lack of confidence will be discovered by others. IP is negatively related to self-efficacy. Doctoral students tend to be high achieving, confident individuals that are sometimes surprised by bouts of shaken confidence because of the uncomfortable thoughts and feelings associated with a formal research process or early career activities. High achieving competent individuals are not used to feeling uncertain, confused, and anxious about their abilities, ie: the murk. This murkiness, at its worst may contribute to the number of ABD psychology students, and at best, may contribute to an already challenging and stress inducing process.

Graduate advisers and mentors can take a proactive approach and not only explain the murkiness but also encourage students to embrace it as a natural part of the doctoral journey. Suggestions from positive psychology and cognitive behavior theory will be explored as potential approaches to addressing the natural discomfort and murkiness that is associated with the thesis process and many first-time activities as early career psychologists.

Don’t sweat the small stuff, just let go!
Jo Ann Runewicz

Workplace stress is inevitable, even in the online environment. The severity of job stress depends on the magnitude of self-imposed expectations about performance and achievement and the ability to meet work load expectations. Perceived feelings of being alone in the virtual environment with little support from supervisors or colleagues, as well as the challenges of balancing personal life and the professional demands of research, teaching, service, and scholarship alter the individual’s sense of control or decision-making latitude. Often, unhealthy behaviors such as eating unhealthy foods, not exercising, smoking, or substance abuse may compensate for feelings of being out of control. If stress is not managed effectively, it may result in burn out, depression, or other potentially life-threatening conditions. This vicious cycle results in difficulty concentrating and loss of confidence to complete tasks at work and at home, which in turn, will impact productivity, EOCE scores, and success, retention, and satisfaction for both the online learner and faculty member. This presentation will describe the origins of stress, its effects, and personal and professional strategies to find a life/work balance for the online faculty member. Creating habits of self-care, mindfulness, and the use of complimentary alternative
modalities will be stressed to prevent or minimize challenging aspects of the online environment and energize and re-inspire Capella Faculty.

**Characteristics and Behaviors of Capella Faculty that Make a Difference**

*Feranda Williamson*

Round table discussion with faculty to identify characteristics and behaviors of successful faculty at Capella University. This will be a discussion based upon feedback from Capella University Faculty. Articles on teacher success will be highlighted to share before beginning the discussion (as an overview)

2:00pm – 3:00pm

**Connecting Professional and Career Development for Learner Support Assistants**

*Hilda Glazer, Amy Buechler-Steubing*

Embedded instructional support in a course can have a significant impact on learner success and help you increase your time spent on effective teaching practices, providing thorough formative and summative feedback, and assessing learning. We recognize many doctoral learners desire to teach in higher education after they graduate and we have several hands-on experience opportunities to offer (TA, FlexPath Tutor, SI Leader, Writing Coach). The number of roles has increased in the past few years. Throughout the University, supervision of these experiences has been provided, but we lack consistency in delivery of training and professional development opportunities for them.

This presentation will provide an overview of the current Applied Teaching Track pilot. This effort was born out of the University Doctoral Repositioning Career and Employment Alignment effort. Goals of this project include: Provide structured value-add opportunities for current and future doctoral learners to build and demonstrate online teaching competencies through hands-on experiences both in and out of the courseroom; Establish a framework to streamline and expand training to support current hands-on experiences; Facilitate the development of skills for teaching with a focus on the online environment; Provide learner participants with evidence of training will be useful when applying for future teaching jobs; Positively impact learner success.

Presenters will provide background on the development of the seminar, pilot success measures, early findings from the first cohort, a tour of the seminar, and a preview of what's on the horizon for future cohort. Participants will have an opportunity to provide input and identify opportunities to expand this effort and leverage embedded instructional support in more courses.

**Educational Triage: Supporting High Risk Doctoral Candidates**

*Paige Krabill & Skot Beazley*

Max-time doctoral learners, defined as learners who have been their program of study for 7 years or more, or learners who are stuck in the dissertation process without advancement for 2 quarters, are at risk of failing to achieve their goal of earning their Doctorate Degree. It is imperative that we find ways to provide more effective support for these learners. Continuing to do the same thing and expect the results to change is NOT the definition of brilliance. These learners genuinely need us to do things differently and step up our support. Innovative, out of the box ideas are needed to help willing learners become able doctoral candidates. Drawing from the concept of emergency triage, this presentation will
focus on how current supports and resources can be enhanced, maximized and innovatively organized to help "stuck" learners reinitiate progress toward their goals.

Emergency triage consists of a rapid assessment process that is used to define urgency of care and priorities of treatment (Kumar Cheri, 2015). The purpose of the process is to connect the patient to the correct treatment protocol as quickly as possible, reducing the time between when a concern is raised to when treatment is identified. In addition, an emergency triage approach provides a process that helps to allocate limited resources when demand exceeds availability. When successfully instituted, an emergency triage approach moves a person from critical need to care in a short period of time moving them closer to recovery quicker.

Imagine an educational ecosystem that was created specifically to support this group of At Risk Learners. This ecosystem would be a unique and focused setting that conducted a rapid assessment of the issues and obstacles, prioritized treatments and prescribed treatment that was focused on the needs of the Learner. Imagine if this ecosystem was staffed with specialists working collaboratively on an agreed intervention plan to move the identified doctoral learner out of "stuck" status and onto the path to success.

As with medical emergencies involving multiple patients with potentially life-threatening injuries, the Doctoral Programs within the Capella family of schools, all have doctoral learners who are academically at risk and in need of focused and appropriate support. This support in many ways needs to be value added and in addition to the support the learner has already been receiving, as the "traditional" or "normal" support has not proven to be effective in truly meeting the learner's personal and academic needs.

During this presentation, Dr. Beazley and Dr. Krabill will share ideas for how to organize a collaborative "educational triage" team, implement an assessment based on prioritized needs, develop a Personal Success Plan (PSP) and use the educational triage team to offer and manage support. It is important to remember that is truly may take a village to raise a learner.

**Using Nutrition and Movement for More Energy and Better Sleep**  
*Leslie Korn*

We work hard during the day and often into the evening and our own self care often comes last. This talk will cover the practical application of the science of diet and exercise for faculty who are often at the computer and on the phone throughout the day. Simple tips and strategies are designed to reduce stress and increase energy and focus that end the day in a refreshing sleep. Dr Korn has published 7 books including a clinical text on mental health nutrition and two recent mental health nutrition cookbooks. Participants will receive some sample recipes.

**Authentic Assessment: Deconstructing and Applying an Innovative Example**  
*Amie Manis, Judi Gronseth and Stacy Sculthorp*

This roundtable discussion brings together a collaborative team with expertise and innovative approaches to authentic assessment. Judi Gronseth, a Senior Instructional Designer, Amie Manis, the Counselor Education and Supervision Program Lead, and Stacy Sculthorp, a Lead Assessment Specialist will provide an overview of innovative trends in assessment at Capella from the course design process, through instruction to documentation of student learning outcomes. The primary objective of the session is to increase visibility to how it is driving course design, instruction and student learning outcomes at Capella. The team will deconstruct the concept of authentic assessment using an example
from the counselor education curriculum. Questions aimed at how this may be applied across disciplines will guide discussion in break out groups facilitated by the presenters.

Course development at Capella is a collaborative effort involving individuals and teams including a subject matter expert (SME) from the discipline, an instructional designer (ID) with expertise in curriculum design, and a host of staff on and off site who support integration of media and course production. It is grounded in the evidence-based process of backward design such that assessments aligned to student learning outcomes are a primary focus and truly form the backbone of the course. Understanding the theory of backward design, the role of assessment, and the process can be beneficial for course faculty, course leads, and course SMEs all of whom have a stake in how assessments function, as well as how they impact both the learner and the faculty experience.

Articulating a common approach to assessment across disciplines, with ample flexibility by discipline, is critical given the center stage role of assessments in curriculum development, promotion of student learning that aligns to industry standards and prepares learners for employment, and demonstration of student learning outcomes to a wide range of audiences including accrediting bodies, employers, applicants, and the public. In short, it’s central to the success of our learners in measurable terms, our relevance as an institution of higher education, and our mission. And, while it is not a new concept, it’s potential to support us in reframing assessment holds tremendous potential to energize the learning experience for learners and faculty alike. Consider the assessments in the courses you teach now and those that are grounded in the concept of authentic assessment, as well as those that could be. And, join in the exploration of strategies that will bring more meaning to the time you and your learners spend on assessment activities.

3:00pm – 3:30pm

Dissertation Mentoring for 21st Century Learners
Amy Burkman

To better meet the needs of the 21st century doctoral student, I adapted the traditional dissertation writing structure to create an interactive system designed to support learning and increase the completion rate among students admitted to candidacy while reducing the time working toward completion. The structure of the program allows for one dissertation chair to work with a small group of learners with similar methodologies in a peer collaborative format while students work on their independent research projects.

The format for this system requires structured time on the part of the mentor and students outside of what is expected in the traditional format. First, students are requested to meet as a group three times during a quarter (approximately once a month) to discuss dissertation deliverables, which typically consist of drafts of writing based on a student’s identified specific goals for completion. These sessions include peer editing, question/answer time, and direct instruction on improving writing, and writing specific sections of the chapter. The mentor provides optional online meetings and/or videos for direct instruction on common errors and to address specific questions/issues from students on an individual basis, peer collaboration discussions and individual and small group feedback from the chair. Students are expected to support each other and work together for support outside of the meetings. This could be by proofreading each other’s work or answers questions related to research. Student topics should not to be the same/similar to decrease the overlap in content specific and contextual writing.
This framework for supporting dissertation writers was implemented with a group of six doctoral learners in Fall of 2016. This discussion will provide feedback from the mentor and students on the process, as well as lessons learned from implementing this model of support. Implications for transforming a traditional model will also be included.

Heutagogy and Web 2.0
David Balch
Capella University has been a leader in learner centered education since its inception. This concept was captured in the statement "Learners have to be self-directed and take as much responsibility as possible to direct their program" in an interview with Dr. Mark H. Rossman, Emeritus Senior Faculty, November 2015.

The concept of self-directed learning expands our current thinking of pedagogy (teaching and learning through engagement) and andragogy (adult learning through cultivation of personal connection), to self-determined learning or heutagogy. To maximize the potential of heutagogy requires a rethinking of not only the roles, but the methods involved in learning. The titles of the parties involved change from student to learner, faculty to mentor, more accurately defining roles. The mentor has changed from designing and delivering the learning experience to one of developing the learner's capability. The environment expands from the acquisition of knowledge and skills at a physical place and time, to the learner connecting with the learning experience at times and places they determine; connecting knowledge to previous experience, actively used it in meaningful and even novel ways.

As mentors, we should create the curiosity to find and explore connections between many sources that can lead learners to new knowledge and enhanced learning. Connecting information from a variety of fields and individuals is necessary to add depth and breadth to the self-determined learner's knowledge base. The internet is a valuable resource to stimulate curiosity, giving control to the learner of their own learning. No longer is the learner restricted to physical libraries, hard cover publications that have been in development for months or years, commuting to a location at a specific day and time. These are being replaced with virtual classrooms and Asynchronous learning. Asynchronous learning is a student-centered teaching method that uses online learning resources to facilitate information sharing outside the constraints of time and place among a network of people. The platform for this learning is the World Wide Web, or Web.

The next version of the Web, Web 2.0, has fostered a renewed interest in heutagogy. While Web 1.0 was more delivery process oriented, in some cases just converting on-ground course materials to Web pages. The method involved using Hypertext Markup Language (html), a standardized system for tagging text files to achieve font, color, graphic, and hyperlink effects on World Wide Web pages. Web 2.0 is characterized by the change from static web pages to dynamic or user-generated content. Web 2.0 websites allows and encourages interaction and collaboration between users. There are several reasons for this change; the growth of social media and available technology, particularly mobile devices. With these changes in social media and technology, the development of software that encourages connection and collaboration between individuals and groups. These include Facebook, YouTube, Google Documents, blogs, wikis, all interactive processes. In each case the user is encouraged to interact and contribute online.

This presentation will engage faculty and encourage them to explore the change that Web 2.0 and Heutagogy will bring, particularly adults and online learning.
3:00pm – 4:00pm

**Staying energized: Self care, team support, and ergonomics**
Lisa Kreeger, Mindy Heher, William J McKibbin

Working in the virtual environment creates a need for new ways to think about ourselves, our colleagues, and how our work life is situated with our family and community. The reality is that sometimes we may feel alone, pulled in too many directions, and frustrated by the technology enablers that are intended to help but don’t. The benefits and challenges of virtual work have been studied with a focus on productivity, work-life balance, and effective leadership.

The goal of this cross-program interdisciplinary session is to provide attendees with pragmatic evidence based tools to energize their virtual work life. We will focus on three aspects: Self care, leading team/family connections, and the best use of ergonomics. When we succeed in these aspects we are better positioned to assure learner success. We look forward to learning more about what keeps you working smarter and happier while we integrate ideas drawn from counseling psychology, leadership, and technology.

**Mentor-Effectiveness through Collaboration & small group engagement**
James Morgan

The focus of this presentation is to provide tools and techniques that enable Mentors to increase effectiveness with their doctoral mentees, increase productivity, and reduce frustration.

In the DBA we preach to learners they cannot do it alone, networking with learner peers is critical. What we missed? The same principle applies to Mentors. As DBA Core Faculty and Mentor Lead, I have learned much of the pain first hand. I discovered the most common or primary mentor approach in working with learners is 1:1 in the doctoral dissertation journey. The gap? Limited to no leverage in setting up mentor facilitated sessions with their mentees. This session will discuss the concept of mentor lead collaboration sessions with their mentees including the use of technology, scheduling, peer critiques, and sharing work.

3:30pm – 4:00pm

**FlexPath Community of Practice: a model for faculty-centered collaboration**
Amanda Tanner & Kathe Kacheroski

Capella’s faculty feedback improvement initiatives have been in process since 2015, starting with the measurement of the timeliness and quantity of feedback provided to learners in the FlexPath programs. Research conducted in late 2016 documented the impact of faculty feedback to learner satisfaction and success, and this research sparked increasing interest in improving the quality of faculty feedback. One of the initiatives related to faculty feedback quality is a 2016 AQIP Action Project: a faculty community of practice. Please join us for a panel discussion featuring key players in the FlexPath Community of Practice as they share the pilot goals, balancing the ship on the seas of change, and what they’ve learned about successful collaboration at Capella.
The Seed of an Idea: Supporting Coursework-inspired Innovation for Learners
Laura Sankovich & Bryan Kujawski
Over the past three years, Capella has refined the Design Thinking approach to innovation in our 3D Innovation Lab—”a day-long experience where a small team of faculty and staff create a low-fidelity prototype to be used in a pilot. It begins with exploring a challenge, defining key characteristics for the design, ideates possible solutions which fit the definition, developing a prototype of the best design, and testing that prototype to further evolve the design. It is a fast, creative approach problem-solving. What if we made this available to learners who were inspired by something in their course and wish to bring it to life at work? Join us for a panel discussion idea where your questions and ideas can help shape the design of this pilot.