

Presentation Descriptions and Presenter Bios

Sloan-C New England Regional Conference - October 30, 2009

8:00 – 9:20 The Fast Pace of Online Learning in a Post-Recession Landscape:

A Panel Discussion from Orlando, Florida to Portland, Maine. Nothing in higher education moves faster than the development and popularity of online programs. The recent global financial crisis accelerated the pace, as colleges and universities seek new ways to attract and retain students. As we think about the post-recession landscape, we in higher education turn our attention to the role and shape of online. In this session, you will hear from three panelists representing a broad cross-section of national leadership in education. Frank Mayadas will bring his perspective as the leader of Sloan's transformative online initiative. Selma Botman, President of the University of Southern Maine, will share her perspective as a new president of a public comprehensive and as the former provost and executive vice chancellor of academic affairs at The City University of New York and the former vice president of academic affairs at UMASS. Ray Schroeder, professor emeritus and director of the Center for Online Learning, Research and Service (COLRS) at the University of Illinois Springfield will share his experience as a ground-breaking leader in online learning. After introductory remarks, you will participate in an open discussion with the panel.

Concurrent Session 1

9:30 – 10:05 am

A. Mindful Teaching and Mindful Learning. The difference between mindfulness and automatic pilot functioning offers possibilities to find new ways of experiencing the world, life and our own minds. Mindless learning and teaching in our educational system seems to disregard the importance of our subjective lives and does not connect the left and right brain functioning. The presentation explores the potential of mindfulness in teaching and learning.

Magdalena Linhardt, Ph.D. Associate Professor of Psychology and Mental Health, University of Maine at Augusta. Magdalena's interests are in interpersonal trauma research, mindfulness and educational psychology.

B. Build a Professional Online Program and They Will Come. Presenters will focus on the challenges of responding to changing needs for an educated community-based mental health and human service workforce and the demands of a diverse student population through online degree and certificate programs.

Mary Jo Jakab, LCSW, Professor of Human Services, University of Maine at Augusta. Mary Jo has taught classes using a range of educational technologies since 1989. She has taught online asynchronous classes since 1994.

Grace M. Leonard, Dean of the College of Natural and Social Sciences at the University of Maine at Augusta, serves on several state-wide committees and has collaborated with several colleges and universities regarding articulation agreements and on-line degree programs.

C. Notes from the Field: Lessons Learned from Teaching My First Online Course. Notes from the field provide an anecdotal perspective from one experienced educator teaching her first online course. The lessons learned from her experience are presented in a basic, succinct and useful format for

colleagues seeking to advance the engagement of faculty in online learning.

Bonnie C. Farmer, Ph.D., an experienced nursing educator, has taught a wide variety of healthcare related courses over the course of her career. Her practice focus is gerontology, which provides the foundation for most of her research, scholarship, and creative work. With unconditional support resources and some humor she taught, survived, and really enjoyed her first online course in spring 2009.

D. Camtasia: A User-friendly Multimedia Platform. Everyone has a favorite YouTube video. How do you do it? Our presentation will provide examples of Camtasia projects that can end up in Blackboard, specific web sites, and even YouTube.

Jeff Beaudry, Ph.D., is an associate professor in the Education Leadership Program, College of Education and Human Development, University of Southern Maine. He has taught online for the past year. He has a degree in scientific photography and has been interested in multimedia since 1995.

Barbara Stebbins, M.Ed, has a joint appointment between the Center for Technology-Enhanced Learning and the Instructional Technology and Media Services Department at the University of Southern Maine. She also teaches an online course involving integrating technology into the classroom--a subject she is passionate about.

E. Remote Professor / Extended Classroom. The presentation examines pedagogy for using traditional and New Media technologies to incorporate aspects of the following: distance education, live online video, multi-cast conferencing, blogging, podcasting, iTunes, Youtube, twitter, Hulu into one successful whole. Remote Professor is a simple approach to bring a class to the world and the world to the class.

Raphael A Di Luzio is a practicing painter and Time-Based artist. He has taught at the university level for almost twenty years and is currently a tenured Associate Professor of New Media and Art at the University of Maine in Orono and an Apple Distinguished Educator. Di Luzio's traditional and Time-Based works are exhibited nationally and internationally. He is principal investigator in the "Time-Based" studies initiative at his University as well as the founder of the Apple Certified Training Center in Belfast Maine. He has published articles and book chapters on the theory and practice of working with Time-Based tools and New Media. He has recently developed the Remote Professor / Extended Classroom structure and pedagogy for the University of Maine at Orono.

F. Use of a Scoring Rubric to Enhance On-line Discussions. In-class discussions can be facilitated by a skilled teacher in a way that encourages active and meaningful participation by most class members. I will share a scoring rubric which produces a similar result for on-line discussions.

Pat Red is a lecturer in the University of Southern Maine Extended Teacher Education Program. She has a B.S. in Special Education from the University of Maine at Farmington, and an M.S. in Behavior Disorders from the University of Oregon. She has more than 25 years of experience as a special and general educator, behavior consultant, and school-wide Positive Behavior Supports facilitator.

G. The Transforming Power of the Quality Matters Rubric and Process. (Receive session from Sloan-C Orlando Conference) (9:30 – 10:50) Three years after the conclusion of the FIPSE-funded Quality Matters (QM) grant the question remains: What was its impact? The QM grant project (2003-2006) developed a rubric outlining quality standards for online and hybrid courses, a process for the peer course review of online and hybrid courses using this rubric, a culture that fostered a continuous quality improvement approach, and an active faculty development program. In 2009 grant participants in various roles (faculty course developers and peer reviewers, instructional designers, trainees, trainers, grant management team) were surveyed and interviewed to assess the long-term impact of their participation. The research questions focused on the perceived and actual impact on courses and students and the ways in which faculty continue to use the QM rubric 3-6 years after their first introduction to the QM project. In addition, this study assessed the ways in which the QM grant project and experience served as a pathway to professional development and advancement. The results of this study will be presented, focusing on the long-lasting and transforming power of the QM rubric and process on faculty and their professional development, online and hybrid course design and pedagogy, and the student experience in online and hybrid courses.

Christina M. Sax , Shippensburg University and Mary Wells, Quality Matters

Concurrent Session 2
10:15 – 10:50 am

A. A "Learning Module" Approach to Online Learning. This presentation will focus on the benefits and structure of a highly-effective "learning module" format for use on Blackboard, eCollege, and/or WebCT learning platforms. The presentation will address both blended/hybrid and 100% online course formats.

Michael Davis spent more than 20 years of his career working for-profit and non-profit international organizations, including manager of international retail operations for L.L. Bean. In 1999, Mr. Davis left the corporate world to launch his own consulting firm, Pathfinder Career & Executive Coaching (www.pathfindermaine.com) and to serve as a "free agent" adjunct instructor at four regionally-accredited universities. Mr. Davis instructs business and organizational leadership courses (both undergraduate and graduate), in blended/hybrid and 100% online formats. Mr. Davis was named "Outstanding Graduate Faculty Member" for 2007-2008 at Southern New Hampshire University (SNHU), and has been named a "Subject Matter Expert" for Human Resource Management & Organizational Leadership at SNHU.

B. Department Chairs: Negotiating the Challenges of Online Education. This presentation examines the challenges of integrating new technologies into the curriculum and program from the perspective of an English Department chair.

John Muthyala is Associate Professor of English at the University of Southern Maine. His research interests are Globalization, the Literatures and Cultures of the Americas, and Postcolonial theory and discourse. He chairs the English Department, which has 18 full-time faculty, 30 part-time faculty, and 400 plus majors.

C. Professional Growth through Online Mentoring: A Study of Mathematics Mentor Teachers. This presentation reports the findings of a research study that explored the professional

growth of mentor mathematics teachers participating in an online mentoring program, e-Mentoring for Student Success. The presentation is directed toward members of the K-12 community, university educators, and anyone interested in developing online professional development environments.

DeAnna McAleer is an Assistant Professor of Mathematics at the University of Maine at Augusta. Although her teaching experience is in mathematics, she has studied and has much experience in online learning. DeAnna recently completed her doctorate at Montana State University, where much of her course work was completed in online and hybrid courses. In addition, her research includes investigating communication and learning in the online environment.

D. A Case Study of Using Podcasts in an Asynchronous Course: Teaching Pathophysiology Online. This presentation illustrates the use of Podcast Capture to produce educational podcasts in a variety of formats. The software then prepares the material in a streaming format and returns it to the author for posting in a variety of accessible locations.

Regina L. Murphy APRN, CS, BC is a board certified Clinical Nurse Specialist with over 25 years experience as a critical care nurse, nurse educator, and nurse practitioner. Originally from the Midwest, Ms. Murphy has presented lectures throughout the country and at national nursing meetings on a variety of health related topics. Ms. Murphy received her Bachelors Degree in Nursing from the University of Illinois and her Masters Degree in Nursing from the University of Iowa. Ms. Murphy is presently a lecturer/clinical instructor at the University of Maine in Orono.

E. Strategies and Emerging Technologies for Improving Hybrid Course Delivery in Distance Education. We explore different strategies and technologies to help instructors develop rich, dynamic hybrid or completely online courses to augment the traditional class. This presentation covers the advantages and disadvantages of hybrid courses, emerging technologies such as Second Life™, social networks, telepresence, and SMS texting in the classroom.

Dr. Nory Jones is an Associate Professor of Management Information Systems and Director of Graduate Programs at the University of Maine Business School. She received her Ph.D. in Information Systems from the University of Missouri-Columbia. Her research interests include knowledge management, collaborative technologies, and organizational learning.

Christian Graham is a Lecturer of Management Information Systems at the University of Maine Business School. He is currently working towards the completion of a Ph.D. in Information Systems from Nova Southeastern University in Ft. Lauderdale, Florida. Christian's research interests include online learning environments (OLE), information security (InfoSec), computer privacy, and telecommunication technology.

F. What are the Demographics of Online Students, What Do They Value about Online Education, and How are Online Students Best Served? This presentation provides insight for educators and administrators into the profile of online students at a northeastern public university. Who are they? What do they value about online education? What barriers do they experience to successful participation in online coursework? And how can universities best serve this important student population?

Amy Gieseke and Janet Casey are graduate students at the Muskie School of Public Service at the University of Southern Maine. This study is the result of a collaborative survey conducted to gather data for their final capstone projects. The two researchers are also employees of USM. Amy works as USM's Program Coordinator for Online and Blended Programs, and Janet is the Coordinator of Graduate Student Services. Both serve on the Professional Staff Senate and the Online Student Support Services Committee.

Poster Sessions

9:30 – 12:00

Using the Rubric in the Online Classroom: It's Not Just for Scoring (Poster Session). In the online classroom, it is important that the rubric be provided alongside the assignment and is not only an excellent grading tool, but also a detailed set of directions. The rubric can be used to communicate the expectations of the educator and aid in answering many assignment related questions.

Dr. Kathy Grams is a graduate, faculty member, and the new Director dedicated to the Massachusetts College of Pharmacy and Health Sciences Post BSP PharmD Program. Her current interests include distance education and maintaining longevity of the nontraditional pathway; keeping it open to interested pharmacists across the United States and exploring the expansion of the Post BSP PharmD internationally.

Dr. Beth Welch, Professor of Pharmacy Practice, Associate Dean for Academic Affairs, School of Pharmacy, Western New England College. Dr. Welch has identified teaching and education as her primary area of scholarship. It has become an area of great interest for her as she evaluates the success of these ventures, internally and externally through publication. She was extensively involved in the Post BSP PharmD Program as past Director, was highly committed to the success of the program, and a key to its expansion into distance education.

Kathleen MacDonald is an Associate Professor and Director of Instructional Design Services at the Massachusetts College of Pharmacy and Health Sciences. She has assisted in developing and transitioning traditional programs to fully online programs at the college and is committed to their success.

Quick Start Guides for Various Formats (Poster Session). This poster session will present the Quick Start Guides for three course formats at Northeastern University: online, hybrid, blended. These guides were created to clarify the differences between the formats since the blended format was recently introduced.

Chuck Kilfoye is the Director of Instructional Technology at Northeastern University. Chuck manages the instructional design, faculty training and support, course design and development, and educational technology strategies for Northeastern Online.

Beth Rochefort trains faculty to teach online, encourages faculty to embrace best practices in distance learning and explores technology to enhance the teaching and learning experience. She holds a B.A. in Journalism and Graphic Design from Northeastern University and an M.Ed. from the Harvard Graduate School of Education.

Allison Ruda works with faculty across all disciplines to design, develop, and implement

technology-based instructional materials for online and hybrid courses for Northeastern Online. Allison graduated from Mount Holyoke College with a B.A. in Anthropology and from the Harvard Graduate School of Education with an Ed.M. in Technology in Education.

Concurrent Session 3

11:00 – 12:20

A. “Just in Time” Faculty Development: Strategies for Engaging Adjunct Faculty. As the pace of change within online programs intensifies, so does the need to support faculty evaluating and expanding their skills. This workshop will share a faculty development model that encourages innovation, recognizes success, and supports faculty excellence within a rapidly changing technological environment, all with a budget-friendly approach.

Lynn Olson, Dean of Graduate and Professional Studies, Saint Joseph’s College of Maine. Lynn has been the Dean of the Division of Graduate and Professional Studies since May, 2005, responsible for all distance undergraduate, graduate and continuing education programming. She has an MBA from the University of Southern Maine, and over 20 years experience within higher education administration in such positions as working for the Vice Chancellor for Academic Affairs for the University of Maine System, Statewide Coordinator of Training and Special Projects for Maine’s Small Business Development Centers and 13 years as the Chief Financial Officer for the Maine Community College System, responsible for all financial and administrative IT issues. Lynn is also President of Olson Associates, a management consultancy specializing in business performance enhancement and compliance areas.

Paul Cochrane serves as the Director of Course Design and Delivery for Saint Joseph’s College of Maine, where he oversees the instructional design, faculty training, and student technical support operations for all distance programs. During his tenure at Saint Joseph's College, he has worked in various other capacities for the College, including as project manager for the implementation of a Sloan Foundation grant, working directly with students as an academic advisor, and teaching courses in writing and business communications.

Laurie Spaltro, Project Coordinator. In her role as Project Coordinator, Laurie supports the work of online faculty in designing and delivering quality online courses. She is also a member of the Education faculty for Graduate and Professional Studies, where she teaches a course in Adult Learning and is currently developing a course in online instruction for high school educators. She holds an M.S. in Adult Education from the University of Phoenix.

Anthony Schwieterman, Instructional Designer. Anthony serves as the Instructional Designer for Graduate and Professional Studies, where he works with faculty to help design pedagogically appropriate course materials and to develop and deliver training.

B. Teaching to the Heart of the Matter. Four instructors from different disciplines will each discuss ways in which they engage students in the affective domain as well as cognitively in the online environment. The presentations will be experiential and interactive.

Terry Adams is an assistant professor in the mental health and human services program at the University of Maine at Augusta. He teaches courses in chemical dependency, research

methods, group process and crisis counseling. He is actively involved in research to evaluate outcomes of mental health and substance abuse programs and research evaluating students' perceptions of their educational experience. Terry is also a clinical social worker with over ten years full and part time experience counseling teens and adults. He also teaches as an adjunct professor at Boston College Graduate School of Social Work and serves on the Maine Board of Social Work Licensure.

E. Michael Brady is Professor of Adult Education in the Department of Human Resource Development, University of Southern Maine. He also serves as Senior Research Fellow for USM's Osher Lifelong Learning Institute and in that capacity edits a national journal on older learners. Mike is originally from Connecticut and has taught at USM for 25 years.

Patricia Clark is a former kindergarten teacher, and developer of one of the first all-day kindergartens in the state by collaborating with Head Start. She taught preschool, third, fifth grade and history to adult education. She has a B.A. in Journalism and French, B.S. in Education, M.S. in Exceptionality from USM and is currently ABD for a doctorate in Early Intervention/Special Education and Public Policy through the University of Maine. Pat has taught and worked at the University of Maine at Augusta for nine years and is connected to three of the campuses. She has presented leadership, early childhood, mental health, and early intervention workshops throughout the country. Pat spent the 2007-08 school year in Washington D.C. at the Office of Head Start working in professional development, training and technical assistance. She was able to work on the new Head Start regulations, create an online professional development newsletter, and help write the teacher's guide for Head Start on Picturing America, a collaboration between the Office of Head Start and the National Endowment for the Humanities. This guide offers teachers insights and background on the artwork as well as art and literacy activities for preschoolers.

Leslie Ann Costello is Assistant Professor Mental Health and Human Services at the University of Maine at Augusta, where she teaches courses in infant and adolescent mental health, assessment, group processes, and supervises interns. She is trained in bioenergetic analysis, a somatic approach to psychotherapy, and practices psychology in Fredericton, New Brunswick. She is a mother, grandmother, and stepmother to a bunch of nice people, and volunteers with women with postpartum depression.

C. Emerging New Styles of College Writing in Online Teaching. The multiple levels of student writing within online classes embedded in the worldwide web change writing and are generating new parameters of academic discourse. In this session, we examine current pedagogical practices, explore new discursive features available for textual construction, and argue for the acceptance of emerging new styles.

Kaitlin Briggs is Associate Professor of Interdisciplinary Studies and Associate Director of Honors Writing and Thesis Research at the University of Southern Maine where she supervises the interdisciplinary undergraduate theses in the Honors Program as students move increasingly away from conventional thesis presentations and toward multiple modes of representation in their work. She has published in such journals as *Anthropology and Education Quarterly* and is an editor of the forthcoming *Bedford Bibliography for Teachers of Basic Writing*. A project made possible by a grant received from the Smith College Sophia Smith Collection in 2006, her current research focuses on the diaries of twentieth-century composer Dorothy Smith Dushkin,

Carol Nemeroff is Associate Professor of Social and Behavioral Sciences at the University of Southern Maine's Lewiston-Auburn College. She has been teaching conventional undergraduate and graduate level courses since 1987, at the University of Pennsylvania, Arizona State University, and most recently USM. She began teaching online in 2005, when she was both surprised and delighted to find it to be a particularly flexible and effective teaching medium. Dr. Nemeroff is a clinical health psychologist and active researcher whose interests lie at the intersection of social, cognitive, and cultural psychology.

Julien Murphy is Professor of Philosophy and Director of the Bioethics Project at the University of Southern Maine. She has been teaching conventional university courses since 1980, at DePaul University, the University of Santa Clara, Seattle University, and USM. Her teaching has had an online component for many years, but recently, she has been teaching some graduate and undergraduate courses completely online. Trained as a phenomenologist, she is fascinated by the construction of multiple identities in disembodied virtual classrooms. She has published many scholarly articles and books and conducted funded research in continental feminist philosophy and in biobanking and reproductive technology.

Betty Robinson is Associate Professor of Leadership and Organization Studies at USM and has served this past academic year as "faculty ambassador" for USM's Center for Technology-Enhanced Learning (CTEL), helping CTEL to address student and faculty concerns and faculty to understand what new teaching/learning options are available online. She is a founding member of both USM's Leadership Studies program and Lewiston-Auburn College (LAC, where she served as dean for seven years) in which it is housed. In 2008-09, all but one of her courses was taught either in a blended or fully online fashion for the first time. Writing is central in all her classes and this fall she will teach LOS 299 Writing in the Discipline (part of LAC's new core) as a blended course.

D. Faculty Technical Literacy: Development from Within. With greater investments in blended teaching and learning, digital divides have emerged between students, between faculty and between generations. Most universities have developed technical literacy as a learning outcome for students. Has the time come for faculties to establish similar expectations of faculty members? The panel will discuss the current status of faculty technical literacy (FTL) within diverse disciplines and campuses in the University of Maine System. Recommendations for fostering faculty technical literacy from within faculties will be discussed.

Paul J. Gies, Ph.D. is the past Chairman of the Mathematics and Computer Science Department at University of Maine at Farmington. He is the author of three texts used in undergraduate courses in Mathematics. He's taught a wide range of courses within his discipline. He's served on numerous university committees including General Education, Teaching and Learning, Assessment and Academic Excellence. He is also chair of the Faculty Forum Series at U.M.F. His intellectual interests include technical literacy as an element of mathematics teacher training at the undergraduate level.

Michael Grillo, Ph.D. and MFA, has taught a wide variety of electronic and blended course at University of Maine, both at the introductory and the advanced seminar level, in History of Art, Cinema, and Digital Photography. Although his primary research and teaching foci centre on Late Medieval and Early Renaissance Italy, he also writes on and teaches in Cinema Studies, and works as a practicing photographer.

Shallee T. Page, Ph.D., has taught in the natural sciences at the high school and university

levels. He has been a researcher working at Merck, Sharpe and Dohme Pharmaceuticals, The Jackson Laboratory, and the rain forest outside Quito, Ecuador. His interests in technical literacy have been shaped by his service as the Director of Distance Education at University of Maine at Machias and his interest in POGIL (Process Oriented Guided Inquiry), an innovative learning environment. He has also served as the Editor of Scenario Series of Laboratory Exercises for Chemistry Education Resources, Thomson Learning.

Ray Rice, Ph.D. (English) has been employing eLearning in the classroom in a variety of venues over the past decade. His first “blended” course was developed for the late-lamented BEX program; since that time, he has developed a wide range of asynchronous classes, from Shakespeare to Philosophy and Science Fiction and currently directs the online concentration in English at the University of Maine at Presque Isle.

Sarah Walton, J.D. (Law) is an Assistant Professor of Justice Studies at the University of Maine at Augusta. She has taught legal research and law-related courses making extensive use of ITV, Polycom, online, hybrid, and classroom environments. She is the faculty advisor to the UMA Law Association, a statewide UMA student organization that uses various forms of technology to meet at a distance. She has been a faculty leader serving on the Senate's Core and General Education and Assessment Committees.

Jodi C. Williams, Ph.D. is Assistant Professor and Coordinator for the Information and Library Services program at the University of Maine at Augusta, a completely online program with students from around the world. She has been teaching online for more than 11 years. Her primary research interests are human-computer interaction and the design of interfaces to engage students at a distance and promote effective learning.

Ken Elliott, Ph.D. (Psychology, University of Maine at Augusta) is an experienced teacher and advocate for eLearning development. He has developed, taught and assessed a range of undergraduate psychology eLearning courses with enrollments ranging from over 200 to individual tutorials. His blended courses have included classroom, ITV, online, phone bridge and videotape elements. His current research interests lie in the area of faculty mentoring, transnational student collaborations (within courses) and embedded assessment.

E. Using Virtual Worlds to Develop Clinical Decision-Making and Counseling Skills for Nursing Education. We describe two nurse education sites in Second Life that provide virtual experiences in clinical decision making (home visits) and counseling (HIV/AIDS). Working through their avatars, student nurses encounter “patients,” practice their interviews and diagnostic skills, develop confidence and overcome their initial hesitations about patient interaction.

Lena Sorensen is an Associate Professor and Director of the Informatics Program at the Massachusetts General Hospital (MGH) Institute of Health Professions School of Nursing. She holds a Ph.D. in Education and specializes in course and curriculum development and implementation, as well the scholarship of teaching and learning.

James Parmentier is an Associate Professor and Associate Director of the Graduate Program in Clinical Investigation at the MGH Institute of Health Professions. He has a Ph.D. in Biology, teaches courses in Applied Clinical Research and Pharmaceutical Project Management, and works with colleagues in the School of Nursing to develop HIV/AIDS education and management programs for implementation in low-resourced areas.

Veronica R. Kane is a Clinical Assistant Professor and the Pediatric Specialty Coordinator at the MGH Institute of Health Professions School of Nursing. She holds a Ph.D. in Education, with a focus on instructional design for online learning. Her research interests include school nursing, adoption, child abuse, sexuality and the chronically ill child, simulation and educational methodologies with a focus on online formats, and evaluative methods based on constructivist principles.

Deborah Navedo is an Assistant Professor at the MGH Institute of Health Professions School of Nursing and Coordinator of the Teaching and Learning Certificate Program. She holds a Ph.D. in Educational Administration with focus on professional judgment development, and is an active mentor in experiential learning including skills lab and simulation, clinical experiences, and teaching practica.

Inge B. Corless is a Professor at the MGH Institute of Health Professions School of Nursing. She holds a Ph.D. in Medical Sociology, specializes in research and teaching of HIV/AIDS, international health, and palliative care. Working with colleagues in the US and South Africa, she has conducted research projects on medication adherence issues in the management of TB and HIV. Dr. Corless developed and teaches the HIV/AIDS specialization program for Nurse Practitioners at MGH-IHP.

F. New Technologies Inside and Outside of the LMS in Three Courses. While it's easy to embed a YouTube clip into your Blackboard course, the real challenge is designing and structuring activities that emphasize interaction and purposeful engagement with these media. This session demonstrates how educators and course designers can create truly dynamic learning environments that reflect the best of what Web 2.0 has to offer, without having to abandon the learning management system.

Chuck Kilfoye is the Director of Instructional Technology at Northeastern University. Chuck manages the instructional design, faculty training and support, course design and development, and educational technology strategies for Northeastern Online.

Beth Rochefort trains faculty to teach online, encourages faculty to embrace best practices in distance learning and explores technology to enhance the teaching and learning experience. She holds a B.A. in Journalism and Graphic Design from Northeastern University and a M.Ed in Education from the Harvard Graduate School of Education.

Allison Ruda works with faculty across all disciplines to design, develop, and implement technology-based instructional materials for online and hybrid courses for Northeastern Online. Allison graduated from Mount Holyoke College with a B.A. in Anthropology and from the Harvard Graduate School of Education with an Ed.M. in Technology in Education.

G. Distance Education Partnerships: Efficacy and Ethics. This session examines complex issues related to the implementation and advancement of distance education partnerships among institutions, corporate entities and others seeking to collaboratively offer instruction and services by comingling resources. One consortium is analyzed to identify strengths and weaknesses of partnerships. Appropriate leadership styles and strategies are discussed, and ethics of distance education partnerships are considered.

Michael F. Beaudoin, Ed.D. is Professor of Education at the University of New England, where

he was previously founding dean of a new college. He has held senior administrative positions and faculty appointments at institutions in the U.S. and abroad, and has provided leadership in designing and directing numerous innovative academic offerings, including distance education degree programs. He also holds an adjunct professor appointment at the University of Maryland University College, teaching in its Masters of Distance Education program. He has been a visiting scholar at institutions in Germany, China, Mexico, and Japan, and a Fulbright Fellow in Ghana. With over 100 publications and presentations, including two books, he has written extensively in the field of distance education and related areas, presents frequently at conferences, serves as an evaluator and consultant for distance education programs and courses, and is on the editorial board of several major journals.

Concurrent Session 4 **1:40-3:00 pm**

A. The Virtual Meeting Place: Web 2.0, Second Life & OLLI. The national Osher Lifelong Learning Institute (OLLI) network is an ideal organization for making use of Web 2.0 technologies. This presentation explores the use of blended instruction to teach seniors the Second Life™ application. Social Presence Theory and the employment of avatars for online teaching and virtual meetings are also examined.

Anne Cardale is the newly-appointed Director of Operations and Communication at the National Resource Center of the Osher Lifelong Learning Institutes. She has a CAS in Adult Education from the University of Southern Maine and an MFA in photography from the Royal College of Art in the UK.

B. Strategies Employed to Develop an Online Degree Program. Developing an online degree program can be overwhelming and challenging, however, specific strategies and resources can be utilized mitigating the obstacles that prevent most faculty from considering this project.

Tony Enerva is Program Director and Assistant Professor of Rural Public Safety Administration and Criminal Justice at the University of Maine at Fort Kent. He has a Juris Doctorate from the University of Minnesota and a Master of Science in Criminal Justice Administration and a Bachelor of Arts in Public Administration from San Diego State University. He has been teaching in higher education for twenty-three years. Tony's academic interests and teaching responsibilities include law, public administration, criminal justice and public safety. He has a strong interest in distance education, developing three online degree programs and over twenty-five online courses. His training includes Blackboard and WebCT as well as WebTutor and Turn-it-in. Tony also serves on the UMS TTT (Teaching Through Technology) Committee, addressing distance education and learning on the seven campuses. He has collaborated with several universities and colleges regarding articulation, course sequencing and online courses.

Grace M. Leonard, Dean of the College of Natural and Social Sciences at the University of Maine at Augusta, serves on several state-wide committees and has collaborated with several colleges and universities regarding articulation agreements and on-line degree programs. Dean Leonard also holds the rank of Professor of Psychology and Mental Health and has taught courses at a distance primarily on interactive television since 1980. She has worked as Project Director on a collaborative grant between the Department of Health and Human Services and the University of Maine at Augusta, from 1980 – 2008, to provide training and education for

Maine's mental health work force. She also serves on several community boards including Family Violence, the Social Services Committee of the Augusta City Council and as Secretary of the Board of Directors for Motivational Services, Inc., a community-based mental health agency.

C. Planning and Implementing an Internationally-Based Hybrid Degree Program. Hybrid distance learning has become the method of choice for institutions wishing to offer a flexible distance learning program that is not entirely online. This presentation addresses the opportunities and challenges Tufts University faced designing, developing and implementing an international hybrid masters degree in nutrition for the United Arab Emirates.

Paul Giguere, Ed.D. Dr. Giguere is Director of Distance Learning and an Assistant Professor at the Friedman School of Nutrition Science and Policy at Tufts University. He is responsible for the development and administration of a hybrid/blended master's degree distance learning program at the Friedman School. Dr. Giguere is also responsible for providing oversight on distance learning development, faculty training and support, and learning technology implementation. Prior to Tufts University, Dr. Giguere was a Senior Research Scientist for Education Development Center, Inc. (EDC) where he was responsible for investigating and implementing distance learning systems, theories, and practices for the delivery of training and professional development in the health field. Dr. Giguere also served as a project director and senior adviser for collaborative learning projects dealing with health education and promotion, violence prevention, and HIV prevention. Over the past twenty years, Dr. Giguere has worked on many projects providing support in the integration and implementation of technology in various contexts. He has played a lead role in advancing the adoption and implementation of distance learning initiatives in the U.S. Department of Education, the U.S. Department of Health and Human Services, the National Science Foundation, and the Centers for Disease Control. Dr. Giguere's current research and applied development focus is the creation of online learning systems and virtual communities of practice that serve health and nutrition practitioners. He holds a doctoral degree (Ed.D.) in Instructional Technology and Distance Education from Nova Southeastern University, an M.S. degree in Administration from Springfield College.

Patrick Connell is the Senior Instructional Technologist for the Friedman School of Nutrition Science and Policy at Tufts University. He manages and coordinates the technologies that support distance learning, synchronous web communications, lecture capture and multimedia production. During the past 10 years, Patrick has worked on various distance learning, instructional technology and instructional design projects for higher education. These have included systems integration, degree development, faculty training, systematic quality assurance in online courses, and media production. Patrick holds a B.A. from the University of Vermont in English and an M.A. in Instructional Technology Leadership from the George Washington University. He also teaches a series of web design courses for Northshore Community College.

Heather McMorrow is currently the Senior Instructional Designer for the Friedman School of Nutrition Science and Policy at Tufts University, Boston, MA. She is responsible for the design, development, implementation and evaluation of the Master's in Nutrition Science and Policy (MNSP) low-residency, hybrid distance-learning program for the Friedman School. Her responsibilities include working with faculty to affect the overall quality of face-to-face, hybrid and online courses and programs through systematically integrating cognitive and constructivist teaching methodologies and expanding the educationally sound use of

technology in nutrition science and policy teaching, learning and scholarship. She is also responsible for advising the Director of Distance Learning on matters of policy, program growth and capacity, and administrative buy-in. In addition to work at the Friedman School, Heather is an adjunct professor at Lesley University in Cambridge, MA and teaches graduate and undergraduate courses in technology and art integration to k-12 pre and in-service teachers. She is a former Montessori school teacher with a background in aquaria, natural history, children's educational exhibit design and educational interactive multimedia. She has worked for private design firms and public institutions such as the California Academy of Sciences and the Washington State History Museum. She holds a B.S. in Communication, Technical Writing from Fitchburg State College and an M.A. in Education, Instructional Technology (instructional systems design) from San Francisco State University.

D. Approaches to Blended ("Hybrid") Learning within the University of Maine System.

The notion of blended ("hybrid") learning is evolving. Creative approaches to blending of delivery modalities and corresponding instructional strategies are being widely explored. This panel presentation by faculty representatives across the state of Maine will provide audience members an opportunity to learn more about ongoing efforts and to share their own experiences.

Dr. Raymond T. Albert (University of Maine at Fort Kent) has over 21 years of traditional, interactive television, and web-based university teaching experience. He has served as Software Quality Engineer for NASA. His most recently-earned post-graduate certification is in Information Assurance and Security from Purdue University Center for Education and Research in Information Assurance and Security (CERIAS). He has designed and implemented commercial online faculty/course evaluation systems and has developed educational game software that served K-12 audiences for over 15 years.

Dr. John P. Broida is a physiological psychologist by training, interested in behavioral endocrinology. However, he has been actively involved in the development and use of technology in the classroom for more than 10 years. Teaching at the University of Southern Maine, he uses web-based quizzing and clickers in research methods, psychopharmacology, physiological psychology and introductory psychology classes. A redesign scholar at the Center for Academic Transformation, he has been instrumental in redesigning courses in psychology and other disciplines at a number of other institutions.

Dr. Shallee T. Page is an Associate Professor of Chemistry and Biochemistry at the University of Maine at Machias and has been the Coordinator of Distance Education since 2006. He holds an A.B. in Biochemistry, an M.A. in Science Education and Ph.D. in Biochemistry, Molecular and Cell Biology. He has taught four different online courses, two ITV courses and numerous hybrid courses. As well, he conducts semiannual workshops on Blackboard and online pedagogy.

Dr. Robert Sanford is a former environmental hearing officer for the state of Vermont. He is Professor of Environmental Science & Policy in the Department of Environmental Science at the University of Southern Maine. He has been teaching blended courses for several years but did not teach his first totally online course until the spring of 2009.

E. Implementing the Hybrid Major: A Case Study at the University of Southern Maine.

This group presentation will focus on the efforts of the Department of Communication and Media Studies at the University of Southern Maine as we plan and implement an integrated a hybrid major

(one-half of major courses online).

Erika Anderson, Ph.D., Assistant Professor of Communication, has been teaching at the University of Southern Maine since 1998. She teaches a variety of courses for including interpersonal communication, persuasion, conflict resolution, nonverbal communication, and small group communication.

Maureen Ebben, Ph.D., Associate Professor of Communication has been teaching in the Department of Communication and Media Studies at the University of Southern Maine since 2007. Her teaching and research interests include communication and health, cultural studies, technology, media, theory, methods, criticism, gender, film, family communication, popular culture, organizational and interpersonal communication.

Matthew Killmeier, Ph.D., Assistant Professor of Journalism, has been teaching in the Department of Communication and Media Studies at the University of Southern since 2005. He has worked as a free-lance journalist for alternative newspapers in Kentucky and Iowa, an opinion columnist in Iowa, and co-hosted a radio talk show in Iowa City. Matthew teaches: Intro to Media Studies, Newspaper Reporting & Writing, Consumer Culture, Writing Opinion, and Film Appreciation.

Russell Kivatsky, Ph.D., Assistant Professor of Communication, has been teaching in the Department of Communication and Media Studies at the University of Southern Maine since 1974. Russ teaches Theories of Organization and Theories of Communication, and, occasionally, teaches Research Methods, Business and Professional Communication, Small Group Communication, and Introduction to Communication.

Daniel Panici, Ph.D., Associate Professor of Mass Communication, has been teaching in the Department of Communication and Media Studies at the University of Southern Maine since 1995. Daniel primarily teaches mass media and mass communication courses including: Introduction to Media Studies, Writing for the Media, Theories of Mass Communication, The Effects of Mass Media, Television Production, and Media Studies Senior Project. Daniel also teaches Introduction to Communication and Research Methods courses.

David Pierson, Ph.D., Associate Professor of Mass Communication, has been teaching in the Department of Communication and Media Studies at the University of Southern Maine since 2001. David primarily teaches media writing, theory/criticism, and production courses including Introduction to Media Studies, Writing for the Media, Media Criticism and Aesthetics, Film Genres, Corporate Video, Introduction to Media Production and Design, Field Video Production, and Documentary Production.

Leonard J. Shedletsy, Ph. D., Professor of Communication, has been teaching in the Department of Communication and Media Studies at the University of Southern Maine since 1979. With a background in psycholinguistics, his perspective on human communication is cognitive. In this connection, he teaches a course on intrapersonal communication and one on meaning. In recent years he has become interested in the Internet as a form of cognitive technology, with a special interest in education

F. High Tech---High Touch: A Case Study in Distance Education. Participants will learn how the University of Maine System distance learners navigate a seven campus system with the support and guidance of a federation of student service professionals, technical support specialists, and faculty. The

presenters will recount the evolution of the centers as the leading provider of learner support for the University of Maine System, regardless of the modality of course delivery, to system-wide distance learners.

Kathy Authier, M.Ed. in Counseling from University of Southern Maine, has 36 years of experience working with distance learners in a University setting. Hired by the University of Southern Maine in 1973, when it established three off-campus locations in the southern Maine region, she held positions as Student Service Coordinator and Assistant Director. In 2002 she was named Director of the University College in Saco, Maine. Kathy's own struggle to keep up with technology has been a great influence on her philosophy of service delivery for working adult distance learners.

Donna Bancroft, B.S., M.L.S., is the Director of Off-Campus Library Services for the University of Maine System and is an Adjunct Faculty in the Library and Information Science program at the University of Maine at Augusta. She has been an Academic Librarian for 15 years and has done library outreach for most of that time.

Ann Delaney has a B.A. in English from Bowling Green State University. She worked at Eastern Maine Community College for 9 years, as Director of the Off-Campus Center in Belfast, Assistant Director of Business and Industry Training Services, and Interim Assistant Academic Dean. She is currently Coordinator of Student Services in Ellsworth and is taking courses toward the M.S. in Adult Education.

Brenda McAleer, Ph.D., CM, is an Associate Professor of Business at the University of Maine at Augusta and the program coordinator for the Business Administration, Financial Services, and Applied Science degree programs. She has taught for over 30 years, 10 of which have been at UMA. She has been teaching over ITV for all 10 years and has taught courses online for 6 years. Her courses include Principles of Management, Principles of Marketing, Organizational Behavior, International Business and Seminar in Strategy and Policy Planning.

Wendy Goodwin, M.S., is Counselor and Coordinator of Student Services at the University College in Saco. Wendy maintains UC Saco's web page. She has worked at finding creative and helpful links to the web that parallel her face-to-face referrals in counseling and student support.

G. Making a Difference in Online Courses: Ensuring Quality and Learning for the Adult Distance Learner. Research supports the importance of well-designed and properly delivered instruction to ensure quality distance education and effective learning for today's adult learners. But how do you do this? This roundtable focuses on how colleges and universities can ensure quality distance education and improve learning effectiveness by performing focused quality reviews of online courses using customized metrics and rubrics, readiness reviews, surveys, and faculty support to deliver well-designed instruction to ensure faculty and student satisfaction.

Charles Kilfoye is the Director of Instructional Technology at Northeastern University Online. He manages the instructional design, faculty training and support, course design and development, and educational technology strategies for Northeastern University Online.

Beth Rochefort trains faculty to teach online, encourages faculty to embrace best practices in distance learning and explores technology to enhance the teaching and learning experience. She holds a B.A. in Journalism and Graphic Design from Northeastern University and an

M.Ed. from the Harvard Graduate School of Education.

Allison Ruda works with faculty across all disciplines to design, develop, and implement technology-based instructional materials for online and hybrid courses for Northeastern Online. Allison graduated from Mount Holyoke College with a B.A. in Anthropology and from the Harvard Graduate School of Education with an Ed.M. in Technology in Education.

H. Opening the Cyber Door: Using Online Teaching to Conduct Research. Through careful planning and instruction, students can participate in the process of collecting and interpreting original data. This presentation discusses how effective research can be conducted online in order to increase learning effectiveness and support research initiatives. A case study will be used to demonstrate the process.

Dr. Soraya Cardenas, Assistant Professor at the University of Maine at Fort Kent, is an environmental sociologist. She has presented papers at the American Sociological Association, Midwest Sociological Society and is a former recipient of the Fulbright Scholarship and Hesburgh Award for teaching excellence.

Concurrent Session 5
3:00-4:00 pm

A. Developing Online and Blended Course Evaluations: Faculty, Student, Staff and Administration Views. The University of Southern Maine is working to develop instruments and procedures for online and blended course evaluation that meet the needs of various groups, from faculty and students to administration and staff. This roundtable will discuss the challenges of this process and seek ideas from other institutions and individuals.

Kreg Ettenger is an Assistant Professor of Anthropology in the Department of Geography-Anthropology at the University of Southern Maine, and faculty coordinator of the USM Online/Blended Course Evaluation Working Group. He currently teaches two online courses, an introductory course in cultural anthropology and a readings-based course on arctic and subarctic peoples. He also uses digital media in his ethnographic research and teaches undergraduate courses in field recording methods and production methods using digital media.

B. Emerging Media / Virtual Technologies: The Chance to Revolutionize Education, Training, and Business. For the first time in history, technology can revolutionize education in particular, but it will not be without pitfalls. Virtual worlds/reality will consume all of us within the next five years. What is it? What is needed to make this emerging media a virtual blessing rather than a virtual nightmare? Using Linden Lab's Second Life and Open Simulator, the social, psychological, and pedagogical aspects of implementing virtual worlds to deliver the next generation of high quality educational, training, and business systems will be demonstrated, presented, and discussed.

John P. Rogate – College Professor, Champlain College, Burlington, Vermont. Program Director for the MS in Managing Innovation in Information Technology online degree at Champlain College. Creator and former Program Director for the Game Programming major at the College. Currently in dissertation for a Doctoral program in Educational Technology at Nova Southeastern University. Co-Owner Creative Twists Designs (<http://www.creativetwists.com>). Global recognition in the research, design, and delivery of

virtual worlds. John has spent over 20 years in commercial industry in the technology sector in capacities ranging from Software Engineer, IT Manager, Sales Consultant, and CEO of a top 100+ company in Vermont.

C. Active Student-Centered Model of Faculty Development. Successful education is a function of both a strong curriculum (content) and effective teaching (course design, delivery and evaluation). While faculty often change course content to stay current, teaching methods tend to remain static because faculty development is limited. This presentation provides a model of faculty development that (1) is an important part of the scholarship of teaching and (2) parallels the active student-centered learning approach used for students to enable lifelong learning among faculty as well.

David R. Lavoie is Head of the Instructional Design & Development Group within the School of Business at the University of Connecticut and principal designer working with the Accounting faculty concerning the Masters Degree in Accounting. Prior to his present position, David Lavoie was the Director of the Instructional Design & Development Department within the Institute for Teaching and Learning at the University of Connecticut. Before his employment at the University of Connecticut, Dr. Lavoie was an Information Fellow at Connecticut College. Dr. Lavoie completed his Ph.D. in Curriculum and Instruction, with an emphasis in educational technology, within the School of Education at the University of Wisconsin, Madison in 1999. He graduated with his M.L.I.S. from the University of Rhode Island in 1991, and his B.A. from Rhode Island College in 1984. In addition to his instructional design as faculty development effort for the MSA in Accounting, Dr. Lavoie works with the faculty in the EMBA toward the same end.

Andrew J. Rosman is an Associate Professor at the University of Connecticut and a University Teaching Fellow. He has been at the University of Connecticut since 1989 and teaches advanced financial accounting and global financial reporting and analysis. In addition to receiving the University Teaching Fellow honor in 2001, Andy has received departmental teaching awards in 1991, 1995, and 2004. He has served as the director of the Accounting Department's Internship Programs since 1994 and as the director of the MS in Accounting Program since 1998. In 2002, this program became the University of Connecticut's first online graduate degree. Andy received a Ph.D. from the University of North Carolina at Chapel Hill (1989) and a B.B.A. from Hofstra University (1980).

D. Online Curb Cuts: Access, Diversity and Inclusion through Universal Design. Bringing together the legal requirements of 508 compliance and the principles of Universal Design, we examine how online teaching that utilizes these ideas increases inclusion, access, and learning success, while at the same time invites and supports access to higher education for a diverse and changing student body and faculty.

Sandra Haggard, Associate Professor of Biological Sciences, University of Maine at Augusta and Cooperating Associate Professor of Women's Studies, University of Maine. Sandra has transitioned from experimenting with online learning in the early 1990's to full time online teaching due to deafness.

Tina Passman, Associate Professor of Classical Languages and Literature; Graduate Coordinator, Peace & Reconciliation Studies; member of Disability Studies Faculty, University of Maine. Tina has been designing and teaching online since the early 1990s, with 15 online courses, offered in rotation. She created an entire online Latin/Classics program at UMaine.

Her recent work is in Universal Design in Higher Education.

E. Translations: Re-Conceiving “Regular” Classroom Courses for Online Delivery. Moving a “regular” classroom course to an online environment can be an opportunity to reconsider pedagogical goals and methods in order to make effective use of different media opportunities. This roundtable will be an opportunity to share in the experiences that some instructors have had in re-conceiving their courses.

Judy Hakola has taught in a regular classroom at the University of Maine more or less regularly since 1963. She has taught ITV, combined ITV and Web, and fully online courses beginning about twelve years ago. She has hosted roundtable sessions at past Faculty Institutes sponsored by University College and has received Distance Education Technology Grants for Online Courses from the Division of Lifelong Learning, University of Maine.

F. Rapid Professional Development for Adjunct Faculty Using Web 2.0 Technologies. Using rapid authoring tools, Northeastern University Online designed an immersive, instructor-led, asynchronous, online faculty training program that promotes consistent, high-quality courses, best practices in distance learning, and increases student and faculty satisfaction.

Chuck Kilfoye is the Director of Instructional Technology at Northeastern University. Chuck manages the instructional design, faculty training and support, course design and development, and educational technology strategies for Northeastern Online.

Beth Rochefort trains faculty to teach online, encourages faculty to embrace best practices in distance learning and explores technology to enhance the teaching and learning experience. She holds a B.A. in Journalism and Graphic Design from Northeastern University and an M.Ed. from the Harvard Graduate School of Education.

Allison Ruda works with faculty across all disciplines to design, develop, and implement technology-based instructional materials for online and hybrid courses for Northeastern Online. Allison graduated from Mount Holyoke College with a B.A. in Anthropology and from the Harvard Graduate School of Education with an Ed.M. in Technology in Education.

G. Thinking Outside the Set-Top Box: How Can Technology Enrich Learning? Engage, experiment, exchange, explore – this workshop will present the 4 E’s of using technology in higher education. Participants will engage in a dialog on how to integrate desktop video conferencing to support field placement in higher education. The participants will experiment with aspects of pedagogy based on their discipline. An overview of how the presenter used Second Life to introduce synchronous guest lecturers into a blended class will introduce an exchange of best practice. Finally participants will receive a list of URL’s to explore the internet to bring to an idea exchange posted on line to keep the dialog going after the conference.

Lori Schnielders is an Assistant Professor of Counselor Education with a specialty in School Counseling at the University of Southern Maine. She earned her bachelor’s degree from Northern Kentucky University, her Master’s degree from Xavier University, and her Ed.D. from the University of Louisville. “Dr. Lori” came to USM in 2007, after having previous teaching experiences at Vanderbilt University, the University of Missouri-St. Louis, and the

University of Louisville. She has also worked as a professional school counselor and special education teacher. Dr. Schnieders' primary teaching responsibilities are in The Practice of School Counseling, Counseling Children and Adolescents, Counseling Practicum, and Human Development. She has introduced an innovative distance learning model for practicum and internship supervision using Skype technology. Dr. Schnieders has edited a book about using videoconferencing, which is the primary focus of her scholarship work. She has written several journal articles and numerous conference presentations, including several at international conferences. She recently took four USM students with her to The Netherlands to make a presentation on international videoconferencing.

Sloan Orlando Closing Session Re-Broadcast

4:00 – 5:00

Blended Learning: Blueprint for the Future. The past decade has been a transformative period for e-learning. As educators we have seen our art move from the shadows and into the main stream. As technologists we have born witness to innovation at the speed of light. And, as students never before have we had greater access and greater choice. Yet with this rapid acceptance and evolution we still have “miles to go”. All too frequently we continue hear the tired debate of “on-line” verses “in-class”.

As we gather together for this session we will look forward and chart a new course. We will move beyond our tired debate and focus our energy and community on a new chapter. We will explore learning from a blended perspective and shape a vision available to all, and needed by many. We will explore critical success factors and hidden pitfalls.

Never before has the power of blended learning been more important and never before has the Sloan-C community been in a better position to lead.

Stephen Laster, Chief Information Officer, Havard Business School. Mr. Stephen Laster is a seasoned technologist, consultant, business leader, product strategist, eLearning designer, and educator with an extensive background in information technology, technology based collaboration, eLearning, and product development. He is the Chief Information Technology Officer for the Harvard Business School and founder of Intelligent Solutions, LLC (a boutique consulting firm assisting organizations of all kinds navigate the digitally connected world). As the CIO of Harvard Business School, Mr. Laster leads a team of 100+ professionals who oversee the School's award winning technology environment and practices. Prior to this role, Mr. Laster held several critical leadership positions for Babson College including CTO for Babson Interactive, Babson's for-profit eLearning company, and Director of Curriculum Innovation and Technology. He was responsible for Babson's adoption of blended learning and led the effort to increase working professional MBA enrollments by 500% through the creation of a state-of-the-art, blended, MBA program. Mr. Laster was a member of the Babson College Board of Trustees from 1992-1994. Mr. Laster has taught at the undergraduate, graduate and executive education levels with a focus on problem solving, software design, high performance virtual team management, and information management.

As founder of Intelligent Solutions, LLC, Mr. Laster works with organizations to harness digital technologies for collaboration and learning. He has worked with institutions of higher education on their web, intranet, information management and e-learning strategies and with publishers on e-learning and blended learning product development. He has mentored numerous teams and individuals and helped shape transformative outcomes for the organizations he assists.

Prior to focusing his career on the apex of technology, education and collaboration, Mr. Laster worked in industry both in information technology and technology product development. He has developed and run a network monitoring business, developed enterprise software packages and led major re-engineering and implementation efforts. Mr. Laster has held leadership positions at Stride Rite, Art Technology Group, CrossComm, and Advanced Business Technologies, Inc.

Mr. Laster sits on the board of Preserve, Inc and is a frequent speaker. He is considered to be a leader in e-learning and digital community building, and was recognized by IBM for thought leadership in message oriented middleware and by Ed Tech Magazine as a thought leader in educational technology. Mr. Laster lives in Wellesley Massachusetts with his Wife Debra and two children. When not thinking about technology and people, Mr. Laster can be found on the water or building a boat.