OLC Accelerate 2017 CFP Guidelines

The Online Learning Consortium invites you to submit a proposal for OLC Accelerate 2017: Accelerating Online Learning Worldwide. Submissions for presentation will be accepted March 15 – May 22.

The Online Learning Consortium Invites You to Submit

For OLC Accelerate 2017: Accelerating Online Learning Worldwide, to be held November 15-17, 2017 at the Walt Disney World Swan and Dolphin Hotel in Orlando, Florida.

The OLC Program Committee seeks proposals that reflect and showcase our vibrant community of practice — promoting theory, research, methodology and/or applied effective practices in online, blended, and web-enhanced teaching and learning. Both research and evidence-based proposals are encouraged for submission. Please align submission to the session type as shown on the session types and details   page.

Note that each individual is limited to no more than three (3) submissions, including the roles of presenter, co-presenter, panelist, or workshop facilitator.

The session type descriptions will be helpful to you as you shape your submission. Please review the details on these CFP pages before submitting your presentation proposal.

Be sure to read through all of the information in this section of our website to ensure you understand what needs to be done and when, including our submission checklist, conference tracks, session types and more!

Noti�cations are sent to all authors on each submission. All submissions are sent noti�cation emails, regardless of acceptance status. Please be sure to allow emails from the @onlinelearning-c.org domain. If you do not receive a noti�cation email by August 4, please contact us at conference@onlinelearning-c.org.

Step 1. Login in or register a user account with the OLC conference management system.

When registering, please include as much information as possible in your user conference management system (CMS) profile, including your biography, a profile picture, and most current contact information. All additional co-presenters need to also be registered in the CMS with user accounts. Please keep in mind that once you have registered or submitted a paper, all conference-related information can be found here at the OLC Accelerate 2017 website.

After you login and proceed to the conference management system, you will be able to submit a proposal by clicking on "OLC Accelerate 2017" in the top menu navigation within the CMS.

Step 2. Review the Session Types and Details.

Be sure to align your abstract with any special requirements outlined in the session type requirements.

Note: Presenters should include active engagement methodology during presentations to encourage audience/participants to ask questions. The CFP ratings are based on the following major categories:

- **Relevance to the conference**
- **Clarity**
- **Audience Appeal**
- **Interactivity (Active Engagement)**

Step 3. Review the Strand Descriptions.

Step 4. Review the Submission Checklist.

Step 5. Review the Presenter FAQs.

Step 6. When you are ready to submit, login and select "OLC Accelerate 2017 > Session" to begin. You must be logged in to submit.

The submission deadline is May 22, 2017 at 11:59pm ET.

Thank you for your contribution. We look forward to reviewing your presentation submission.

Timeline of Important Dates:

- Proposals due by 11:59pm ET May 22, 2017
- Notification of acceptance by August 4, 2017
- Deadline for presenters to accept is August 21 2017
- Deadline for presenters to register is September 20, 2017
- Final date for presenters to edit abstracts is September 20, 2017
- Final presentation upload date is November 1, 2017

OLC Accelerate 2017 CFP Strand Descriptions

Please review the following strands and program categories and select the most applicable strand for your proposal prior to submitting. **Submissions for presentation will be accepted March 15 – May 22.**

Full Strand Descriptions

For 2017, we continue to use "Strands", following industry trends, and enabling us to use the language of "weaving strands together" to create a robust conference experience.

As you work through the proposal submission process, you will be asked to select associated tags within your proposed session strand. These tags will enable us to curate and showcase themes and trends through the proposal process as well as the virtual and on-site conference experiences. You will be able to select more than one tag option within each strand, and if need be, add a unique keyword to your proposal submission.

Please review the following strands and program categories listed below prior to submitting your proposal. Click on the (+) to expand each strand to get a full description and list of possible tags. Tags represent emerging or accelerating themes and topics in the strands and will be used to crowdsource knowledge and content from conference participation. Select from the list the tag(s) within your selected strand that best represents your content. You will also have an opportunity to add additional tags.

Both research and evidence-based proposals are encouraged for submission. Please align submission to the session type as shown on the session detail page*.*

Innovations, Tools and Technologies

This strand focuses on current trends, innovations, tools, and technologies within online/blended education. Contributions are invited that bring fresh and passion-driven perspectives, ideas for innovations and creative uses of technologies. The range of "topics" of trends and innovations is a wide net, left up to your imagination and experience to share original and creative ideas. This strand is about sharing your teaching and learning practices with tools and tech, with new media and innovative learning environments.

Tags — Innovations, Tools and Technologies: adaptive learning; adult learners; assessment; augmented reality; authentic learning; badging; biometric; blended learning; case-based learning; collaborative learning; community of inquiry; community of practice; competency-based education; content; credentialing; digital storytelling; emerging; engagement; e-portfolios; flipped classrooms; game dynamics; gamification; gaming; immersive environments; infographics; innovative; instructional design; instructional technology; knowledge management; learner achievement; learning analytics; learning environments; learning outcomes; learning scenarios; media; mLearning; mobile devices; mobile games; mobile learning; online support; personalization; practice; problem-based learning; proctoring; robots; simulations; social presence; student perceptions; teams; technology; technology applications; tools; video; video collaboration; virtual reality; virtual schools; web 2.0; web 3.0

Institutional Strategies and Globalization

This strand focuses on how various institutions grow, build, and scale their online/distance programs using different institutional strategies. These strategies may be in the form of innovation, globalization, change in institutional culture, competency based learning, new marketing strategy, new retention techniques, and so on, depending on the institutional mission and objectives.

Contributors to this strand are encouraged to share evidence of practice through qualitative and/or quantitative approaches. Possible areas might investigate or emphasize the following:

- Leveraging online strategies and technologies to reinvent, redefine, or innovate across the institution
- Strategic planning and alignment
- Effective scaling of innovation(s)
- Creating a culture of academic innovation
- Using cross-institutional teams to align student and faculty experiences
- Globalizing programs and moving into new markets for growth
- Leveraging the local economy and culture for strategic alignment
- Operationalizing innovation
- Marketing, recruitment, and retention initiatives

Tags — Institutional Strategies and Globalization: accreditation; administration; alignment; best practices; big data; change management; cloud computing; competency-based learning; compliance; cross-institutional teams; enrollment management; evidence of practice; faculty credentials; FERPA; globalization; governance; implementation; infrastructure; initiatives; innovate; institution; institutional change; institutional culture; institutional effectiveness; institutional mission; instructional design; integration; international; leadership; leverage; lowering costs; management; marketing; marketing; next generation of learners; online certification; online provider; organization; outsourcing; planning; platforms; privacy; program; program assessment; quality assurance; quality matters; quality score card; readiness; recruitment; reinvent; resistance to change; retention; scale; stakeholders; strategic change; strategic planning; strategy; student retention; student success; technologies; university policy; workload

Learner Services and Support

Learners need services and support for online and blended learning — services and support that also advance, accelerate, and keep up with learners' needs. What innovative ways are learners receiving services and support? At what rate (acceleration) should they be given services and support? Are learners satisfied with services and support they receive? This strand focuses on how support is key to successful implementation of online and blended learning modalities. Topics focus on issues and approaches to providing services, supports, accessibility, and readiness preparation for those students who study at a distance.

Tags — Learner Services and Support: academic advising/coaching; academic support; acceleration; accessibility; admissions and enrollment; career readiness; community; completion; counseling; disability services; ethics; help desk; international student services; IT; learner; learning analytics; learning communities; learning management systems; library; mentoring; new student orientation; online students; online tutoring; peer mentoring; persistence; personalization; retention; retention; social media; student activities; student affairs; student engagement; student orientation; student readiness; student services; student success; support; universal design; virtual assistant

Learning Effectiveness

Advances in technology accelerate the need for effective theories, models, and methods that lead to evidence-based successful learning outcomes. This strand encompasses research and practice that improves learning effectiveness in online and blended, formal and informal, learning spaces. Proposals of interest in this strand include but are not limited to the following:

- Instructional design theories and models that support learning and learners in the 21st Century.
- Quantitative, qualitative, and mixed methods research studies that show evidence of learning effectiveness through improved student motivation, persistence, performance, and learning satisfaction.
- Rigorous design cases that offer rich representation of knowledge-in-practice.
- Evidence of learning effectiveness in various online and blended learning contexts including K-12, higher education, corporate, government, maker spaces, museums, etc.
- Application of technology innovations (e.g., simulations, virtual labs, augmented reality, virtual reality, mixed reality) designed to improve learning effectiveness.
- Interdisciplinary, country-specific, region-specific, or comparative studies on the effectiveness of blended and online learning initiatives.

Tags — Learning E ectiveness: active learning; adaptive learning; assessment; asynchronous; augmented reality; blended; civic engagement; collaboration; collaborative learning; community; community; community of inquiry; community of practice; competency-based education; content; content analysis; course development; cross-cultural; culture; digital badging; diversity; efficacy; evaluation; experiential learning; game-based learning; games; gamification; group work; improvement; instructional design; interaction; interactive media; interdisciplinary; knowledge construction; knowledge transfer; laboratory; learner analysis; learner interaction; learner preferences; learner-centered; learners; learning; learning analytics; learning effectiveness; learning management systems; learning outcomes; learning outcomes; learning personalization; micro-credentials; mobile; motivation; online; online

discussions; online environment; peer evaluation; persistence; qualitative; quantitative; research-based projects; retention; scaffolding; self-assessment; service learning; social network analysis; social presence; special education; STEM; student engagement; student participation; student satisfaction; student success; student-developed; synchronous; teaching; theory; validation; virtual reality; virtual teams; visual design

Professional Development and Support

Innovative programs for professional development and support services are critical to continuous improvement in all levels of operations committed to academic quality and service. This strand focuses on topics concerning fully online or hybrid professional development courses, programs, and practices. Possible areas might investigate or emphasize the following:

- Innovative programs and/or services for one or more stakeholders: faculty, administrators, instructional staff, instructional designers, technologists, and/or specific populations (e.g., military, other).
- Innovative pedagogical models for professional development and training
- Continuous improvement of professional development or learning communities
- Investigation of rigor and effectiveness of faculty/professional development programs, courses, practices or trends
- International models and themes relating to professional development

Tags — Professional Development and Support: accessibility; approaches; blended; certification; collaboration; competencies; copyright; effectiveness; engagement; faculty; faculty development; faculty roles; faculty well-being; governance; instructor experience; instructors; leadership presence; mentor; models; OER; online; online community; online course development; pedagogy; professional development; project management; quality instruction; rubrics; satisfaction; service learning; staff development; STEM; support; teaching; teaching presence; team teaching; training; transformation; universal design (UDL); workload

Research

This strand provides the opportunity for researchers to present completed or well-developed studies that relate to online and/or blended learning. Proposals must contain sufficient information regarding the research problem, research question, methodology and potential results for the review committee to ascertain relevance to the conference program and to future practice or research with the corresponding track. We invite authors of original research studies to submit papers to OLC's flagship journal, the Online Learning Journal. Please review OLJ submission guidelines.

Tags — Research: assessment; big data; business intelligence; cross-cultural; cross-institutional; decision making; diversity; educational data mining; engagement; valuation; formative and summative; global; innovations; learning analytics; methodology; models; multi-institutional; online and blended learning; paradigms; planning; reporting; student success

OLC Accelerate 2017 CFP Session Types & Details

The session types and other information will be helpful to you as you shape your presentation submission. Please be sure to review all the details before you submit your proposal. **Submissions for presentation will be accepted March 15 – May 22.**

Please review the details below before submitting your presentation proposal.

Click on the (+) to expand each section to view full information on each topic.

Session Types

Carefully review the session type descriptions below before submitting a proposal.

1. Education Session** (45 minutes)

1-2 presenters (for standalone presentations)

These 45-minute sessions will feature a 35-40 minute presentation and 5-10 minutes for questions, answers, and discussion with the audience. These sessions typically involve one or two individuals presenting their research or projects, completed or works-in-progress, in a single/standalone presentation format. Presentations include: sharing valuable insights on research, projects, or practical applications for online teaching and learning with attendees.

**This session category includes Best-in-Strand selections for award and Best-in-Strand presentations sessions.
**Best-in-Strand Sessions will have opportunity to submit to OLC Journal for publication

2. Panel Discussion (45 minutes)

1-2 organizers; 3-4 expert panelists

Panel discussions are 45-minute interactive sessions, providing a diverse, conversational, and open forum between the panelists and the audience around a chosen topic or trend that (1) relates to a selected strand and (2) is of broad, but inspiring interest to the OLC community. Panels engage the audience in a dialogue through interactive and creative ways (e.g., Q&A, voting, discussion, other).

Panels have a diverse composition and are typically comprised of one to two organizers and three to four expert panelists (with diverse backgrounds, experience, affiliation, location, other) who will discuss, debate, and inspire perspectives and ideas on a specific emerging topic or issue. Panels are **not** a lecture presentation like an education session in which one or two individuals present their research, practical applications, or projects together as in a single presentation. Panel proposals should follow the standard Conference Submission Checklist format, but also should include the names and affiliations of the organizer(s) and the names and affiliations of invited panelists. All presenters – organizers and panelists – will need registered user accounts and will need to be listed as presenters on the submission. (Organizers must establish the panel at the proposal/submission level; panelists cannot be proposed TBA.)

Proposals should explain how the session will include audience involvement (e.g., Q&A, voting, discussion, debate, other).

3. **Express Workshop (BYOD)** (45 minutes)

1-2 presenters

These 45-minute mini-workshops will feature a topic introduction and practical hands-on learning activities for participants to increase their understanding and skill in a particular area of interest through this micro-learning approach.

Proposals must include measurable outcomes and activities for the 45-minute Express Workshop learning experience. Note that all sessions are designated at BYOD (Bring Your Own Device), and presenters are responsible for providing all Express Workshop materials.

4. Discovery Session (45 minutes)

Discovery Sessions will include a brief (10-15 minutes maximum, repeated to attendees over a 45 minute time period) electronic presentation to elicit ideas from your peers. These digital presentations can include works in progress, research ideas, collaboration opportunities, best practices and practical applications, or pilot projects.

This session type provides an excellent opportunity to present your ideas to your peers in a forum in which you can interact informally.

Please note that each presenter must bring his/her own laptop. A small table for your laptop and power to the table will be provided. Wireless Internet will also be available to allow for further exploration of related Discovery Session content.

5. Pre-conference Workshop (3 hours)

These half-day, 3-hour workshops will provide participants with tangible "take-away" information, models, and/or processes and will offer a more in-depth look into tools and approaches than the 45-minute Education Sessions.

Pre-conference Workshops should be designed with specific, identifiable learning outcomes with in-session opportunities to support collaborative and/or interactive group learning activities. Presenters must provide an opportunity for questions, answers, and/or whole group discussion within the course of the workshop and must describe how this element will be used to best engage participants in related learning activities.

Competition for pre-conference workshop slots is very selective. Please understand that you may be considered for an information session instead of a workshop at the workshop chair's discretion.

Selection Criteria

The following rubric will be used to evaluate all proposals in the refereed proposal review process.

- Do the title and abstract clearly describe the session?
- Is the proposed topic timely and/or appropriate?
- What are the session outcomes?
- Will this session positively contribute to the conference and to the field?
- Are the format and session type selected for the presentation the most appropriate to the topic and format of the presentation?
- Is the session designed to be interactive and engage the audience?
- Are you sharing research data or assessment information during the session?
- Did you address the specific criteria outlined for each session type?

Specific Criteria:

Presenters should include active engagement methodology during presentations to encourage audience/participants to ask questions. The CFP ratings are based on the following major categories:

- Relevance to the conference
- Clarity
- Audience Appeal
- Interactivity (Active Engagement)

During the review process, reviewers are also asked to indicate whether or not your proposal meets Effective Practice criteria and would be a good candidate for EP submission. We encourage, but do not require, Effective Practice submissions from conference presenters. EP submissions from conference presenters will be eligible for Effective Practice Awards selection; awards will be presented onsite at the conference. With regard to effective practices, reviewers will consider proposals in light of this question:

- Does this proposal include all 5 of the following elements: innovation, replicability, impact, evidence and scope?

Acceptance

If your proposal is accepted, you will be asked to:

- Register for the conference and pay the published fees.
- Edit all materials used in your session.
- Transmit your PowerPoint Slides, Handout (PDF files), data charts, or other presentation materials to the conference repository by the deadline of November 1, 2017.
- Submissions to the Research strand may be eligible to submit their full research manuscript for consideration for the OLC Online Learning   Journal.

Timeline

- Proposals due by 11:59pm ET May 22, 2017
- Notification of acceptance by August 4, 2017
- Deadline for presenters to accept is August 21 2017
- Deadline for presenters to register is September 20, 2017
- Final date for presenters to edit abstracts is September 20, 2017
- Final presentation upload date is November 1, 2017

AV & Media

Note: The following standard audiovisual equipment will be provided in each room: data projector equipped with a universal VGA cable to accommodate both PC and Macintosh platforms, an Internet connection, and a screen. (Note: Presenters should plan to provide their own computer equipment or other specialized equipment). Microphones will be supplied as needed in larger rooms.

Presentation Repository

If your presentation is accepted, you are strongly encouraged to post it as link or a pdf or PowerPoint file to the presentation repository by November 1, 2017. The contributions will remain online as part of the conference materials after the conference. You will be notified of the presentation repository site at a later date by the conference management team. Session abstracts and information about the presenters also will be included on the site.

IMPORTANT: Presenters will be provided instructions on how to upload their presentation materials to the conference management system at a later date (after acceptance of proposals).

Vendor Presentation Policy

Companies and vendors provide value to OLC Conferences through program presentations, exhibits and sponsorships. Vendors may submit presentations in any of the program tracks or presentation formats:

1. Academic Presentations:

- Vendors are encouraged to submit with institutional partners, but any individual or group may submit papers to the traditional academic presentation track for presentation. Presentations must be non-commercial, and focus specifically on the track topics. Presentation content will be reviewed by the conference committee as part of the regular review process.   Presentations must contribute new knowledge to the field through the presentation of original research or applications. Presentations of an academic nature should be submitted through the call for papers system.
- Vendors will be limited to one proposal where they lead the presentation.

2. Solutions Showcase Presentations:

- Solutions Showcase presentations are established as part of the conference program schedule to allow sponsors/exhibitors to make presentations on their products and services during the conference.
- Solutions Showcase presentations may include submissions to the CFP system that are moved from academic tracks in the CFP system to the Solutions Showcase schedule at the recommendation of the Program co-chairs.
- Solutions Showcase proposals from sponsors and exhibitors may be submitted through our Solutions Showcase form as part of the sponsorship/exhibit process. Showcase proposals will be reviewed by the Director, Conferences, and conference chairs for approval of content.

- National and Gold sponsors are guaranteed a Solutions Showcase presentation slot. Remaining Solutions Showcase slots are assigned to sponsors by level, then to exhibitors in the order exhibit contracts were received, and finally to non-sponsor/exhibitor companies on a space-available basis.
- These sessions are distinctly marked as Solutions Showcase presentations in conference materials including the program book, website and room signage.
- Conference program materials include language that these presentations should be expected to include some sales promotional language in them. These sessions are clearly marked as sessions that have not been peer-reviewed.

OLC Accelerate 2017 CFP Submission Checklist

Please be sure to review these items prior to beginning your submission. **Submissions for presentation will be accepted March 15 – May 22.**

Please compile all of the following information listed below before submitting your proposal:

- Register a user account with the OLC conference management system.
  When registering, please include as much information as possible in your user conference management system (CMS) profile, including your biography, a profile picture, and most current contact information. All additional co-presenters need to also be registered in the CMS with user accounts. Please keep in mind that once you have registered or submitted a paper, all conference-related information can be found here at the OLC Accelerate 2017 website.

  After you login and proceed to the conference management system, you will be able to submit a proposal by clicking on "OLC Accelerate 2017" in the top menu navigation within the CMS.

- Note that each individual is limited to no more than three (3) submissions, including the roles of presenter, co-presenter, panelist, or workshop facilitator.
- Title of presentation (limit of 120 characters)
- Session Type:
  - Education Session
  - Panel Discussion
  - Express Workshop
  - Discovery Session
  - Pre-conference Workshop
- Select program strand and applicable tags to which the topic relates. Please select only 1 strand per proposal, and **select as many tags as apply** within that strand. Tags represent emerging or accelerating themes and topics in the strands and will be used to crowdsource knowledge and content from conference participation. Select from the list, the tag(s) that best represent your content and the strand you select. Please add unique and innovative tags that are not in the prescribed tag list and that best describe the content of your presentation by using the Keywords field. Be sure your tags are relevant to the strand you select.
- Presentation Teaser / Abstract (limit of 50 words) words for inclusion in the conference website and mobile app listings
- Presentation Description and Goals (up to 1500 words for inclusion in the conference website). Please provide a longer description of the presentation.

- For research presentations please including a brief, concise description of context, questions, methods, results, conclusions, and a discussion/interpretation.
- Workshops should be designed with specific, identifiable learning outcomes with in-class opportunities to support collaborative and/or interactive group activities.
- Who might benefit from the presentation? Indicate target audience for attendees
  - Indicate Institution Type: K-12, Higher Ed, Industry, Government, Other
  - Indicate Audience Level: All, Expert, Intermediate, Novice
- Note: The following standard audiovisual equipment will be provided in each room: data projector equipped with a universal VGA cable to accommodate both PC and Macintosh platforms, an Internet connection, and a screen. Note: Presenters should plan to provide their own computer equipment or other specialized equipment.

Helpful Tips:

- Become part of the OLC Community – register for your (free) user account on www.onlinelearningconsortium.org.
- When developing your title choose keywords that accurately describe your presentation content.
- The Presentation teaser/ abstract should contain a maximum of 50 words. This abstract is published on the website and in the mobile app. When developing your presentation description and goals (up to 1,500 words), please make sure you identify how you plan to engage the audience. This can be accomplished through a number of techniques including small group moments, interactive question and answers, audience contribution, interactive handouts, games, partner exercises etc.
- ***Please be sure to add conference@onlinelearning-c.org to your "safe-senders" list so you receive your notification as well as other important communications from the OLC Conference Team.***

When developing your presentation abstract, description and goals, keep in mind they should:

- Be concisely written, accurate, self-contained, and coherent
- Use a clear and direct writing style with active voice rather than passive
- Give a clear statement of what participants will learn from this presentation
- List what materials—slides, handouts, web links—will be provided during the presentation, posted on the conference web site, or submitted to the conference proceedings
- Give participants a good idea of the content and format of your presentation
- Persuade the proposal reviewers and conference attendees that you are going to present something unique, valuable and engaging

Please make sure you check your work for grammar, spelling, and punctuation. Keep the abstract short and to the point. Since a broad audience will view your abstract you should spell out all acronyms. Also keep in mind that all information submitted through the online system will be used verbatim to generate the web agenda and any conference publications. Please make sure that your information is accurate and carefully edited. This includes information about you and your co-presenters.

OLC Accelerate 2017 Presenter FAQs

Please check below for the answers to frequently asked presenter questions. Submissions for presentation will be accepted March 15 – May 22.

The following guidelines are meant to help you with your preparations to present at the conference. Should you have additional questions after reading these guidelines, please contact the OLC Conference Management Team at conference@onlinelearning-c.org.

Promote Your Session

Let's work together to create some buzz about your participation in this conference! Please promote your own presentation as well as the conference in general to your colleagues and social networks. The Twitter handle is **@OLCToday**; the hashtag for this conference is **#OLCAccelerate**. Feel free to create hashtag for your own presentation as well. Presenters may indicate a customer hashtag in the presentation claiming process. We also suggest you post hashtags at the start of your session and encourage attendees to use them.

Presenter FAQ

As a presenter, do I need to register for the conference?

Yes, all presenters are required to register in advance of the conference. Presenters must register and pay the registration fee no later than September 20, 2017 in order to avoid potential session cancelation. The registration fee table can be found on the registration page. Any presenter unable to register by September 20 should contact Christine Hinkley, Director of Conferences, at christine.hinkley@onlinelearning-c.org with a description of the issue and the time frame you expect it to be resolved within.

Will OLC cover any other conference-related expenses for presenters?

No, OLC does not cover any other conference-related expenses for presenters. As a non-profit, OLC is unable to provide assistance for travel or lodging expenses to presenters. Presenters are responsible for their own travel and lodging expenses, including all taxes and fees on said travel and lodging expenses.

When is the last possible date I can submit changes to my presentation information?

The final date presenters can submit edits to their abstracts or submit co-presenter information is September 20, 2017. Any changes submitted after that date will not be included in the printed Schedule at a Glance and may or may not be updated on the website and mobile app. Any changes to presenters, session descriptions, etc. must be submitted no later than September 20 to christine.hinkley@onlinelearning-c.org.

When will I be notified if my submission has been accepted?

Submission notifications are scheduled to be emailed on **August 4**. Notifications are sent to all authors on each submission. All submissions are sent notification emails, regardless of acceptance status. Please be sure to "whitelist" emails from the @onlinelearning-c.org domain. If you do not receive a notification email, please contact us at conference@onlinelearning-c.org.

Does OLC require a final paper submission?

No, OLC does not require a final paper submission. Your presentation is your final product. We require presenters to upload a final presentation by November 1, 2017 to the presenter's session page so that it is available to conference attendees. Your presentation can be a link (ie. Prezi, SlideShare, VoiceThread, etc.) or a file upload (.pdf is recommended). This material, along with the full abstract and information about the authors, becomes part of the conference materials that remain on the website. You may also elect to submit a final paper (recommended for Research sessions), should you have one, for consideration for publication in OLC's Online Learning Journal. These are the stated guidelines for the journal: papers should be full papers, which include scientific rigor and data. The results presented should clearly advance our field by providing new information. Papers that are purely anecdotal or have no research underlayment will not be considered for publication. Papers are typically 10 to 20 pages printed and conform to the guidelines for publication found at https://onlinelearningconsortium.org/publications/olj_main. All full paper submissions may be eligible for publication in the conference proceedings and/or special issue of the Online Learning Journal. These manuscripts must be original (= not published or accepted in a journal or conference proceedings and currently not under consideration for publication elsewhere). Papers are blind reviewed.

Does OLC allow virtual presentations?

OLC's policy on virtual presentations is that the lead presenter must register for and attend the conference on-site. A co-presenter may be brought in virtually and must pay the virtual registration fee. OLC does not provide IT support or cover the cost of any additional technology required for virtual presenters. Discovery sessions are not conducive to virtual presenters due to difficulties with hearing sound volume (there are no speakers for audio output provided).

Does OLC provide laptops for presenters to use?

No, OLC does not provide laptops for presenters. Each room is equipped with an LCD projector, a wired Internet connection to the podium, laptop audio output capability, a podium and a screen. Computers are not provided. Each presenter must bring his own laptop. LCD projectors are installed with a universal VGA cable to accommodate both PC and Macintosh systems. Make certain that your computer is properly configured and all the necessary plug-ins have been pre-loaded prior to your presentation. If you are using a non-PC device to present, be sure to bring the appropriate adapters. If you are presenting using an Apple Macintosh computer, PLEASE remember to bring your video adapter – specifically, the adapter that converts your computer's video output to VGA. A VGA connector looks like the standard 15-pin monitor connector. In addition, because of the idiosyncrasies of internet traffic, you should consider loading Web pages onto a flash drive rather than trying to call them up live. If you have technical questions or other A/V needs not mentioned above, please contact conference@onlinelearning-c.org.

Does OLC have a special room rate at the hotel for conference presenters and attendees?

Yes, OLC has contracted for a special room rate at the Walt Disney World Swan and Dolphin Resort, where the conference will be held. Attendees of the conference must book their hotel room through the conference website no later than October 13, 2017 in order to receive discounted rates starting at $209++* per night plus taxes and fees. The special conference rate also applies for three days prior to and three days after the conclusion of the conference. You will be able to make your hotel reservations using the reservations link on the travel page.

How do I find out when I am scheduled to present?

The conference website will have a complete listing of sessions where you may find the date and time assigned for your presentation. After the schedule is published in August, you may search for your presentation date/time/room assignment. You may search a number of ways – by strand, by presentation type, date, etc. – to find your presentation. You can also use the Presenter tab to search by your last name. There are advanced search filters in the "Search" tab that allow you to search by keyword, date, session type, strand, audience, or special session type. Click on the link for your presentation and you will see the full description for your session. Please refer to the conference website if you are uncertain about your presentation type or length. It will be listed as part of your presentation description. Be sure to check back frequently as presentation rooms, dates, and times do change. We recommend that you plan to stay through the end of the conference (Friday at 1pm ET) and make your travel arrangements accordingly.

Will my presentation be live streamed?

Certain sessions have been designated for live streaming from the conference for virtual attendee viewing. Please review the live streaming schedule to determine if your session has been designated for streaming. If so, at least one presenter from each streamed session must complete the presenter release form. Please note that the photo uploaded to your user profile will be used for the streamed session catalog. Beyond the release form, minimal additional preparation is required for live streamed presenters.

- We do ask that you use the microphone provided for your presentation as well as to repeat any questions you may be asked.
- Please do acknowledge your virtual audience and make sure that any activities you may plan for your session include an option for virtual attendees.
- You will have a session chair at your presentation to introduce your session as well as monitor questions during the broadcast from virtual attendees and present those to you on their behalf during Q & A. Your session chair will make contact with you prior to the start of the conference.
- All streamed sessions will be available on-demand post-conference to all onsite and virtual attendees for 1 year.
- If you have any questions regarding the streaming sessions, contact the conference management team at conference@onlinelearning-c.org. Please take a moment and look over these guidelines and documents if your presentation is scheduled to be streamed:
- Presenter Considerations – A useful guide to prepare the presenters.
- Mediasite Player – Technical requirements for the viewing audience.
- Mediasite Test Presentation – Mediasite presentations will play with any major internet browser. Use the following links to ensure a successful playback experience.
- www.sonicfoundry.com/silverlighttest

My presentation is going to be live streamed. How do I prepare?

Goals for Live Stream Sessions:

- Actively involve virtual attendees in the session so they feel as if they are participating in the conference.
- Create an open dialog between virtual attendees the session presenters and session participants.

Tips for Designing Your Live Streamed Session:

- Create and upload an online worksheet or handout so audience can take notes
- Be sure to upload your presentation and any additional materials so virtual attendees can access them quickly and easily
- Add the OLC-provided session evaluation reminder slide to the beginning of your slide deck
- Design with interaction in mind (Use interactive features (i.e. polling, Q&A, Twitter) at the beginning, middle and end interaction)
- Plan content in small segments that allow for discussion breaks or interactivity

Working with Your Session Chair:

- Arrive early to meet your Session Chair
- Agree on a signal indicating questions from the virtual audience
- Provide all necessary information to Session Chair (i.e. polling information) before session start
- Indicate if you want signals regarding time

Delivering an Interactive, Live Streamed Session

- Engage both audiences with your intro; ask questions, tell an interesting story
- Plan breaks for questions or comments; seek input from virtual audience; plan for a potential time delay in responses from virtual audience (could be up to 45 seconds based on upload and download speeds)
- Pay attention to signals from the Session Chair
- Repeat questions from in-room participants who do not use a microphone
- Be conscientious of wearing a microphone. Your mic will pick up any side commentary with co-presenters that the online audience can hear
- Save time at the end of the presentation for audience Q & A
- Provide contact information for post-session questions
- Thank both audiences for their participation
- Remind both onsite and virtual audience to please complete the session evaluation form (found on the session page via mobile app & conference website)

Will my presentation be evaluated?

Yes. Each session has a link on the website and in the mobile app that allows attendees to complete session evaluation forms online. All session evaluations will be collected, tabulated by the conference management team, and the results sent to you in the weeks following the conference. Keynote and plenary presentations will have their evaluations gathered in the online post-conference survey.

Who would I ask if I needed technical help during my presentation?

Each session will have either a session chair or a door monitor. All live streamed sessions will have session chairs, who will notify the AV manager if the presenter is having technical issues, introduce the presentation to the onsite and virtual audiences, monitor the live stream, and collect virtual attendee questions to pose to the presenter(s) during Q & A. Non-streamed sessions will have door monitors, who will report technical issues to the AV manager.

May I bring hand-outs for my presentation?

Due to the number of presentations, we are unable to make photocopies of any presentation materials, either onsite or prior to the conference. We encourage you to post your presentation and any support materials to the conference proceedings repository. If you feel you must provide handouts during your presentation, we recommend bringing at least 35-50 copies. If there are extra handouts, you may bring them to the Registration Desk and they will be displayed for others to pick-up.

Do you provide flip charts in the presentation rooms?

No, OLC does not provide flipcharts for presenters to use in the presentation rooms except to workshop presenters on request. We recommend that you start a Google doc and project it as your "flip chart" and then share the doc with any participants who want access after your presentation.

What size slides should I prepare?

Breakout rooms will have screens that are set up for 4:3 presentations, but either 4:3 or 16:9 can be accommodated.

May I promote my session on Twitter?

Yes! Let's work together to create some buzz about your participation in this conference! Please promote your own presentation as well as the conference in general to your colleagues and social networks. The Twitter handle is @OLCToday; the hashtag for this conference is #OLCAccelerate. Feel free to create hashtag for your own presentation as well. Presenters may indicate a custom hashtag in the presentation claiming process. We also suggest you post hashtags at the start of your session and encourage attendees to use them.

What should I do when I arrive for the conference?

Check in and pick-up your name badge at the conference registration desk. Check the website to verify your session time/room. Last minute changes are always possible.

I am presenting a Discovery Session at the conference. How do I prepare for it?

- These Discovery Sessions should include a brief (10-15 minutes maximum, repeated to attendees over a 45 minute time period) electronic presentation to elicit ideas from your peers. The Discovery Sessions allow for interactive 1:1 discussions between presenters and attendees. In general, we recommend a short series of PowerPoint slides (no more than 5) that hit your key points and are visually appealing to draw attendees to your table. The Discovery Session is 45 minutes long, so you will be starting and stopping the slide show repeatedly as attendees come and go from your table. People will likely join during the middle of your presentation; consider beforehand how you will welcome them into the conversation.
- For your presentation, you will be assigned a concurrent session, a presentation table in the Discovery Session area (Northern Hemisphere Foyer), and a position number to indicate your table location. You will find signs on the tables in that area indicating in which space you should set-up your equipment. Sessions are arranged alphabetically by title. Please, do not leave your laptop unattended at anytime in the Discovery Session. We recommend instead that you leave the concurrent session just prior to your Discovery Session a little early to give yourself plenty of time to set-up your laptop for your Discovery Session conversation.
- All sessions are designated at BYOD (Bring Your Own Device). Each presenter must bring his own laptop/device. You will present on your laptop to attendees as they circulate around the area to the various Discovery Session stations. The conference will provide a small table for your laptop, wireless internet, and power to the table.
- There is no right or wrong way to present your Discovery Session. There are no specific requirements, other than they are conducted electronically on a laptop or other electronic device (such as an iPad) large enough for an attendee to easily read the screen while standing next to you. No projector devices, please.
- It is especially important for Discovery Session presenters to upload your Discovery Session presentation and any support materials (including handouts) to the conference repository prior to the conference. There are several Emerging Ideas sessions occurring during this session, and attendees will want to view in the conference repository any Discovery Session they miss. Questions on uploading to the repository can be emailed to OLC Conference Support at conference@onlinelearning-c.org. Handouts should be uploaded to the repository. However, if you feel you must have some hard-copy handouts on hand, please print them and bring them with you. We are unable to print those for you onsite.
- Finally, please note that there is no laptop audio output provided in the electronic Discovery Session. It is simply too loud to be able to use audio output of any type during your presentation.

How can I share my conference materials and be social (media) with my presentation?

It is becoming increasingly common for conference participants to document and disseminate the information shared in conference sessions through social media. We are requesting that you help them (and us) capture, credit, and amplify your message more effectively and accurately. Here are some best practices and ideas for your consideration.

- Include your Twitter handle and conference hashtag on each slide. If you do not have a Twitter handle, consider including one of a research partner or affiliated program or institution. Doing so benefits you in several ways. First, it provides session attendees with an easy way to give you credit for your ideas. Second, it allows you to monitor what attendees are tweeting about your session. If they quote you incorrectly, you have the opportunity to correct them or engage them in dialogue. Finally, by having the information on each slide, it automatically provides a source and context when participants take pictures of your slides – even if they fail to caption the pictures on social media.

- Be explicit (in advance) about things you don't want shared beyond the room. If there are just a few ideas within your talk that are sensitive in nature, just make that clear to your audience; live tweeters are even more likely to honor your wishes than the non-tweeting conference goer, because if they share something inappropriate you are more likely to find out!

- Consider publishing your slides to a digital slide sharing service. Many presenters across disciplines are beginning to publish their slides – either in advance or immediately after – to platforms such as www.slideshare.net. This allows attendees to revisit the presentation and reaches individuals who were unable to attend your session, thereby amplifying your message far beyond your session. If you choose to publish your slides, you can include the link in your session page instead of your final presentation file (due November 1).

- Use a microphone and repeat any audience questions into it. Some of these sessions are being live streamed; virtual attendees cannot hear you or questions if they are not spoken into a microphone.

How do I link or upload my presentation materials?

As lead presenter of a session at the conference, we urge you to upload or link to your presentation file and any additional supplemental files for your presentation. These materials will be available to onsite and virtual conference attendees on the OLC Accelerate 2017 website, linked on your session page. Providing your final presentation is essential to providing a quality conference experience for all attendees.

- Log into the OLC conference management system
- Click on "Account" and then "My Sessions".
- Click on the "Upload Files" link for your session.
- Add your presentation url or upload your presentation file using the file browser. (If you are using PowerPoint, we recommend saving your ppt file as a PDF and uploading the smaller file-size PDF.)
- Scroll down and click "Save".

We ask for files to be uploaded by November 1, 2017. If you make changes to your presentation in the weeks leading up to the conference, you may upload a revised version of your presentation at any time by following the same steps outlined above.

Please check this page as updates and additional information is added as the conference approaches.