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OLC Innovate 2019 CFP Guidelines

The Online Learning Consortium and MERLOT invite you to submit a proposal for OLC Innovate 2019: Education Reimagined. [Submit Now](#).

The Online Learning Consortium and MERLOT Invite You to Submit

For OLC Innovate 2019: Education Reimagined, to be held April 3-5, 2019 at the Gaylord Rockies Resort and Convention Center in Denver, Colorado. This year's theme is "[Moving Mountains in Digital, Blended, and Online Learning](#)."

The OLC/MERLOT 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 your submission to your selected 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. Some session types have specific requirements to be met in the abstracts. Please review the details on these CFP pages before submitting your presentation proposal and align your proposal both with your selected track and with your selected session type.

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!

Notifications are sent to all presenters listed 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 by December 1, 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 or logging in, please review and complete your OLC user profile. Be sure to include your name, title, affiliation, biography, a profile picture, and most current contact information. All additional co-presenters also need to have OLC 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 Innovate 2019 website.

After you login and proceed to the conference management system, you will be able to submit a proposal by clicking on "[OLC Innovate 2019](#)" 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)**
- **Session specific requirements alignment**

Note: Submissions undergo a three-stage review process: 1) peer review (double-blind); 2) track chair review; 3) program committee review.

Step 3. Review the [Track Descriptions](#).

Step 4. Review the [Submission Checklist](#).

Step 5. Review the [Presenter FAQs](#).

Step 6. When you are ready to submit, login, from any of the CFP pages, select the orange "Submit Now" button, which will direct you to the conference management system. Once you are in the CMS, select "OLC Innovate 2019 > Submit Session" to begin.

The submission deadline is September 12, 2018 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 September 12, 2018
- Notification of acceptance by November 28, 2018
- Deadline for presenters to accept is December 12, 2018
- Deadline for presenters to register is February 6, 2019
- Final date for presenters to edit abstracts is February 6, 2019
- Final presentation upload date is March 20, 2019

OLC Innovate 2019 CFP Track Descriptions

Review the conference tracks and program categories prior to submitting your proposal. [Submit Now](#).

Full Track Descriptions

As you work through the proposal submission process, you will be asked to select your proposed session track. Only one track may be selected. You may also enter any additional keywords to showcase additional themes and trends that are applicable to your proposal.

Please review the following tracks and program categories listed below prior to submitting your proposal. Click on the (+) to expand each track to open a full description and guiding information for that track.

Both research and evidence-based proposals are encouraged for submission. Please align submission to the session type as shown on the [session detail page](#).

If you do not receive your notification by the end of the day on December 1, please [contact us](#).

1. **Effective Tools, Toys and Technologies: *Highlighting the emerging and innovative gadgets and gizmos that support pedagogical innovation in the digital and online learning spaces of higher education***

Proposals for this track focus on emerging and innovative tools that can create new possibilities and pathways for online teaching and digital learning. This track is especially for conference participants to share fresh perspectives on the use of tech tools to support both learning outcomes and student engagement, to explain the results of related media studies, and to describe inventive instructional approaches for all learners. Some potential topics could include:

- The role of emerging technological tools in supporting pedagogical innovation
- Technologies that support individualized instruction at scale
- Technology to assess student engagement and success
- Tools that redefine the spaces and places where learning occurs (virtual reality, augmented reality, holograms)
- The impact of assistive technology on teaching and learning
- mLearning, mobile apps and ubiquitous access to technology
- Tools with a significant freemium model that would lower economic barriers to adoption

2. Experiential and Life-Long Learning: *Designing educational and career pathways with technologies, services, and online opportunities for a lifetime of learning and successful employment; active learning, project-based; community-based; game-based*

Proposals for this track should focus on innovations in pedagogy, curriculum, technology, learning assessments and certifications, and collaborations with industries and professional organizations that increase the number of learners becoming successfully employed. Proposals from community colleges, career and technical training institutions, and organizations supporting workforce development through the use of online and digital education are encouraged. Some ideas to get you started:

- Learning by doing, reflecting and via direct experience on a task or project
- Collaborations between educational institutions, industries, non-profits, and workforce development organizations
- Pedagogical innovations in workforce training and resiliency
- Aligning industry standards, program curriculum and professional societies' services in workforce development
- Gamification, badging, and adaptive learning
- Alternative and accelerated pathways to degrees and credentials
- Affordable learning solutions and OER supporting workforce development
- Online learning in hands-on industries
- Competency-based education: Strategies that are working for students, institutions, and employers

- Micro-degrees, nano-degrees, and micro-credentialing in workforce training
- Alternative paths to degrees
- Student support, mentoring, coaching and engagement initiatives
- Program evaluation of workforce development innovations: what's really working?
- Leveraging prior learning assessments to accelerate certificate and degree attainment
- Blending workforce and academic education for student success
- Designing, delivering, and marketing workforce training and bootcamps
- Leveraging accessibility, Universal Design, and inclusivity to support a variety of learners and learning experiences
- Addressing challenges for active duty military: portability, asynchronicity, adult learners, student leadership
- Supporting mental health of learners through formal and/or informal educational experiences

3. Leadership and Advocacy: *Making change actionable within the spaces and groups that foster innovation in online and digital learning*

Proposals for this track should focus on structural innovations required for a paradigm shift in online and digital education. What are some initiatives, strategies, or implementation plans your institution is using to move the needle? Some ideas to get you started:

- Innovative leadership initiatives, programs, or structures that promote institutional ecology
- Group dynamics and crossing or collapsing disciplinary boundaries
- Supporting individuals and teams in making positive institutional changes
- Recognizing innovative practices and leadership efforts
- Scaling innovations across departments, institutions and systems
- Social impact / transformation: ways institutions are driving societal change, supporting diverse communities, and solving community issues
- Rethinking definitions of academic and educational success
- Engagement of stakeholders to promote sustainable solutions

- Recognizing power-dynamics and honoring socio-economic critiques of the educational system
- Advocating and driving change around accessibility, Universal Design, and inclusivity
- The use of data analytics to foster innovation
- Rethinking the organizational structure

4. Open Learning: *Open learning spaces (physical or digital; MOOCs), open scholarship, open access, and OERs*

Proposals for this track should focus on the creation and integration of open (created, shared, and accessible) educational resources. In addition to open textbooks, we welcome submissions on open online courses, open resources for facilitating classroom experiences, and open pedagogy to give students a voice in the negotiation of their learning. Examples that qualify for this track include, but are not limited to:

- Utilizing and managing open resources to minimize financial burden for students
- Open sharing of teaching materials
- Negotiation of course goals and structure with students
- Creating and integrating Open Educational Resources into courses
- Connective open online courses
- Redesigning assessment to better fit the goals of students
- Student led presentations on their learning
- Accessibility, Universal Design, and inclusivity in materials and learning environments

5. Problems, Processes, and Practices: *Spotlighting the cyclical nature of defining and defeating obstacles to innovation in digital and online learning*

Proposals for this track focus on identifying challenges inhibiting innovation in online and digital learning environments, detailing processes that solve those challenges, and highlighting practices that make those solutions sustainable. Proposals should address the process of planning innovations, implementing them, and/or assessing their effectiveness. Some ideas to get you started:

- Process and cycle of innovation
- Human-centered approaches to design
- Strategies for defining challenges, prototyping, and iterating
- Learning through failure
- The agony and ecstasy of change
- Design Thinking as pedagogy
- Agile instructional design teams
- Addressing the dark side of innovation – digital divide, cybersecurity, oversight, authentication, intellectual property, barriers to equity
- Forging and maintaining cross-functional partnerships
- Faculty and institutional narrative impact on innovation culture
- Incorporating accessibility, Universal Design, and inclusivity into the institution
- The students' role in innovation
- The effects of innovation on students' learning experiences and learning outcomes

6. **Research: Designs, Methods, and Findings: *Innovation, including the improvement of existing methods and identifying new practices inside and outside of the classroom, starts with research***

Innovation and research are a necessary partnership in today's world of online and digital learning. Through evidence-based research, we can be more agile in our decision-making at the course, program, and institutional level. Moreover, educators across an institution need access to skills and tools in order to ensure intention in practice. This includes the ability to overcome the many challenges in researching innovation within and across our institutions. Some potential topics could include:

- Research designs and models in digital and online learning
- Conceptualization and operationalization of variables in digital and online learning
- Data collection instrumentation and techniques in digital and online learning
- Measurement, validity and reliability considerations of current research in digital and online learning
- Innovative data sources and analysis in a time of "big data"
- Methods of data analyses

- Translating findings into new practices
- Dissemination and diffusion
- Community of research practices
- Research literacy and training
- Analytics, algorithms, and dashboards
- Designing accessible research projects and presentations
- Incorporating research findings into your teaching
- Role of instructional designers in research

7. Research: Designs, Methods, and Findings: Innovation, including the improvement of existing methods and identifying new practices inside and outside of the classroom, starts with research

Proposals for this track should focus on models or methods for online teaching and digital learning in online, blended, or technology-enhanced courses and programs. We welcome sessions that address any aspect of pedagogical/learning design, instruction, and assessment. Examples that qualify for this track include, but are not limited to:

- Innovative online and/or technology enhanced course or program models
- Curriculum/program reforms (Academic Transformation)
- New student assessment models
- Innovative approaches to Blended/Hybrid Learning
- New approaches to teaching and/or co-teaching and team-teaching with technology
- Accessibility, Universal Design, and inclusivity in technology-enhanced learning
- Strategies for addressing performance gaps to promote success across all populations
- Student engagement methods, practices, and approaches
- Pedagogical practices that support, encourage, and enhance student success and persistence
- Inventive, groundbreaking, or exploratory course design methods

OLC Innovate 2019 CFP Session Types & Details

The session types and other information will be helpful as you shape your presentation submission. Submissions will be accepted until 11:59pm ET September 12, 2018. [Submit Now](#).

Please review the details below before submitting your presentation proposal.

1. Session Types

This year we continue to adjust and refine our session types, and ask that you carefully review the descriptions below before submitting a proposal.

1. Conversation, Not Presentation (45 minutes)

These 45-minute facilitated conversations should propose an issue, challenge, or idea pertinent to the track description to discuss with participants. Presenters bring about a few key points to lead the discussion around this topic; however, facilitation and shared exploration by the group is the focus of this interactive session. The audience may even help solve the dilemma or explore the topic you present. Your proposal should include the conversation topic and engaging questions for discussion.

Note: These presentations will be “slide-free” or single-slide proposals.

An archivist will capture the group discussions in a Google Doc for further use by attendees.

Be sure to make a plan for assistive technology or accommodations for folks that rely on slide decks (handouts, etc.). The Diversity & Inclusion committee is available to provide support if needed. Email conference@onlinelearning-c.org if you would like to request assistance from the Diversity & Inclusion committee.

2. Educate and Reflect Session (30 minute presentation, 5 minute individual reflection, and 10 minutes group Q&A)

To inform and educate your audience, proposals will include a 30-minute presentation in which you share information related to one of the conference proposal tracks, followed by 5 minutes for quiet individual reflection, and then ending with a 10-minute Q&A and group discussion.

In your proposal, detail how you will structure the 10-minute Q&A/group discussion.

Note: strong preference for proposals that include unique strategies for engaging the audience.

3. Emerging Ideas (45 min., repeated in 10-15 avg increments)

Proposals should include a plan for a brief (10-15 minutes maximum, repeated to attendees over a 45 minute time period) electronic presentation designed to elicit ideas from your peers. Topics can include works in progress, research ideas, collaboration opportunities, or pilot projects. These sessions are a great opportunity to present your ideas to your peers in a community forum.

We will provide a small table for your laptop and power to the table. You will also have wireless Internet access, so that should an attendee want to delve further into your session topic with you, websites and other information can be easily accessed by you. Computer audio in presentations is not recommended in this format due to concurrent presentations in this location.

Emerging Ideas presenters are encouraged to develop a 5-10 point slide deck or related content to share with colleagues to share with groups visiting the Emerging Ideas tables through the session.

Emerging Ideas presenters are encouraged to develop take-aways (either digital or paper) for attendees which summarize, or provide additional details and resources relating to their projects.

4. Innovation Lab (45 minutes)

These labs are designed to highlight applied teaching, learning, management, and research for learning, all within an active learning space, design studio and collaborative

makerspace. Encompassing the spirit of an education session, a conversation and a hands-on demo, the Innovation Labs sessions should be comprised of the following segments:

- **Discussion:** a 5-minute facilitated, quick-start conversation to kick off the lab session
 - i.e. – The facilitator asks those present in the lab how they actively engage learners in the instructional process.
- **Demonstration:** a 20-minute presentation or interactive demo
 - i.e. – The facilitator shares a brief overview of a few active learning strategy examples and splits the participants into Jigsaw teams to provide guided examples of what each of these strategies looks like.
- **Innovation:** a 20-minute lab session for participants to process, discuss and apply the concepts and practices shared
 - i.e. – Teams present findings and reflect on practical application in their own instructional context.

These focused “show and tell” sessions will highlight a specific pedagogical strategy, technological tool, research method, design-thinking, industry innovation, or leadership approach designed for participants to learn more about, experiment with, and implement immediately for all skill levels. Presenters are encouraged to leave participants with a takeaway, which could be a tangible resource or even a call to action.

Proposals for an Innovation Lab session should address the following questions:

- How will participants work collaboratively to prototype a meaningful solution to a particular problem using design thinking?
- What is an applicable deliverable with which participants will leave the session?
- How will the session assist participants to identify emerging trends in educational technology and their potential uses?

5. Workshop (90 minutes)

Proposals for this session type should be interactive, 90-minute workshops designed to engage a group of participants in an activity related to one of the conference tracks. Non-traditional, cutting-edge interactive workshops that are forward thinking are desired. Example topics for Workshop may relate to innovations in design thinking, makerspaces,

conducting educational research in online and digital learning, designing hands-on, experiential online activities and labs, removing barriers to online learning, and other related topics of interest aligned with this year's tracks.

Workshops should be designed with 2-4 meaningful and measurable participant learning outcomes (LOs) with opportunities explicitly outlined by the presenters showcasing collaborative and/or interactive group activities that will be used during the session to achieve stated learning goals.

Proposals for workshops should clearly address the following questions for reviewers:

- What are the explicit participant learning outcomes for the workshop?
- What types of collaboration or interactivity will occur during the workshop with the instructor-participants and within the participant-to-participant group themselves? Please outline time allotments for any presentation vs. interactivity (i.e., 15 minute presentation; 65 minute interactive workshop; 10 minute Q & A).
- How will workshop participants be able to apply the effective practices shared in the workshop at their home institution?
- Who do you envision as the primary audience types who would get the most out of this session and why do you believe they will benefit?
- What activities, take-aways, and/or activities will your workshop participants engage in that make your workshop unique, innovative, and relevant to the OLC Innovate 2019 themes and track you have selected?
- What materials are required for the presenters, and what materials are required of those in attendance? This must be clearly outlined within the proposal submission.

Presenters must provide an opportunity for questions, answers, and/or whole or small group discussion within the course of the workshop and must describe how this element will be used to best engage participants. Elements of the workshop may be flipped to extend the amount of time participants can engage with the workshop content. Sessions that offer the opportunity to earn a credential, badge, or certificate are encouraged.

Workshops are offered free to all participants on a first-come, first-served basis. Please note that computers are not provided for this or any session at OLC Innovate; therefore, all sessions are designated as BYOD (Bring Your Own Device). Each presenter must bring

his/her own laptop/device and must specify in advance what device and/or software requirements (i.e., mobile device or laptop required for participation, required apps for full participation) are expected of participants attending the workshop. The program committee reserves the right to change a workshop's proposed presentation type if another is deemed more appropriate for engagement and participation given its content.

Competition for workshop slots is highly competitive at Innovate 2019. Please understand that you may be considered for an alternative format session instead of a workshop at the workshop chair's discretion.

6. Career Forum Roundtable (45 minutes)

Proposals for a 45 minute roundtable discussion should address the following questions:

- What specific EdTech career issue, challenge or opportunity will the proposed Career Forum address? (The proposal should lead with a clear statement of an issue, challenge or opportunity of significance.)
- Who is the target audience for this Career Forum? [Example target audiences might include faculty (full-time and adjunct) at varying stages of their careers, university administrators, instructional design professionals, consultants, and entrepreneurs.]
- What major discussion points will be covered? Do these points reflect contemporary EdTech trends and issues? Do they connect with current workforce innovation trends or opportunities? [A brief discussion protocol would be useful to include.]
- What specific career-related takeaways (e.g., lessons learned, resources) will the Career Forum attendees glean from their participation?

7. [Graduate Student Emerging Ideas Session](#)

Proposals for Graduate Student Emerging Ideas Sessions can include works in progress, research ideas, collaboration opportunities, or pilot projects. Emerging Ideas Sessions provide an excellent opportunity to present your ideas to your peers in a community forum.

We seek submissions by students currently enrolled in or recently graduated (within one year) from a Graduate (Master or Doctoral) program whose research is relevant to online, blended, and web-enhanced teaching and learning. To be considered for the review process, students must indicate an academic sponsor from their program (research/thesis advisor preferred), including full contact information for both the student and the sponsor/advisor. (It is often the case that the student and advisor submit as co-authors.) In addition, the proposal submission must follow the criteria of the OLC Innovate 2018 conference sessions. Student authors are urged to coordinate with their advisor that the content for the proposal reflects the accuracy of the research study, as well as to ensure the proposal follows the submission guidelines.

Be sure to review the [detailed Graduate Student Emerging Ideas Session page](#) before submitting your proposal.

2. 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:

- Relevance to the conference
- Clarity
- Audience Appeal

- Interactivity
- **Session specific requirements alignment**

Note: Submissions undergo a three-stage review process: 1) peer review (double-blind); 2) track chair review; 3) program committee review.

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 management system by the deadline of March 20, 2019.
- Submissions to the Research track may be eligible to submit their full research manuscript for consideration for the **OLC Online Learning Journal**.

3. Timeline

- Proposals due by 11:59pm ET September 12, 2018
- Notification of acceptance by November 28, 2018
- Deadline for presenters to accept is December 12, 2018
- Deadline for presenters to register is February 6, 2016

- Final date for presenters to edit abstracts is February 6, 2019
- Final presentation upload date is March 20, 2019

4. AV & Media

Note: The following standard audiovisual equipment will be provided in each room: data projector equipped with a universal VGA cable or HDMI cable (TBD) to accommodate both PC and Macintosh platforms, an Internet connection, and a screen.

Breakout rooms will have screens that are set up for 16:9 presentations, but either 4:3 or 16:9 can be accommodated (subject to change upon further discussions with the onsite AV team). (Note: Presenters should plan to provide their own computer equipment or other specialized equipment). Microphones will be supplied as needed in larger rooms.

5. Presentation Repository

If your presentation is accepted, you are strongly encouraged to post it as link or a pdf or PowerPoint file to the conference management system by March 20, 2019. The contributions will remain online as part of the conference materials after the conference. Materials will be available on your session detail page for conference attendees. 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).

6. 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. Industry Showcase Presentations:

- A limited number of Industry 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.
- Industry Showcase presentations may include submissions to the CFP system that are moved from academic tracks in the CFP system to the Industry Showcase schedule at the recommendation of the Program co-chairs.
- Industry Showcase proposals from sponsors and exhibitors may be submitted through our Industry 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. Sessions submitted using a non-exhibiting vendor presenter will be declined.
- National and Gold sponsors are guaranteed an Industry Showcase presentation slot. Remaining Industry Showcase slots are assigned to Silver and Exhibitor levels on a space available basis in order of abstract submission received.
- These sessions are distinctly marked as Industry Showcase presentations in conference materials including the program book, website and room signage. This includes language that these presentations may include some sales promotional language in them.

OLC Innovate 2019 CFP Submission Checklist

Please review the following submission checklist before submitting your proposal. Submissions will be accepted until 11:59pm ET September 12, 2018. [Submit Now](#).

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

- **Login or Create an OLC user account.** In order to participate in the OLC Innovate 2019 Call for Presentations, you will need to register or log into an active OLC user account. When registering or logging in, please review and complete your OLC user profile. Be sure to include your name, title, affiliation, biography, a profile picture, and most current contact information. Before saving your submission, you will be asked to review – and update if necessary – your name, title, affiliation and bio before you can save your submission.
- **All co-presenters need to also have registered, active OLC user accounts.** After you create a user account, proceed to the “Submit Now” link on the CFP pages. You will be able to submit a proposal by clicking on “OLC Innovate 2019” in the top menu navigation within the conference management system, then select “Submit Session”.
- Be sure to scroll to the bottom of the submission form and click “Save”. You can edit your submission at any time up until the CFP close date, at which time all submissions are considered final.
- Note that each individual is limited to no more than three (3) submissions, including the roles of presenter, panelist, co-presenter, and workshop facilitator.
- Title of presentation (limit of 120 characters)
- **Session Types:**
 - Conversations, Not Presentations
 - Educate and Reflect Session
 - Emerging Ideas Session
 - Graduate Student Emerging Ideas Session (must be a graduate student, if accepted, we will require proof of your graduate student status)

- Innovation Lab
- Workshop
- Career Forum Roundtable
- Program track and any unique keywords. Please select only 1 track per proposal, and add as many unique keywords as apply within that track. Please add unique and innovative keywords that best describe the content of your presentation by using the “Keywords” field.
- 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. Be sure to align your proposal with your **session type specific requirements**. Here are some additional helpful hints to crafting your proposal for session types:
 - Conversations, Not Presentations
 - Your proposal should include the conversation topic and engaging questions for discussion.
 - Educate and Reflect Session
 - In your proposal, detail how you will structure the 10-minute Q&A/group discussion.
 - Note: strong preference for proposals that include unique strategies for engaging the audience.
 - Emerging Ideas Sessions
 - Topics can include works in progress, research ideas, collaboration opportunities, or pilot projects. These sessions are a great opportunity to present your ideas to your peers in a community forum.
 - Innovation Lab
 - Proposals should address the following questions:
 - How will participants work collaboratively to prototype a meaningful solution to a particular problem using design thinking?
 - What is an applicable deliverable with which participants will leave the session?

- How will the session assist participants to identify emerging trends in educational technology and their potential uses?
- Workshop
 - Workshops should be designed with 2-4 meaningful and measurable participant learning outcomes (LOs) with opportunities explicitly outlined by the presenters showcasing collaborative and/or interactive group activities that will be used during the session to achieve stated learning goals.
 - Proposals should answer the following questions for reviewers:
 - What are the explicit participant learning outcomes for the workshop? Are they observable and measurable?
 - What types of collaboration or interactivity will occur during the workshop? What type of active learning? What will the participants do during the workshop?
 - What will participants take home as a tangible deliverable or takeaway?
 - How will the workshop prepare attendees to implement or share the effective practices at their home institution?
 - Who do you envision as the primary audience types who would get the most out of this session and why? Secondary audience types?
 - What materials are required for the presenters, and what materials are required of those in attendance? This must be clearly outlined within the proposal submission.
 - 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. Elements of the workshop may be flipped to extend the amount of time participants can engage with the workshop content. Sessions that offer the opportunity to earn a credential, badge, or certificate are encouraged.
- Career Forum Roundtable
 - Proposals should address the following questions:

- What specific EdTech career issue, challenge or opportunity will the proposed Career Forum address? (The proposal should lead with a clear statement of an issue, challenge or opportunity of significance.)
 - Who is the target audience for this Career Forum? [Example target audiences might include faculty (full-time and adjunct) at varying stages of their careers, university administrators, instructional design professionals, consultants, and entrepreneurs.]
 - What major discussion points will be covered? Do these points reflect contemporary EdTech trends and issues? Do they connect with current workforce innovation trends or opportunities? [A brief discussion protocol would be useful to include.]
 - What specific career-related takeaways (e.g., lessons learned, resources) will the Career Forum attendees glean from their participation?
- Special Session Designations: The following special session designations may be applicable:
 - **Blended Focus (includes Hybrid)** – Examining how the processes of teaching and learning looks in blended and hybrid learning environments. Sessions in this area may span any track, though topics and outcomes must explicitly address learners in hybrid and/or flipped environments.
 - If you think your proposal has a blended/hybrid focus, please keep in mind the following questions as you craft your abstracts:
 - Is the primary focus of this proposal blended or hybrid learning, or do the participant outcomes explicitly relate to individuals learning in a Blended/Hybrid space?
 - If the primary focus is blended learning, how will those interested in blended or hybrid learning benefit from the content?
 - If the primary focus is not blended learning, how might those interested in blended learning benefit from the content?

- **Community College (CC) /TAACCCT Focus** – A focus on what is happening in Community Colleges and Career Training environments
- **HBCU Focus** – A look into how HBCUs are leveraging resources and innovative ideas to become leaders within online learning
- **Research Focus** – Examining current research trends and their impact on teaching and learning. Sessions designated as research typically describe and discuss quantitative and qualitative research outcomes, methodologies, and related matters.
- **Leadership Focus** – Providing leadership strategies and solutions to foster scalable and sustainable programs that have an online component within their educational organization
- **Diversity and Inclusion Focus** – A focus on the promotion of diversity and inclusion in online learning and higher education. Sessions should focus on initiatives, tools, and their related outcomes to enhance diversity and inclusion within the educational arena.
- Who might benefit from the presentation? Indicate target audience for attendees.
 - Indicate Target Audience: Administrators, Design Thinkers, Faculty, Instructional Support, Students, Training Professionals, Technologists, Researchers, All Attendees, Other

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

Helpful Tips:

- Become part of the OLC Community – [register](https://www.onlinelearningconsortium.org) for your (free) user account on www.onlinelearningconsortium.org.
- When developing your title choose keywords that accurately describe your presentation content. (One of the most common comments from attendees is about titles and descriptions not matching 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.
- If you do not receive a notification by December 1, 2018, please email us at conference@onlinelearning-c.org to have your notification resent. All submissions, regardless of status, will receive a notification.

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 and how you will engage your audience
- List what materials—slides, handouts, web links—will be provided during the presentation and posted on the conference web site
- 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 OLC 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.

Call for Graduate Student Conference Proposals

The Online Learning Consortium, Online Learning Journal, and MERLOT invite you to submit a proposal for OLC Innovate 2019: Education Reimagined. Submissions will be accepted until 11:59pm ET September 12, 2018. [Submit Now](#).



The Online Learning Journal (OLJ) in partnership with the Online Learning Consortium invites submissions for the graduate student sessions at OLC Innovate 2019. The conference will convene April 3-5, 2019 at the Gaylord Rockies Resort and Convention Center in Denver, CO. We will be selecting proposals for emerging ideas session presentations, or electronic poster sessions.

We seek proposals that reflect and showcase our vibrant community of practice — promoting theory, research and methodology in online, blended, and web-enhanced teaching and learning. Note that each individual is limited to no more than one proposal submission.

Benefits of Attendance and Presentation at OLC

- Share research ideas/results
- Network with OLC experts & attendees
- Sharpen Communication Skills

- Receive Detailed Feedback from Experts in the Field

More about the Graduate Student Emerging Ideas Presentation Format

Proposals can include works in progress, research ideas, collaboration opportunities, or pilot projects. Emerging Ideas Sessions provide an excellent opportunity to present your ideas to your peers in a community forum.

Those presenting as a graduate student through this CFP process will receive a discounted registration rate, as well as a ticket to the awards luncheon.

Please note that each presenter must bring his/her own laptop.

Submission Process

We seek submissions by students currently enrolled in or recently graduated (within one year) from a Graduate (Master or Doctoral) program whose research is relevant to online, blended, and web-enhanced teaching and learning. To be considered for the review process, students must indicate an academic sponsor from their program (research/thesis advisor preferred), including full contact information for both the student and the sponsor/advisor. (It is often the case that the student and advisor submit as co-authors.) In addition, the proposal submission must follow the criteria of the [OLC Innovate 2019 conference sessions](#). Student authors are urged to coordinate with their advisor that the content for the proposal reflects the accuracy of the research study, as well as to ensure the proposal follows the submission guidelines.

Proposal Review Process

The following questions will guide evaluators in the refereed proposal review process.

- Do the title and abstract clearly describe the presentation?
- Is the proposed topic timely and/or appropriate?
- Will this session positively contribute to the conference and to the field?
- Are you sharing research data or assessment information during the session?

Timeline

- Proposals due by 11:59pm ET September 12, 2018
- Notification of acceptance by November 28, 2018
- Deadline for presenters to accept is December 12, 2018
- Deadline for presenters to register is February 6, 2019



OLC Innovate 2019 - Call for Presentations

- Final date for presenters to edit abstracts is February 6, 2019
- Final presentation upload date is March 20, 2019

For Assistance or Further Information Contact:

Dr. Jill Buban, Sr. Director of Research & Innovation, Jill.Buban@onlinelearning-c.org

OLC Innovate 2019 Presenter FAQs

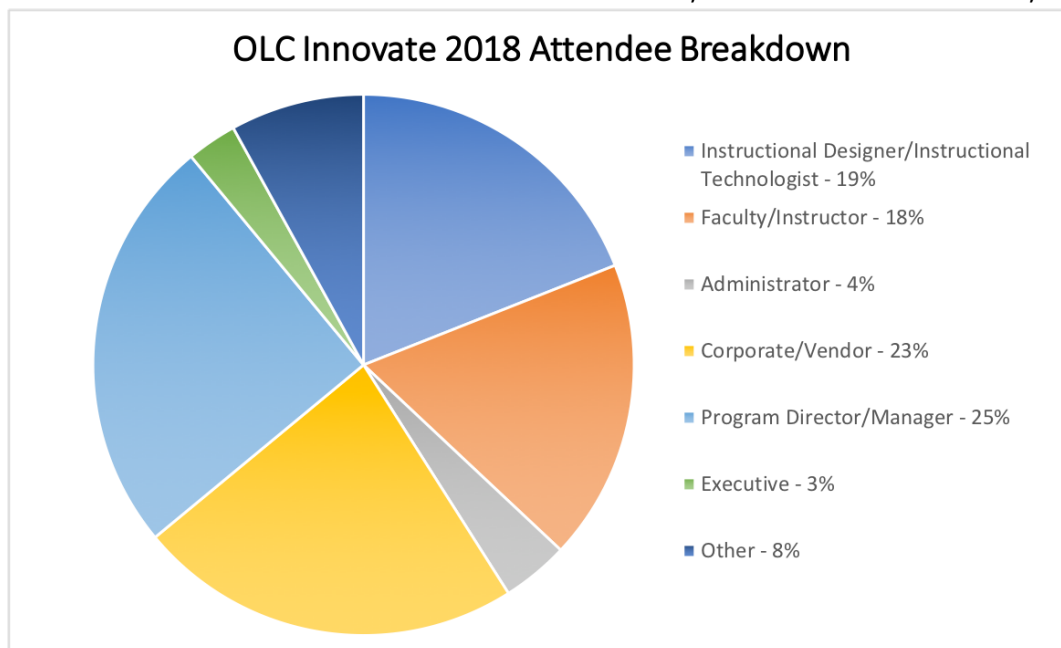
Review these answers to frequently asked presenter questions as you prepare your presentation. Submissions will be accepted until 11:59pm ET September 12, 2018. [Submit Now](#).

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.

Presenter FAQ

What is the primary audience for this conference?

The 2018 conference in its third year had an onsite attendance of 1,203 and a virtual attendance of 500 from over 550+ institutions, 49 states & territories, and 18 countries.



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 February 6, 2019 in order to avoid potential session cancelation. The registration fee table can be found on the [registration page](#). Any presenter unable to register by February 6 should contact Christine Hinkley, Senior 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 February 6, 2019. 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 February 6 to christine.hinkley@onlinelearning-c.org.

Will my proposal be peer-reviewed?

Yes, all proposals go through a rigorous 3-phase review process. The first phase consists of a double-blind peer-review. The second phase is review and recommendation by the track chairs. The third phase is final review by the conference and program chairs and the OLC conference team.

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

Submission notifications will be emailed on **November 28**. Notifications are sent to all authors on each submission. **Only the lead presenter should claim the session.** 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 March 20, 2019 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 track 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/read/olc-online-learning-journal/>. 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. Emerging Ideas 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 or HDMI 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 if you plan to connect using VGA – 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.

What kind of connection is at the podium for presenters?

We will provide both HDMI and VGA connections at the podium for presentations. If your laptop does not have an HDMI output, we recommend you bring an adapter for your laptop depending on what ports your laptop has.

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 Gaylord Rockies Resort and Convention Center, where the conference will be held. Attendees of the conference must book their hotel room through the conference website [travel page](#) no later than Monday, March 11, 2019 in order to receive discounted rates starting at \$229+* 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 November, you may search for your presentation date/time/room assignment. You may search a number of ways – by track, 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, track, 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 MT) 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 may 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
 - [Presenter Best Practices](#) – A helpful video from Mediasite
 - 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:

- [Presenter Considerations](#) – A useful guide to prepare the presenters.
- [Presenter Best Practices](#) – A helpful video from Mediasite
- 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 and end 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 16:9 presentations, but either 4:3 or 16:9 can be accommodated (subject to change upon further discussions with the onsite AV team). This FAQ item will be updated if this changes.

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. Download the presenter promo kit (coming) to help! The Twitter handle is @OLCToday; the hashtag for this conference is #OLCInnovate. 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.

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 March 20).
- 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. We ask that you upload your presentation files no later than March 20, 2019. These materials will be available to onsite and virtual conference attendees on the OLC Innovate 2019 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”.
- Next to your session, click on the “Edit” link.
- 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”.

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.

I am presenting an Emerging Ideas Session at the conference. How do I prepare for it?

- These Emerging Ideas 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 Emerging Ideas 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 Emerging Ideas 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 Emerging Ideas session room, 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 Emerging Ideas. We recommend instead that you leave the concurrent session just prior to your Emerging Ideas a little early to give yourself plenty of time to set-up your laptop for your Emerging Ideas 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 Emerging Ideas 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 Emerging Ideas. 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 Emerging Ideas session presenters to upload your Emerging Ideas 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 Emerging Ideas 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 Emerging Ideas Session. It is simply too loud to be able to use audio output of any type during your presentation.

Please check the [Presenter FAQ](#) page as updates and additional information is added as the conference approaches.