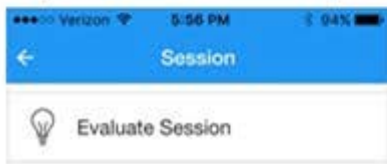


Session Evaluations Contest



(As part of our "green" initiatives, OLC is no longer using paper forms for session evaluations.)

- **Download and open OLC Conferences mobile app**
- **Navigate to specific session to evaluate**
- **Click "Evaluate Session" at the bottom of session details screen**
- **Complete session evaluation***

Each session evaluation completed (limited to one per session) = one contest entry

Five (5) \$25 gift cards will be awarded to five (5) individuals

Must submit evals using the OLC Conferences mobile app

**Contact information required for contest entry but will not be shared with the presenters.
Winners will be contacted post-conference.*



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**TANDON SCHOOL
OF ENGINEERING**

More than Just a Document:

Redesigning the Syllabus for Digital Environments

Ary Aranguiz, Instructional Designer

Laura Dicht, Instructional Designer

#nyuonline



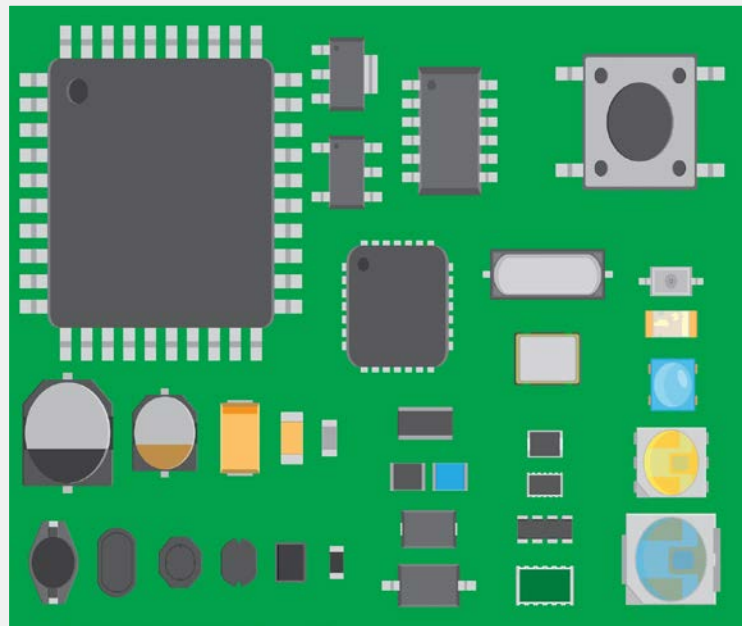


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Redesigning the Syllabus

What do you think are the essential components an online syllabus needs?





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Redesigning the Syllabus





By the end of this presentation, you will walk away:

- Understanding how and why the genre of the online syllabus differs from the on-campus course syllabus
- Understanding the specific components that should be included in a syllabus for an online course

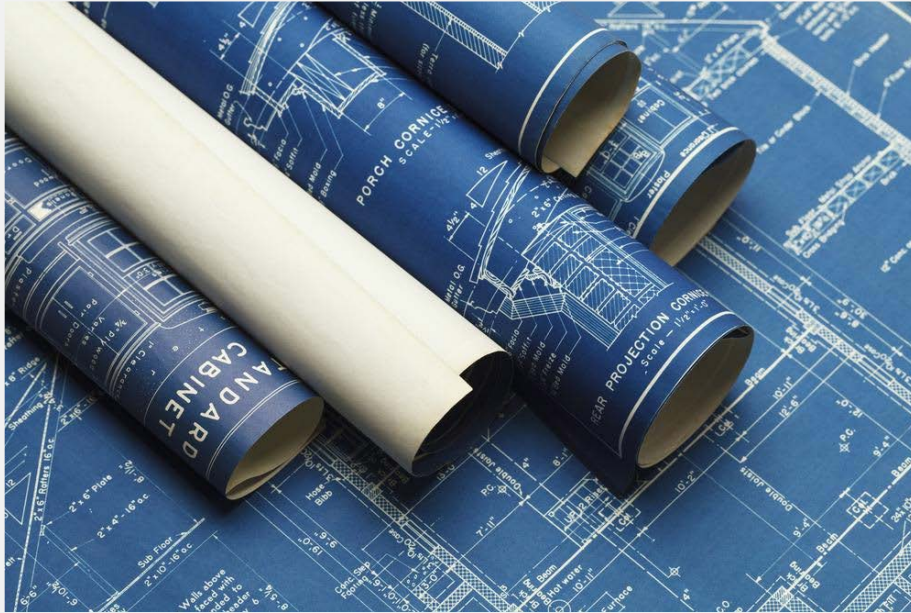




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Redesigning the Syllabus



You will also take with you:

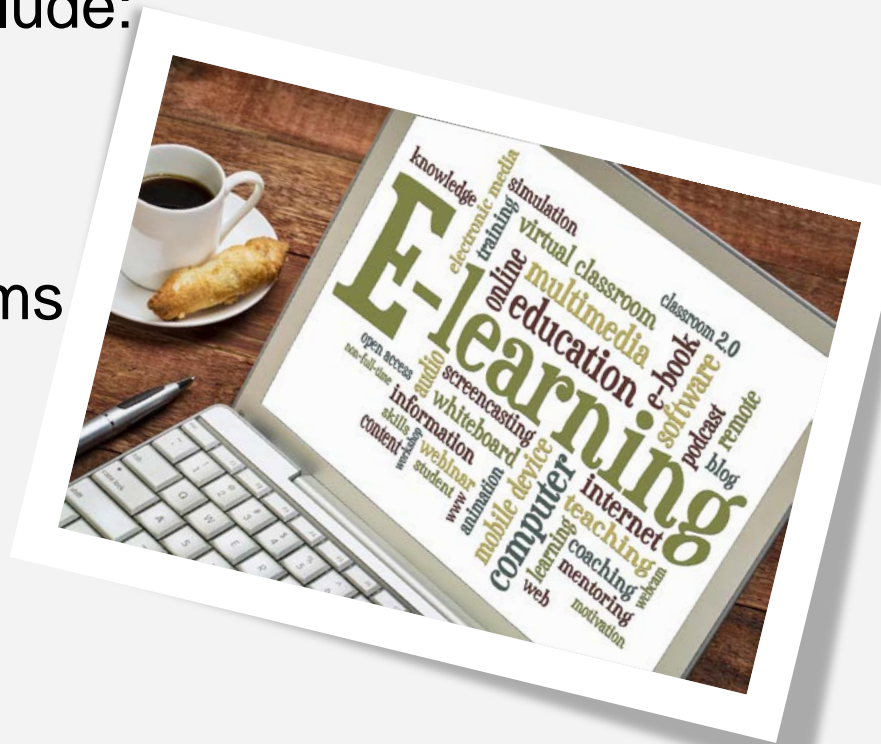
- Suggested guidelines for writing key components for an online syllabus
- A repository of resources about online syllabus design



As instructional designers, we design and develop online learning courses which include:

- Asynchronous lectures
- Synchronous webinars
- Asynchronous discussion forums
- Active Learning Modules

We assist faculty in converting on-campus courses to an online environment.

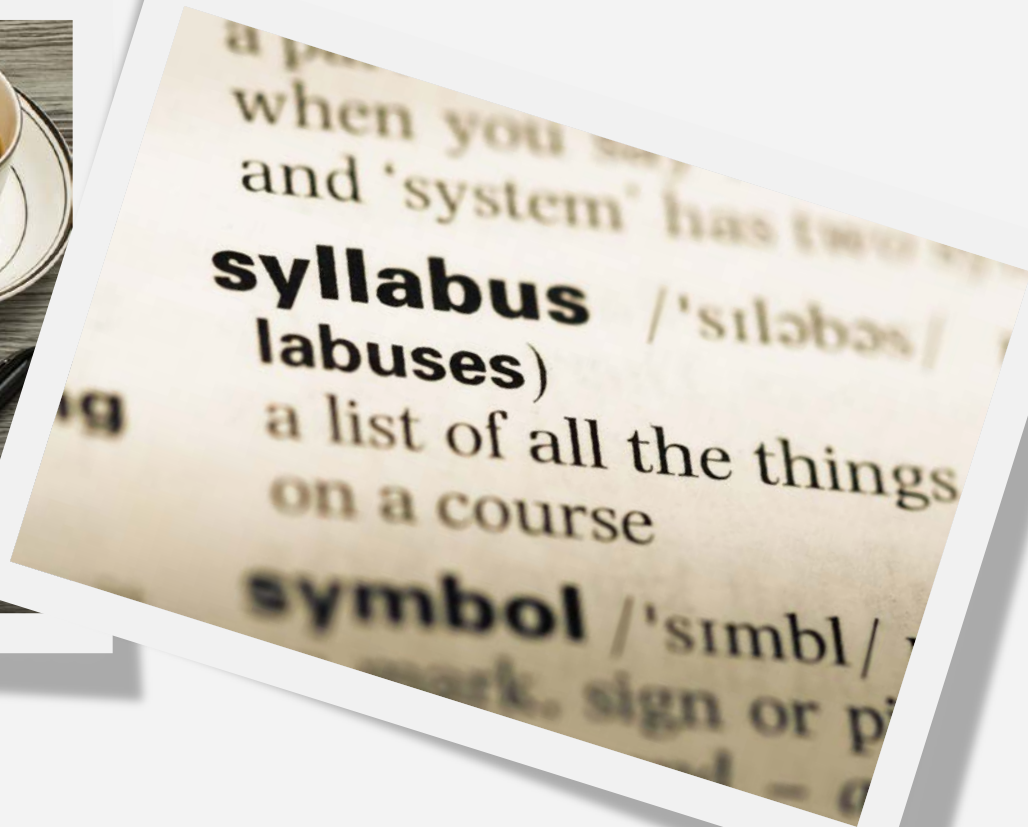




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Redesigning the Syllabus





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Redesigning the Syllabus



The syllabus should:

- Do more than list course topics, rules and penalties, institutional policies and instructor contact information.
- Be more than just a contract between instructor and student.
- Not be too long or have a litigious tone.



The syllabus should:

- Ignite students to think about why they are taking a course, the course's purpose within the broader scope of the educational program.
- Create a first impression about the instructor's passion for the subject and his/her 'withitness' to design a constructively aligned learning experience.
- Serve as a road map to guide students as they navigate throughout the course LMS and outside it.





- Syllabi are reflective, comprehensive and confirm the expertise and pedagogical skill of the instructor, and should include the following items:
 - course description
 - course objectives
 - prerequisites
 - credits allocated
 - assignments
 - method of assessing student achievement, including the assessment rubrics at the course and project levels
 - basis of grade determination;
 - bibliographic and other resources
 - other course policies related to integrity of credit
 - Author(s) of syllabus and resume(s), if not cited in the faculty table required in Task 4: Faculty.
- Syllabi demonstrate that at the course level the requirements for expected time on task meet the requirements of [CR 50.1\(o\)](#) , that all work for credit is college-level, of the appropriate rigor, and that credit will be granted only to students who have achieved stated learning objectives.

Source:
<http://www.highered.nysed.gov/ocue/aipr/guidance/gpr11.html>



Our university has an existing syllabus template which covers all the basics:

- Contact Info
- Course Pre-Requisites
- Course Description
- Course Objectives
- Course Structure
- Course Readings
- Course Requirements

New York University Tandon School of Engineering

[Name of Department]

Course Outline [Course #] [Name of Course]

[Semester] [Year]

Professor [Name]

[Day(s) of Week] [Time of Day]; [Building], [Room #]

To contact professor: [email address]

[Building], [Room #]

Phone: [xxx-xxx-xxxx]

Office hours: [Day(s) of Week] [Time of Day]., or by appointment

Course Pre-requisites

Course Description [The course -- what it is, the purpose, and how it fits into the program or supports other courses, needs, etc.]

Course Objectives [Four to six objectives - what you want students to accomplish in this course]

Course Structure

[For example, lectures, discussion, recitations, labs, course readings, case studies, fieldwork, etc.]

Readings

The required text for the course is: [Full citation for book(s)]

An optional and recommended text is: [Full citation for book(s)]

[Location of books and readings - for example NYU bookstore, Dibner reserves, Dibner electronic journals, etc.]

[Optional: List of journals, databases, resources that students in the major might find interesting/ useful]

Course requirements

[Description of expected course participation - for example, reading before class, class participation, attendance, assignments, exams, other requirements]

[Name of Assignment or Exam 1] [Date due] [Percentage of final grade]

[Brief description of assignment/exam, including number of pages, purpose, content, format required]



Existing syllabus template was missing crucial online components:

- Communication policy
- Netiquette
- Virtual contact information
- Expectations for interactions
- Learning Time Rubric

To contact professor:

[email address]

Phone: [xxx-xxx-xxxx]

Virtual Office hours: [Day(s) of Week] [Time of Day] or by appointment

Other means of virtual contact, e.g. Skype ID, Twitter handle, etc.

Course Pre-requisites

For example: Students must complete ___ and ___ before taking this course.

Course Description

[The online course -- what it is, the purpose, and how it fits into the program or supports other courses, needs, etc.]

Course Objectives

By the end of this course students should be able to:

•

Course Structure

This course is conducted entirely online, which means you do not have to be on campus to complete any portion of it. You will participate in the course using NYU Classes located at <https://newclasses.nyu.edu>.

Grade Breakdown (%)

- Weekly Assignments: %
- Engagement (forums and virtual sessions): %
- Low-stakes Assessments (within modules): %
- Midterm Exam/Project: %
- Final Exam/Project: %
- Group Project: %



Learning Time Rubric

Below is an example of a rubric you must create for your course syllabus. You may choose your own breakdown of what is required, such as live webinar sessions. Consider this a general rubric for your class, but you may choose to make one for each week of learning.

Learning Time Element	Asynchronous* / Synchronous**	Time on Task for Students (weekly estimate)	Notes
Lecture	Asynchronous	1.5 hours	Interactive module format. It may take some students longer to complete. Expect low-stakes quiz questions throughout module.
Weekly Discussion Board	Asynchronous	1 hour	Students are expected to post initial response to weekly topic questions. See Interaction Policy.
Weekly webinar session	Synchronous	1 hour	We will have a weekly webinar session to review materials and answer questions. Attendance is required.
Assessment (lab)	Asynchronous	30 minutes	Complete lab for each week.
Assessment (homework)	Synchronous	1 hour	We will review homework assignments during additional webinar sessions. Attendance is optional.

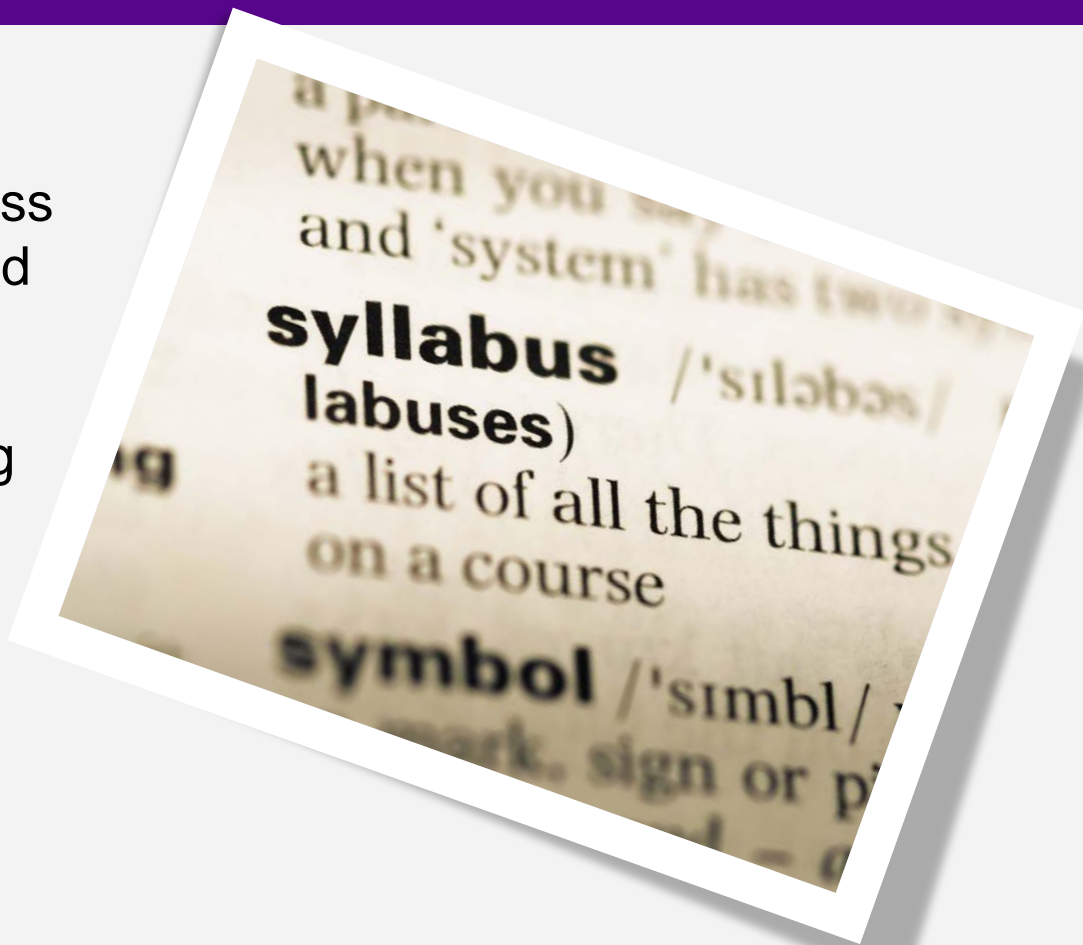
*Asynchronous learning is defined as any non-real time student learning, such as recorded lecture, podcast, interactive module, articles, websites, etc. This also includes any student-to-student or faculty-to-student communication that may happen with an asynchronous tool, such as discussion board, chatroom, e-mail, text, etc.

**Synchronous learning is defined as any real-time student-to-student and/or faculty-to-student learning, such as a live webinar session or other video/audio communication service.



Syllabus Checklist

- In order to simplify the process of creating syllabi, we created a checklist for faculty
- Faculty can use their existing syllabus but make sure all necessary information is included
- Leave flexibility for faculty or individual departments to make stylistic decisions





Online Syllabus Checklist

☐ **Syllabus Heading**

- ☐ University name
- ☐ Name of Department
- ☐ Course # and name of course
- ☐ Semester and year
- ☐ Professor's name

☐ **Contact information**

- ☐ Email
- ☐ Phone number
- ☐ Virtual office hours
- ☐ Other means of contact (Skype, Twitter, etc.)

☐ **Course Prerequisites**☐ **Course Description**☐ **Course Objectives** (4-6 measurable objectives)☐ **Course Structure**

- ☐ Grade Breakdown
 - ☐ Weekly assignment
 - ☐ Engagement (forums and virtual sessions)
 - ☐ Low stakes assessments within modules
 - ☐ Midterm exam/ project
 - ☐ Group project
- ☐ Details on lectures, discussion, recitations, labs, course readings, case studies, fieldwork, etc.

☐ **Course Communication**

- ☐ Announcements
- ☐ Email
- ☐ Discussion Forums
- ☐ Weekly Virtual Meetings
- ☐ Netiquette

☐ **Interaction Policy**☐ **Readings**

- ☐ Required text(s)
- ☐ Optional/recommended text(s)
- ☐ List of E-resources to access readings

☐ **Course Requirements**

- ☐ Description of expected online participation and weekly course activities
- ☐ Breakdown of graded course assignments
 - ☐ Name of each assignment or exam
 - ☐ Date due
 - ☐ Percentage of final grade
 - ☐ Brief description of assignment/exam
- ☐ Detailed weekly course schedule
 - ☐ Date of each module
 - ☐ Topic/ title of each module
 - ☐ Objective(s)
 - ☐ Reading(s)
 - ☐ Engagement – discussion forums and webinar sessions
 - ☐ Assessment(s)

☐ **Moses Center State of Disability**☐ **NYU School of Engineering Policies and Procedures on Academic Misconduct**



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Redesigning the Syllabus

From both a student and an instructor perspective, what problems may arise if the syllabus is not specifically designed for an online class?





No Need To Be Static

Syllabi can be:

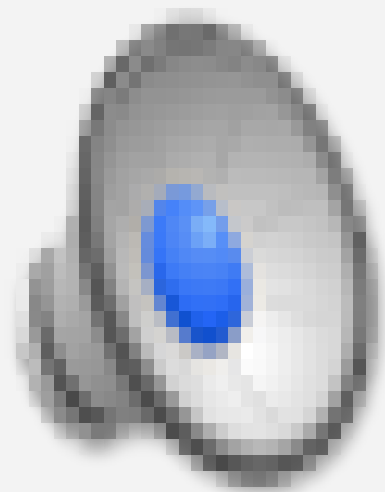
- Hyperlinked documents
- Webpages
- Interactive modules
(Module 0)



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Redesigning the Syllabus





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FUNDAMENTALS OF BIOLOGICAL ANTHROPOLOGY

Department of Anthropology, University of Notre Dame



COURSE: ANTH 30101
PROF: Dr. Susan Sheridan
OFFICE: 637 Flanner; 105 Reynolds
EMAIL: sheridan.5@nd.edu

TERM: FALL 2011
PHONE: 631-7670
OFFICE HRS: TU 1-3 PM (Flanner 637)
W 1-2 PM (Reynolds 105)

This course provides an overview of biological anthropology, using the evolution of *Homo sapiens sapiens* as a model for discussing the myriad of topics within the subdiscipline. We will survey how the field synthesizes the biological & cultural processes at work in shaping human adaptation, past & present.

As part of the University's Green Initiative, all readings for the class are available on Concourse, as are all PowerPoint lectures and handouts. Your grades will likewise appear on Concourse as materials are completed.

The topics below usually cover several class periods. Dates are not specifically assigned per topic, to permit you to guide the depth of discussion. However, exam dates are set and will encompass the material covered up to that point. These dates will not change.



COURSE OBJECTIVES

- using primate evolution to *Homo sapiens sapiens* as a model to explore the subfields of biological anthropology;
- exploration of our evolution by means of natural selection using a form/function/adaptation approach;
- learning how to build models to understand our evolution, and our place in the natural world;
- review of major hominin fossil finds;
- development of a critical approach to the analysis of anthropology in the professional and popular press



READINGS

All required readings appear together in Concourse, in a folder using the headings listed below. The articles provide a mix of material from the popular press (*Scientific American*, *Discover*, etc) and professional literature (*Science*, *American Journal of Physical Anthropology*, etc.). The "extras" folders are readings with further information for those interested in the topic (historic pieces, recent publications, articles you identify during the semester). You will not be responsible for these "extras" on your exams.

Redesigning the Syllabus

us history II

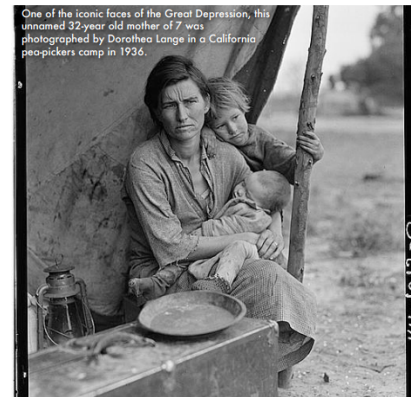
HI 112.02
HI 112.H2

SPRING 2011

MWF 9:30 AM

ROOM S-105

WORCESTER
STATE
UNIVERSITY



One of the iconic faces of the Great Depression, this unnamed 32-year old mother of 7 was photographed by Dorothea Lange in a California pea-pickers camp in 1936.

Course Description and Objectives

In this course, we explore US history since the end of the Civil War & Reconstruction

You will learn about broad themes in the history of modern America, including immigration, race and ethnicity, social and political reform, mobility and population growth, contested meanings of freedom, industrialization, cycles of prosperity and recession, popular culture, modernity, and rights movements. You will also develop ways of thinking historically through critical analysis of primary and secondary sources; setting events, documents and people in their historical

contexts; and crafting interpretations and historical narratives from the "raw material" of the past. In this course, you should expect to do much more than memorize facts or dates – you will be busy actively doing history, not passively learning about history.

Since it fulfills your "Constitutions" requirement, the course will also cover relevant aspects of the US and Massachusetts state constitutions. This is in accordance with MA General Laws, Chapter 73, Section 2A, which reads: "In all state colleges the constitutions of the United States and of the commonwealth shall be taught as

required subjects for the purpose of fitting the students, morally and intellectually, for the duties of citizenship and of school teaching."

What's in this syllabus

How to take this course	2
Course Requirements	2
Grading Scale & Syllabus	3
Details of the "Document Dual"	4
Policies and Resources	5

course details

Website: <http://tonahangen.com/wsc/us2>

LASC: USW, CON

Required texts: James West Davidson et al., *Experience History: Interpreting America's Past Volume 2*, From 1865 (McGraw Hill 2011), ISBN: 978-0077368326

David Emory Shi and Holly Mayer, *For the Record: A Documentary History of America: From Reconstruction through Contemporary Times* 4th edition (WW Norton), ISBN: 978-0393934045



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Redesigning the Syllabus

► **Reading:** Achievement of advanced literary and articulate oral & written verbal skills in writing.

► **Writing:** Develop writing process includes pre-writing, multiple drafts, revise, edit and polish.

► **Critical Thinking:** Ability to compare, contrast, analyze & synthesize; challenge underlying assumptions; take imaginative leaps and intellectual risks.

◦ T/R 3:30-4:45 ◦ Rounds 303 ◦ ENDI1450.07

<http://fall2011outsiders.wordpress.com/>

Skype/Twitter: mrs alander Hashtag: #psuoutsiders

Email: vanessa.alander@gmail.com

Gopher: gplus.to/vjalandar

Text/Cell: 603.452.0444

the outsider

Definitions belong to the definer not the defined.

--Toni Morrison--

Course Details:

Course Information:

This course has a blog component (<http://fall2011outsiders.wordpress.com/>). All handouts, product descriptions and more are found there; including how to submit your assignments. I am attempting to go as paperless as possible. It is in your best interest to check this frequently.

Late Paper Policy:

Simply written, late papers are not accepted. If a class is devoted to revision or peer writing, and you do not have your writing, you will be asked to leave. The missed day will count as an unexcused absence. Papers not handed in on-time will receive zero (0).

A Quick Note About Excuses:

Computer-related excuses are not accepted. Always back up your work in multiple places (or use Dropbox). No excuse will allow you from having to produce a final document in time for class.

Participation:

This course requires that every student is engaged in both class activities and discussions. I will work hard to foster an environment of healthy intellectual dialogue, and I expect you to make the same effort.



Directions: Self & Society

This class examines the ways in which humans are both social and individual. Literature has highlighted, debated and critiqued the relationship between the individual and society, the impact the individual has on society and that which society has on the development of individual identity, behavior and the formation of beliefs. Cultures differ in the relative value they give to the individual and to the group; literature allows us to look at that value in terms of our roles as individuals and as (non)conformers to social expectations. Through examples taken from writing and film, this course analyzes the self and society through a selection of topics that include gender, sexuality, race, class, wealth, behavior and socialization.

Attendance Policy:

Attendance is mandatory (like at your job). To succeed in class, you must attend—personally, verbally, written, and socially. If you miss a class, it is your responsibility to find and complete all in-class work & assignments (on-time). In-class work missed may not be made up. More than ~~two~~ unexcused absences will seriously affect your final grade for the course.

Decorum:

We may discuss issues that students may find uncomfortable. Sexist, racist or classist language will not be tolerated. Free exchange of ideas only occurs when all people feel as though they can express their ideas openly & safely.

Academic Support:

PSU is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should immediately contact the PASS Office (515-2270) to determine whether you are eligible for such accommodations. Academic accommodations will be considered for students as registered.

Academic Integrity:

The seriousness of plagiarism and other academic violations of academic integrity cannot be overstated. I pursue all offenses to the fullest extent possible. You need to read PSU's Academic Integrity policy in the Undergraduate Catalog. If you need help or have questions regarding citation or plagiarism, please talk to me.

Essential Questions:

- ◆ Who is an Outsider? Who decides? Who defines an Outsider?
- ◆ What does it mean to be an Outsider?
- ◆ Who gets to decide what is "normal"?
- ◆ What social, cultural, political, and historical forces define an Outsider?
- ◆ To what nature does society dictate the formation of an individual's identity?
- ◆ When and for what would you choose to be an Outsider?



Quizzes & In-Class Works

Throughout this semester, we will have brief in-class assignments which will be used to assess student participation. Assignments might include reading quizzes, writing, group work, a summary, a drawing, or a discussion role. These brief, low-stakes assignments serve several instructional purposes, some of which include checking for understanding, on-going dialogue between members of the course, and analysis and application of course material. Participation assignments may not be made up due to absences.

Personal Un-naming Narrative

Early in the semester, you will write a narrative in which you reflect on the names, definitions, and identities that have been given to you as well as those which you give yourself. This essay, approximately 1-3 pages in length, will serve to assess your thinking about class ideas and to build a classroom community.

As a side note:

Watching the film version of a text will not "give you enough" information

Course Requirements

Personal Inquiry and Research Portfolio

There are many ways to explore our course theme, *The Outsider*, as well as our course questions (see above). In class, we will engage in close reading of literature and film to examine variations of our theme. This project, a major intellectual endeavor, requires that you examine the relationship between self and society or *The Outsider* further. Specifically, you must develop a question or a "line of inquiry" which interests you personally and which is narrower in scope but still relates to the broader theme.

There are many steps in this research project, including:

- the development of the question;
- a personal reflection about the question;
- library research and the compilation of an working works cited;
- a personal interview;
- weaving in literature from the course;
- a research portfolio and final reflection on the process and class.

You will receive a more detailed explanation of this assignment in class.

Un-Conference:

The last classes are dedicated to an un-conference. This un-conference will be run entirely by you. You will design workshops to run and present to a small group of your peers. We will discuss this further in class. This is your chance to show what you know and will count as your final exam.

Collaborative Blog Project:

The group blog project asks students to work together to create and maintain a blog on a shared text. This project is designed to give you practical experience in the skills necessary to be successful producers of online content.

While your group blog must focus around the group text, the posts may be on any topic, related to the text, of the group's choosing.

The group blog will be a major time investment, and the project will be extremely difficult to complete if not completed to meet the required timelines of all blog posts are held to the last minute.

The five text clusters are as follows:

- *The Book Thief*, Zusak
- *Glass Castle*, Walls
- *Lord*, Anderson
- *Water for Elephants*, Gruber
- *Unbound*, Shusterman

The group will consist of four people and each will be responsible for two items:

1. Your individual roles
 2. Creation of original blog content.
- Also, each member will have a specific role:
1. Managing Editor
 2. Content/Copy Editor
 3. Visual/Layout Editor
 4. Promotional Editor
 - 5.

There is additional information, including weekly blog guidelines (in terms of style, length and requirements—although, never on content) on the course blog.

GRADING BREAKDOWN:

Participation: 30%
Progress: 10%
Performance: 20%

See Grading Memo for more information)

COLLECTION:

The Collection is due at the end of the semester, the last day of class. This will include newly revised and edited papers from the course. It will also be used to demonstrate your grade for the course.

There are three (3) types of written analytical work this semester resulting in six total analysis assignments:

1. Meditative Essay
2. Analysis
3. Show Me What You Know

In addition, there is the Personal Inquiry and Research Proposal and your Un-Naming Narrative. All of these are structured to work with each other, build off each other all while still existing in their own.

All assignments must be linked o, in, around and from the nominal questions for the course and the texts as well

Required Texts

Along with two films viewed in class (TBD)

- ◆ American Born Chinese, Gene Luen Yang
- ◆ Room, Emma Donoghue
- ◆ The Help, Kathryn Stockett
- ◆ The Road, Cormac McCarthy



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Redesigning the Syllabus

Helpful Resources

[The Open Syllabus Project](#)

[Professors, Students and the Syllabus](#)

[Building Your First Syllabus](#)

[Universal Design for Learning: A Rubric for Evaluating Your Course Syllabus](#)

[Hacking the Syllabus](#)

[Hybrid Pedagogy: Syllabus as Manifesto](#)

[The 3 Essential Functions of Your Syllabus](#)

[Creative Approaches to the Syllabus](#)

[Creating An Interactive Syllabus](#)





<http://www.cte.cornell.edu/documents/Syllabus%20Rubric.pdf> downloaded November 2012

CENTER FOR TEACHING EXCELLENCE

Syllabus Rubric

Criterion	Beginning	Emerging	Exemplary
Course Description	Instructor name & contact info, class time and location	in addition: course prerequisites (if any) course description	in addition, how the course fits into the larger program/department curriculum, field, supplemental readings, and resources
Overall tone	Mechanical, dictatorial	teacher-oriented	student/learning oriented (eg: first person)
Course Objectives	not articulated	stated in general, but vague and unmeasurable terms	listed with appropriate, descriptive verbs that lend themselves to measurement and seek higher levels of learning
Course format	vague, or cryptic descriptions of course expectations and how class time will be used	mutual role expectations for students and instructor are explained, together with various teaching methods and modes	role expectations and class format are explained in such a way that students understand the underlying rationale and benefits for them
Instructor Beliefs & Assumptions	little or no accounting of the instructor's teaching philosophy, beliefs or assumptions about learning	section describing the instructor's beliefs or assumptions about teaching and learning that guide the course	well articulated and thought out rationale that includes the values and/or experiences that guide the instructor's teaching practice
Class Schedule	little or no information of what course topics will be covered each week	course topics broken down by class period	fully articulated and logically sequenced course schedule with chronological topics listed for each class, along with required readings and preparation necessary from students
Assignments required	course assignments listed but with no due dates	course assignments listed with clear due dates	assignments listed with due dates, with explanation of late policy and other requirements that might affect grades



<http://www.cte.cornell.edu/documents/Syllabus%20Rubric.pdf> downloaded November 2012

CENTER FOR TEACHING EXCELLENCE

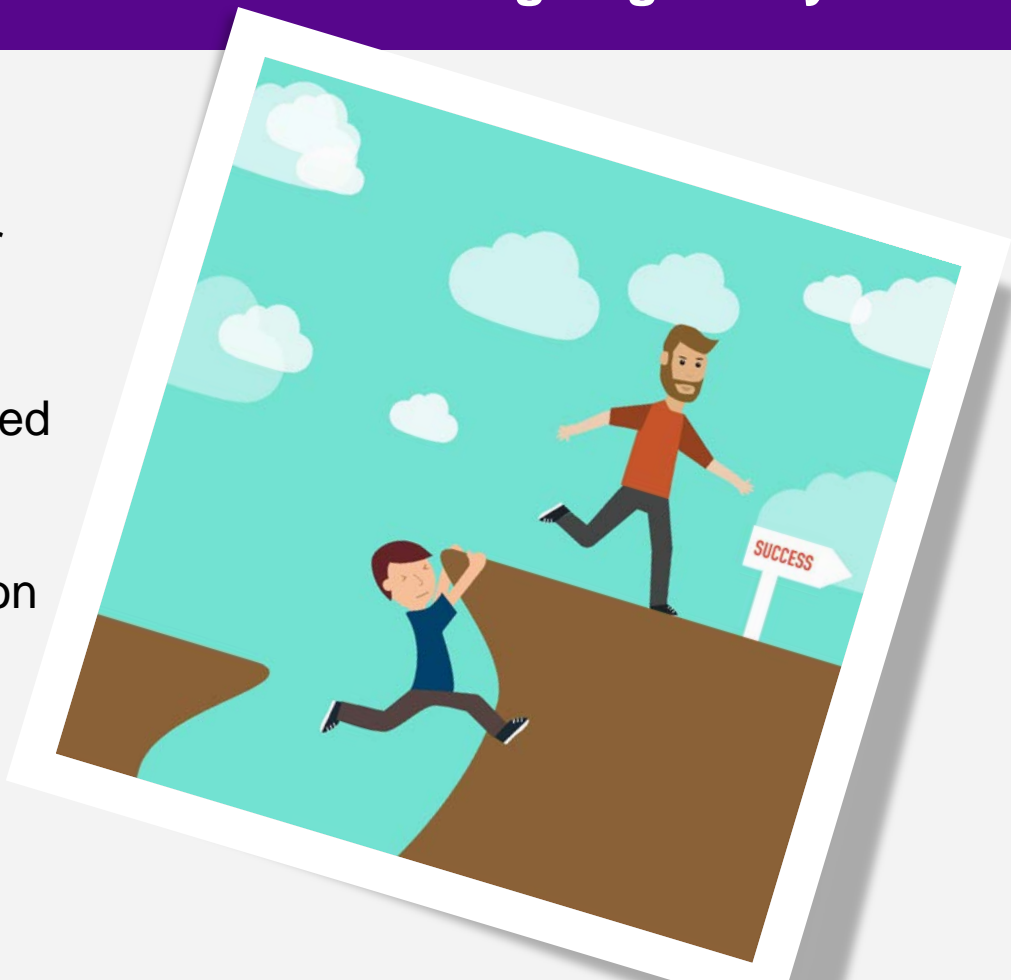
Syllabus Rubric

Academic policies & procedures	little or no information	description of academic integrity policy	information about all pertinent academic policies, including academic integrity, diversity and inclusivity, accommodating students with disabilities, class attendance
Assessment of Students' Learning	little or no information about how the students will be graded; whatever information is included reinforces a grade-focus	Each graded assignment is clearly described with its relative value towards the overall course grade	Each assignment includes descriptions of its rationale for inclusion in the course and what the student should get out of completing it; use of rubrics with quality criteria specified
Alignment	no clear connection between stated course goals/objectives and assessment schema	some assignments' connection with stated course goals/objectives is apparent	all assignments are linked with a specific course goal/objective and are likely to provide sufficient evidence to adequately assess each goal/objective
Diversity of teaching & assessment methods	course teaching and assessment methods are similar; eg: all lectures; all tests	Evidence the instructor has employed a diverse set of teaching and assessment methods	Diverse assessment methods and evidence that the instructor has taken into account the diversity of students in choosing teaching and assessment methods
Continuity of Feedback to students on their learning	little or very infrequent venues for giving students feedback on their progress in the course	adequate opportunities for students to get feedback on their progress in the course	all course requirements have sufficient means by which the instructor can keep students adequately apprised of their relative progress in the course
Opportunities for students to provide evaluative course input	students only opportunity to provide input on their experiences in the course to the instructor is at the end of the course	Instructor has developed and scheduled a mid-semester course evaluation opportunity for the students	Students are encouraged to provide the instructor with regular input on how they are experiencing the course throughout the semester



Successes and Challenges

- Many faculty have been following our template for their online courses.
- Interaction policies, netiquette, required software and links to required texts, learning time rubric are just a few components faculty are still working on adding to their syllabi.





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Redesigning the Syllabus



- What features within the LMS can you use to encourage students to refer back to the syllabus?
- What components do you plan to include in your syllabus?



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More than Just a Document: Redesigning the Syllabus for Digital Environments

A green square with a gradient, containing the text "thank you" in white, lowercase, sans-serif font. The square has a subtle drop shadow.

thank you

Ary Aranguiz

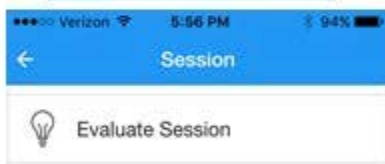
ary.aranguiz@nyu.edu

Laura Dicht

laura.dicht@nyu.edu

#nyuonline

Session Evaluations Contest



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- **Complete session evaluation***

Each session evaluation completed (limited to one per session) = one contest entry

Five (5) \$25 gift cards will be awarded to five (5) individuals

Must submit evals using the OLC Conferences mobile app

**Contact information required for contest entry but will not be shared with the presenters.*

Winners will be contacted post-conference.