

PRESENTATION TOPICS 2017 -2018

Authored & created by Laurie Burruss laurie@laurieburruss.com or laurie.burruss@gmail.com M. 626-485-3325

Topic 01: Informal Professional Learning

Session Title:

Personalized Learning: Roadmap to On-Your-Own Learning

Short Description:

Today's learners face many challenges! But what they want is a learner-centric method that allows them to develop skills, use "best practices", and benefit personally. With a menu of training resources available on a campus, individual learners want:

- To access what-they-want, when-they-need-it, just-in-time.
- To create a learning path that is both customized and focused on problem-solving.
- To develop a learner-centered strategy that allows each person to create a unique, individualized, learning "roadmap."

For the learner, this process translates into self-direction, motivation, productivity, purpose and happiness at school, home, or work.

Explore the lynda.com Online Training Library and see how it can "teach" the learner to evaluate where they are now and where they want to go. Identify tool sets, skills, and resources for on-your-own learning. The trick - Make it easy, doable, work every time, and FUN!

Topic 02: The Power of Video & the Moving Image

Session Title:

Topic 03: Leadership & Talent Strategies to Drive Innovation

Session Title:

Innovation in the Classroom: To Think, Do, Make

Short Description:

As educators, how can we identify and foster key tenants of innovation? If we focus on producing innovators, not subject matter experts, how might we shift our teaching approach? What lessons can we learn from real world leaders who possess the traits of risk-taking, curiosity, and creativity? This session provides practical examples of how to incorporate questioning, experimentation, observation, association, and sharing into our curriculums.

Join Laurie Burruss in exploring prototype driven, human-centered innovation processes, for creating an innovative classroom environment. She jumpstarts her teaching by having learners employ "design thinking" to create experiences for the "real world" in a variety of form factors. Explore developing emotional connections with an intended audience, imagining new solutions, and creating user-centered experiences for hands-on, high-energy design challenges that lead to innovation, experimentation and discovery. Appreciate how these processes apply to developing each student's personal innovative strategy and artistic viewpoint for solving problems within school and forward into industry.

- Experience several "best practices" currently used in industry as well as in education.
- Learn about the seven stages of design thinking: *define, research, ideate, prototype, choose, implement, and learn*
- Explore how to integrate innovation into the curriculum

Session Title:

Exploring Innovation in the Learning Landscape

Session Description

As educators, how can we identify and foster the key tenants of innovation? If we focus on producing innovators, not subject matter experts, how might we shift our teaching approach? What lessons can we learn from real world leaders who possess the traits of risk-taking, curiosity, and creativity? This session provides practical examples of how to incorporate questioning, experimentation, observation, association, and sharing into our curriculums. Join us as we provide and compare examples.

Topic 04: The Pedagogy and Neuroscience of Learning

Session Title:

The Art and Science of Failure: Failing Forward

Short Description:

Education discourages using failure as a teaching tool –measuring mastery of material. Grading on the quality of performance is tied to how we view failure and our self-image. We become failure adverse - initiating a cycle of shame, disappointment, and embarrassment. If learners do not believe in their ability to succeed, they engage in making excuses that preserve their self-worth. Learning how to fail means failing forward - continual improving as well as exceeding expectations.

Learning Objectives:

1. Identify the four "failure" personas and address their behaviors both emotionally and cognitively
2. Explore strategies for learning from failure such as acceptance, letting go of frustration, being brutally honest, and failing forward
3. Develop context specific processes for a learning culture that promotes learning from failure by making it safe to make mistakes and to experiment

Session Title:

Motivation 3.0 – The Learner’s Trifecta of Retrieval, Extrinsic, and Intrinsic Learning

Short Description:

Moving learners from a concept of learning as a "start-to-finish" framework to the impactful yet complex practice of continuous learning, requires understanding learners’ motivation – simply stated the whys. Motivation 3.0 explores the learning trifecta – retrieval (need-driven), extrinsic (moved by others) and intrinsic (inspired passion for a particular subject).

Session Description:

Moving learners from a concept of learning as a "start-to-finish" framework to the impactful yet complex practice of continuous learning, requires understanding learners’ motivation – simply stated the whys. Motivation 3.0 delves into the trifecta of learning – retrieval (need-driven), extrinsic (moved by others) and intrinsic (inspired passion for a particular subject). Learners need to be driven, moved and inspired at any one time to engage in new and effortful learning.

Behavioral research reports that learners are motivated in three ways – retrieval, extrinsic, and intrinsic.

- Just-in-time learning or what is describes as on task problem-solving. When faced with a detour or roadblock the learner seeks the “quick fix” in order to return to the task at hand. The learner does not feel the need to memorize – just look it up.
- Extrinsic or “other” driven learning is necessary for getting that grade in a class, for work relevancy, for a new position, title or raise. It focuses on up-skilling and renewing skills for the requirements of survival and success.
- Intrinsic learning is inner-driven. The learner is passionate about a subject or an area of expertise. In this scenario, the learner has an insatiable appetite for learning and nothing will stop the quest for gaining more knowledge, insights and expert mastery.

Motivated learning recognizes the need for learning to be explicit and engaging. Explore strategies that allow students to share knowledge and experiences, that allow time to practice, take smart risks, fail, get feedback and fix it. Finally teaching our students that classrooms are “real world” microcosms of life will enable transitioning from school to work. They too will have the tools and know how to create active communities that focus on learning in order to do good and to transform the world.

Session Participant Engagement Strategies:

- Examine retrieval, extrinsic, and intrinsic motivation as it applies to learner engagement
- Explore several case studies that explore strategies that allow students to share knowledge and experiences that increase motivation
- Understand how to create active learning communities that take smart risks, fail, get feedback, and fix it

Session Title:

From Knowledge to Know-How: 09 Learning Strategies for Success with Lynda.com

Short Description:

Our ability to continuously learn and adapt will determine the extent to which we thrive in today’s organizations, in our personal lives, and in these disruptive times. This session will provide tips for learning at the pace of change in the university or the workplace using lynda.com. You will walk away with 9 learning strategies that you can put into practice right away!

Session Title:

Learning About Learning: What We Know About How We Learn

Short Description:

Advances in neuroscience and cognitive sciences now offer new clues as well as reinforce what we know from experience about how we learn. Continuous learning is a critical albeit mandatory core competency across all types of organizations. However, neither higher education institutions nor learning and development programs effectively build this competency at the organizational or individual level. Whether learning is informal or formal, teaching individuals and organizations the active nature of how people learn is key. Self-awareness of how we learn as individuals and in teams becomes the springboard for change and innovative growth within organizations. Understanding neuroplasticity or the fact that our brain is constantly changing and growing throughout our lifetime helps learners make meaningful connections and tap into prior knowledge and experience.

Key Principles:

The learner is able to:

- Explore valuable learning techniques used by experts across many disciplines
- Understand how the brain's learning modes work
- Discover practical strategies and mental tools to jumpstart and improve learning
- Develop methods to make connections with prior knowledge and experience to current problems
- Engage in reflection, creation, and active testing during learning
- Create opportunities for social interaction and exchange in learning groups
- Effectively utilizes multisensory devices, emotions and intellect for enduring learning
- Recognizes how the learner moves from novice to expert
- Identifies what blocks and assumptions can prevent learning

Session Title:

What We Know About How We Learn: Theory, Data, and Practice

Session Description:

The marriage of studies in learning, neuroscience, and cognitive science is moving what educators knew anecdotally to a data-driven understanding of how people learn—and how people can learn better. In an age of access to all knowledge, exploring learning strategies is the great gift educators can give learners and colleagues. Continuous learning is a critical albeit mandatory core competency across all types of organizations. Whether learning is informal or formal, teaching individuals and organizations the active nature of how people learn is key.

What are those key strategies?

1. Learning by Practice
2. Learning in Chunks
3. Cross-training when Learning
4. Frameworks for Learning
5. Learning Takes Effort
6. Making Learning that Sticks
7. Learning that Motivates
8. Engaging the Learner
9. Learning from Peers

Realizing how any one individual learns is a multi-pronged approach. It starts by exploring valuable learning techniques used by experts across many disciplines. Next is to understand how the brain's learning modes work both in diffuse and focused states. And finally—as trainers, teachers, and learners— take the time to discover practical tactics and mental tools to jumpstart and improve learning. Join in exploring these nine learning strategies—the concept (the big idea or theory), the data (that drives and supports the research), and most importantly the application (real-world case and uses).

Self-awareness of how we learn as individuals and in teams becomes the platform for change and innovative growth within organizations. Understanding neuro-plasticity or the fact that our brain is constantly changing and growing throughout our lifetime helps learners make meaningful connections and tap into prior knowledge and experience. To make learning meaningful, understandable, and motivating requires continued exploration in the learning principles of engagement, connection, interaction, attention, memory, and reflection.

LEARNING OBJECTIVES

At the end of the session, you will be able to:

- Explore valuable learning techniques used by experts across many disciplines
- Understand how the brain's learning modes work
- Discover practical strategies and mental tools to jumpstart and improve learning
- Develop methods to make connections with prior knowledge and experience to current problems

- Engage in reflection, creation, and active testing during learning
- Create opportunities for social interaction and exchange in learning groups
- Effectively utilizes multisensory devices, emotions and intellect for enduring learning
- Recognize how the learner moves from novice to expert
- Identify what blocks and assumptions can prevent learning

Advances in neuroscience and cognitive sciences now offer new clues as well as reinforce what we know from experience about how we learn. Whether learning is informal or formal, teaching individuals and organizations the active nature of how people learn is a key competency.

Topic 05: Project Based Learning (PBL)

Session Title:

Project-Based Learning: Assessing with Evidence

Short Description:

In a world of knowledge overload, we don't *need* to know it all but instead *want* responsive, accurate, and flexible strategies for accessing information. Where knowledge is primarily about the *acquisition* of information, know-how is the understanding and implementation of *learning frameworks and strategies* that foster discovery and research with a requisite end goal — open-ended, “real world” problem-solving. Simply, “know-how” is *intelligent action* founded on knowledge, expertise, skills, and mastery.

Through case studies of student PBL, we will explore:

- Types of PBL **problem-solving** – Simple to complex
- **Framing** questions by designing challenges [Research/Design thinking/Learn to solve]
- Focused **inquiry** – Activities include research, play, targeting and discovery (iterative learning cycle - 3Fs fail, feedback, fix-it)
- **Authenticity** – Differentiating between expressive and formulaic responses
- **Voice and choice** (Point-of-View and Selection)
- **Reflection** – Continuous **feedback** based on shared user/learner experience. Easy assessment and feedback tools include rubrics, surveys, plussing, post-its, and stickers (timeboxing)
- Project **ownership** – Evidence of mastery that extends beyond the classroom and follows the learner
- Best of both worlds approach – knowledge + know-how = student success or lifelong learning strategies (**teaching learning strategies** – Make It Stick)
- **Collaborative classroom** (Communities of Practice) – Replacing textbooks with playlists/playbooks

Topic 06: Strategic Leadership & Partnering across the Organization

Session Title:

Design Thinking: Leading Change Across Your Organization

Short Description:

Explore implementation of design thinking processes across an organization. Design thinking defines, researches, ideates, prototypes, selects, and implements. It's the cornerstone of creating user-centered opportunities to rethink real-world solutions. Discover best practices used in business and education that apply to personal innovative leadership as well as to solving organizational problems.

Abstract:

Design thinking—a prototype-driven, human-centered innovation process—can aid in the creation of experiences for the “real world” in a variety of form factors. It can help you develop emotional connections with your intended audience while you imagine new solutions and create user-centered prototypes for hands-on, high-energy design challenges. Sound exciting?

In this session, you will explore implementation of the design thinking process and learn about several best practices currently used in business as well as in education. You will learn about the seven stages of design thinking—define, research, ideate, prototype, choose, implement, and learn—and create user-centered prototypes for hands-on, high-energy design challenges. Learn how to design learning opportunities and thinking around real-world problems and solutions. Appreciate how the design thinking process applies to your personal innovative strategy and to solving problems within your organization.

In this session, you will learn:

- About the seven stages of design thinking
- Explore three case studies of design thinking applied in the real world
- Adopt strategies to create prototypes for hands-on, high-energy, time-based design challenges
- Enable your school, your classroom, your students to move from design thinking to design actions and discoveries

Session Title:

Design Thinking: Do it! Make it!

Short Description:

Join Laurie Burruss in exploring design thinking - a prototype driven, human-centered innovation process. She jumpstarts her teaching by having learners employ “design thinking” to create experiences for the “real world” in a variety of form factors. Explore developing emotional connections with your intended audience, imagining new solutions, and creating user-centered prototypes for hands-on, high-energy design challenges. Appreciate how the design thinking process applies to your personal innovative strategy and to solving problems within your organization.

- Experience several “best practices” currently used in industry as well as in education.
- Learn about the seven stages of design thinking: *define, research, ideate, prototype, choose, implement, and learn*

Topic 07: Multimodal Literacy & Pedagogy

Session Title:

From Textbooks to Playlists: The Rise of Multimodal Learning

Short Description:

Colleges and universities are considering adding video making, or visual literacy, as a core skill. Preparing students for a highly visual communication landscape that requires critical thinking to offset consumerism requires multimodal learning and cognitive skills. Researching, creating, and sharing video playlists is an important way to create personalized learning pathways and promote continuous learning. Join us to see a number of case studies that demonstrate the positive learning outcomes of multimodal learning in academic and corporate settings and discover how to create playlists that can be annotated, edited, and shared across teams.

OUTCOMES:

Explore multimodal learning practices - Create shareable learning playbooks - Implement personal learning strategies

Topic 08: Learning & Development across the Organization

Session Title:

Creating a Culture of Learning

Short Description:

The start of a new year is great time for learning leaders and talent development pros to inspire a new culture of learning at their organizations.

A culture of learning isn't all about technology or blending face-to-face (F2F) with online experiences. It's not dependent on social media or boastful trends. A culture of learning is about building—in a thoughtful, systematic way—a structure and vision for enabling employees to do their best..

Join us for **Creating a Culture of Learning in the New Year**, a one-hour webinar with Laurie Burruss, Lynda.com educational consultant. Explore strategies and frameworks that put learning at the heart of any organization. The benefits of an effective learning culture include:

- More productivity
- Better employee retention
- Attracting top talent
- Improved return on investment (ROI)
- A boost in return on expectation (ROE)

Proposal 09: Teaching & Learning with lynda.com

Session Title:

A New Look for Lynda.com

Short Description:

Explore Lynda.com design improvements intended to create a more effective learning experience and boost your user engagement. Join us for A New Year, New Look for Lynda.com, a webinar and virtual tour covering a wide range of helpful new features.

All users now have access to the new Lynda.com learning environment, which includes redesigned profile and course pages.

This one-hour presentation features Laurie Burruss, Lynda.com educational consultant, who will discuss:

- An improved layout that emphasizes note taking and transcripts
- Easy-to-find buttons for downloading exercise files, sharing favorite courses, watching videos offline, and more
- Consolidated video settings for adjusting playback speed, initiating auto play, choosing video quality, and changing brightness
- A faster video player for better playback
- Keyboard shortcuts for more control
- A new responsive design for an enhanced mobile learning experience
- A new primary navigation for more convenience
- User profile tools and account information now accessible from one spot

Session Title:

Teaching & Learning with lynda.com

Short Description:

Although many educators use lynda.com personally to "keep up" with technology, few explore the many ways to integrate Lynda.com's library into their course subject matter expertise. Effective technology communication skills paired with subject matter expertise and mastery prepare students for "real world" jobs and innovative learning pathways. In this session, Laurie Burruss, Education Consultant to lynda.com, demonstrates several effective solutions for using lynda.com to enhance and create curriculum.

Long Description:

Although many educators use lynda.com personally to "keep up" with technology, few explore the many ways to integrate Lynda.com's library into their course and subject matter expertise. Effective technology communication skills paired with subject matter expertise and mastery, prepare students for "real world" jobs and learning pathways. In this session, Laurie Burruss, Education Consultant to lynda.com, demonstrates several effective solutions for using lynda.com to teach by:

- Referencing the library as a technology resource – background and reference for "best practices" in digital presentations and data visualizations
- Designing a project and/or lesson with "selected" movies or a "short playlist"
- Creating a textbook replacement model with a comprehensive shared playlist
- Providing a division or departmental playlist by course, skill, and area discipline
- Student creating "shareable" playlists and rubrics to assess, teach, and share
- Teaching how to create a digital online learning environment

Teachers and IT Training staff will leave with a variety of templates and solutions for integrating lynda.com into the classroom at the institutional level, the course level and the project level.

Session Title:

Accessibility and Universal Design Learning with Lynda.com

Short Description:

An in-depth analysis of the courses and content covering accessibility and UDL practices for all roles across the university and college. This session aims to provide all students the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services. It takes a look at inclusion and integration and the role ICT plays in accessibility in education.

Topic 10: The Role of the Learner and the Facilitator (e.g. Flipped Classroom)**Session Title:**

Complimentary Learning, Blending Online and In-Person

Short Description:

Online education is often pitted against in-person education as a replacement or revolutionary disruptor. There are so many ways to integrate online learning with classroom learning, to give students more ownership, motivation, resources, and independence. Students still need mentors and classmates, social and participatory skills, now more than ever. This session explores the blended and flipped classroom models, and gives educators concrete examples of how to integrate and embrace online media as part of a well-rounded educational experience. Join friends and colleagues Lynda Weinman (co-founder of lynda.com and former Art Center College of Design professor) and Laurie Burruss (Director, Digital Media Center at Pasadena City College and Education Innovation Advisor to lynda.com) as they discuss practical combinations of online and classroom learning.

Uses and Practices:

- How to find great projects in the online world to bring into your classroom
- How to be a guide on the side instead of sage on the stage
- How to encourage students to become creators and publishers instead of consumers
- How project-based, open-ended learning is best to foster creativity and innovation
- How to build confidence and independence by letting your students own their learning
- How online video changes and enhances the way we learn – even the way we draw and make art

Session Title:

Beyond the Classroom Walls: Reinventing Yourself, Your Class, and Your Teaching Methods

Short Description: (50 words)

Teaching and learning is changing from what students need to what students want to achieve personally, from textbooks to online aggregated resources, from classroom to cloud. Innovative changes free the teacher to rethink the "classroom."

Join the discussion around these issues:

- Collaboration
- Project management
- Textbook replacement
- Online feedback
- Rubrics
- Rapid, agile iteration

In this session, Laurie shares her experiences in a spectrum from face-to-face to online learning opportunities that include:

- Collaborative class syllabus creation
- Agreement to projects, assessments, feedback within a time management structure
- Textbook replacement
- Continuous iterative feedback
- Assessment with rubrics and PBL
- Prototyping techniques to deploy successful project proposals
- Project management
- Exceeding expectations & outcomes
- "Happiness & play" – the course mantra

Discover the infinite possibilities in teaching and learning as you reinvent yourself as a teacher!

Session Title:

The Nearpod Experience: How it transforms the iPad Classroom

Short Description:

Nearpod (<http://www.nearpod.com/>) is an iPad app that allows a teacher to share presentations both synchronously and asynchronously in real time and capture student data and feedback. Students and/or participants fully engage and interact with the teacher's presentation through polls, quizzes, video, drawing interactivity, website-sharing, self-guided quizzes and more. . . An overview of the 4 steps to a Nearpod experience:

1. Teachers create enriched multimedia presentations and add interactive features using the cloud-based Nearpod Content Tool.
2. Teachers share content with students and control the activity with the Nearpod app on the iPad
3. Students receive curricular content and submit responses on their mobile devices using the Nearpod app.
4. Teachers monitor classroom activity and engagement – measuring results on an individual and class aggregate (

Bring your iPad or iPhone to experience Nearpod both as a student and teacher in this highly interactive session that explores the MOMA museum as well as how to create your own interactive, data-driven Nearpod experiences.

Topic 11: New Learning Technologies (MOOCs, Cloud Technology, Mobile Learning, Playlists)

Session Title:

The Mobile Learning Experience: Strategies for Integrating with Cloud Technology

Short Description:

With the exponential growth of Internet learning resources, designing teaching and learning experiences that move continuously between face-to-face and online is essential to a learner's success. This session will explore the benefits of moving learning to cloud technologies. You will discover how to create aggregated learning playlists and evaluate and propose implementation and integration strategies for cloud applications. Discover which tools foster personalized curriculums, projects that support self-learning, and hybrid or flipped classrooms, as well as online courses. Some of the tools and resources that will be demonstrated are Evernote, a personalized student digital notebook; Learnist, a site-to-store annotated URLs and learning documents; several online libraries; Wikispaces.org, a free learning management system; and MOOCs (massive open online courses). You will also leave with a strategy—the 5-Finger Rule for Picking Your Online Tools—to make the most of integrating mobile learning with cloud capabilities.

Learning Outcomes:

- Discover how to design a seamless mobile classroom that moves from face-to-face to the cloud.
- Create a strategic plan for a mobile classroom environment or project that all stakeholders will approve.
- Select and apply appropriate mobile tools and apps to a multimodal learning project for the targeted learning audience.

Session Title:

The MOOC Student Experience

Short Description:

In this panel of educators, professionals, and students who have attended, experiences, and in some cases, even completed a MOOC course hear the good, the bad, and the ugly of “real life” attendees. Their collective experiences range from Stanford's Venture Lab to Coursera to MoMa's online offerings and everything in-between. The resounding over-all impression is 75% bad, 25% good. This panel welcomes a lively interactive dialog around the following topics:

- Too much time
- Assumes too much knowledge
- Too basic – not really world class, Ivy League level
- Lecture fatigue
- Poor course design
- Clunky communication/community tools
- Poor feedback and peer review mechanisms
- Hidden costs
- Shoppers for courses – not dedicated learners
- Learning for learning sake's – global opportunities

Session Title:

Teaching in the Clouds with Your Feet on the Ground (mobile classroom)

Short Description:

With increasing availability of Internet learning solutions and resources, teacher and learner live somewhere between the cloud and the classroom. Explore creating aggregated learning “playlists” and identifying strategies for implementing “cloud” applications and tools that create “personalized” curriculum, programs, and projects for self-learning, hybrid or flipped classrooms, and online courses.

Tools/Resources:

- Evernote – the Personalized Student Digital Notebook
- Learni.st – Annotated URLs and learning documents
- Online libraries such as lynda.com: eLearning, Mobile Solutions, Shared Playlists & Folders
- Wikispaces.org – the FREE LMS
- MOOCs – Archived National Treasures in Education
- Strategy: The 5-Finger Rule for Picking Your Online Tools

Session Title:

Learning with Online Video Playlists — Hands-on Workshop

Session Description:

An in-depth hands-on workshop on creating, editing, sharing, and developing curriculum and content with playlists.

Session Title:

Interactive Prototyping for Mobile Apps: Creating a Chat App

Short Description:

Create a beautiful wireframe and hi-fidelity prototype of a Chat Application for mobile devices such as Smart Phones. Learn all phases of design thinking for mobile app development using InVision – a prototyping workflow platform. Explore the following design steps:

- UI (user interface)
- Wireframing
- Hi-fidelity prototype t
- Interactivity
- Collaborative feedback
- User testing.

Materials that will be used:

- InVision - <http://www.invisionapp.com/education-signup> - The code is: 56-73-1319 <http://www.invisionapp.com/chat>
- Photoshop
- Chat UI Kit (I will supply_

Topic 11: Career Development & Transitions

Session Title:

Bridging the Growing Skills Gap

Session Description:

The growing skills gap is one of the biggest challenges to the future of the global economy. Both higher education and talent development must take responsibility for closing the skills gap. Learning is transitioning from a 20th century approach heavily reliant on rote learning to a 21st century curriculum focused on communication, collaboration, critical reasoning and creative problem solving. Lynda.com aims to provide today's learners with a mix of “soft” skills alongside “hard” skills that are industry-specific and technical. Filling this critical gap ensures the ability to obtain the jobs that are and will be vs. the jobs that once were. Lynda.com partnered with LinkedIn is posed for the first time to connect the graduate (or student) to opportunity.

Successfully bridging the skills gap is reliant on continuum of activities that begin in school and transfer to the workplace:

- Career awareness and exploration skills – integrating soft skills into the college’s general curriculum

- Career preparation skills - resume-building, interviewing, job searches, and salary negotiations
- Career pathway skills – identifying subject expertise skills as well as core competencies for any given position or career path; developing individualized career ladders/paths
- Career training skills – experiencing internships, work-based learning, alumni speakers, and field trips
- Talent development skills – classifying skillsets critical to hiring decisions, making job requirements more transparent, assessing skillsets, and creating organizational learning that supports current and future skill sets

Session Title:

Bridging the Competency Skill Gap – From School to Work

Session Description:

As learning transitions from knowledge acquisition to knowledge knowhow focused on collaboration, critical reasoning and creative problem solving, bridging the skill gap from school to work is essential. In partnership education and industry are able to provide today's learners with the skills they need to obtain the jobs that are and will be vs. the jobs that once were. The proposition is to connect people to opportunity to close the competency skill gap. Tackling this problem between what our education systems produce and what employers demand through big data analysis and the creation of vetted, curated high quality video content is the future. The challenges defined by industry are to map people's competencies against the ones that jobs require, find the gaps, and determine how to fill them. On the other hand, learning providers must commit to creating pedagogically sound and relevant learning content that addresses the competencies and soft skills necessary to move from school to work seamlessly. Looking at solving the skill gap as a partnership mandates that both higher education and businesses help learners prepare for change in other words to adapt and learn. Success lies not in separating education's and businesses' mutual interests and challenges but in providing and creating a jointly sponsored pipeline to lifelong learning and access to competency-based skills.

Application on the Job:

- Explore Career Learning Paths that are mapped to high demand careers
- Discover how student graduates can connect with alums in their area of professional expertise via data analytics & professional networks
- Design Continuous Professional Development that is both pushed out by HR L&D and pulled down by employees to achieve a learner centric ecosystem
- Capture how to track both formal and informal (soft skills) during college, post college, and onto employment to show the relevance of lifelong learning to experiences in job placement and career history

Session Short Form:

As learning transitions from knowledge acquisition to knowledge knowhow focused on collaboration, critical reasoning and creative problem solving, bridging the skill gap from school to work is essential. In partnership education and industry are able to provide today's learners with the skills they need to obtain the jobs that are and will be vs. the jobs that once were. The proposition is to connect people to opportunity to close the competency skill gap. Tackling this problem between what our education systems produce and what employers demand through big data analysis and the creation of vetted, curated high quality video content is the future.

Topic 12: Customized Session Targeting Your Stakeholders with Your Agenda

About Laurie

Short Bio:

Laurie is currently teaching Data Visualization at Art Center College of Design, Pasadena CA; in addition, she is Professor Emeritus at Pasadena City College. Since 2009, she has consulted in education innovation for companies as well as universities such as Lynda.com, LinkedIn, Degreed, and Credo Reference. She advocates for academic initiatives, supports excellence in teaching and learning, and provides integration and implementation for systems-wide online teaching and learning solutions. Laurie evangelizes all things education and learning as a thought leader and public speaker and writer. Before consulting, she served for 22 years as a professor in Interaction Design and as the director of the Pasadena City College Digital Media, serving the state of California as a regional resource for collaboration between education, industry, and the community. Her passion is digital storytelling.

CONTACT:

laurie@laurie.burruss.com, laurie.burruss@gmail.com 626-485-3325

VIDEO EXAMPLE:

Innovation in the Learning Landscape @ Columbia University:
<http://www.youtube.com/watch?v=-G67MDsA5tI>

Lynda.com Learning Summit 2017:

<https://vimeo.com/214746546/8e8fdac84d>
<https://vimeo.com/221297881/eca436d089>

WEBCASTS:

<https://learning.linkedin.com/resources> - Select the button -Webcasts



UPCOMING SPEAKING ENGAGEMENTS:

SXSWedu 2017, Austin TX Panel Picker: 08/25/2017

- The Art and Science of Failure: Failing Forward - <http://panelpicker.sxsw.com/vote/75817>

Educause 2017, Philadelphia

- Motivation 3.0: The Learning Trifecta 11/02/2017 @12:15 pm
- Design Thinking Across the Organization 11/01/2017 @12:45 pm

RECENT SPEAKING EVENTS:

NCCE 2016 - 2/24/2016: Creating a Culture of Learning

SITE 2016, Savannah GA - 3/25/2016: From Textbooks to Playlists: The Rise of Multimodal Learning

New York Tech Summit 2016, NY - 6/9 - 6/10/2015: The Mobile Learning Experience; Exploring Innovation in the Learning Landscape

Nuts & Bolts AIGA Design Educators Conference, Bowling Green University - 6/15/2016: From Textbooks to Playlists: The Rise of Multimodal Learning

NMC Summer Conference, Rochester - 6/16/2016: Design Thinking - Idea Lab

ISTE 2016, Denver - 7/27 - 29/2016

EHR 2016, Budapest - 9/22/2016: KEYNOTE Innovation in the Learning Landscape

The Close It Summit 2016: Shift Happens - 10/4/2016: Panelist

Educause 2016, Anaheim - 11/29/2016: 9 Learning Strategies: From Knowledge to Know-How

EduTECH Asia 2016, Singapore - 11/9/2016: From Textbooks to Playlists: Multimodal Learning

DevLearn 2016, Las Vegas - 11/17/2017: INN201 Getting Started with Design Thinking

ATD TechKnowledge 2017 - 1/17/2017: W403 Project-Based Learning: Assessing with Evidence

Training 2017 Conference & Expo - 2/1/2017: Strategies for Integrating Learning with Cloud Technology

SXSWedu 2017, Austin TX - 3/6/2017: Bridging the Skills Gap: From School to Work

Computers in Libraries 2017, Washington DC - 3/19/2017: A304 Multimodal Learning: From Textbooks to Playlists

Lynda.com Learning Summits 2017 @ LinkedIn, San Francisco (3/23), Chicago (4/20), NYC (4/28): Conference Chair, The Future of Education: Lynda.com + LinkedIn

ATD 2017 International Conference & Exposition - 5/23/2017: Learning About Learning: What We Know About How We Learn

Credo Education Webcast - 6/13/2017: From School to Work: Bridging the Skills Gap,
<http://www.credoeducation.com/webinar-recap-from-school-to-work-bridging-the-skills-gap/>

Art Center College of Design, Pasadena - 6/21/2017: Learning How to Learn: A Teaching and Learning Workshop