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The Association for Educational Communications and Technology

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Welcome to the 2006 AECT International Convention



Strengthening Connections....

- Between theory and practice
- Between new technologies and educational goals
- Between researchers around the globe
- Between new professionals and more experienced colleagues.

Our rich annual convention offers a wide array of pre-convention and post-convention workshops. There's something for everyone here in Dallas.

AECT is the only international professional organization dedicated to the improvement of learning through the use of a full range of media and instructional technology. Its purpose is to enhance the professional skills of its members and to assist them in dealing effectively with advances in educational technology.

The AECT International Convention brings together participants from across the nation and around the world offering practical applications, cutting-edge research, hands-on workshops, and demonstrations of the newest technologies and teaching/learning techniques in the field. Thought-provoking keynote presentations, fascinating special sessions, and hundreds of engaging presentations will stimulate your thinking, while social and networking opportunities will help you reconnect with old friends and connect with new ones.

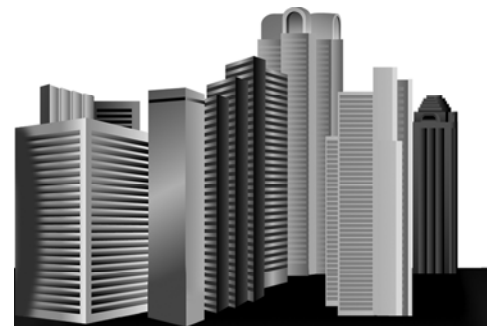
The 17 program planners from our divisions and affiliates have worked with a large number of member-reviewers to build this strong program. We think you will find it intellectually stimulating and professionally satisfying.

You'll find some changes in the printed program. For example, there are more stated themes for sessions, all based on the four general "strengthening and connecting" themes above. You'll also see divisional icons used beside sessions to make clear which divisions are sponsoring or cosponsoring those sessions.

Lastly, there is a new convention Website this year (www.aect-members.org) where you can find everything in this program with enhanced searching options. You'll also find many more details about Dallas and links to bloggers tracking the convention. Use the convention's wireless connectivity to examine what's there. It's well worth it.

Enjoy your time in Dallas and allow yourself to become energized, revitalized, and reconnected – in short, plug in and power up!

Ward Mitchell Cates,
AECT President-elect, Lehigh University
Tom Hergert,
2006 National Convention Chair, St. Cloud State University
Trey Martindale,
2006 Convention Technology Planner, University of Memphis



To find your way to the goal, sometimes it just takes being able to count on your friends...

Fortunately for us, we have the right ones.

The AECT Board of Directors would like to thank our corporate partners for making this convention a success.

Olympus Camera

Apple Computers

Adobe Systems

Savannah College of Art and Design

Mitsubishi

Nortel Learnit

Springer

Lawrence Erlbaum Associates



Convention At-A-Glance

Tuesday, October 10

- | | |
|------------------|--|
| 7:00am - 5:00pm | • AECT/ISMF Registration Open |
| 8:00am - 5:00pm | • AECT Technology Center Open |
| 9:00am - 4:30pm | • Professional Development Workshops |
| 2:00pm - 5:00pm | • ECT Foundation Board |
| 1:00pm - 5:00pm | • AECT Board of Directors |
| 5:30pm - 7:00pm | • AECT and ECTF Joint Board Dinner |
| 7:00pm - 9:00pm | • AECT Leadership Session |
| 6:00pm - 10:30pm | • International Student Media Festival Opener
with Marco Torres, Apple Distinguished Educator |

Wednesday, October 11

- | | |
|------------------|--|
| 7:00am - 5:00pm | • AECT/ISMF Registration Open |
| 8:00am - 5:00pm | • AECT Technology Center Open |
| 8:00am - 4:30pm | • Concurrent Sessions |
| | • Roundtable/Poster Sessions |
| | • International Hospitality Center Open |
| | • International Student Media Festival Workshops |
| | • ISMF Screenings of Winning Entries in the Afternoon and Evening |
| 8:00am - 9:00am | • Division Board Meetings |
| 8:00am - 9:00am | • First Timer's Session |
| 9:15am - 10:15am | • First General Session: John Couch, Apple Computer |
| 11:45am - 1:00pm | • Design & Development/Research & Technology Division Luncheon |
| 1:00pm - 2:00pm | • Design & Development Membership Meeting |
| 2:15pm - 3:15pm | • Research & Technology Membership Meeting |
| 3:30pm - 4:30pm | • Systemic Change Membership Meeting |
| 1:00pm-5:00pm | • Job Placement Center Open for Accepting Applications and Job Resumes |
| 6:00pm-8:00pm | • AECT Welcome and Publisher's Reception |

Thursday, October 12

- | | |
|-----------------|---|
| 7:00am - 5:00pm | • AECT/ISMF Registration Open |
| 8:00am - 5:00pm | • AECT Technology Center Open |
| | • Concurrent Sessions |
| | • Roundtable/Poster Sessions |
| | • Board Liaisons Hosts AECT Committee Meeting |

Thursday, October 12 (continued)

- | | |
|------------------|---|
| 8:00am - 5:00pm | • International Hospitality Center Open |
| | • SICET Conference |
| 8:00am - 10:15am | • PacifiCorp Design Competition |
| 8:00am - 1:00pm | • International Student Media Festival Awards Presentation |
| 9:00am - 4:00pm | • Job Placement Center Open |
| 11:45am - 1:00pm | • Minorities in Media Luncheon |
| 2:15pm - 4:30pm | • AECT Technology Travesties and Presentation of AECT and ECT Foundation Awards |
| 5:00pm - 6:15pm | • Second General Session—Membership Meeting |
| 6:30pm - 9:30pm | • Annual International Dinner and Auction |

Friday, October 13

- | | |
|------------------|--|
| 7:00am - 5:00pm | • AECT/ISMF Registration Open |
| 8:00am - 5:00pm | • AECT Technology Center Open |
| | • Concurrent Sessions |
| | • Roundtable/Poster Sessions |
| | • International Hospitality Center Open |
| | • SICET Conference |
| 9:00am - 4:00pm | • Job Placement Center Open |
| 11:45am - 1:00pm | • Distance Learning Luncheon |
| | • Past President's Council Luncheon |
| 5:00pm - 6:15pm | • Third General Session: Jon Gordon, American Public Media |
| 6:30pm - 8:30pm | • Joint University Receptions |

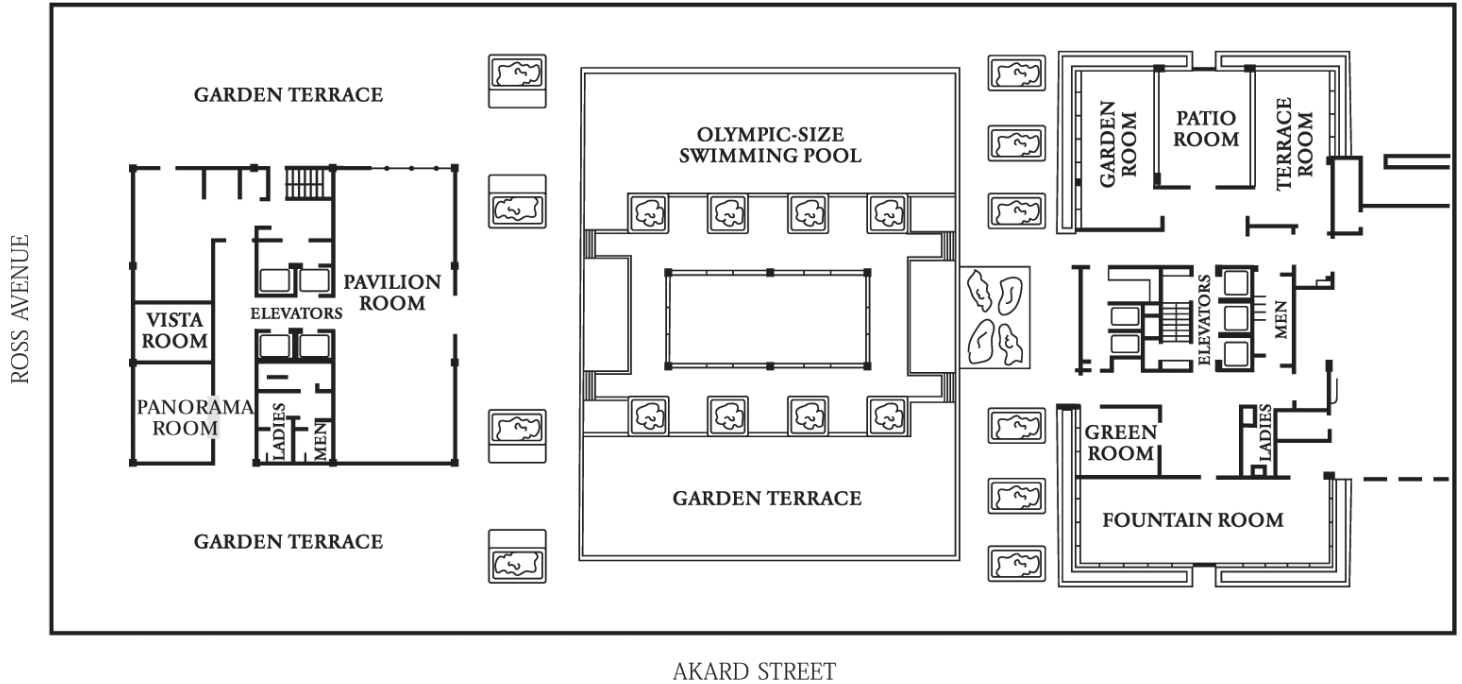
Saturday, October 14

- | | |
|------------------|--------------------------------------|
| 7:00am - 5:00p | • AECT/ISMF Registration Open |
| 8:00am - 12:00pm | • AECT Technology Center Open |
| 9:00am - 12:00pm | • Professional Development Workshops |
| 8:00am - noon | • AECT Board meeting |

Hotel Map

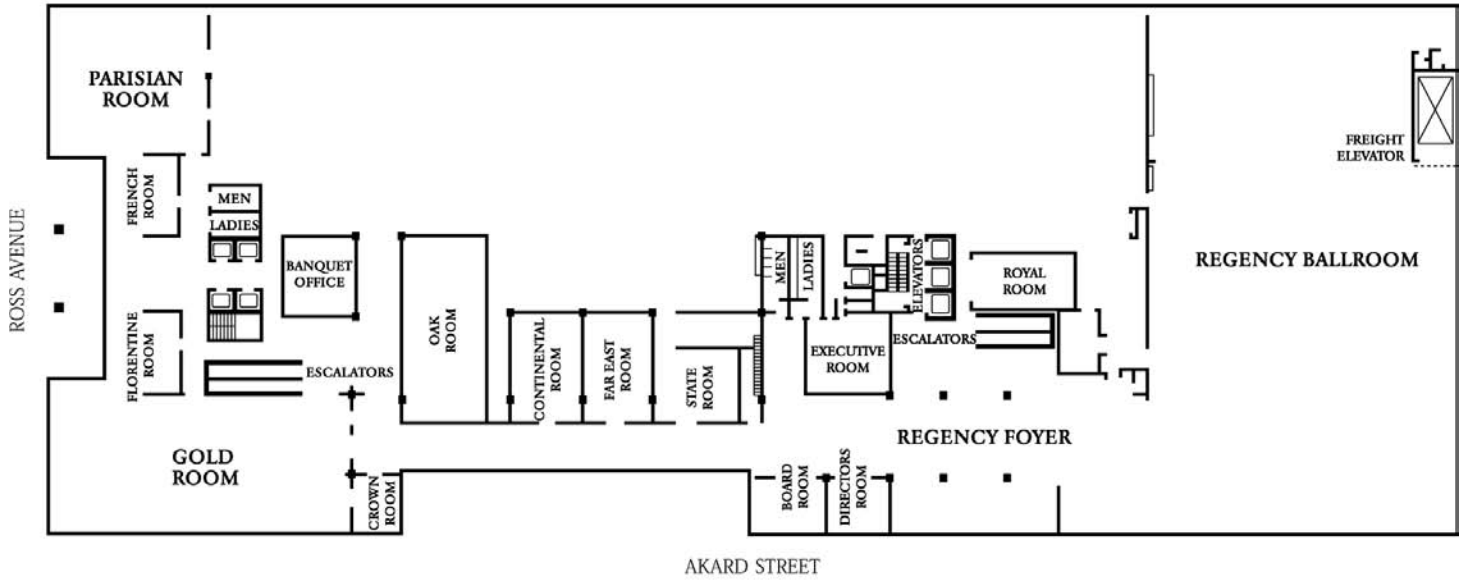
Terrace Level/Gardens

FOUNTAIN PLACE



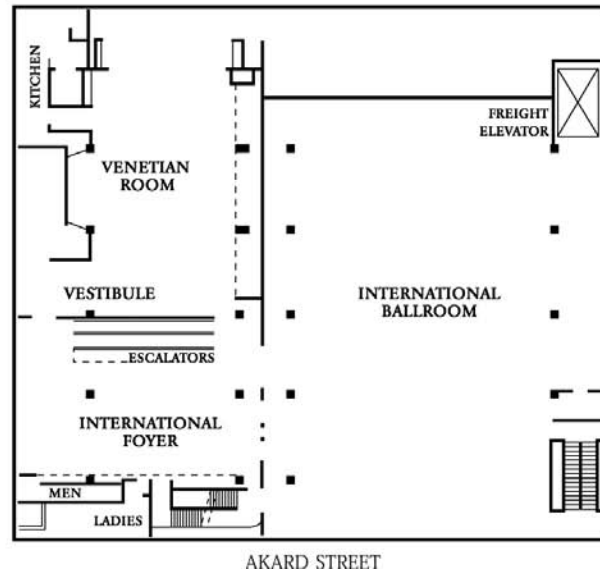
Banquet Level

FOUNTAIN PLACE



Lobby Level

FOUNTAIN PLACE



General Information

Convention Registration Information

Registering for the full AECT Convention entitles you to a printed convention program, AECT name badge and other premiums and events except those that require a ticket as indicated in the convention program, (see “Special Events” below.)

AECT Registration Desk and Hours

The AECT and ISMF Registration are located in the International Ballroom Foyer, Level One of the hotel.

Monday	October 9	12:00 pm – 7:00 pm
Tuesday	October 10	7:00 am – 5:00 pm
Wednesday	October 11	7:00 am – 6:00 pm
Wednesday	October 12	7:00 am – 6:00 pm
Friday	October 13	7:00 am – 4:00 pm
Saturday	October 14	7:00 am – 12:00 pm

Program Updates

All events, presentations, workshops, meetings are subject to change. A daily addendum will be available at locations throughout the convention area. Pick up an addendum daily to assure you have the latest changes and announcements.

Convention Program Evaluation – Royal Room

Thousands of hours of volunteer time go into the planning of the annual convention. You’ll be given the opportunity to evaluate sessions, special events, speakers, staff and many other important elements of your convention experience. Please take the time to complete the evaluation forms distributed at each session by the facilitator. You may return your completed evaluation form to the session facilitator or drop it off at the AECT and ISMF Registration in the International Ballroom Foyer on first level of the hotel. Remember, your feedback is important and will help shape future conventions. So please, tell us what you thought of the convention and the sessions presented and give us your recommendations for improvement!

Facilitators – Royal Room

Please check in at the Convention Evaluation Desk in the Royal Room, on the “B” Level of the hotel, and pick up your convention facilitator’s packet as soon as you can, but no later than one-hour prior to the beginning of the session you are assigned to

facilitate. This will assure us you have arrived! The office is open each day at 7:00 am, Tuesday through Saturday.

Technology Center – Royal Room

AECT’s Technology Center is open Tuesday through Friday, 7:00 am-5:00 pm and Saturday 7:00 am-1:00 pm. As a service to AECT speakers, graduate students enrolled in IT programs in major universities across the United States and abroad volunteer their time and energy to assure the equipment to support presentations is delivered and set up in a timely manner. Please take a moment to thank these volunteers and show your appreciation for their support. Their efforts help this convention run smoothly.

International Hospitality Center – Crown Room

The AECT International Hospitality Center is a welcome center open to all international convention attendees. The hospitality center is in the Crown Room on the “B” Level of the hotel. The Center is designed to allow international delegates with similar interests and concerns an opportunity to network, relax and meet colleagues with the same professional interests. Members of the AECT International Division will be on hand to assist international delegates whenever possible. Hours are Wednesday through Friday, 8am-5:00 pm.

Graduate Student Center – State Room

The Graduate Student Center is a great place for graduate students to take a break, meet with fellow graduate students and interact with AECT leaders who present there. Be sure to check the program and/or daily addendum for updates to the daily program schedule. The Graduate Student Center is open Wednesday, Thursday and Friday.

AECT Professional Partners Tabletop Exhibits

Regency Ballroom Foyer “B” Level

Wednesday through Friday

Take time to stop by the tabletop exhibits and see what’s new and available to professionals like you in the field of instructional technology. The tabletop exhibits will be open Wednesday through Friday during normal operation hours.

Job Placement Center – Board Room

Looking for a job in instructional technology, or looking to recruit a new employee? Stop by the AECT Job Placement Center. The Job Placement Service is free to all AECT members and full paid convention registrants. The Center is open Wednesday, 1:00 pm-5:00 pm to accept job and resume postings only. Full operation of the AECT Job Placement Center is Thursday and Friday from 9:00 am-4:00 pm.

Online Job Search

The Association for Educational Communications and Technology, in partnership with Job Target, also offers job placement as an online member resource. Whether you are an employer looking for the right person for the job or an individual looking for just the right position, you can link into a job board tailored specifically for your professional needs. QuantumCareers is a national online career resource and development center dedicated to bringing employers and candidates together. The site gives you the tools to successfully market yourself and find the career of your choice. It also gives employers tools to advertise available positions specifically to AECT professionals.

Lost and Found – Directors Room or The AECT Registration Desk

Lost and found items may be turned in to the AECT Headquarters Office or the AECT Registration Desk. Every effort will be made to return a lost item to its rightful owner.

AECT Book Store – Regency Ballroom Foyer, “B” Level

Stop by and review and/or buy your copy of the AECT’s newest publications. Books will be on sale at the AECT Book Store in the Regency Ballroom Foyer, “B” Level of the hotel.

Research Proceedings

Unlike previous years when convention registrants received CD versions in the mail after the convention, AECT’s Convention Research Proceedings, Vol. 1 and Vol. 2 will now be available

online as a downloadable member benefit sometime after the convention. Members will be notified by email announcement when the proceedings are available online. Print copies of Vol. 1 may be ordered onsite from the AECT Bookstore in Dallas. The cost is as follows:

- Proceedings Volume 1: Research and Development:
\$80 Print
- Proceedings Volume 2 – the Practice of Educational Technology
Electronic Only (No print version available.)

Purchasing Tickets for Planned Functions

Check your registration packet to make sure the meal ticket(s) you purchased are in the packet when checking in. If the tickets you purchased are not in your registration packet, please correct this problem before leaving the registration desk. If you did not buy a meal ticket, stop by the Registration Desk and purchase one. Tickets will be available there on a space-available basis. Meal tickets will not be sold at the door of the events. Tickets will be taken at the door. For future reference: You can save time and assure availability by pre-purchasing your meal tickets through online preregistration.

Internet Access

There are WiFi Hot-Spots in the common areas of the Banquet and Terrace levels of the hotel. Wireless Internet access is free, provided by the Fairmont Hotel and AECT cooperatively. In Fairmont guest rooms, Internet access is available free to Fairmont guests who join the Fairmont President’s Club. Visit <http://www.fairmont.com/fpc/0,1755,,00.html> to enroll.

2006 National Convention Planning Committee

- Anthony K. Betrus SUNY Potsdam
- MJ Bishop, Lehigh University
- Richard Cornell, University of Central Florida
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- Youmei Liu, University of Houston
- Trey Martindale, The University of Memphis
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- Gary Morrison, Old Dominion University
- Chandra Orrill, University of Georgia
- Anthony Pina, Northeastern Illinois University
- Priya Sharma, Training & Performance
- Bruce Spitzer, Indiana University South Bend
- Deepak Subramony, MIM
- Heather Tillberg-Webb, University of Virginia
- Chih-Hsiung Tu, Northern Arizona University
- KyungSu Wang, Korean Society of Education and Technology (KSET)
- Charlie White, AECT Past President
- Paige Worrell, Texas A&M University - Texarka
- Ward Cates, AECT President Elect, Lehigh University
- Thomas Hergert, St. Cloud State University
- Larry Vernon, AECT Electronic Services
- Lois Freeland, AECT Convention Services
- Phillip Harris, AECT Executive Director

2006 AECT Interns

Cochran Interns:

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Patricia J. Slagter van Tryon, Lehigh University
Tonya Amankwatia, Lehigh University
Fethi Inan, University of Memphis

Strohbehn Intern:

Preston Parker, Utah State University

AECT Intern Program Coordinators:

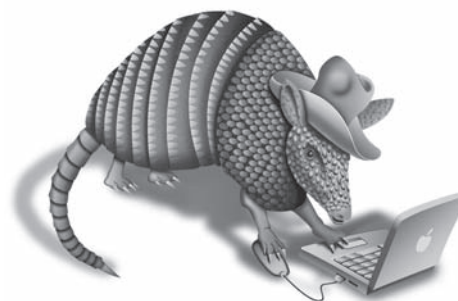
Sandie H Waters, Distance Learning Endorsement
Coordinator, SwotWonk
Clif Mims, College of Education, University of
Memphis

AECT Volunteers

AECT Volunteers Special Thanks

The AECT Board of Directors wishes to express its thanks to all the volunteers who help make this convention such a success. Special thanks to the following volunteers without whose help this convention would not be possible.

- **Technology Center**
Dalinda Bond, Manager, AECT Technology Center
- **On-site Convention Evaluation Coordinator**
John Paul, Retired AECT Member
- **International Hospitality Center**
Ian A Lubin, University of Oklahoma
Luanne Serieux-Lubin, University of Oklahoma
Jenny Johnson, University of Maryland
Chih-Hsiung Tu, Northern Arizona University
Min Juan Wang, San Diego State University
- **Graduate Student Lounge / Forum**
J. José Cortez, Syracuse University
Aaron Fried, Syracuse University
Karen Zannini, Syracuse University
Yongjin Lee, Syracuse University
- **AECT Job Placement Center.**
Sherry Paul, Friend of AECT
Jennifer Summerville, University of North Carolina
Wilmington



Get Connected with AECT.



Join us in discovering the benefits of the latest technological advances in learning and communication.

Learn with us in workshops, lectures and presentations given by the leaders in their fields.

Publish with us in our peer reviewed journals and publications, and have your research reach a wider critical audience, in print and online.

Network with us at our Summer Institute and Fall International Leadership and Technology Convention and meet like-minded professionals and share your common interests and solutions.



Linking Research and Practice to Improve Learning • Since 1923

Association for Educational Communications & Technology

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AECT AWARDS

Distinguished Service Award

Honoring 10 years or more of outstanding leadership in advancing the theory and/or practice of educational communications and technology

Special Services Award

Honoring notable service to AECT.

ect FOUNDATION AWARDS

Carl F. and Viola V. Mahnke Multimedia Award

Honoring Best of Show in 2 categories (K-12 and Higher Education) in the International Student Media Festival

Dean and Sybil McClusky Research Award

Honoring 2 outstanding doctoral research proposals in educational technology

ETR&D Young Scholar Award

Honoring best paper discussing a theoretical construct that could guide research and/or development in educational technology

James W. Brown Publications Award

Honoring outstanding publication

Masters Scholarship Award

Honoring presented to a student currently accepted or enrolled in master's program in the field of educational communications and technology at an accredited college or university.

Qualitative Research Award

Honoring the best qualitative research in educational communications and technology

Richard B. Lewis Memorial Award

Honoring outstanding school district (public or private)

Robert deKieffer International Fellowship Award

Honoring outstanding leadership in the field of educational technology from a foreign country

Young Research Award

Honoring best paper reporting on a quantitative or qualitative study addressing a question related to educational technology

Robert M. Gagne Instructional Development Award

Honoring an outstanding project in instructional development

ect Mentor Scholarship Award

Honoring the doctoral student in educational media and technology submitting the most outstanding application

ect Diamond Mentor Award

Honoring mentors in the field

School Media Specialist of the Year Award

Honoring outstanding school media specialist

ect FOUNDATION SCHOLARSHIPS

McJulien Minority Graduation Scholarship Award

Providing support to a minority graduate student in educational communications and technology

Mentor Endowment Scholarship

Providing support to a graduate student studying in the field of educational communications and technology and in recognition of individuals who serve as mentors, providing guidance, assistance, and direction to the personal, educational, and professional development of the donor.

Division Awards

Distance Learning Division Crystal Award

Recognize the most innovative and outstanding distance learning courses and projects.

PacifiCorp – Design & Development Award

Recognizes promising instructional design research by graduate students working with mentors. This competition is specifically interested in promoting collaboration and mentoring within the professional community.



ect Foundation's Endowment Capital Campaign: A Virtual Building for the Future of Educational Technology

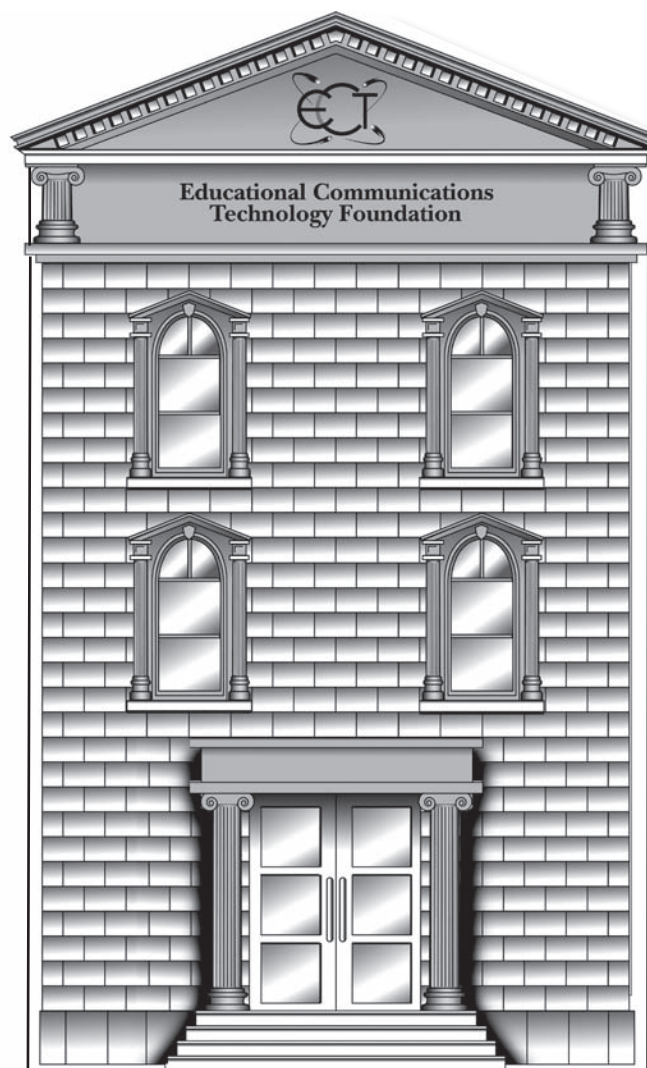
Lofty words for a lofty cause! The ECT Foundation and AECT have launched a project to build up the funding base of the endowment that traditionally supplies the money for scholarships, fellowships and leadership development activities within AECT. The realistic goal of \$50,000 (of which over \$12,000 has been already donated) to be raised over a period of three years offers AECT members the opportunity to support both the activities of the Foundation and the AECT goals.

The Virtual Building Construction concept

AECT members are encouraged to “buy bricks, or a window, or a column.” toward construction of a virtual building representing the enthusiasm and dedication of professionals within the educational communications and technology field. At the ect Foundation Table (in the Coronado Ballroom Foyer North) you can “buy a brick” for the Orlando floor of the ect Virtual Building. These bricks support the ect Capital Campaign’ goals. **You can also buy a raffle ticket for an iPod Bose sound system (valued at \$500). They tickets are \$5 or 5 for \$20 and only 500 will be sold.**

Visit the table and support the ect Foundation as it builds for the future of instructional technology and AECT. As support grows at varying levels of contributions, the new endowment virtual building will rise before our eyes. Names of contributors or honorees will be imprinted on the building parts as it rises (unless an individual donor wishes to remain anonymous). Groups and /or divisions may contribute in recognition of a mentor or an entire faculty that they wish to honor. ECT Foundation is a 501-c-3 non-profit organization, so the guaranteed contribution receipt will serve well at tax time.

The ECT Foundation challenges AECT members to be builders of the future. Feel good about raising the roof!



**Educational
Communications
Technology Foundation**

1800 STONELAKE DR. BLOOMINGTON, IN 47404
812-335-7675 • WWW.AECT.ORG

AECT Division Highlights

Design and Development Division

The Design and Development (D&D) Division promotes the quality and effectiveness of teaching and learning through the acquisition and application of knowledge, skills, and dispositions in order to design conditions for learning, develop instructional materials and experiences, and evaluate the adequacy of instruction and learning. As part of that mission, D&D is sponsoring a total of 88 concurrent, roundtable, and poster sessions this year centered around our “strengthening connections” conference theme. Here are some of the highlights:

- A variety of themed, concurrent sessions facilitated by D&D members on topics ranging from “Connecting Theory and Practice” to “Connecting New Technologies and Educational Goals.”
- A 2-day symposium on “Creativity in Instructional Technology.”
- A panel discussion on “Strengthening the Connection between Instructional Design and Development Theory and Practice” with well-known theorists and practitioners in our field.
- The 3rd Annual PacifiCorp Design and Development Award Competition presentation session for graduate students working with a mentor on an instructional design problem.
- Professional development sessions on topics including “Mentoring Early-career Higher Education Faculty” and “Writing and Editing Books for the Instructional Technology Field.”

Please join us at the combined Design & Development/Research & Theory Awards Luncheon in the Brasserie at 11:45 Wednesday and at our membership meeting immediately following the luncheon at 1:00, also in the Brasserie.



MJ Bishop
Design and Development
Program Planner

Distance Learning Division

If you are interested in the latest and greatest in distance learning, you will find an exciting and diverse program in the sessions sponsored by the Division of Distance Learning (DDL). Our proposal reviewers have selected over 60 sessions on topics of interest to teachers, trainers, instructional designers, researchers, administrators and lifelong learners. DDL’s eclectic menu of concurrent, roundtable and poster sessions includes such topics as virtual high schools and universities, blogs, podcasting, online gaming, effective instructional design, successful instructional strategies, research, theory, student success, faculty development, enhancing motivation, online collaboration, online social and learning interaction, mentoring, and even online diploma mills! Whether you work in K-12, higher education or outside of academia, there is something for you!

Please join us at the DLD Luncheon, Friday at 11:45 in the Brasserie and at the DDL membership meeting, immediately following at 1:00, also in the Brasserie.



Anthony Piña
Distance Learning
Program Planner

International Division

The International Division (ID) facilitates communication and communities among educational technology professionals and students worldwide and promotes interactions and support to each other that transcend international boundaries and cultural lines. The division mentors and fosters educational endeavors, and coordinates communication with sister associations around the world. ID administers several awards; include the Robert deKieffer International Fellowship award from the AECT Foundation.

Along with the International Division’s many interesting roundtable and concurrent session offerings this year, check out the International Forum, which highlights research and development projects from several countries. Stop by the

Hospitality Lounge sponsored by the International Division to converse and connect with scholars from around the world. Coffee, tea, and water will be available at the Hospitality Lounge to encourage comfort while mingling with other international scholars.

Do not miss the International Dinner and Auction Thursday evening. Everyone is welcome to this one-of-a-kind auction, whether you attend the dinner or not, featuring items from around the world.

Please join us at the ID membership meeting at 1:00 Thursday in the Panorama Room.



Chih Tu
International Division
Program Planner



Management Division

The Management Division's program at the 2006 AECT conference explores issues pertaining to managing educational technology centers and programs in the most effective manner. The concurrent sessions and roundtables sponsored by the Management Division reflect the topics of interest to management professionals seeking innovative tools, techniques and strategies to "strengthen connections" among the educators, administrators, and learners at their institutions.

Please join us at the MD membership meeting at 8:00 am Friday in the Executive Room.



Heather Tillberg-Webb
Management Division
Program Planner

MMP MultiMedia Production Division

In its second year, the Multimedia Production Division's (MPD) presentation submissions were up markedly from 2005. We assumed sponsorship of the Special Interest Forum in Games from the Design and Development division, and consequently had a large number of game-related proposals submitted to complement our array of

multimedia and production-related proposals. We have seven 60-minute themed sessions (each consisting of two 30-minute presentations), and a wide variety of roundtable presentations. MPD presenters come from around the world, as there is good international representation among the MPD members. The themed sessions for 2006 include:

- Artificial Intelligence and Conversational Agents
- Research Directions for Simulations and Games
- Making Learning fun with Multimedia
- Video on the Web
- Games and Instructional Design
- MPD Research Showcase: Using Multimedia and Games to Facilitate
- Conversations and Learning
- Adopting Pre-made Games for Educational Purposes*

2006 also marks the first year of the Multimedia Production Division annual awards. While submissions for 2006 are closed, we encourage 2007 submissions for the following categories:

- Excellence in Simulations and Games Achievement
- Excellence in Web Design
- Best Practice in Interface Design
- Excellence in Problem Solving through Multimedia Design*

Overall we feel that the 2006 program is very strong, and look forward serving the interests of those production-oriented AECT members, as well as folks interested in exploring the use of simulations and games to enhance teaching and learning.

Please join us at the MPD membership meeting at 3:30 Friday in the Executive Room.



Tony Betrus
MultiMedia Production
Program Planner

AECT Division Highlights



Research and Theory Division

This year's Research and Theory presentations range from studies of online learning to theory development about the role of questioning in instructional design. Our presenters offer us opportunities to think about the role of research, methods for undertaking research, and findings from research in the field. Our presenters include a wide range of members, from graduate students and early career professionals to established leaders in the field. We are very pleased with the quality and diversity of this year's line-up.

We have put together a few special sessions worth noting as well. For the "Emerging Methods" series we have invited researchers to discuss Design-based Research, Activity Theory, and the use of video-based data in research. We've also set-up two "Professional Development" panels to help bridge the gap between graduate students and faculty. These sessions will look at two issues relevant to grad students – how to make the most of their relationships with their mentors and how to develop their own research agendas. We've designed the discussion on mentoring to also be relevant to faculty in that role.

A very special part of our program this year is a series of panel discussions focused on a set of topics that we believe will be of interest to our members. As an exploration of the role of the Research and Theory mission, we have invited two panels to look at just that – research and theory. One panel will discuss the question, "What Counts as Theory in Instructional Technology?" while the other will consider "How Do We Connect Theory and Research." And, given the popularity of research focused on distributed learning, we've developed two sessions dedicated to that topic. One session is a panel called, "Research and Online Learning: Moving beyond Counting and Case Studies" and the other is a symposium, "Connecting Theory to Practice: Research Within an Online IT Program."

I hope you'll agree that Research and Theory has an exciting lineup this year. We are excited about the conference and hope to see many members at our sessions.

Please join us at the combined Design & Development/Research & Theory Awards Luncheon in the Brasserie at 11:45 Wednesday and at our membership meeting at 2:25, also in the Brasserie.



Chandra Orrill
Research and Theory
Program Planner



School Media and Technology Division

The mission of the School Media and Technology Division is to provide leadership in educational communications and technology by linking professionals holding a common interest in the use of instructional technology and its application to the learning process in the K-12 environment. This year's conference features presentations by school media and technology professionals on themes relating to that mission. The year's conference themes include Multimedia and Distance Learning in K-12 Curriculum, Technology Integration in the K-12 Curriculum, Collaboration and Technology in Schools, and School Library Media Centers. We are pleased to present in-depth presentations, workshops, and research from both nationally recognized leaders in the field and newcomers to the division of School Media and Technology. In planning the division's conference offerings, we looked not only for quality research presentations, but also worked to include a number of pragmatic sessions with information that should prove useful on a daily basis.

The division also encourages you to take in the International Student Media Festival showcasing the work of K-12 and college/university students. These hard-working students bring the results of classroom and extra-curricular projects to this international stage. You'll be amazed at what students are doing with technology in classrooms all across the country.

Finally, we encourage any and all interested AECT members who have a desire to learn more about the connection between technology and the K-12 school

environment to join us at our division meeting at 1:00 Friday in the Executive Room. We always welcome new division members.



Bruce Spitzer
School Media and Technology
Program Planner

Division for Systemic Change

From simulations based on systems and chaos theory, to models for facilitating systemic change in schools, to discussions on compassionate diffusion of innovations, the Division for Systemic Change program offers practical solutions and fresh insights for facilitating change in educational environments. This year, the Division also will host a Gaming Table featuring simulations and other change-related instructional objects and research environments. If you are interested in learning more about how to integrate systemic change findings and practices into your practices or teaching, stop by our Gaming Table, or get your hands on our CHANGE MiniMag.

Please join us at the CHANGE membership meeting at 3:30 Wednesday in the Brasserie.



Stephanie Moore
Division for Systemic Change
Program Planner

Teacher Education Division

The Teacher Education Division (TED) promotes theory research and practice in support of the development of knowledge, skills, and dispositions of educators who create effective learning environments for diverse learners through the integration of technology. The TED program is offering 35 concurrent, 19 roundtable, and 7 poster sessions reflecting this year's conference theme, strengthening connections. Many of these great sessions showcase the integration of emerging technologies in a variety of learning environments, including game-based learning and the creative use

of blogs and wikis. You can also learn how to create ePortfolios for faculty tenure reviews. Whatever your interest, you will find several opportunities to interact with the presenters and learn about how technology is changing the practice of education.

A special session presenting the results of a summer workshop where teachers are "doing real science" is offered on Wed. at 11:45. Be sure to read the May/June special issue of *Tech Trends* and plan to attend the symposium to discuss the themes, successes, and challenges of the national PT3 programs.

We look forward to seeing you all at TED's membership meeting on Friday at 2:15 pm in the Executive Room.



Paige Worrell
Teacher Education
Program Planner

Training and Performance Division

The mission of the Training and Performance (T&P) Division is to promote high quality research and practice in workplace learning and performance improvement. This year's divisional convention program closely matches the themes of the overall conference by offering various sessions that bridge research, theory, and standards with workplace practice. Program highlights include application of training design in professional settings, design of research-based performance support systems, analysis of team functionality in the workplace, impact of technologies and trends on training professionals, and the role of technologies in enhancing workplace learning.

Please join us at the T&P membership meeting at 9:15 am Friday in the Executive Room.



Priya Sharma
Training and Performance
Program Planner

Participating Organizations

Korean Society for Educational Technology

KSET

KSET's mission is to provide professionals in educational technology with opportunities for sharing ideas, experiences, knowledge and skills and for establishing networks through academic publications and conferences. Major publications include the Korean Journal of Educational Technology and the Educational Conferences of KSET are held for Korean researchers, practitioners and invited international scholars to exchange knowledge and experiences, and contribute to the improvement of teaching and learning with educational technology.

New England Educational Media Association

NEEMA

NEEMA promotes the development and extension of school library media program in New England by fostering connections between the members of the school library media associations within the six New England States as well as the educational media associations throughout the country. The goals of the association are to: Provide opportunities for leaders at the state level to strengthen leadership skills; Provide opportunities for the professional growth that are not easily supported by the state organizations within the region; and provide a strong regional voice at the national level.

Minorities in Media

MIM

Minorities in Media's purpose is to encourage the effective utilization of educational media in the teaching learning process; to provide leadership opportunities in advancing the use of technology as an integral part of the learning process; to provide a vehicle through which minorities might influence the utilization of media in institutions; to develop an information exchange network common to minorities in media; to study, evaluate, and refine the educational technology process as it relates to the education of minorities and to encourage and improve the production of effective materials for the education of minorities.

International Visual Literacy Association

IVLA

IVLA was formed for the purpose of providing education, instruction and training in modes of visual communication and the application through the concept of visual literacy to individuals, groups, organizations, and to the public general. Our members represent a wide range of disciplines including the arts, sciences, education, communication, business, videography, photography, instructional technology, health and computer applications.

International Council for Educational Media

ICEM

International Council for Educational Media is AECT's direct link to UNESCO and the world. Begun in 1950 by a European group of film makers and audiovisual directors from government ministries, its membership now represents producers, distributors and educators from over 30 countries. Individuals are invite to join ICEM as the organization continues its international work of linking academics, educators and media professionals in promoting the use of technology in education.

Association for Media Technology and Education in Canada

AMTEC

AMTEC is a pan-Canadian community of educators, instructional designers, media producers, researchers, librarians and other professional staff who work to facilitate and improve learning in all sectors of education through the appropriate application and integration of educational technology.

The Society of International Chinese in Education Technology

SICET

SICET is a nonpolitical, non-profit academic organization. Its mission is to establish and strengthen academic international connections, exchanges, researches and studies in educational technology for teaching and learning, as well as to promote the application of educational technology in Chinese education.

SICET Program at a Glance

The Society of International Chinese in Education Technology

SICET

As an affiliated organization, we have received a great support from AECT and this year ushers the second SICET International Convention. You are invited to attend our concurrent and roundtable sessions to share your experiences, expertise and knowledge with international scholars in the field of educational technology.

We will have eight concurrent sessions featuring four themes: 1) connecting alternative theories with practice, 2) connecting research and practice, 3) connecting standards with practice, and 4) mobile education. Both of our concurrent and roundtable sessions signify the innovative integration of instructional technologies in education. At SICET general session, we have invited a guest speaker from the South China Normal University - Professor Kedong Li, one of the pioneer innovators of educational technology in China. His presentation will introduce some undergoing national and regional research projects in the field of educational technology in China.

Thursday 10/12/06

SICET 05-06 Board Meeting:

8:00 - 9:00 am (Vista)

SICET General Session:

9:15 - 10:15 am (Fountain)

Connecting Alternate Theories with Practice:

1:00 pm - 2:00 pm (Garden)

- Instructional Design in Corporate Settings
- Sustaining an Online Community within the Context of an Open Courseware Localization Project

Connecting Research and Practice:

2:15 pm - 3:15 pm (Garden)

- Tacit or Explicit: Knowledge Management on Educational Technology
- Trends and Issues of Research and Publishing in the Field of Information Technology in Education

Mobile Education:

2:15 pm - 3:15 pm (Garden)

- Designing Educational Web sites for the PDA
- Mobile Education: Reaching out to Students Wherever They Go

Friday 10/13/06

Connecting Standards and Practice:

8:00 am - 9:00 am (Garden)

- STEP on Social Presence for Online Collaborative Learning
- Effects of Providing Environment Guidelines on the First-Time WebCT Users' Motivational Perceptions

SICET '06-07 Board Meeting:

10:30-11:30 am (Vista)

Roundtables:

8:00 - 9:00 am (Venetian)

- Cultural Differences on Self-regulated Learning in Web-Based Environment

9:15 - 10:15 am (Venetian)

- Online Course Design and a Research Agenda

10:30-11:30 am (Venetian)

- Invisible Web: Find the Hidden Treasure Effectively

1:00-2:00 pm (Venetian)

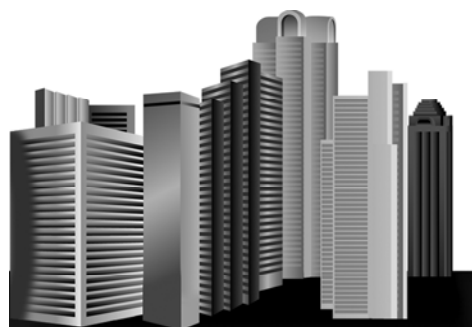
- Teaching Presence in Online Collaborative Learning

2:15-3:15 pm (Venetian)

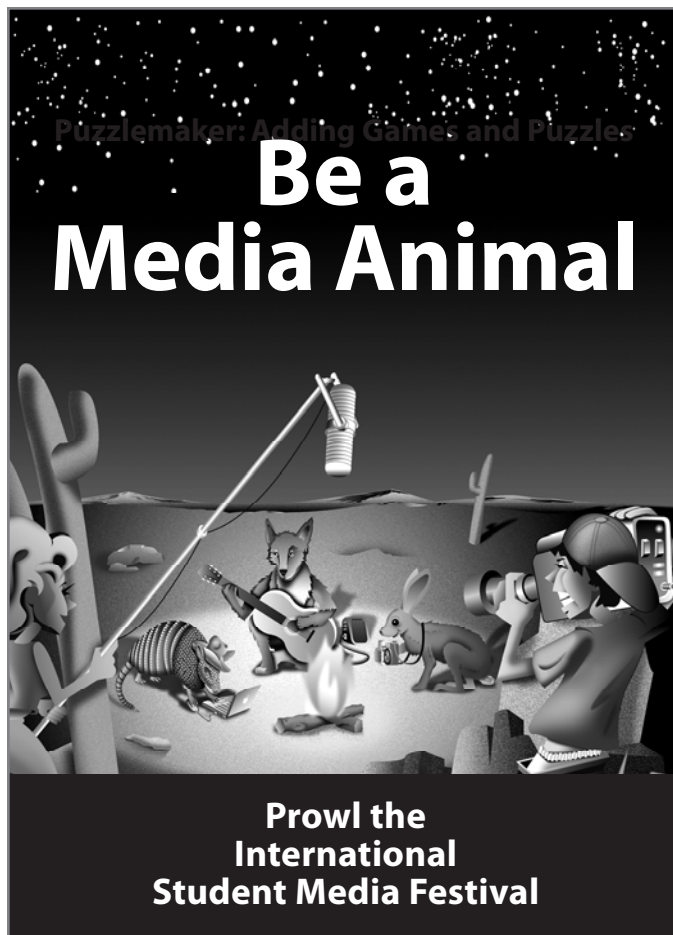
- Create Online Learning Communities in a Cross-cultural Learning Environment

3:30-4:30 pm (Venetian)

- Ways to Increase the Efficiency of E-Learning and Distance Education



Wednesday, October 10



09-GO

Student Powered Media by Marco Torres

Presented by: International Student Media Festival,

Time: 6 PM - 10 PM

Location: Gold Room

ISMF Opening Festival Event - Ice Cream Social to follow speaker Marco Torres, Apple Distinguished Educator.

11-CO

Adobe Premiere Elements – Video Editing Made Easy (6th to 12th Grade)

ISMF Workshop (6th to 12th Grade)

Presented by: Deborah Hargroves, Adobe Education Leader, Instructional Technology Specialist

Time: 8:30 AM - 10 AM

Location: Continental Room

Learn the latest techniques of video editing using Adobe's student friendly software! Classrooms take on the energy of high-charged film festivals when educators place easy-to-use video-editing tools at students' fingertips. Adobe Premiere Elements empowers kids with editing confidence as they transfer footage, arrange scenes, add special effects and transitions, and do much more. Learn how Adobe Premiere Elements offers the perfect combination of creative control and reliability for editing video in the classroom.

11-FO

Olympus Camera Photo Adventure (K to 5th Grade)

ISMF Workshop (K to 5th Grade)

Presented by: Douglas Mitchell, Olympus Instructor, Adobe Certified Instructor; Johanna Riddle, Adobe Education Leader,

Time: 8:30 AM - 10 AM

Location: Parisian Room

Grab an Olympus camera and come explore the Fairmont Hotel on an extended photo shoot. Grade levels K-3 are invited to participate. A chaperone must accompany every two children. (We don't want to lose anyone!) Minimal gear is required – bring comfortable walking shoes and an adventurous spirit. Students will view their photos at the end of this workshop.

Each year AECT sponsors this prestigious competition as part of its annual convention. The Festival, begun in 1974 by members of AECT to encourage and reward the utilization of student media production in the curriculum, has grown to be one of the oldest and largest events of its kind in the world. The festival features winning entries in a variety of media categories. Thousands of student's from grades K through University produce media for educational, dramatic use and web publication which are then submitted for judging.

This year, the ISMF Media Training Workshops will be presented as part of the AECT International Convention. Teachers, students and parents will participate in this special opportunity to learn from trainers and successful educators some of the hands-on techniques used to create winning media projects. All classes are held in a fun and informative atmosphere, using the tools provided by Apple Computer, Adobe Software, Olympus Cameras, and M-Audio Keyboards.

11-GA
Movie Making Techniques for Students

ISMF Workshop (9th to 12th Grade)
Presented by: Marco Torres, Apple Distinguished Educator
Time: 8:30 AM - 10 AM
Location: Garden Room

Join Marco Torres for a detailed overview of the movie making process.

13-FA
**Using Apple Garage Band to
Create Your Own Soundtracks**

ISMF Workshop (6th to 12th Grade)
Presented by: Ken Johnson, M-Audio
Time: 10:15 AM - 11:45 AM
Location: Far East Room

Students will use M-Audio keyboards and Apple software. This workshop is likely to sell out, so sign up soon!

13-GA
Movie Making Techniques for Students

ISMF Workshop (6th to 12th Grade)
Presented by: Marco Torres, Apple Distinguished Educator
Time: 10:15 AM - 11:45 AM
Location: Garden Room

13-GO
**Lights, Camera, Action! Producing a School News
Show (K to 5th Grade)**

ISMF Workshop (K to 5th Grade)
Presented by: Sarah Ross, Conyers, GA
Time: 10:15 AM - 11:45 AM
Location: Terrace Room

Teachers and students, you are invited to learn how to effectively produce a daily news show for your school. Gain knowledge of how to coordinate groups of students into productive news crews. Get information on equipment needs and technical issues. See an example of an award winning daily news program. You will also learn about budget resources, choosing basic equipment, arranging props, designing the lighting for a news studio, and selecting a school news team. See how a student directed school news show can be used as a teaching tool to promote the building of school team spirit, student work ethic, good citizenship, and positive self-esteem

13-OA
PowerPoint for PowerKids! (K to 5th Grade)

ISMF Workshop (K to 5th Grade)
Presented by: Wayne Free, Instructional Advocacy, LEA
Time: 10:15 AM - 11:45 AM
Location: Parisian Room

Learn the secrets to a great PowerPoint presentation. This workshop will demonstrate how to customize PowerPoint



Festival Screenings

Screenings of the Award Winning presentations are scheduled from 3:30 pm to 11:00 pm, Wednesday, 11th, 2006. Check the ISMF schedule for locations and age group.

Festival Awards Ceremony

Awards will be presented to winners for each category, K-3rd, 4th-5th, 6th-12th and College on Thursday, October 12th.. Producers in attendance will be invited to come on stage and receive a handsome award and certificate.



presentations to include action buttons for interactivity, custom animations, movie clips, sound effects, music, and web links to create truly extraordinary productions.

13-PA **Careers in Film and Digital Media**

ISMF Workshop (6th to 12th Grade)
Presented by: Andrea Jared, Savannah College of Art and Design
Time: 10:15 AM - 11:45 AM
Location: Panorama Room

Learn about careers in film and digital media brought to you by the Savannah College of Art and Design.

13-PO **Digital Video for Your Classroom: Hollywood goes to School**

ISMF Workshop (Teacher)
Presented by: Don Henderson, Apple Computers
Time: 10:15 AM - 11:45 AM
Location: Patio Room

Learn from the pros how to create better and more effective media projects that will bring Hollywood to your classroom!

13-TE **Photographic Studio Lighting Equipment for People & Products – Web Photo School Demonstration**

ISMF Workshop (6th - 12th & Teachers)
Presented by: Ben Clay, Web Photo School Instructor and Lesson Writer
Time: 10:15 AM - 11:45 AM
Location: Pavilion Room

Take the mystery out of using professional studio lighting equipment. See what it takes to capture studio perfect photos for people and products. Understand how to setup and use: softboxes, booms, umbrellas, strobes, backdrops, stands. Learn how integrate the Olympus E500 Pro SLR Digital Camera into the capture process. Techniques for photography studio lighting apply to video production. This workshop is a primer for a new teacher certification exam for Digital Photography.

Attendees receive a Photoflex free one month pass to <http://www.webphotoschool.com>

15-CO **Using M-Audio Session to Create Dynamic Sound Tracks**

ISMF Workshop (6th to 12th)
Presented by: Ken Johnson, M-Audio
Time: 1 PM - 2:30 PM
Location: Continental Room

M-Audio Session is a powerful, easy-to-use software to get you started making music on the PC. Session integrates seamlessly with your M-Audio interface or keyboard, letting you make great-sounding songs and video soundtracks—even if you've never played a note before. And if you have some musical experience, Session is the power tool to take you to the next level. To get started, just drag and drop professional loops from the huge included library into your song. Use your M-Audio keyboard to jam along and record with Session's built-in instrument collection. Plug a guitar or mic into your interface and record away. Mix your tracks—complete with effects—and share your music with the world. Session currently requires M-Audio's Fast Track USB audio interface, an inexpensive USB device.

15-GA **Olympus Photo Spectacular!**

ISMF Workshop (6th to 12th)
Presented by: Eli Reed, Olympus Visionary Photographer
Time: 1 PM - 2:30 PM
Location: Garden Room

Come enjoy a dynamic presentation by a top national photographer.

15-GO **Adventures in Digital Storytelling**

ISMF Workshop (K to 5th)
Presented by: Deborah Hargroves, Adobe Education Leader, Instructional Technology Specialist, Massie Heritage Center
Time: 1 PM - 2:30 PM
Location: Terrace Room

The excitement of Digital Storytelling, whether used as an explanatory tool illustrating depths of research and understanding or as an expressive tool illustrating depths of creativity, works for all grades and levels of technology. Join us in the exploration of Digital Storytelling including its processes, tools and formats as well as its application from grades from 1 – 12. Techniques for creating Digital Stories, using Adobe Photoshop Elements and Adobe Premiere Elements, will be demonstrated. Participants will receive outlines of lesson plans, online resources, rubrics and dozens of other tools to support their own Digital Storytelling adventures.

15-PA

Under Construction: Simple Tools for Learning Web Page Design

ISMF Workshop (6th to 12th)

Presented by: Sally Watson, Savannah, GA; Kim Mercer, Savannah, GA; Allison Roberts, Savannah, GA; Amy Ferrell, Savannah, GA

Time: 1 PM - 2:30 PM

Location: Panorama Room

This presentation is designed to help students learn a step-by-step process that will enable them to produce web pages. Web pages can become a very creative and informative end-product to a unit of study or independent study. Content and process will be very important components of the web page design process. Simple tools and programs used in web page construction will be introduced. Award-winning International Student Media Festival Web Page projects will be shared. Knowledge of html is not required...just an excitement for learning a new web skill! Roll up your sleeves and get ready to experience "Under Construction!"

16-FA

Apple iMovie: Your Video Secret Weapon!

ISMF Workshop (6th to 8th Grade)

Presented by: Don Henderson, Apple Computers

Time: 2:45 PM - 4:15 PM

Location: Far East Room

With iMovie HD, you can bring your media projects to life through video, sound, and pictures. iMovie is a powerful and highly engaging tool for students to share their knowledge and express themselves in the form of digital movies. You can create high-quality video documentaries to increase the relevance of social issues. And you can easily share best classroom practices with your peers. Students can create compelling projects that combine digital video, photos, and music, and even their own voice narration.



16-PA

Taking the Mystery Out of the Media Festival: Everything You Ever Wanted to Know About ISMF, But Were Afraid to Ask

ISMF Workshop (Teacher)

Presented by: Deborah Hargroves, Adobe Education Leader, Instructional Technology Specialist, Massie Heritage Center; Sally Watson, ISMF Planning Committee

Time: 2:45 PM – 4:15 PM

Location: Panorama Room

In this session, newcomers to the ISMF "winner's circle" can interact with more "seasoned" educators who will provide production techniques and strategies, as well as software and hardware recommendations for the different categories of media included in ISMF. Also, the rubrics used for evaluating each production type will be discussed. Topics covered will include Fair use copyright guidelines, parent and teacher involvement, fundraiser ideas, and roundtable discussions with ISMF veteran educators. We invite educators with all levels of experience in media production to join us in this orientation, as we uncover the "mysteries" of ISMF.

16-PN

Photo Shoot and Photoshop Elements

ISMF Workshop (6th to 12th Grade)

Presented by: Douglas Mitchell, TrainingBrain.com; Johanna Riddle, Adobe Education Leader

Time: 2:45 PM - 5:30 PM

Location: Parisian Room

Grab an Olympus camera and come explore the Fairmont Hotel on an extended photo shoot. You will then use Adobe Photoshop Elements to edit the pictures you've just taken.



AECT Conference Workshops

Descriptions for these workshops are in the Daily Program Listing.

Tuesday Workshops

9:00 AM - Noon

01-CO

Aligning Technology Connections: Linking Standards to Practice

Time: 9:00 AM - 12:00 PM

Location: Continental Room

Presented by: Mary C. Herring, University of Northern Iowa; James Russell, Purdue University; Kimberly Carter, University of Northern Iowa

01-EX

Podcasting and Streaming Educational Video

Time: 9:00 AM - 12:00 PM

Location: Executive Room

Presented by: Ian Aronson, NYU

01-FL

Constructing Your Course for Distance Delivery: Theory into Practice

Time: 9:00 AM - 12:00 PM

Location: Florentine Room

Presented by: Karen Kaminski, Colorado State University

01-FR

Tools of the Trade: A Guide to Useful Online Teacher Tools

Time: 9:00 AM - 12:00 PM

Location: French Room

Presented by: Bruce Spitzer, Indiana University South Bend; Susan Stansberry, Oklahoma State University

01-PA

Digital Story Telling

Time: 9:00 AM - 12:00 PM

Location: Panorama Room

Presented by: Kim Foreman, San Francisco State University; Leslie Rule, KQED/San Francisco State University

01-PN

NCATE Accreditation Training Workshop

Time: 9:00 AM - 12:00 PM

Location: Parisian Room

Presented by: Milton Nielsen, Director, Instructional Technologies, TX State University

01-TE

Creating Dynamic Database-Driven Web Sites with Dreamweaver

Time: 9:00 AM - 12:00 PM

Location: Terrace Room

Presented by: Lloyd Rieber, University of Georgia

1:30 PM - 4:30 PM

05-FA

Tuning your presentation: Making the most of your chance to show and tell your story

Time: 1:00 PM - 4:30: PM

Location: Far East Room

Presented by: Thomas Hergert, St. Cloud State University; Amy Bradshaw, University of Oklahoma; Doris Bolliger, St. Cloud State University; Richard Josephson, St. Cloud State University; Other IVLA members,

05-FL

Instructional Design Languages and Notation Systems: A Hands-on Experience

Time: 1:00 PM - 4:30: PM

Location: Florentine Room

Presented by: Andrew Gibbons, Brigham Young University; Luca Botturi, Universita della Svizzera Italiana

05-FR

Fast Flash WorkShop

Time: 1:00 PM - 4:30: PM

Location: French Room

Presented by: Brad Hokanson, University of Minnesota; Thomas Reinartz, Minnesota

05-PA

"Information Power," Information Literacy Skills and Authentic Assessment: How to Use the National Standards to Assess Student Learning

Time: 1:30 PM - 4:30 PM

Location: Panorama Room

Presented by: Delia Neuman, University of Maryland

05-PO

Want a Wiki? Betting on Blogs? Let's Create one for your Class!

Time: 1:30 PM - 4:30 PM

Location: Patio Room

Presented by: Susan Stansberry, Oklahoma State University;
John Curry, Oklahoma State University

05-TE

Making Connections: Collaboration in Instructional Design

Time: 1:30 PM - 4:30 PM

Location: Terrace Room

Presented by: Katherine Cennamo, Virginia Tech; Debby Kalk, Cortex Learning

Saturday Workshops

8:00 AM - 11:00 AM

41-CO

Academic's Intellectual Property Rights

Time: 8:00 AM - 11:00 AM

Location: Continental Room

Presented by: Rosemary S. Talab, Kansas State University;
Janice Bruwelheide, Montana State University; Leonard DuBoff, DuBoff Law Group

41-EX

Wiki's Wrule: Using, Editing, and Creating a Wiki for Education

Time: 8:00 AM - 11:00 AM

Location: Executive Room

Presented by: Tom Reinartz, University of Minnesota; Brad Hokanson, University of Minnesota

41-FA

Increase Your Productivity!: Technology Tools for Scholarship and Collaboration

Time: 8:00 AM - 11:00 AM

Location: Far East Room

Presented by: Rebecca Fiedler, University of Central Florida;
Penny Beile, University of Central Florida; Andy Tinkham, Florida Institute of Technology



The Association for Educational Communications & Technology

aect

STRENGTHENING CONNECTIONS

DALLAS

2006

Leadership & Technology Convention

In proud partnership with

Apple Computer
Olympus Camera
Adobe Education
Nortel LearnIT
M-Audio
Savannah College of Art & Design
Springer Science + Business Media
Lawrence Erlbaum Associates
Mitsubishi

The poster features a stylized city skyline of Dallas at the bottom, with various skyscrapers in shades of gray. The background is dark with circuit board patterns and glowing lines. The AECT logo is prominently displayed in a rounded rectangle at the top.

AECT Governance Meetings

AECT EXECUTIVE MEETINGS

- **AECT Board Meeting**
Oak Room, Tuesday, 1:00 PM - 6:00 PM
French Room, Saturday, 8:00 AM - 12:00 PM
- **ect Foundation Board Meeting**
Board Room, Tuesday, 2:00 PM - 6:00 PM
Green Room, Thursday, 8:00 AM - 12:00 PM
- **Joint ECT/AECT and Leadership dinner**
Brasserie, Tuesday, 6:00 PM - 7:00 PM

DIVISION GOVERNANCE MEETINGS

- **Design & Development Board Meeting**
D&D Suite, Wednesday, 8:00 – 9:00 am
- **Design and Development Membership Meeting**
Brasserie, Wednesday, 1:00 pm - 2:00 pm
- **Distance Learning Division Board of Directors**
DDL Suite, Wednesday, 8:00 – 9:00 am
- **Distance Learning Division Membership Meeting**
Brasserie, Friday, 1:00 pm
- **Division on Systemic Change Board of Directors**
SC (Change) Suite, Wednesday, 8:00 – 9:00 am
- **Division on Systemic Change Membership Meeting**
Brasserie, Thursday, 3:30 pm
- **Information & Technology Management Division Board of Directors**
MD Suite, Wednesday, 8:00 – 9:00 am
- **Information & Technology Management Division Membership Meeting**
Executive Room, Friday 8:00 – 9:00 am
- **International Division Board of Directors**
ID Suite, Wednesday, 8:00 – 9:00 am

- **International Division Membership Meeting**
Panorama Room, Thursday, 1:00 pm
- **MultiMedia Division Board of Directors**
MMP Suite, Wednesday, 8:00 – 9:00 am
- **MultiMedia Division Membership Meeting**
Executive Room, Friday, 3:30 pm
- **Research & Theory Division Board of Directors**
R&T Suite, Wednesday, 8:00 – 9:00 am
- **Research & Theory Division Membership Meeting**
Brasserie, Wednesday, 2:15 – 3:15 pm
- **School Media & Technology Board of Directors**
SMT Suite, Thursday, 8:00 – 9:00 am
- **School Media & Technology Division Membership Meeting**
Executive Room, Friday, 1:00 – 2:00 pm
- **Teacher Education Division Board of Directors**
TED Suite, Wednesday, 8:00 – 9:00 am
- **Teacher Education Division Membership Meeting**
Executive Room, Friday, 2:15 – 3:15 pm
- **Training & Performance Board of Directors**
T&P Suite, Wednesday, 8:00 – 9:00 am
- **Training & Performance Division Membership Meeting**
Executive Room, Friday 9:15 – 10:15 am

COMMITTEE MEETINGS

- **2006 Conference Evaluation Committee**
R&T Suite, Thursday, 8:00 – 9:00 am
- **2007 National Convention Planning Committee**
Planning Suite, Thursday, 8:00 – 9:00 am
- **Advocacy Committee**
SC Suite, Thursday, 8:00 – 9:00 am
- **Awards Committee**
ID Suite, Thursday, 8:00 – 9:00 am
- **Intellectual Property (formerly Copyright) Committee**
T&P Suite, Thursday, 8:00 – 9:00 am

- **Curriculum Committee**
MMP Suite, Thursday, 8:00 – 9:00 am
 - **Definitions and Terminology Committee**
MD Suite, Thursday, 8:00 – 9:00 am
 - **Distance Education Standards**
DDL Suite, Thursday, 8:00 – 9:00 am
 - **Electronic Services**
D&D Suite, Thursday, 8:00 – 9:00 am
 - **History and Archives Committee**
SMT Suite, Thursday, 8:00 – 9:00 am
 - **Human Capital Campaign and Membership Committee**
MD Suite, Thursday, 9:15 – 10:15 am
 - **International Student Media Festival Committee**
TBA—Watch conference addenda
 - **Leadership Development Committee**
ect Suite, Thursday, 8:00 – 9:00 am
 - **Organization & By-laws Committee**
06 Suite, Thursday, 8:00 – 9:00 am
 - **Professional Ethics Committee**
06 Suite, Thursday, 9:15 – 10:15 am
 - **Publications Committee Meeting**
07 Suite, Thursday, 8:00 – 9:00 am
 - **Standards and Accreditation Committee**
TED Suite, Thursday, 8:00 – 9:00 am
- OTHER MEETINGS**
- **AECT Intern Sessions**

Wednesday	7:00 - 8:00 am
Thursday	7:00 - 8:00 am
Friday,	7:00 - 8:00 am
 - **PIDT Planning Committee**

Friday,	8:00 - 9:00 am (French)
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 - **2005-2006 SICET Board**

Thursday,	8:00 - 9:00 am (Vista)
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 - **2006-2007 SICET Board**

Friday,	10:30 - 11:30 am (Vista)
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Your New Teacher's Aide Just Showed Up for Class.

Attend our workshop, "Photographic Studio Lighting Equipment for Portraits and Products" and receive a one month free subscription to Web Photo School. Teachers! Stop by our booth after the workshop to learn about the new teacher certification exam for digital photography. With this remarkable new classroom resource, you may actually have more time to do the thing you love best: enlighten young minds.

Visit us at the IMSF show
and get a one month free subscription!
webphotoschool.com



Programs of Special Interest

Member Feedback Favorites

For a month, members were able to go online and review the accepted program. Below are listed a few of the presentations they found most appealing:

Wednesday

- Web-based Tests in Second/Foreign Language Self-assessment
10:30 am Wednesday, Crown Room
- Research on Online Learning: Moving Beyond Counting and Case Studies
10:30 am Wednesday, French Room
- Utilizing Instructional Design to Ensure the Transfer of Training in Corporate Settings
10:30 am Wednesday, Florentine Room
- Symposium: Creativity in Instructional Technology Part 1, 2:15 pm Wednesday, Executive Room
- Teaching Change Management: The Fusion of Theory and Practice
2:15 pm Wednesday, Florentine Room
- Emerging Methods: Activity Theory in Instructional Technology
3:30 pm Wednesday, Executive Room

Thursday

- Teacher-created, Computer-based Virtual Field Trips
8:00 am Thursday, Continental Room
- Intelligent Games: A New Approach to Designing Serious Games Based on Artificial Intelligence, Pedagogical Agents, Narrative Theory, and Instructional Design
10:30 am Thursday, Patio Room
- Podcasting: A New Medium for Distance Learning
10:30 am Thursday, Executive Room
- Predicting Outcomes of Systemic Change in Education
11:45 Thursday, Gold Room
- Video Podcasting: When, Where and How It's Currently Used for Instruction
1:00 pm Thursday, Vista Room
- Integrating Culture in Design through the Culture-based Model
1:00 pm Thursday, Executive Room
- Visioning an Online Community for Beginning Teachers
1:00 pm Thursday, Green Room

- Ten Research Areas to Guide the Field of Digital Game-Based Learning
2:15 pm Thursday, Fountain Room
- A New Taxonomy of Meaningful Learning
2:15 Thursday, Pavilion Room
- Symposium: Creativity in Instructional Technology Part 2, 2:15 pm Thursday, Executive Room
- Creating a Tenure-winning e-Portfolio: What Beginning Faculty Should Know
3:30 pm Thursday, Far East Room
- School Library Media Specialist Leadership: An Endangered Species or Rising Phoenix?
3:30 pm Thursday, Patio Room
- Socratic Seminar
3:30 Thursday, Panorama Room

Friday

- An International Cross Cultural Analysis of Trends in Corporate Training and Performance Improvement
8:00 am Friday, Florentine Room
- Studying Near and Far Transfer in a Multi-User Virtual Environment
8:00 am Friday, Pavilion Room
- Exploring the World of Play: The Gaming Table
9:15 am, Regency Foyer
- Voices of Children: Critically Exploring Visual and Verbal Literacies Through Photography
10:30 am Friday, Gold Room
- From Design Theory to Development Practice: Developing a Stronger Understanding of Our Field.
10:30 am Friday, Venetian Room
- Ten Things To Do when Integrating a Commercial Off-the-shelf Video/Computer Game
11:45 Friday, Terrace Room
- Instructional Strategies for eLearning: Engaging the Student and Instructor
1:00 pm Friday, Green Room
- Aesthetic Principles for Instructional Design
1:00 pm Friday, Continental Room
- Designing Online Communities of Learning Based on Conversation Theory
2:15 pm Friday, Gold Room
- What Counts as Theory in Instructional Technology?
2:15 pm Friday, Pavilion Room
- Joomla! Second Generation CMS
2:15 Friday, Oak Room

- Rounding up Hidden Web Information
3:30 p.m Friday, Oak Room
- How Designers Can Connect Different Cultural Expectations of Teacher-Student Relationships in Online Courses
3:30 pm Friday, Gold Room
- Update on the Third Edition of the Handbook of Research on Educational Communications and Technology
3:30 pm Friday Garden Room

AECT Featured Research Sessions

As a premier professional organization in the field of teaching, learning, and technology, AECT actively fosters dissemination of pertinent research findings. To encourage a greater number of high-quality research paper presentations at our annual convention, AECT is piloting a new type of research strand for its annual convention here in Dallas: *AECT Featured Research Papers*. There are one-hour sessions on Wednesday, Thursday, and Friday of the convention on the following topics:

Wednesday: 3:30 - 4:30 pm (French Room)

- Effects of Direct Manipulation and Animation in Questions and Feedback: What's the Fuss?
- Identifying Versus Explaining Solutions During Learning of a Rule-based Task

Thursday: 3:30 - 4:30 pm (French Room)

- The Use of Group Discussions and Question Prompts for Increasing the Impact of Vicarious Learning Experiences
- The Effects of ARCS-based Confidence Strategies on Learner Confidence and Performance in Distance Education.

Friday: 3:30 - 4:30 pm (French Room)

- Student Strategies for Succeeding in PBL Environments: Experiences and Perceptions of Low Self-regulating Students
- Assessing Cross-disciplinary Learning and Problem Solving in Teams

First Timer's Orientation

Wednesday, 8:00 - 9:00 am (Venetian Room)
Created just for the convention first timer, learn about AECT and how to get the most of your convention experience while meeting new colleagues. Members of the AECT Board of

Directors, Division leadership and others will be on hand to help give you a special welcome to your first AECT Convention. Special prizes will be awarded. Coordinator: Guy Westhoff, Washington State Univ.

First General Session

Keynote Address by John Couch, Apple Computer, Inc.
Wednesday, 9:15 - 10:15 am, International Ballroom

Emerging Learning Environments

As the world has become flat, niched by a long tail and connected by the Internet, what does today's 21st Century Learning Environment need to provide? John Couch, Apple Computer's Vice-President for Education, will describe how Apple is exploring and developing systems for content creation, materials distribution, and the building of collaborative learning environments.

Second General Session: Exploring AECT's Vision

Thursday, 5:00 - 6:00 pm, International Ballroom

Presented by: T. Weston Miller, AECT Past President; Ward Cates, President; Patricia Miller, President-elect; and Phil Harris, AECT Executive Director.

Join the AECT Leadership as we explore the coming year and reflect on the year past. Session includes highlights of this past year, a preview of the 2007 AECT Convention and a special "Meet the Candidates' Opportunity."

Third General Session

Friday, 5:00 -6:15 pm, International Ballroom
Keynote Address by Jon Gordon, Future Tense Radio Features, American Public Media

Jon Gordon brings the perspective of over ten years of award-winning technology journalism to the issues of technology's impact and promise for education. His interviews with designers, entrepreneurs, and the technically astute have generated fascinating radio and given him special insight into the priorities, values, and future directions of technology. In his presentation, Jon will examine how the open source software movement, wikis, the viral nature of the Internet and other technology trends might affect education's future.

AECT Social Events

AECT Welcome and Publishers Reception

Wednesday, 6:00 - 8:00 pm, Regency Ballroom

AECT and its Board of Directors invite you to join in the opening AECT Welcome Reception. Meet colleagues from past years and welcome the new attendees. You'll have an opportunity to talk with several AECT authors. This reception is sponsored by AECT Member Publishers and AECT.

Joint University Receptions

Friday, 6:30 – 8:30 pm International Ballroom

Take this opportunity to connect with colleagues, learn about institutional programs, and meet faculty and students at this annual event. Sponsored by Florida State University, Indiana University, Lehigh University, Mississippi State University, Northern Illinois University, NOVA Southeastern University, Purdue University, The University of Georgia, University of Memphis, the University of Oklahoma, and Utah State University.

Presidential Sessions

Wes McJulien Lecture

Dr. Karen Mae, CEO of Global Scholars

Thursday 1:00-2:00 pm Brasserie

Global Scholars (GS) is an organization designed to bring about awareness of cultural similarities, as well as differences. The organization allows students an opportunity to discover the uniqueness of a number of cultures. GS has six major components, with a seventh component, Middle School Student Exchange, to be developed within five years. The primary focus is middle school. Middle school is the last probable opportunity for students at risk to change their behaviors and attitude. Global Scholars is unique in that it connects the pipeline from middle school through college, and into industry sharing and learning about cultures of the world. All middle school programs are free to the student. The major components of GS are as follows: Middle School Study Abroad, Leadership Development Institute,

Service Learning (K-12 Teachers, University Faculty, Industry Representatives, Community Leaders, and others), International Student Exchange (Research and Touring), and Build-a-Bridge (Development of medical and educational facilities and support). Global Scholars develops relationships that will lead to scholarships for education, internships for employment, research opportunities, teacher training and sharing abroad, and living experiences that most students would otherwise not have an opportunity in which to participate, and medical assistance. The most in depth exposure is in Ghana, Africa. In addition to Ghana, students will travel to Washington, DC, Mexico, Belize, Caribbean, England, Holland, Italy, Costa Rica, and Spain living and learning about the wonderful world of cultural diversity.

AECT and ect Foundation Awards / AECT Tech Travesties

Sponsored by the ect Foundation

Thursday, 2:15 pm-4:30 pm Gold Room

Join friends and colleagues as we honor our best. Not only will you celebrate with the winners of the AECT and ect Foundation Awards, you will have a unique opportunity to be entertained by AECT leaders as they present the always popular AECT Tech Travesties, back by popular demand! Come join Mike Molenda, Roger Tipling, Tiffany Koszalka, and Nate Lowell as they help us view ourselves as only they can show. Think roast, but with a technology twist.

Socratic Seminar

Thursday, 3:30 pm-4:30 pm, Panorama Room

Members of AECT, International Professors, who are recognized for their teaching and writing in our field, will present their philosophies of education. Students will discuss them. Great Opportunity for audience participation.

Presented by: Jenny K. Johnson, University of Maryland University College; Richard Cornell, University of Central Florida; Ward Cates, Lehigh University; Plon W. Verhagen, University of Twente, The Netherlands; Youngsoo Kim, EWHA University of Seoul

Leadership: International Professional Associations

Friday, 8:00 am-9:30 am, Patio Room

Presented by: Jenny K. Johnson, University of Maryland University College; Representative from the International Society for Exploring Teaching and Learning; Steve Yuen, Society of International Chinese in Educational Technology; Representative from the Commonwealth of Learning; Barbara Lockee, Professors of Instructional Development and Technology.

Members of AECT who are active in the national educational technology associations in their own countries describe their association's membership demographics, goals, activities, publications, conferences, funding, professional growth and leadership opportunities. There will be opportunity for audience participation and discussion of ideas for enhancing collaboration among associations.

Exploring the World of Play: The Gaming Table

Friday 9:15 am and continuing throughout the day
Regency Foyer

Co-sponsored by the Divisions for Systemic Change and Multimedia Production.

This table will feature various games (computer-based and board games). You can visit and play throughout the day. Immerse yourself in play learning!

Update on the Third Edition of the Handbook of Research on Educational Communications and Technology

(J. Michael Spector, Florida State University)

Friday 3:30 - 4:30 pm, Garden Room

Handbook editors will present an overview of the third edition, including descriptions of the six major parts, chapter topics and authors. Selected authors will present overviews of adaptive technologies, problem-based learning, and design languages. The session will conclude with comments, suggestions and reactions from the audience. Participants will be provided with an update summary of the contents for the third edition of the Handbook and a summary of the AECT survey results.

International and U.S. University Curricula in Educational Communication & Technology

Friday 3:30 – 5:00 pm, Patio Room

Sponsored by the AECT Curriculum Committee

Members of AECT from departments with masters curricula in Educational Communication and

Technology will present their current masters curricula. Discussants are from the AECT Curricula Committee and current U.S. graduate students.

Graduate Student Center - State Room

There are many exciting activities occurring this year in the Graduate Student Center in conjunction with the Graduate Student Forum. The schedule of activities will be posted outside the State Room so you can see what is available.

AECT Ticketed Meal Events

Design & Development/Research & Theory Awards Luncheon

Wednesday, 11:45 am-1:00 pm, Brasserie

The Design and Development and Research and Theory Divisions will present their annual awards recognizing outstanding achievements in the instructional design and research fields. Most attendees purchase tickets when registering for the convention, although on-site tickets are sold on a space-available basis. Fee: \$35

Minorities in Media Luncheon

Thursday, 11:45 am-1:00 pm, Brasserie

The Minorities in Media Luncheon will have a featured speaker and a short business meeting. All interested persons are encouraged to attend. Most attendees purchase tickets when registering for the convention. On-site tickets are sold on a space-available basis. Fee: \$35

International Division Annual Dinner and Auction

Thursday 6:30 - 9:30 pm, Venetian Room

AECT and its International Division welcome you to this year's Annual Dinner and Auction. This is a great opportunity to join your friends and colleagues from all over the world. A great buffet dinner is planned along with a cash bar.

At this event, you will have an opportunity to experience a one-of-a-kind auction with items on the auction block from all corners of the world. Proceeds from the auction are used for the International Division activities and scholarships. Please plan to participate in making this auction a success. Bring a keepsake from your country or state. Be sure to label the history of the item to be auctioned and you'll be long remembered. You

can participate in the auction even if you do not purchase a dinner ticket. Most attendees purchased their dinner tickets when registering for the convention, but on-site tickets are sold on a space-available basis. Fee: \$45

Distance Learning Division Luncheon

Friday, 11:45 am-1:00 pm, Brasserie

The Distance Learning Division annual luncheon is a time for all division members to meet over lunch and discuss current issues in the field of distance learning. Most attendees purchase tickets when registering for the convention. On-site ticket sales are on a space-available basis. Fee: \$35

AECT Past President Council Luncheon

Friday, 11:45 am-1:00 pm

Annual AECT Past presidents' luncheon and meeting will honor incoming Past President Wes Miller. Past presidents of AECT are invited to attend a get-together at 11:00 am in the President's Parlor, Room 902, hosted by the incoming Past President. The group will proceed to the banquet room together. Open to Past Presidents Only. Fee \$35

PacifiCorp Design Competition

The PacifiCorp Design and Development Award recognizes promising instructional design research by graduate students working with mentors. Co-sponsored by PacifiCorp and the Design and Development Division of AECT, the competition is specifically interested in promoting collaboration and mentoring within the professional community. Join us during this special session in which the three finalist teams will present their solutions to this year's challenging performance-improvement design problem.

- **Reception**

Terrace Room, Thursday 8:00 – 9:00 am

- **Design Competition Awards**

Vista Room, Thursday 9:15 – 10:15 am

- **Meeting for next year's prospective participants**

Terrace Room, Thursday 1:00 – 2:00 pm

Facilitator: M.J. Bishop, Lehigh University



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E-mail your news of note to: webmaster@aect.org

Session Numbers and Icons

Interpreting Session Numbers and Abbreviations

The session numbers in this program contain almost all the information you need to find a session. For example, the session number tells you on what day a session will be held.

Sessions beginning with:

- 0 - take place on Tuesday, October 10
- 1 - take place on Wednesday, October 11
- 2 - take place on Thursday, October 12
- 3 - take place on Friday, October 13
- 4 - take place on Saturday, October 14

If a session has an **.a** and **.b** after it, that session is made up of two presentations. If no letter is given, a single presentation fills the entire session. Roundtables and posters are preceded by letters to indicate how many are presented in the timeslot indicated.

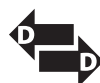
The two-letter abbreviation following the number tells you what room the session will be held in. Room abbreviations and locations are as follows:

Abbreviation	Room name	Area of building
BR	Brasserie	Lobby Level
CO	Continental	Banquet Level
CR	Crown	Banquet Level
DD	Design & Development	Suite Lodging
DI	Directors Room	Banquet Level
DL	Distance Learning	Suite Lodging
ECT	ECT	Suite Lodging
EX	Executive Room	Banquet Level
FA	Far East Room	Banquet Level
FL	Florentine Room	Banquet Level
FO	Fountain Room	Terrace Level
FR	French Room	Banquet Level
GA	Garden Room	Terrace Level
GO	Gold Room	Banquet Level
GR	Green Room	Terrace Level
IB	International Ballroom	Lobby Level
IF	International Foyer	Lobby Level
ID	International Division	Suite Lodging
MD	Management Division	Suite Lodging
MP	Multimedia Production	Suite Lodging
OA	Oak Room	Banquet Level
OS	Off-site venues	In Dallas
PA	Panorama Room	Terrace Level
PN	Parisian Room	Banquet Level
PO	Patio Room	Terrace Level
PR	Pavilion Room	Terrace Level
PL	Planning	Suite Lodging
RB	Regency Ballroom	Banquet Level

(Abbreviation	Room Name	Area of building)
RF	Regency Foyer	Banquet Level
RO	Royal Room	Banquet Level
06	05-06 President's Suite	Lodging
07	06-07 President's Suite	Lodging
ST	State Room	Banquet Level
TE	Terrace Room	Terrace Level
VA	Vista Room	Terrace Level
VN	Venetian Room	Lobby Level

Divisional Program Icons

Each division is represented by an individual icon. These are used in the program to indicate divisions sponsoring a session. Below you will find a list of the icons along with the names of the divisions they represent.



Design and Development



Distance Learning



Division on Systemic Change



International
International Division



Management



Multimedia Production



Research & Theory



School Media & Technology



Teacher Education



Training & Performance

Affiliate Program Icons



Association for Media Technology
and Education in Canada



International Visual
Literacy Association



International Council for
Educational Media



Korean Society for
Educational Technology



Minorities in Media



New England Educational
Media Association



Society of International Chinese
in Education Technology

Get Connected with AECT.



Join us in discovering the benefits of the latest technological advances in learning and communication.

Learn with us in workshops, lectures and presentations given by the leaders in their fields.

Publish with us in our peer reviewed journals and publications, and have your research reach a wider critical audience, in print and online.

Network with us at our Summer Institute and Fall International Leadership and Technology Convention and meet like-minded professionals and share your common interests and solutions.



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01-CO

Aligning Technology Connections: Linking Standards to Practice

Time: 9:00 AM - 12:00 PM

Location: Continental Room

Presented by: Mary C. Herring, University of Northern Iowa; James Russell, Purdue University; Kimberly Carter, University of Northern Iowa

College and university faculty and staff developers who teach courses about facilitating the integration technology into learning for pre-service and in-service teachers will identify major challenges regarding standards alignment, data collection and their solutions as well as responding to external mandates such as NCLB. Connections will be strengthened using group collaboration to develop solutions. Participants are encouraged to bring course syllabi and examples of successful teaching materials and activities.

01-EX

Podcasting and Streaming Educational Video

Time: 9:00 AM - 12:00 PM

Location: Executive Room

Presented by: Ian Aronson, NYU

Digital technology now offers educators unprecedented opportunities to distribute their work in compelling and dynamic formats. Using commonly available computers, educators can now design and produce video segments custom-tailored to the needs to their learners. Participants in this workshop will learn to optimize educational video segments for delivery as downloadable podcasts, and will also learn how to stream video segments over commonly available internet connections using Macromedia Flash.

01-FL

Constructing Your Course for Distance Delivery: Theory into Practice

Time: 9:00 AM - 12:00 PM

Location: Florentine Room

Presented by: Karen Kaminski, Colorado State University

This workshop will be a hands-on, interactive session where participants will initiate the design of their own online course. As a group we will discuss and practice the aspects of constructing a course based on theory and practice of distance learning. Topics will cover creating immediacy, interacting with content, inclusion of multiple teaching and learning styles, and much more. Participants will receive a 25 page manual and additional resources to take with them.

01-FR

Tools of the Trade: A Guide to Useful Online Teacher Tools

Time: 9:00 AM - 12:00 PM

Location: French Room

Presented by: Bruce Spitzer, Indiana University South Bend; Susan Stansberry, Oklahoma State University

This half-day, hands-on workshop introduces novice technology integrators/participants to several useful online teacher productivity tools. Participants are encouraged to bring real-world content to the workshop to utilize during demonstration and practice segments. Participants are also encouraged to bring a wireless-enabled laptop so they can follow along with the demonstrations and create useful products. All tools to be demonstrated will be available to participants free via the Internet.

01-PA

Digital Story Telling

Time: 9:00 AM - 12:00 PM

Location: Panorama Room

Presented by: Kim Foreman, San Francisco State University; Leslie Rule, KQED/San Francisco State University

This presentation presents digital stories in a multitude of educational contexts and explores the intellectual, technical, and creative skills necessary to create digital stories in an educational environment. As well as tips and techniques, we discuss the hardware, software and lab configurations needed to produce a digital storytelling project. This workshop demonstrates the art, skill, craft and magic of digital storytelling, explaining how and why digital storytelling is the perfect melding of content and technology.

01-PN

NCATE Accreditation Training Workshop

Time: 9:00 AM - 12:00 PM

Location: Parisian Room

Presented by: Milton Nielsen, Director, Instructional Technologies, TX State University

This workshop is a must attend for all AECT reviewers, or those who would like to become reviewers, and institutional representatives who work or plan to work toward NCATE certification with AECT's accreditation standards for programs in Educational Technology. Representatives from both AECT and NCATE will be a part of this workshop.

01-TE

Creating Dynamic Database-Driven Web Sites with Dreamweaver

Time: 9:00 AM - 12:00 PM

Location: Terrace Room

Presented by: Lloyd Rieber, University of Georgia

This workshop will demonstrate how to use Dreamweaver to create a dynamic web site that saves, updates, and displays information from an online database. A range of examples will be presented from an online graduate course (on the topic of instructional design) that extensively uses dynamic content in its web site. No prior knowledge about databases is needed, but participants should already be competent and comfortable using Dreamweaver to create static pages.
<http://it.coe.uga.edu/~lrieber/aect2006/>

05-FA

Tuning your presentation: Making the most of your chance to show and tell your story

Time: 1:00 PM - 4:30: PM

Location: Far East Room

Presented by: Thomas Hergert, St. Cloud State University; Amy Bradshaw, University of Oklahoma; Doris Bolliger, St. Cloud State University; Richard Josephson, St. Cloud State University; Other IVLA members,

This 4-hour workshop will be directed primarily toward presenters who have had proposals accepted to the 2006 AECT National Conference. As an introduction, we will present some general and basic guidelines on visual literacy issues, including examples from our own work and the work of our colleagues in IVLA. We will review some of the relevant literature and best practices on visual communication and presentation, and we will lead a discussion interacting with the attendees as a group.

05-FL

Instructional Design Languages and Notation Systems: A Hands-on Experience

Time: 1:00 PM - 4:30: PM

Location: Florentine Room

Presented by: Andrew Gibbons, Brigham Young University; Luca Botturi, Università della Svizzera Italiana

This workshop will offer a hands-on experience in identifying and using instructional design languages—the building blocks of instructional designs. Design languages give the designer a tool for analyzing, comparing, and building instructional designs. They also provide a rosetta-like tool for analyzing and comparing instructional design theories. The net benefit it gives to the designer the ability to link instructional theories directly to instructional designs in a much more detailed way.

05-FR

Fast Flash WorkShop

Time: 1:00 PM - 4:30: PM

Location: French Room

Presented by: Brad Hokanson, University of Minnesota; Thomas Reinartz, Minnesota

This workshop is geared to the newer Flash user; participants should already have a basic level experience with Flash. A number of exercises and activities will help develop skill in the use of Flash. It will include Actionscript; accessing system data; reading remote JPG, MP3, and SWF files; reading data from text and XML files; and building a simple game. Participants will work on their own laptops and develop materials that can be uploaded.

05-OA

AECT Board Meeting

Time: 1:00 PM - 6:00 PM

Location: Oak Room

05-PA

“Information Power,” Information Literacy Skills and Authentic Assessment: How to Use the National Standards to Assess Student Learning

Time: 1:30 PM - 4:30 PM

Location: Panorama Room

Presented by: Delia Neuman, University of Maryland

Assessment doesn't always come easily in library media programs, but authentic assessment offers strong possibilities for media specialists to track students' mastery of information literacy. This workshop focuses on using the Information Literacy Standards for Student Learning (ILSSL) presented in the field's national guidelines as a tool for designing and implementing authentic assessments that are collaborative, comprehensive, concrete, and circumspect. Providing theory and practice in designing such assessments, the workshop will help media specialists use the ILSSL as a catalyst for undertaking their assessment role.



05-PO

Want a Wiki? Betting on Blogs? Let's Create one for your Class!

Time: 1:30 PM - 4:30 PM

Location: Patio Room

Presented by: Susan Stansberry, Oklahoma State University; John Curry, Oklahoma State University

This workshop will introduce participants to class blogs and wikis and their optimal use in K-20 classrooms. Each participant will create their own blog or wiki through which their own students can engage in meaning making, collaborative activity, knowledge sharing, and reflection and debate. Participants will also be introduced to a variety of tools and gain experience in evaluating and selecting the tool that best meets their instructional needs.

05-TE

Making Connections: Collaboration in Instructional Design

Time: 1:30 PM - 4:30 PM

Location: Terrace Room

Presented by: Katherine Cennamo, Virginia Tech; Debby Kalk, Cortex Learning

Few people who practice instructional design can work independently so strong communication and collaboration skills are essential. However, novice instructional designers often have trouble interacting with clients and subject matter experts. In this interactive workshop, participants will learn to develop a communication plan, use examples, scenarios, and prototypes to focus the team vision, and manage the review and revision process. Most importantly, participants will develop solutions to collaboration problems of personal interest to them.

06-BO

ect Foundation Board Meeting

Time: 2:00 PM - 5:00 PM

Location: Board Room

06-ST

ISMF Orientation and Committee Meeting

Time: 3:00 PM - 5:00 PM

Location: State Room

Presented by: Amy O'Hair, ISMF Coordinator; Ronna Papesh, ISMF Technology Coordinator

The session is for the ISMF volunteers participating in ISMF screenings and the award ceremony.

09-BR

Joint ECT/AECT Leadership dinner

Time: 5:30 PM - 7:00 PM

Location: Brasserie

09-BR

AECT Leadership Meeting

Time: 7:00 PM - 9:00 PM

Location: Brasserie

09-GO

ISMF Presents: Student Powered Media by Marco Torres

Time: 7:30 PM - 9:30 PM

Location: Gold Room

Presented by: International Student Media Festival,

ISMF Opening Festival Event - Ice Cream Social to follow speaker Marco Torres

10-TB

Intern Meeting

Time: 7:00 AM - 8:00 AM
Location: TBA

11-SM

School Media & Technology Board Meeting

Time: 8:00 AM - 9:00 AM
Location: SM Suite

11-DD

Design and Development Board Meeting

Time: 8:00 AM - 9:00 AM
Location: DD Suite

11-TP

Training & Performance Board Meeting

Time: 8:00 AM - 9:00 AM
Location: TP Suite

11-DL

Distance Learning Board Meeting

Time: 8:00 AM - 9:00 AM
Location: DL Suite

11-TS

Teacher Education Board Meeting

Time: 8:00 AM - 9:00 AM
Location: TE Suite

11-ID

International Division Board Meeting

Time: 8:00 AM - 9:00 AM
Location: ID Suite

11-VN

First-Timer's Orientation

Time: 8:00 AM - 9:00 AM
Location: Venetian Room
Presented by: Wes Miller, Earlham College; Phillip Harris, AECT Executive Director

11-MD

Management Board Meeting

Time: 8:00 AM - 9:00 AM
Location: MD Suite

Created just for the convention first timer to learn about how to get most of your convention experience while meeting new colleagues. Members of the AECT Board of Directors, divisional leadership and others will be on hand to help give you a special welcome to your first AECT Convention.

11-MP

MultiMedia Production Board Meeting

Time: 8:00 AM - 9:00 AM
Location: MP Suite

12-IB

First General Session - Emerging Learning Environments
Keynote Address by John Couch, Apple Computer

Time: 9:15 AM - 10:15 AM
Location: International Ballroom
Presented by: John Couch, Apple Computer

11-RT

Research & Theory Board Meeting

Time: 8:00 AM - 9:00 AM
Location: RT Suite

As the world has become flat, niched by a long tail and connected by the Internet, what does today's 21st Century Learning Environment need to provide? John Couch, Apple Computer's Vice-President for Education, will describe how Apple is exploring and developing systems for content creation, materials distribution, and the building of collaborative learning environments.

11-SC

Systemic Change Board Meeting

Time: 8:00 AM - 9:00 AM
Location: SC Suite

NOTE: ROOM CHANGE

Connecting Communities of Learners

Time: 10:30 AM - 11:30 AM
Location: Gold Room

ICEM



International

13-CR

.a Web-based Tests in Second/Foreign Language Self-assessment

Presented by: Miguel Fernandez, Cicero Public Schools; Juan Garcia, Cicero Public Schools

This presentation will focus on the use of computers in Language Testing. Presenters will make an introduction on the history of computer-based tests (CBTs), and computer-adaptive tests (CATs), to finish talking about web-based tests (WBT). After this general introduction, attendants will be presented the DIALANG project, a new European work which has developed diagnostic language assessment tools in 14 European languages, delivered over the Internet.

.b Mentoring International Doctoral Students Who Are Pursuing Careers in Academia

Presented by: Heng-Yu Ku, University of Northern Colorado; Maria Lahman, University of Northern Colorado; Hsin-Te Yeh, University of Northern Colorado; Yi-Chia Cheng, University of Northern Colorado

The study examines the effectiveness of a faculty-led support group designed specifically around career issues in preparing international doctoral students for careers in academia. A representative group of international doctoral students are selected to participate in a support group during the 2005-2006 academic year. International doctoral students' challenges encountered in graduate school and the effectiveness of the faculty-led support group will be discussed and explored.

Educational Systems and Change

Time: 10:30 AM - 11:30 AM
Location: Executive Room



13-EX

.a Defining instructional technology: reviewing the role of artifacts in a field dominated by process

Presented by: David Moore, 250 McCracken Hall

Instructional Technology is a field that has been defined in a number of ways. The Association for Education Communications and Technology's (AECT) Definitions and Terminology Committee has defined Instructional Technology as "the theory and practice of design, development, utilization, management and evaluation of processes and resources for learning" (Seels & Richey, 1994, p. 1). This definition describes Instructional Technology as the "technology of instruction." This paper contrasts that perspective with one defining Instructional Technology as the development and application of artifacts for instructional purposes. These definitions contrast with each other on the process vs. product continuum and have implication for the field of Instructional Technology.

.b Nuancing: The Secret Art of Implementing Technology-Rich Innovations

Presented by: Michael Thomas, University of Wisconsin-Madison

This study examined the tensions surrounding the implementation of a technology rich educational innovation at a public elementary school. Three qualitative case studies of three classrooms implementing the innovation were undertaken to illuminate the reasons why teachers chose to implement the innovation in their classrooms, the core challenges and tensions of implementing this innovation, the supports necessary to successfully implement the innovation, and the adaptation that the innovation underwent in the course of its implementation.

Connecting Theory & Practice

Time: 10:30 AM - 11:30 AM
Location: Florentine Room
Facilitator: Nancy Hastings, Wayne State University



13-FL

.a Utilizing Instructional Design to Ensure the Transfer of Training in Corporate Settings

Presented by: Hyeon Woo Lee, Pennsylvania State University; Kyu Yon Lim, Pennsylvania State University; Francis Dwyer, Pennsylvania State University

This paper provides a conceptual framework describing what transfer strategies instructional designers should apply, when they should apply them, how they should employ these strategies within their overall design process and what instructional designers should do to make an evaluation system congruent with the organization's needs and the training program itself. An instructional systems design process that includes instructional strategies and evaluation processes that are designed to enhance transfer of training will be presented.

.b Competency-based Learning and its Impact on Training

Presented by: Macarena Aspillaga, TRL, Inc.; Bryan Mckernan, TRL, Inc.

Competency-based Learning (CBL) is discussed in terms of its approach to instruction and training and how it has been proven effective at the US Navy. Job-based rather than competency-based learning differ in identifying the Knowledge Skills and Abilities needed for successful performance. CBL start with assessments and top performers' observable behaviors producing a cluster of competencies related to effective performance. The role of Core Competencies, Critical Weights, Competency Alignment, and Top Performers are discussed.

Connecting Research and Theory

Time: 10:30 AM - 11:30 AM

Location: French Room

Facilitator: Chandra Orrill, University of Georgia



13-FR

Research on Online Learning: Moving Beyond Counting and Case Studies

Presented by: Vanessa Dennen, Florida State University; Janette Hill, University of Georgia; Chris Hoadley, University of Pennsylvania; Trena Paulus, University of Tennessee; David Wiley, Utah State University

This panel of researchers will discuss their impressions of the state of research in online learning, with an emphasis on where they believe the focus and methodologies of such research needs to shift in order to address today's pertinent issues and strengthen the connection between research and instructional practices.

Supporting Ethical and Optimal Technology-enhanced Instruction



Time: 10:30 AM - 11:30 AM

Location: Green Room

Facilitator: Karen Kaminski, Colorado State University

13-GR

.a Supporting Instructors to Improve their Performance

Presented by: Gerard Gervedink Nijhuis, University of Twente

Instructors face new pressures to perform more efficiently and offer teaching in ways they are unfamiliar with. Instructors' activities related to E-learning were analysed in a multi-method research project and a Personal Performance Model developed. Based on this model a support system was developed and evaluated. This presentation will give managers and instructors insight in how universities and schools can best support instructors to organise their work in this new era of E-teaching.

.b Ethical Issues Experienced by Instructional Technology Professionals in Online Course Design and Web-based Training Situations

Presented by: Hong Lin, Oklahoma State University

To correspond to AECT Code of Professional Ethics and the professional journal TechTrend's ethics columns, this section will provide empirical data regarding ethical issues associated with the use of instructional technology in online course design and Web-based training situations. In-depth interviews of 20 instructional technology professionals were conducted. The top three concerns reported were related to copyright, learner privacy, and accessibility issues. Contributions to new knowledge will be discussed.

Roundtable Sessions

Time: 10:30 AM - 11:30 AM

Location: Venetian Room

13-VN

.a Secondary Students Perceptions of Web-Based Learning

Presented by: Michael Barbour, University of Georgia

The proposed paper reports a study of secondary students' perceptions of useful and challenging characteristics. Data were collected using questionnaire and interview methods. Specifically, the paper focuses on what web-based learning looks like for secondary students, along with their perceptions of the benefits, challenges, and helpful components in the web-based learning environments. As this study utilized similar instruments to earlier studies that looked at the perceptions of post-secondary students and participants of corporate web-based training, comparisons will be made between the secondary students in this study and those populations as well.

.b Lecturing on the Ipad - What Does It Get You?

Time: 10:30 AM - 11:30 AM

Location: Venetian Room

Presented by: Howard Solomon, City Colleges of Chicago

A study of how substituting .mp3 audio lectures for readings impacts student behaviors in online forums is taking place in a distance learning environment. This study is exploring different presentation methods and their effects on student learning. Prompted by the study, the roles taken are investigated to see whether any of these can be traced to the form of the presentation.

Session Cancelled

.c Implications of Perceived Barriers to Web-based Instruction on the Positioning of Related Faculty Development Initiatives

Time: 10:30 AM - 11:30 AM

Location: Venetian Room

Presented by: Bessie N. Nkonge, NC A&T State University; Japhet Nkonge, North Carolina A&T State University

This paper reports results of a study of barriers that affect stated ideal practices of instructors teaching online classes. These results highlight faculty development strategies and philosophies of addressing the barriers. The paper concludes with a discussion of implications of the research on institutional policies governing training intended to address the concerns of online instructors.

.d Electronic Databases, Accreditation, and Assessment

Time: 10:30 AM - 11:30 AM

Location: Venetian Room

Presented by: Heidi L. Schnackenberg, SUNY Plattsburgh ; Edwin S. Vega, SUNY Plattsburgh; Elizabeth Zadoo, Narmer American College

Accrediting bodies, such as NCATE, strive to improve the

quality of teacher preparation programs through assessment-based analysis of institutional practices. For institutions to efficiently engage in this process, the adoption or creation of an electronic data-collection system is clearly necessary. This session will present a beta-version assessment system in FileMaker Pro, guidelines for building the system, lessons that were learned, and words of wisdom about the overall process of accreditation.

.e Cyberspace and Online Education: The Impacts of Cyberculture on International Students

Time: 10:30 AM - 11:30 AM

Location: Venetian Room

Presented by: Chun-Min Wang, University of Georgia

This paper is interested in examining how cyberculture affects the online learning experiences of international students. The main argument in this paper is that the dialogue between global cyberculture and local culture will help to decrease the cultural conflicts in online education. Additionally, through the exploration of cyberculture, this paper also intends to provide insights for how instructors and instructional designers can take cyberculture into consideration when designing effective online courses for international students.

.g A Comparison of Individually versus Collaboratively Generated Computer-based Concept Mapping

Time: 10:30 AM - 11:30 AM

Location: Venetian Room

Presented by: So Young Kwon, Texas A&M University; Lauren Cifuentes, Texas A&M University

Using a quasi-experimental design the researchers investigated the comparative effects of individually-generated and collaboratively-generated computer-based concept mapping on middle school science concept learning. One hundred sixty one students (74 boys and 87 girls) in eight seventh grade science classes at a middle school completed the entire study. Qualitative data were analyzed to explain quantitative findings.

.h A Survey Research of College Students' Perceptions of Computer Skills

Time: 10:30 AM - 11:30 AM

Location: Venetian Room

Presented by: QINGFU WANG, TEXAS TECH UNIVERSITY; Steven Crooks, Texas Tech University; Arturo Olivarez Jr., Texas Tech University

This study was to survey the college students' perceptions of computer skills. Results from 103 college students revealed that most of the college students are very skillful and very confident in using computers, including hardware, software, MS Office applications, and Internet. ANCOVA tests results showed that there were no classification effects on students' computer skills, but only gender effects on the software skills, that is male students are significantly more skillful than female students.

.j Integration of ICT into Pre-service Teacher Education: Main Barriers and Possible Solutions

Time: 10:30 AM - 11:30 AM

Location: Venetian Room

Presented by: Yuksel Goktas, Middle East Technical University ; Zahide Yildirim, Middle East Technical University ; Soner Yildirim, Middle East Technical University

The purpose of this research is to investigate the main barriers of and the possible solutions for integrating ICT into Turkey's pre-service teacher education programs. The data was collected from 53 deans, 111 faculty members, and 1330 students of education faculties with both quantitative and qualitative methods. The findings indicated that majority of all stake holders believe "lack of in-service training about ICT", "lack of appropriate software and materials for instruction", and "lack of hardware" are significant barriers.

<http://web.ics.purdue.edu/~ygoktas/MainBarriers.pdf>

Poster Sessions

Time: 10:30 AM - 11:30 AM

Location: Venetian Room

13-VN

.p Designing an Instruction in an Immersive Virtual Environment: The Use of a Computer Game and 3D Models

Presented by: Cindy Lio, University of Kentucky; Joan Mazur, University of Kentucky; Christopher Jaynes, University of Kentucky; Peter Di Sessa, University of Kentucky; Kenneth Kwan, University of Kentucky

Despite the advancement and deployment of immersive virtual environments (IVEs) in both formal and informal educational settings this past decade, limited research has investigated the use of low cost resources as the educational display contents in these room-sized, projector-based visualization systems. At the University of Kentucky, an instructional display content using a computer game and 3D model format is currently in a prototype stage. A video of this commodity-based display content and the interactive tools used in this environment will be presented.

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.p Virtual Clinic: Simulated Ethical Decision Making in Nursing Education

Time: 10:30 AM - 11:30 AM

Location: Venetian Room

Presented by: Kun Huang, University of Oklahoma; Xun Ge, University of Oklahoma; Beverly Bowers, University of Oklahoma

A design-based research approach is applied to the design and research of Virtual Clinic, an online simulation that helps undergraduate nursing students to gain better understandings of ethical concepts and principles, develop more mature

decision making skills, and establish professional attitudes toward ethical decisional making in future nursing practice. This proposal mainly presents the design of Virtual Clinic, with discussions of future research plans with the simulation.

.p Goal-Based Scenario Design Model Development

Time: 10:30 AM - 11:30 AM
Location: Venetian Room
Presented by: Hyo-Jin Yoon

The purpose of this study is to develop the GBS design model. To conduct this research, first, literatures about GBS learning process and design elements have reviewed, second, design principle elements have selected, and then new design model has developed. The basic design process is same with WBI design process but has special sub-steps related with GBS. This model will guide the teachers and instructional designers who want to develop GBS learning environment.

.p A Blended Learning Environment as Perceived and Experienced by Course Instructor

Time: 10:30 AM - 11:30 AM
Location: Venetian Room
Presented by: Nuray Temur Gedik, Middle East Technical University; M.Yasar Ozden, Middle East Technical University

Face-to-face (FTF) and online environments require different skills and techniques for an instructor to employ for a lesson, while blended learning requires a harmony. The purpose of this study is to present the experiences and perceptions of an instructor in the design, development, and implementation processes in a blended learning environment. The results indicated that blending FTF and online environments require thoughtful design and implementation since they pursue different student and time management, communication, and guidance features.

.p Undergraduate Students' Preferences for Educational Website Interface Design Features: A Gender Perspective

Time: 10:30 AM - 11:30 AM
Location: Venetian Room
Presented by: Yu-Chang Hsu, Pennsylvania State University; Yu-Hui Ching, The Pennsylvania State University, University Park; Huifen Lin, The Pennsylvania State University, University Park

This study investigated undergraduate students' gender-specific preferences for three website interface design features, which are color value, major navigation buttons placement, and navigation mode. Two hundred and four undergraduates in the U.S. were recruited to evaluate 30 pairs of webpage screenshots/website prototypes, and to indicate their preferences for these features. Each participant's choices were coded and categorized for analysis to determine gender effects on undergraduates' preferences for the aforementioned features.

14-BR

The D&D/R&T Awards Luncheon

Time: 11:45 AM - 1:00 PM
Location: Brasserie.

Connecting Research and Teachers



Time: 11:45 AM - 12:45 PM
Location: Florentine Room
Facilitator: Paige Worrell, Texas A&M University - Texarka

14-FL

Be a Scientist, Do Practical Science: Teachers Explore Marine Biotechnology and Bioinformatics

Presented by: Steven McGriff, San Jose State University

A summer workshop immersed middle- and high school science teachers into the real world of a marine science research project using biotechnology and bioinformatics to separate and analyze DNA sequences. The purpose of the workshop was to provide teachers with skills and support to teach biotechnology and bioinformatics to groups of students typically underrepresented in the technological workforce. This presentation reviews the unique workshop design and participants' response to "doing real science."

14-FR

Web-based tools for the Classroom Teacher

Time: 11:45 AM - 12:45 PM
Location: French Room
Presented by: Don E. Descy, Minnesota State University

The Web contains hundreds of sites designed to ease the life of a k-12 educator. We will discuss and show many interesting sites designed for teachers, students, and fun.
descy.net

Roundtable Sessions

Time: 11:45 AM - 12:45 PM
Location: Venetian Room

14-VN

.e Supporting Critical Consciousness While Teaching Media Literacy: A Critical Ethnography

Presented by: Christopher O. Keller, Cameron University; Amy Bradshaw, University of Oklahoma

This presentation reports on critical ethnographic research in an instructional journalism context, drawing on Barry Glassner's Culture of Fear and Paulo Freire's Critical Consciousness. The projects explores how culture of fear is perceived by collegiate journalists, the perceived influences of mass-distributed news information, and the impact of emerging critical consciousness on both. This project focuses

on an instructional setting developed expressly to facilitate the development of critical consciousness in tandem with media literacy.

.j Integrating Technology into Classroom Practices: Blogging as a Means of Sharing Software Evaluations

Time: 11:45 AM - 12:45 PM

Location: Venetian Room

Presented by: Travis Plowman, The College of Saint Rose

Integrating technology into classroom practices forms one of the cornerstones of educational technology. Identifying appropriate software, evaluating that software and imbedding the software into curriculum applications are a continual process. In a teacher education-educational technology course, students explore educational software applications and journal their software reviews. These reviews are blogged online and shared globally with any educator interested in a review of a particular educational software application.

15-BR

Design and Development Membership Meeting

Time: 1:00 PM - 2:00 PM

Location: Brasserie

Current Canadian Research in Educational Technology

Time: 1:00 PM - 2:00 PM

Location: Executive Room



International

15-EX

.a Connecting with the Development of Educational Technology In Canada

Presented by: Rocci Luppardini, University of Ottawa

In 2006 there are almost a dozen Canadian universities offering Educational Technology graduate degrees in Canada with some programs in operation for nearly four decades. However, how the academic field of Educational Technology developed in Canada, for the most part, remains unknown. The focus of this study is on the people and academic programs that created the academic field of Educational Technology in Canada as it is known today.

.b Aggregated Approaches to Identifying Community and its Constituent Elements in Formal Blended Learning Environments

Presented by: Richard Schwier, University of Saskatchewan;

Ben K. Daniel, University of Saskatchewan

A variety of empirical methods can be combined for determining whether an online community exists, isolating its constituent elements and understanding interactions among them, and for building a dynamic model of formal virtual learning communities. This paper presents the methods and results from a three-year research program on virtual learning

communities, including user perceptions of community (sense of community indices), interaction analysis (density, reciprocity) content analysis (transcripts, interviews, focus groups), paired-comparison analysis (Thurstone scaling) and community modeling techniques (Bayesian Belief Network analysis).

Connecting Research and Practice

Time: 1:00 PM - 2:00 PM

Location: Florentine Room

Facilitator: Susan Lancaster, Bellarmine University



15-FL

.a The Design and Impact of Using An Advance Organizer Guided Behavior Matrix to Support Teachers' Just-in-Time Problem Solving – A Development Research

Presented by: Wei-Chen Hung, Northern Illinois University; James Lockard, Northern Illinois University

This development research investigated the design and impact of a matrix-aided performance system to support teachers' performance in developing intervention strategies for classroom behavior management. Five in-service special education and resource teachers from three schools participated in the design and evaluation processes. Focus group and design variable analysis were conducted during the design process. Interviews were held after the four weeks usage to discover possible barriers to use and potential performance improvements to enhance the system.

.b Analysis of Activity Systems of Cross-disciplinary Teams

Presented by: Scott Schaffer, Purdue University; Kimfong Lei, Purdue University; Lisette Reyes, Purdue University; Bill Oakes, Purdue University; Carla Zoltowski, Purdue University

This study examined an assessment and analysis process potentially useful in the design of online learning environments for project teams. Over seventy engineering teams in a university service learning program were assessed while completing projects. Study goals were to describe team activity systems, barriers to team performance and satisfaction, and the degree to which teams evolved toward cross-disciplinary learning during projects. Team collaboration and satisfaction were related to performance.

Connecting New Techs & Ed Goals



Time: 1:00 PM - 2:00 PM

Location: French Room

Facilitator: Yuksel Goktas, Middle East Technical University

15-FR

.a Creating Classroom Video of Teacher Best Practices to Affect Change in Teacher Pedagogy

Presented by: Sandy Geisler, University of Georgia; Chandra Orrill, University of Georgia

Describing and discussing “quality” teaching does not always translate as intended back in the classroom; however, modeling “quality” teaching through the use of video best practices can be a very effective tool. Video provides concrete examples of the desired teacher performance, reducing ambiguity. This presentation will focus on the process of designing and developing classroom video of best practices for teacher professional development.

.b Influences of Video Technology on Pre-service Teacher Self Assessment

Presented by: Qi Li, University of Georgia; Arthur Recesso, University of Georgia; Michael Hannafin, University of Georgia; Peter Rich, University of Georgia; Craig Shepherd, University of Georgia; Ben Deaton, University of Georgia

Recent research demonstrates the capacity of video technology to capture teaching practice to support teacher professional development (Stigler 1999; Pea 2004; Sherin 2005). The goal of this paper is to introduce how new methodologies are being merged with emerging video technology to further our understanding about how pre-service teacher professional development is influenced by the view of video. The intent is to delineate the methods and tools we develop as support mechanisms for continuous growth and how they influence pre-service teacher self assessment of classroom practices. The research results inform the future design of evidence-based methods and tools utilized for self assessment.

principles such as; engaging the parallel processing nature of the brain, using patterns to establish meaning, easily tying in “parts” and “wholes” of a topic, and tuning into the brain’s innate search for meaning via feedback.

.b Wanna Buy a Ph.D.? How Degree Mills Hurt Legitimate Distance Learning

Time: 1:00 PM - 2:00 PM

Location: Venetian Room

Presented by: Anthony Pina, Northeastern Illinois University; Bruce Harris, Western Illinois University; Helen MacDermott, Western Illinois University

Numerous diploma mills market themselves as “virtual universities” or “distance degree completion programs” and constitute a billion dollar industry, competing with legitimate regionally accredited colleges and universities for students. International students are a primary target and are especially at risk. Revelations of government officials, political candidates and educators with fraudulent “distance learning” degrees undermines the reputation and practice of legitimate distance learning. Come learn about diploma mills and what we should do about them.

<http://www.neiu.edu/~aapina>

.c An Integrated Web-based System to Support both Off-line and On-line Classes in a Traditional University

Time: 1:00 PM - 2:00 PM

Location: Venetian Room

Presented by: Wooyong Eom, Keimyung University; Kyusuk Sung, Keimyung University

This presentation will introduce an integrated Web-based system to support online and off-line classes at a large traditional university in Korea. The presentation will also include design strategies and features of the system. Results of survey on the experience of the system from faculties and students will be presented and discussed.

Roundtable Sessions

Time: 1:00 PM - 2:00 PM

Location: Venetian Room

15-VN

.a Using Brain Based Principles of Learning to Maximize the Impact of a Classroom Response System

Presented by: Andrew Owusu, Middle Tennessee State University; Janice Hayes, Middle Tennessee State University

This presentation focuses on the use of Brain Based Learning (BBL) principles along with the use of Classroom Response Systems (CRS) for lessons. CRS inherently addresses some BBL

.e Online versus Print Reading: A Cognitive Load Perspective

Time: 1:00 PM - 2:00 PM

Location: Venetian Room

Presented by: Shujen Chang, Univ. of Houston Clear Lake; Yegmin Chang, National Chengchi University

This study investigated the effects of different material formats (paper, online-linear, and online-nonlinear) on reading comprehension and time needed to complete reading from a cognitive load perspective. One hundred and thirty five undergraduate students participated in the experiment. Significant differences of reading comprehension and time were found among groups using different material formats, while participants reported no significant differences in content and format cognitive loads among groups.

.f Increasing Student Motivation to Review Course Content by Using Classroom Games and Computer-Based Quiz Tools

Time: 1:00 PM - 2:00 PM

Location: Venetian Room

Presented by: Thomas Cunningham, Southern Utah University

Presenter will demonstrate several classroom games designed to engage all students in the room simultaneously (e.g., Technopoly, Class Warfare, Condor's Flight, Big Bad Wolf). These games have been successfully used with information systems courses but are applicable to many subject areas. Depending on classroom technology available, quiz items and games can be projected to a screen at the front of a room or to individual computer monitors in a lab.

.g Transformative Learning through Deep Engagement: How Do We Get (and Keep) Students Engaged for Deep and Lasting Change?

Time: 1:00 PM - 2:00 PM

Location: Venetian Room

Presented by: Brent Wilson, U of Colorado at Denver; Patrick E Parrish, COMET/UCAR; Scott Switzer, University of Colorado; Nathan Balasubramanian, Boulder Valley School District; Robert Snead, University of Colorado; Lee Christopher, Arapahoe Community College

Following Gordon Rowland, Michele Dickey, and Kathy Sierra, we have observed a need for deeper kinds of learning engagement – the kind that leaves a lasting impression on the learner and has a demonstrable impact on practices. We offer our initial model for achieving transformative learning through deep engagement. The model draws on theories of cognition, aesthetics, and ritual and symbolic support for identity change. The model is then applied to e-learning and web-based learning practices.
<http://www.cudenver.edu/~bwilson>

.h Use of Primary Source Documents for Teaching 21st Century Information Literacy Skills

Presented by: Carol A. Brown, East Carolina University

A case study method was used to investigate secondary students' use of online primary source documents for research projects. Focus groups, interviews, and documents analyses were used to identify student reactions to 21st Century Information and Communication Technology skills for (1) the selection and evaluation of information resources appropriate for the research question, (2) efficient use of search engines for locating information, and (3) self-reflection strategies for assessing the validity of their final conclusions.

.i Examination of an Instructional Simulations and Games Course: What Do We Teach? What Do They Learn?

Time: 1:00 PM - 2:00 PM

Location: Venetian Room

Presented by: Richard Thurman, Western Illinois University

Computer-based games and simulations offer environments

where students can plan, experiment, and learn from their actions. This presentation will showcase a course in computer simulation/game design and development for undergraduate instructional technology students. This presentation shows students at work designing and developing instructional computer games as well as the actual games they create. It also includes instructional principles and practices that are applicable to computer game/simulation design and development.

.j The Relationship of Learning Styles and Instructional Technologies

Time: 1:00 PM - 2:00 PM

Location: Venetian Room

Presented by: Hayley Mayall, Northern Illinois University

This study sought to explore the potential positive relationship between specific instructional technologies and learning styles. Any information that can be gained as to what methodologies, instructional products and technologies can best facilitate learning might provide the crucial boost for learners. Thirty three teacher education students participated by completing learning style inventory and technology efficacy instruments.

Poster Sessions

Time: 1:00 PM - 2:00 PM

Location: Venetian Room

15-VN

.p Unlocking Learners' Experiences in Synchronous Online Learning: A Case Study

Time: 1:00 PM - 2:00 PM

Location: Venetian Room

Presented by: Sang Joon Lee, The University of Georgia; Seow Chong Wong, The University of Georgia

The advantages of synchronous interaction seem to be in the availability of immediate communications which allow users to have prompt answers and feedback from instructors and others. However, not many research studies have explored students' perceptions of synchronous online courses. The purpose of this case study is to explore their learning experiences in synchronous online courses to identify critical components of successful synchronous online environment that will help provide learners with rich learning experiences.

.p Perceptions of different learning styles in online course

Time: 1:00 PM - 2:00 PM

Location: Venetian Room

Presented by: Huei-Hsuan Yang, University Of Central Florida

With the development of technologies and the changes of notion about learning, interactive and collaborative learning is gradually emphasized in online learning environments. Therefore, the study was designed to investigate online learner's perceptions of interaction and how their perceptions of the instructional effectiveness of online courses. The study may enable the instructional designers to understand different

learning styles and to enhance the design of the instructions

.p A Content Analysis of Students' Interaction in Asynchronous Online Discussions: Applying Reciprocal Teaching Method via Computer-Mediated Communication

Time: 1:00 PM - 2:00 PM
Location: Venetian Room
Presented by: Kui Xie, University of Oklahoma

A content analysis was conducted to investigate students' peer interaction in an online discussion board. Quantitative and qualitative analyses were employed to address student participation rates, social interaction patterns, cognitive and metacognitive components of discussion, and cognitive scaffoldings in online discussion. Results show that online discussion appears to be a student-centered and course-content centered ongoing conversation. Instructor's attitude and policies were important factors influenced not only students' participation rate, but their cognitive and metacognitive development.

.p The Cognitive Model of Personal Beliefs and Values in Digital Cheating

Time: 1:00 PM - 2:00 PM
Location: Venetian Room
Presented by: Ya-shu Yang, University of Connecticut

The purpose of this proposal is to explore school cheating phenomenon by attempting to understand why students would like to engage in cheating by analyzing individual's motivational patterns and cognitive judgments.

16-BR

Research & Theory Membership Meeting

Time: 2:15 PM - 3:15 PM
Location: Brasserie

Connecting Alternate Theories with Practice

Time: 2:15 PM - 3:15 PM
Location: Executive Room
Facilitator: MJ Bishop, Lehigh University



16-EX

Symposium: Creativity in Instructional Technology (Part I)

Presented by: Gregory Clinton, University of Georgia; Brad Hokanson, University of Minnesota-Twin Cities; Rocci Luppigini, Concordia University

Creativity is important as a skill for instructional technologists and, in today's innovation-driven world, as a subject for instruction. Yet creativity is seldom discussed in the general IT research literature or in the specific area of instructional design. This symposium is designed to establish connections

between IT scholars addressing creativity from a variety of perspectives. Speakers will present creativity research findings, application of educational theory in the teaching of creativity, and structural theories of creativity.

Educational Systems and Change

Time: 2:15 PM - 3:15 PM
Location: Florentine Room



16-FL

.a Teaching Change Management: The Fusion of Theory and Practice

Presented by: Eric Sikorski, Florida State University; Aubteen Darabi, Florida State University; David W, Nelson, Florida State University

In designing a graduate level change management course, we aimed to fuse theoretical and practical elements within the instruction. To accomplish this, we used what Driscoll (2000) calls the "constructivist conditions for learning" as a framework. The presentation will illustrate the various theoretical and practical course components and how these exemplify each condition. The presentation will conclude with a discussion of assessment and evaluation strategies appropriate for a course of this nature.

.b Compassionate Innovation

Presented by: Rita Hauck, Fort Hays State University

Many educational systems are reported as remaining archaic and not changing to optimize use of technology and other innovations. The session will examine ways to provide sustainability for improved student learning in improved learning environments. The session will address questions such as, "What can be done to proactively encourage and sustain effective educational change through compassionate innovation?" The presentation will incorporate systemic change theory and provide a sustainability checklist as a model.

Roundtable Sessions

Time: 2:15 PM - 3:15 PM
Location: Venetian Room

16-VN

.a The Use of Performance Technology in Creating a National Model High School

Presented by: Anthony Chow, Florida State University - Instructional Systems

The Central Educational Center (CEC), a technical charter high school in Newnan, GA, represents the implementation of a utopian educational vision established by Joe Harless and a contemporary example of the impact of applying system's and performance technology principles to a public high school. This presentation will share the results of my dissertation research of this unique school, which was recently awarded

2005 National Model High School status by the Bill and Melinda Gates Foundation.

.b Criteria and Assessment of Online Learning Success: A Qualitative Investigation on Students' Perspectives

Time: 2:15 PM - 3:15 PM

Location: Venetian Room

Presented by: Liyan Song, Towson University

The purpose of the presentation is to report a research study on criteria and assessment of online learning success from the students' perspectives. Six graduate students in an online course were involved in this qualitative interview study. The results of the study indicated that eight criteria were reported when students talked about their online learning success during the interviews. Three common sources were identified when students assessed their online learning success.

.d Groups & Content Management Solutions

Time: 2:15 PM - 3:15 PM

Location: Venetian Room

Presented by: Don Little, Syracuse University

Low cost web hosting solutions now make it possible to implement work group content management applications with a minimal investment of time and very little technical know how. This session will discuss how such an initiative played out for both an eleven (11) person instructional media services department at a large private university and for a local community artist's cooperative.

.e The Instructional Design of Affective Education: The Optimism Course

Time: 2:15 PM - 3:15 PM

Location: Venetian Room

Presented by: Chin-Chiang Wang, University of Northern Colorado; Heng-Yu Ku, University of Northern Colorado

The main goal of this study is to design an affective education course in which students are expected to learn an optimistic explanatory style toward adversities they might be going to face. The methods of the data collection consist of a questionnaire, participant observations, field notes, and artifacts. The researcher will employ the T-test to analyze the questionnaire data and will apply the grounded theory data analysis to analyze the qualitative data.

.f Game Preferences of Younger Children: Why are Digital Games Important to Kids? *

Time: 2:15 PM - 3:15 PM

Location: Venetian Room

Presented by: Omer Delialioglu, Middle East Technical University; Appelman Robert, Instructional Systems Technology; Indiana University

This study is the first of a series of research on finding the relation between children's learning and game playing. Previous studies on the relationship between learning and game playing found that skills like identifying graphics, sound and story line and perceived skills like visualization, logic, and memory were important for both learning and game playing

(Amory, Naicker, Vincent, & Adams, 1998). The current study

investigates what is important in games for young children and why. In the long run the obtained information will yield how and what they learn from games.

.g Self-regulation and Hypermedia: Undergraduate Students' Self-regulation in Hypermedia Learning Environments

Time: 2:15 PM - 3:15 PM

Location: Venetian Room

Presented by: Sung Ae Yoo, Texas A&M University

This paper overviews major theories of self-regulation and recent research on self-regulated learning with hypermedia, and finally discusses how self-regulation can promote learning in hypermedia environments. Learning with hypermedia may be challenging to some learners because of information overload, technical novelty, and required multiple decision makings. Consequently, a hypermedia learning environment may require more self-regulatory learning abilities. This study examines how learning with hypermedia is related to learners' self-regulation.

.h Bridging The Gap: Strengthening the Connection Between Digital Game Technology and Student Literacy Goals

Time: 2:15 PM - 3:15 PM

Location: Venetian Room

Presented by: Melinda Stevison, University of Central Florida; Atsusi Hirumi, University of Central Florida

Today's students are not engaged by traditional literacy instruction, and their literacy skills are suffering. Remediation often consists of drastic increases in traditional instruction, without consideration for cognitive and cultural changes in members of the digital generation. This literature review examines the role of digital games in improving literacy and motivation among digital natives, with the purpose of fostering discussion and identifying issues to guide research and practice among educators, instructional designers and game developers.

.j What Do Pre-service Teachers Know About 21st Century Information and Communication Technology Skills (ICT)?

Time: 2:15 PM - 3:15 PM

Location: Venetian Room

Presented by: Carol A. Brown, East Carolina University; William Sugar, East Carolina University; Ken Luterbach, East Carolina University; Bill Hofmann, East Carolina University; Ryan Eash, East Carolina University

Most of us are very skilled at using search engines for locating information needed for a research paper or report, but are teachers and students adequately prepared to analyze and evaluate information that can be applied to a specific information need? Information and Communication Technology Literacy (ICT) skills require that information-seekers formulate valid conclusions using a wide variety of electronic resources. Are our future teachers prepared to implement 21st century skills?

Poster Sessions

Time: 2:15 PM - 3:15 PM
Location: Venetian Room

16-VN

.p A Multivariate Analysis of Learners' Barriers in Web-based Learning Environments

Time: 2:15 PM - 3:15 PM
Location: Venetian Room
Presented by: Ching-Chiu Chao, Taipei, Taiwan

As web-based learning has become mainstream in education, a big problem appears when students have encountered various barriers in this new learning environment. This paper will present the results of a study on college students' perceived barriers and issues while participating in web-based learning and their implications for practices. The underlying constructs that comprise barriers to the web-based learning environment was identified. A survey research design was used and quantitative data were collected and analyzed.

.p Cross-Cultural Considerations for Online Teaching and Learning

Time: 2:15 PM - 3:15 PM
Location: Venetian Room
Presented by: Seung-hee Lee, Kelley Direct Online Programs, Indiana University; Xiaojing Liu, Kelley Direct Online Programs, Indiana University; Richard J. Magjuka, Kelley Direct Online Programs, Indiana University

As online courses are delivered to multinational students around the world, cultural diversity has been emerging as a major concern in the field of teaching and learning. This study reviews key cross-cultural theories to identify key factors that impact the process of online learning. Further, from perspectives of pedagogy and technology, it suggests practical considerations of what to and how to design for meaningful online learning environments beyond cultural differences.

.p The Impact of Interactive Multimedia Software on School Dropouts: A Case Study in Rural Andhra Pradesh (India)

Time: 2:15 PM - 3:15 PM
Location: Venetian Room
Presented by: Romilla Prabhu, University of Pennsylvania

This paper examines the impact of interactive multimedia software on school dropouts in rural Andhra Pradesh, India. The study-assessed learning gains among school dropouts receiving computer-aided instruction and teacher-aided instruction. The findings will indicate if the multimedia software has resulted in an increase in learning and if the learning gains have been the same for girls and boys. This research explores the role of educational technology on school dropouts in developing countries.

17-BR

Systemic Change Membership Meeting

Time: 3:30 PM - 4:30 PM
Location: Brasserie
Presented by: Systemic Change Division,

Connecting Research and Theory

Time: 3:30 PM - 4:30 PM
Location: Executive Room
Facilitator: Peter Rich, University of Georgia



17-EX

Emerging Methods: Activity Theory in Instructional Technology

Presented by: Tiffany A. Koszalka, Syracuse University; Lisa Yamagata-Lynch, Northern Illinois University

In this session, the panelists present papers introducing activity theory as a lens for research in instructional technology. They will describe activity theory and explore its implications as a method for research in Instructional Technology.

Connecting Online Communication and Interaction

Time: 3:30 PM - 4:30 PM
Location: Florentine Room



17-FL

.a Online Cheating in Higher Education: Ideas for discouragement and prevention

Presented by: Jennifer B. Summerville, University of North Carolina at Wilmington; Beth Allred, University of North Carolina Wilmington

According to a recent study, 2.3 million students enrolled in online courses in 2004. As more universities move to an online or blended mode, the prevention of cheating and other academically dishonest behaviors become of greater importance. Following a rash of cheating issues, two faculty members created policies and assessments to discourage plagiarism and other methods of cheating. These policies and assessments will be shared during the session.

.b Participants' Perceptions of Building Learning Communities in Online MBA Courses

Presented by: xiaojing liu, Indiana University; Richard J. Magjuka, Indiana University; Curt J. Bonk, Indiana University; Seung-hee Lee, Indiana University

Using case study approach, this study explored the participants' perceptions of building learning communities in online courses in a highly ranked online MBA program. The finding suggested that students felt a sense of learning community when they took online courses in this program. There were

significant relationships between sense of learning community and the perceived cognitive learning, learning engagement and course satisfaction. In addition, the findings also revealed several emerging issues that affected sense of community in online courses.

Featured Research

Time: 3:30 PM - 4:30 PM

Location: French Room

Facilitator: Roy B. Clariana, Penn State University

17-FR

.a Effects of Direct Manipulation and Animation in Questions and Feedback: What's the Fuss?

Presented by: Li Zhu, United States Naval Academy; Barbara Grabowski, The Pennsylvania State University

This quantitative research investigated the instructional effects of three levels of questioning strategies (no questions, traditional matching questions, direct manipulation matching questions) and three levels of feedback strategies (no feedback, text feedback, text plus animation-elaborated feedback). A total of 184 undergraduate students were randomly assigned to five treatment groups. The study included an online pretest, followed by the web-based treatments and three online criterion tests. Do you believe the different questioning and feedback strategies would be equally effective?

.b Identifying Versus Explaining Solutions During Learning of a Rule-Based Task

Presented by: Zane Olina, Florida State University; Robert Reiser, Florida State University; Xiaoxia Huang, Florida State University; Sanghoon Park, Florida State University; Chanhee Son, Florida State University; Hyunah Lee, Florida State University; Jung Lim, Florida State University

This study involving 352 high school students examined the effects of cognitive load theory in a classroom setting. In particular, researchers investigated strategies for enhancing learning from worked examples. During a self-paced instructional program about comma rules, students were presented with either conventional, completion or self-explanation practice problems, in either blocked order by comma rule or in random order. The presentation will discuss outcomes of the study and implications for further research.

Roundtable Sessions

Time: 3:30 PM - 4:30 PM

Location: Venetian Room

17-VN

.a Strengthening Connections Between Institutional Staff Members and Clients: Design, Development, and Implementation of a Sign Language Learning Tool

Presented by: M J Davidson, DePaul University CTI

Among its many uses, sign language facilitates communication by individuals with mental retardation, autism, and other similar conditions. Institutional staff members who work with these individuals often need to learn sign language to communicate with their clients. This paper describes a new approach to helping hearing people practice sign recognition and discusses a new sign language practice tool that incorporates this approach. The tool is currently being used by a population of institutional staff members.

.b Experiences versus Preferences of Online Interactions

Time: 3:30 PM - 4:30 PM

Location: Venetian Room

Presented by: Bude Su, School of Education, Indiana University; Curt J. Bonk, Indiana University; Richard J. Magjuka, Indiana University

In the current study, researchers examined learner experiences and preferences for a number of instructional activities that promote learner-instructor, learner-learner, and learner-self interactions in online learning environment. Statistical procedures were used to determine the discrepancies between learner experiences and preferences for these instructional activities. The follow interviews further explained why certain instructional activities were less preferred while they were frequently used in practice. Results of this study have meaningful contribution to current practice of distance education.

.c An Empirical Study of the Relationship between Ethnicity and Online Social

Presented by: Cherng-Jyh Yen, George Washington University; Chih-Hsiung Tu, Northern Arizona University

Diverse ethnicity of online learners constructs dynamic instructional communication. High-Context Culture learners, African Americans, Latino, Asians, and Native Americans, depend on embellished social /cultural contexts to manage effective communication. Computer-mediated communication (CMC) delivers sparse social context and may be a disadvantage to HCC learners. This study empirically assesses the relationship between ethnicity and social presence. Results show that online social presence is not related to ethnicity.

.d Open Content in Education: The Instructor Benefits of M.I.T.'s OpenCourseWare**Time:** 3:30 PM - 4:30 PM**Location:** Venetian Room**Presented by:** Preston Parker, Utah State University

Protecting copyright is fundamentally understood to be necessary to further the progress of arts and sciences by compensating creators. However, these means to an end have resulted in a "closed-content" mentality. This mentality is being challenged, especially in educational arenas, where a freedom to exchange ideas and content is viewed as beneficial. Many feel that an "open content" mentality is needed, especially in the digital age. This new mentality mandates a better understanding of copyright, how educational content can be used, and how to make content more available and accessible. This qualitative case study presents findings showing benefits that come when using content under an open content understanding and, more specifically, the benefits that come to instructors who contribute their educational content to M.I.T.'s OpenCourseWare project.

<http://www.prestonparker.blogspot.com/>

.e Participant Satisfaction with an Online Certificate Program**Time:** 3:30 PM - 4:30 PM**Location:** Venetian Room**Presented by:** Erman Yukselturk, Middle East Technical University; Zahide Yildirim, Middle East Technical University

The purpose of the study is to investigate several aspects of the satisfaction of participants in an entire online Information Technologies Certificate Program (ITCP) which is one of the first Internet-Based Education Project of Middle East Technical University, Turkey. The program includes eight fundamental courses of Computer Engineering Department and is comprised of four semesters lasting nine months. The sample of this study was the participants of the 8th online program. A repeated measure analysis method was utilized to see the participants' satisfaction change across the semesters one, two, three, and four in this online program. The results of the study showed that the participants' satisfaction, especially about course structure and flexibility, gradually decreased at a statistically significant level from the first to the fourth semesters.

.f Animal Investigator: Problem-based Learning Environment Design for the Scientific Knowledge Generation**Time:** 3:30 PM - 4:30 PM**Location:** Venetian Room**Presented by:** Hye Jeong Kim, Texas A&M University; Susan Pedersen, Texas A&M University; Young Ju Kwon, Korea National University of Education

This study proposes a problem-based learning hypermedia environment, Animal Investigator (AI), for developing students' ability to generate scientific hypotheses. The design of AI is based on two scientific processes related to the scientific knowledge generation: Hypothesis generation and classification. Both processes are also important problem solving skills which students need to solve unfamiliar or real-

world scientific problems. To enhance scientific knowledge generation, metacognitive strategies will be implemented along with a Web-centered, problem-based learning environment, such as self-check questions, clues, and feedback.

.g Use of Weblogs and Traditional Journals for Reflective Learning in An Online Graduate Class**Time:** 3:30 PM - 4:30 PM**Location:** Venetian Room**Presented by:** Nancy Maushak, Texas Tech University; Chaohua Ou, Georgia Institute of Technology

The purpose of this study was to explore the different effects of using weblogs and paper-based journals on facilitating online graduate students' reflective learning. The results indicated that both formats of journal writing facilitated students' reflection in different ways. The findings suggest that strategies should be employed to better enhance reflective learning through blogging and traditional journal writing respectively.

.h How to Work with Those Who Would Have You Break Copyright Law**Time:** 3:30 PM - 4:30 PM**Location:** Venetian Room**Presented by:** Rebecca P. Butler, Northern Illinois University

Help, it has happened again! Your principal tells you to copy a video to DVD so that it may be used in the school's DVD players. You argue that to do so could be illegal, and are told to do it anyway. What do you do? How do you respond? This session addresses how to work with those who would have you infringe on copyright law.

.i Adventure Learning: Transformative Hybrid Distance Education**Time:** 3:30 PM - 4:30 PM**Location:** Venetian Room**Presented by:** Aaron Doering, University of MN; Cassie Scharber, University of Minnesota

A framework for adventure learning (AL), a hybrid distance education approach that provides students with opportunities to explore real-world issues through authentic learning experiences within collaborative learning environments, is defined and showcased. Seven AL principles are identified and illustrated using an AL archetype, Arctic Transect 2004 (<http://polarhusky.com/2004/congrats.html>). These principles can be utilized as a guide for designers who wish to provide transformative learning opportunities for students within a distance education experience.

.j A Case Study of Electronic Teaching Portfolio for Pre-service Teachers Practicum**Time:** 3:30 PM - 4:30 PM**Location:** Venetian Room**Presented by:** Yang-Hwan Sol, Kongju-National Univ of Education; Mi-Ja Shim, Yonsei University

This study tried to apply electronic teaching portfolio for student teachers in Korea. Korean academic society or government does not provide standards officially unlike INTASC do. Researchers used a lab schools' standard for this

study. Sixteen student-teachers developed e-portfolio for three weeks in the elementary school. They and mentor teachers told their experience on that comparing with paper-based portfolio, and suggested valuable ideas for future research.

Poster Sessions

Time: 3:30 PM - 4:30 PM
Location: Venetian Room

17-VN

.p Colore: High Quality Multimedia Learning Objects about Color in Art and Design

Time: 3:30 PM - 4:30 PM
Location: Venetian Room

Presented by: Luca Botturi, University of Lugano; Polly Bertram, Scuola Universitaria Professionale della Svizzera Italiana

During the last two years, Colore, a Swiss e-learning project, has developed a free repository of online learning objects about color perception, theory, history, and applications in different fields (e.g., painting, light art, restoration, design, etc.). The session will focus on the application of object-oriented design to enhance reusability and flexibility, and on the creative multimedia solutions adopted to teach about colors through a medium severely limited in color reproduction: computer screens.

www.coloreonline.ch

.p A Brief History of Educational Technology in China

Time: 3:30 PM - 4:30 PM
Location: Venetian Room

Presented by: Naxin Zhao, Concordia University

This paper briefly reviews the development of educational technology in China. It first introduces the discussion on the Chinese term of "Educational Technology". Second, it traces

the four development periods of educational technology in China, which includes. Third, it summarizes the 80-years achievements of educational technology in China. Finally, it discusses the problems in the educational technology field in China, which identified by scholars in China and the author of this paper.

.p Trends and Issues of Information Technology Project Management

Time: 3:30 PM - 4:30 PM
Location: Venetian Room

Presented by: Chien Yu, Mississippi State University; Mabel CPO Okojie, Mississippi State University; Anthony A. Olinzock, Mississippi State University; Wayne Yu, Mississippi State University; Charlie Lin, Mississippi State University

Many university programs and organizational training and development initiatives are devoted to project management. The main purpose of the study is to focus on two parts. One is the discipline of project management - trends and issues of project management. The other part is to discuss project management as well as professional development. The study can provide insights for educators to be more effective in developing strategies that can promote project management education.

19-RB

AECT Welcome Reception and Publisher's Reception

Time: 6:30 PM - 8:30:00 PM
Location: Regency Ballroom

Following the closing of the First General Session join in the fun to meet up with your long-standing colleagues and take an opportunity meet first timers at the AECT Welcome and Publishers Reception. A great opportunity to talk with AECT Authors and their publishers. Many dinner groups will form after the reception to carry on the evening.



20-TB

Intern Meeting

Time: 7:00 AM - 8:00 AM
Location: TBA

Multimedia and Distance Learning in K-12 Curriculum



Time: 8:00 AM - 9:00 AM
Location: Continental Room
Facilitator: Heidi Blair, East Carolina University

21-CO

.a Teacher Created, Computer Based Virtual Field Trips

Presented by: Kenneth Clark, Georgia Southern University; Martha Schriver, Georgia Southern University; Jackie Bedell, Georgia Southern University

This presentation will discuss teacher created, computer based Virtual Field Trips that use technologies commonly found in the public schools of the United States. The discussion will focus on the development of Virtual Field trips for use in an instructional setting. A virtual field trip to Cumberland Island National Seashore, St. Marys, GA will be used as a point of discussion for the technologies involved and the value of their use for instruction.

.b Facilitating Academic Achievement in High School Interactive Television Programs by Promoting Self-Regulated Learning

Presented by: Michiko Kobayashi,

A quantitative study was conducted to investigate the effects of self-monitoring on students' academic achievement and self-regulation in an interactive television (ITV) classroom. High school students taking the Japanese courses via ITV were asked to engage in self-monitoring activities for 6 weeks. Students' test grades and the Motivated Strategies and Learning Questionnaires were used to measure academic achievement and self-regulation. The presenter will discuss the results and implications of the study.

21-CR

International Hospitality Lounge

Time: 8:00 AM - 9:00 AM
Location: Crown Room

21-DD

Electronic Services Committee

Time: 8:00 AM - 9:00 AM
Location: DD Suite

21-DL

Distance Education Standards (Ad Hoc)

Time: 8:00 AM - 9:00 AM
Location: DL Suite
Presented by: David Winograd, York College

21-EC

Leadership Development Committee

Time: 8:00 AM - 9:00 AM
Location: ECT Suite
Presented by: Karen Kaminski, Colorado State University

Collaboration - Technology in Schools

Time: 8:00 AM - 9:00 AM
Location: Far East Room
Facilitator: Susan Lancaster, Bellarmine University



21-FA

National Girls Collaborative Project: Connecting and Collaborating (First hour of two - See 23-VA)

Presented by: Karen Peterson, Puget Sound Center ; Martha Peet, Texas Center for Educational Technology

The National Girls Collaborative Project strengthens capacity and sustainability of existing and evolving girl-serving STEM programs in Arkansas, California, Kansas, Oklahoma, Louisiana Massachusetts, Missouri, New Mexico, Texas, and Wisconsin through innovative technology tools.

MPD Research Showcase: Using Multimedia and Games to Facilitate Conversations and Learning

Time: 8:00 AM - 9:00 AM
Location: Florentine Room
Facilitator: Christian Loh, Southern Illinois University Carbondale



21-FL

.a The Effect of Video and Group Discussion in Problem-Based Instruction on Learner Satisfaction, Comprehension, Retention, and Perceived Knowledge Transfer

Presented by: Hee Jun Choi, University of Illinois at Urbana-Champaign; Scott Johnson, University of Illinois at Urbana-Champaign

This study will be able to fortify the knowledge base regarding the impact of video and group discussion in problem-based

instruction. Clark (1983, 1994) argues that research studies on the impact of the medium have failed to control for instructional methods and are, therefore, confounded. This study intended to resolve this problem by employing an appropriate research design that can differentiate the medium from the instructional method. The study will be significant in that it is an effort to determine the actual impact of video and group discussion.

.b Comparison of Students' Behaviors and Personalities in Multiplayer Games, Chat Platforms, and Real Life

Presented by: Yavuz Inal, Middle East Technical University; Kursat Cagiltay, Middle East Technical University

The purpose of this study was to determine the differences regarding the multiplayer game environments, other virtual platforms (e.g. chat rooms), and personalities in the real world among the university students who stated to play multiplayer computer games frequently. Totally 61 university students with 47 males and 14 females participated in this study. The results of the study showed that there was direct relationship among the students' characteristics in multiplayer games, virtual chat platforms and their real life personalities. Students' personalities affected their characteristics in virtual platforms.

21-FR

An Easy Way to Identify Cognitive Dissonance To Facilitate Successful Technology Implementation

Time: 8:00 AM - 9:00 AM

Location: French Room

Presented by: Joanne Bentley, Utah State University

This study was designed to uncover cognitive dissonance prior to technology integration. A new questionnaire was developed based on communication theory and art-therapy. The questionnaire consisted of 20 questions and was administered to 30 elementary teachers in the same school. Come and see how drawing a picture of feelings towards having computers in their classrooms provided important additional insights into teacher attitudes about the anticipated technology implementation that had not been previously identified using more traditional methods.

21-GR

ect Foundation Board Meeting

Time: 8:00 AM - 12:00 PM

Location: Green Room

21-IB

ISMF Award Ceremony

Time: 8:00 AM - 1:00 PM

Location: International Ballroom

Presented by: ISMF Committee, AECT

International Student Media Festival

21-ID

Awards Committee

Time: 8:00 AM - 9:00 AM

Location: ID Suite

Presented by: Richard A. Cornell, University of Central Florida

21-MD

Definition and Terminology Committee

Time: 8:00 AM - 9:00 AM

Location: MD Suite

Presented by: Al Januszewski, SUNY Postdam

21-MP

Curriculum Committee

Time: 8:00 AM - 9:00 AM

Location: MP Suite

Presented by: Robert Branch, The University of Georgia

Connecting New Technologies and Learners' Needs



Time: 8:00 AM - 9:00 AM

Location: Oak Room

Facilitator: Vance Durrington, Mississippi State University

21-OA

.a Student Learning Model for the Online Environment

Presented by: Sue Mahoney, University of Houston-Downtown; Karen Murphy, West New Mexico University

Learning in the online environment presents a number of challenges for students and instructors. The complexity of the interaction between student context and the learning environment continuously challenges instructors. Student buy-in or lack of buy-in is impacted by student context, the learning environment, and student perceptions, interactions with the class, learning adaptations, and learning achievement. The proposed student learning model shows the numerous ways that student context can be influenced.

.b Analyses of Case-Based Learning in an Online MBA Program: The Good, the Bad, and the Ugly

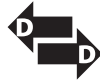
Presented by: Seung-hee Lee, Indiana University; Jieun Lee, Indiana University; Xiaojing Liu, Indiana University; Richard J. Magjuka, Indiana University; Curt J. Bonk, Indiana University

This study investigated current instructional practices to make business education more effective, efficient and enjoyable. Specially, it explored how case-based learning method was actually designed for teaching and learning experiences in an online MBA program. Both perceptions of instructors and students on online case-based learning were also analyzed. The study utilized the findings of surveys, interviews, focus groups,

and document analyses of online class assignments and discussions. Based on some implications from the findings, the study proposed some concerns, issues, and challenges for better online case-learning in business disciplines.

Connecting New Techs & Ed Goals

Time: 8:00 AM - 9:00 AM
Location: Panorama Room



Facilitator: MJ Bishop, Lehigh University

21-PA

.a The Impact Of Context On the Effect Of Pedagogical Agents

Presented by: Jan Elen, K.U.Leuven; Sigrid François, University of Leuven; Geraldine Clarebout, University of Leuven

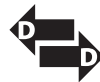
Whereas research on pedagogical agents focuses on their effect on learning processes and learning results, this study investigates the impact of a contextual feature on the effect of pedagogical agents. More specifically, the study investigates the effect of a neutral, positive, or negative introduction of the agent by the teacher. Results show a negative impact on the use and appraisal of the agent in case of a negative introduction of the agent by the teacher.

.b Project CATHIE: Developing a Web-Based Environment to Teach Essential Communication Skills

Presented by: Amy Adcock, Old Dominion University; Molly Duggan, Old Dominion University

Human service educators have long struggled with how to best provide students with the essential communication skills required of entry-level human service professionals. While teaching such skills is easier to handle in a traditional environment, this problem has become more complex due to the emphasis on educating students at a distance. This proposal will describe the development and evaluation of a system designed to teach essential communication skills in a web-based learning environment.

Connecting Gaming with Instructional Design



Time: 8:00 AM - 9:00 AM
Location: Patio Room

Facilitator: Rodney S. Earle, Brigham Young University

21-PO

.a An Instructional Design Model for Serious Games

Presented by: Robert Kenny, University of Central Florida; Glenda Gunter, Univeristy of Central Florida

Serious games have become the latest trend in education. A formal design paradigm is needed that embraces sound

instructional design and game design principles, lest they risk failing to engage, immerse, and entertain the learner/player and lose its value as a motivational and educational tool. This presentation will introduce a story-based game authoring tool and a learning assessment model for all serious games and demonstrate how it can be implemented into a narrative-based curriculum.

.b Integrating Fundamental Instructional Design Tasks with Game Development Processes to Optimize Game-Based Learning

Presented by: Atsusi Hirumi, University of Central Florida

Instructional [computer] games have reemerged as an important outgrowth of the video game industry. However, relatively little is known about how to apply what we know about teaching and learning to optimize game-based learning. This presentation describes how fundamental instructional design tasks were integrated with the game development process to design two instructional games, and posits a systematic process for applying pedagogy during the concept development, pre-production, and prototyping of instructional games based on lessons learned.

21-PS

Convention Planning Committee Anaheim (2007)

Time: 8:00 AM - 9:00 AM
Location: Planning Suite

Presented by: Patricia Miller, KNPB-TV; Nathan Lowell, University of Northern Colorado

21-RT

Conference Evaluation Committee

Time: 8:00 AM - 9:00 AM
Location: RT Suite

Presented by: Phil Hibbard

21-S6

Organization & Bylaws Committee

Time: 8:00 AM - 9:00 AM
Location: 06 Suite

Presented by: Wes Miller, Earlham College

21-S7

Publications Committee

Time: 8:00 AM - 9:00 AM
Location: 07 Suite

Presented by: Publications Committee

21-SC

Advocacy Committee

Time: 8:00 AM - 9:00 AM

Location: SC Suite

Presented by: Charles M. Reigeluth, Indiana University

21-SM

History and Archives Committee

Time: 8:00 AM - 9:00 AM

Location: SM Suite

Presented by: History and Archives Committee

21-TE

PacifiCorp Reception

Time: 8:00 AM - 9:00 AM

Location: Terrace Room

Presented by: PacifiCorp Representatives, PacifiCorp

21-TP

Intellectual Property Committee

Time: 8:00 AM - 9:00 AM

Location: TP Suite

Presented by: Rosemary S. Talab, Kansas State University;
Scott Schaffer, Purdue University

21-TS

Accreditation Committee

Time: 8:00 AM - 9:00 AM

Location: TE Suite

Presented by: Milton Nielsen, Accreditation Committee Chair

21-VA

SICET '05-06 Board Meeting

Time: 8:00 AM - 9:00 AM

Location: Vista Room

Presented by: SICET '05-06 Board Meeting

Roundtable Sessions

Time: 8:00 AM - 9:00 AM

Location: Venetian Room

21-VN

.a Supporting Instructors in the Transition between Learning Management Systems

Presented by: Mark Millard, Indiana University; Christopher Essex, Indiana University

One of the most challenging technological tasks facing college faculty today is transitioning to a new Learning Management System (LMS). This transition can be costly to a faculty member, in terms of time, anxiety and effort. We describe a model for instructional support staff to utilize as they help faculty survive this transition. The model highlights implementation concerns, communication, and training issues. The presentation will also discuss important technologies and techniques that have proven effective during the recent LMS transition at our university.

.b How Are We Doing?: Understanding Faculty's Adaption to Change in a Web-Based Environment

Time: 8:00 AM - 9:00 AM

Location: Venetian Room

Presented by: Glenda Ballard, Texas A&M University-Texarkana; Paige Worrell, Texas A&M University-Texarkana; Bosede Aworuwa, Texas A&M University-Texarkana; Patricia Humphrey, Texas A&M University-Texarkana

By necessity, many faculty have embraced web-based technology to meet the needs of today's college students. What concerns continue to preoccupy faculty members who are involved in web-based course management systems? Using the Concerns-Based Adoption Model (CBAM), a survey was developed to determine the level of use of faculty with web-based management systems and to compare those results with the stages of concerns about course content development, course management and usability, and communication/live conferencing tools.

.c Applying Perceptual Expertise Research and Instructional Design Principles to Video-Simulation Training

Time: 8:00 AM - 9:00 AM

Location: Venetian Room

Presented by: Peter Fadde, Southern Illinois University; Roman Sarmiento, Southern Illinois University

Experts in areas ranging from sports to music are able to perceive environmental cues and select a response in extremely short time frames. This project used interactive video on a laptop computer to train the perceptual aspect of a complex psychomotor skill separate from execution of the skill. Perception and action were then re-coupled and performance was improved. The implication is that expert perceptual ability can be enhanced with low-fidelity, but highly targeted, training.

.g A Framework to Understand Students' Online Collaborative Behaviors from a Personal Beliefs System

Time: 8:00 AM - 9:00 AM
Location: Venetian Room
Presented by: Bosung Kim, University of Missouri - Columbia; Jessica Summers, University of Missouri-Columbia

Online learning environments have been acknowledged as supportive environments for student-centered collaborative learning. However, several studies indicate that students may not engage in a shared knowledge construction process which is a backbone of collaborative learning. In this paper, we propose a framework to visualize how students' beliefs on the nature of knowledge and knowing process, their self-efficacy beliefs, and task value beliefs may influence their collaborative behaviors in online learning contexts.

.j Passing the Torch: Connecting New Professionals and Experienced Practitioners Through a Technology Foundations Course Syllabus Discussion and Exchange

Time: 8:00 AM - 9:00 AM
Location: Venetian Room
Presented by: Bruce Spitzer, Indiana University South Bend; John Curry, Oklahoma State University

This roundtable discussion connects faculty members experienced in teaching the fundamental technology-in-education course with faculty members new to the profession or newly assigned to such a course. Novice instructors participating in the roundtable discussion will have an opportunity to hear what others are doing and ask questions; experienced instructors can learn new ideas. All are encouraged to bring multiple copies of course syllabi to share and electronic copies to be posted to a roundtable website.

.p The Effects of Epistemological Beliefs on Conceptual Change in Biology

Time: 8:00 AM - 9:00 AM
Location: Venetian Room
Presented by: Moon-Heum Cho, University of Missouri-Columbia; Daniel Wescott, University of Missouri-Columbia; David Jonassen, University of Missouri-Columbia; Sangchul Oh, Korean Institute of Curriculum & Evaluation

Relationships between epistemological beliefs and conceptual change in biology were explored. A pre- and post conceptual change questionnaire was administered. Also, the Epistemic Belief Inventory (EBI) was administered. The result showed the Fixed Ability was related to the students' conceptual change in natural selection. The repeated measured ANOVA was conducted to identify the mean difference between pre- and post-test. There was no significant difference.

.p Will Online Social Presence Be Related to Gender?

Time: 8:00 AM - 9:00 AM
Location: Venetian Room
Presented by: Chih-Hsiung Tu, Northern Arizona University; Cheng-Jyh Yen, George Washington University

Gender communication differences may cause inequities in online learning that result in low social presence and diminish interaction. Women depend on embellished social/cultural contexts to build intimacy, rapport, and relationships. Computer-mediated communication (CMC) may be a disadvantage to female learners because it delivers sparse social context. The purpose of this study is to assess the relationship between gender and online social presence empirically. This study demonstrates that online social presence is not related to gender; therefore, gender cannot serve as an effective predictor of online social presence.

Poster Sessions

Time: 8:00 AM - 9:00 AM
Location: Venetian Room

21-VN

.p The Effect Of Peer Feedback For Journaling On College Students' Reflective Thinking Skills

Time: 8:00 AM - 9:00 AM
Location: Venetian Room
Presented by: Ying Xie, Penn State University; Fengfeng Ke, Penn State University; Priya Sharma, Penn State University

The ability to thinking reflectively was advocated as one of the educational goals in college. However, because of the complex and elusive nature of reflective thinking, researchers and practitioners always found it hard for students to achieve this objective. This study aims to investigate the effects of peer feedback for web-based journaling on college students' reflective thinking skills. A total of 52 undergraduate students participated in the repeated-measure experimental study. The study findings will be analyzed and presented.

Connecting Theory & Practice

Time: 9:15 AM - 10:15 AM
Location: Continental Room
Facilitator: Kay Persichitte, Univ. Northern Colorado



22-CO

.a Embracing Technology: A Study of Technology-Using Teachers

Presented by: Lee Nelson, Norman Public Schools; Dr. Robert Michael Nelson, University of Central Oklahoma

This qualitative study explored the histories and beliefs of twelve experienced and successful technology-using teachers, and how they perceive the evolution of their own technology use. From the coding of interview transcripts it was found that early technology experiences and motivation to use technology varied widely, all the technology-using teachers had invested significant time and effort in training, were future-oriented, participated in a technology support network, and had convenient access to a computer projection device.

.b Using Design-Based Research to Study K-12 Teachers' Evolving Pedagogical Models in Technology-Supported Inquiry Classrooms

Presented by: Yu Feng, Indiana University Bloomington

Teachers as interpretive curricular enactors have complex cognition. In the context of professional development interventions involving innovative curricula, design-based research (DBR) offers facilitators a practical collaborative tool to capture the complexities of teachers' evolving pedagogical models as well as supporting teachers' learning, following an agenda that links theory with practice. This presentation reflects on the lessons learned from a grant project and proposes a design experiment in the light of the DBR principles and challenges.

22-DD

Quarterly Review of Distance Education Board

Time: 9:15 AM - 10:15 AM

Location: DD Suite

Presented by: QRDE Board

Connecting Online Communication and Interaction



Time: 9:15 AM - 10:15 AM

Location: Executive Room

Facilitator: Mari Vawn Tinney, Utah State University

22-EX

.a Computer-Mediated Discourse Analysis of Critical Thinking of College Students Promoted by Online Mentoring

Presented by: Nari Kim, Indiana University

In order to understand 1) the phenomena of discourse behaviors within group discussions, 2) the relationships between the discourse behaviors and students' critical thinking skills, and 3) the effects of cognitive facilitation on their critical thinking processes in an asynchronous online learning environment, three hypotheses were established and answered with considerable evidences through different levels of computer-mediated discourse analysis (i.e., participation, meaning, and interaction analysis), providing both qualitative and quantitative information.

.b Tasking for Cognitively Complex Online Learning: Collaborative Reflective Outcomes of Convergent and Divergent Group Interactions

Presented by: Mark Hawkes, Dakota State University

This presentation will describe the use of convergent and divergent task activities in the online environment. The collaborative nature of tasking is discussed and critical, collegial reflection is introduced as an index of cognitively complex interaction. Data are presented that illustrates how reflective outcomes emerge more from divergent task

interactions hosted via an asynchronous forum, while convergent tasking is characteristic of face-to-face encounters.

22-FA

The ETR&D Joint Editorial Board, Outstanding Design Award and Young Scholar Presentation Presentations

All Recipients are listed in Addendum.

Time: 9:15 AM - 11:15 AM

Location: Far East Room

Presented by: J. Michael Spector, ETR&D for Development, Florida State University, David Jonassen, University of Missouri-Columbia, Yanghee Kim, Utah State University

Each Board will report data from the previous year, discuss the international review and book review sections, acknowledge outstanding reviewers, and make announcements. The ETR&D Meeting is open to all and begins at 9:15 a.m. Beginning at 10:15 a.m., the 2005 Young Scholar (Yanghee Kim) and the 2006 Distinguished Development recipient (David Jonassen) will present their award winning research.

Connecting Theory & Practice



Time: 9:15 AM - 10:15 AM

Location: Florentine Room

Facilitator: Tonya Amankwatia, Lehigh University

22-FL

.a Providing AIDE to the WELES Reflection Tool: Strengthening the Connection between Technology Integration Theory and Practice

Presented by: Tiffany A. Koszalka, Syracuse University; Celestia Ohrazda, Syracuse University; Kerstin Mukerji, Syracuse University

WELES, constructed from pedagogical and integration theories, provides guidelines for integrating web resources into classroom practices. The AIDE, developed from distance education and instructional technology theories, is an online data repository and communication tool designed to support distance education, engage learners, and facilitate virtual collaborations. Using change theory, an instructional model was created to engage educators with automated WELES tools within the AIDE. We will showcase how merging theory-based tools led to sustained classroom practices.
<http://soeweb.syr.edu/faculty/takoszal>

.b Six Steps for Creating Web-Enhanced PBL Problem Scenario

Presented by: Hae-Deok Song, SUNY at Albany; Barbara Grabowski, Penn State University

Successful PBL tutorials begin with a good problem that enables students to engage in deeper learning. However, designing a good PBL problem is challenging because only a few design procedures have been made. The purpose of this study was to identify essential steps for creating a motivating

Web-Enhanced PBL problem scenario. To achieve the purpose, we have investigated characteristics of good PBL problems, examined the roles of developers such as the instructional designers and subject matter experts, and identified key steps for creating Web-Enhanced PBL problems.

22-FO

SICET General Session

Time: 9:15 AM - 10:15 AM
Location: Fountain Room
Presented by: SICET

Present@Distance

Time: 9:15 AM - 10:15 AM
Location: French Room

22-FR

New technologies applied in low-technology and literacy learning environments

Presented by: Kevin Smith, Al Akhawayn University; Brahim Boussouab, Al Akhawayn University

The presentation will show work done in a research project for incorporating newer technologies into a multilingual literacy system (subtheme: new technologies and educational goals). Morocco has both a high adult illiteracy rate (still around 50% overall, 40% for women) coupled with ready access to basic technology: 10 million cell phones for a population of 30 million, internet cafes available in even small villages, satellite television accessed in remote towns that don't even have electricity. Our work is to unite a CS team and a linguistics team to develop and deploy a system using a range of technological capabilities (touch screens, cheap older computers, mobile phones) to support self access and guided access for basic literacy training. Presentation will show structure of interface, support for easy retargetability of content and language, and sample applications.

Connecting Theory & Practice



Time: 9:15 AM - 10:15 AM
Location: Garden Room
Facilitator: Anne Ottenbreit-Leftwich, Purdue University

22-GA

.a How Teacher Educators' Beliefs and Technology Uses are Related to Preservice Teachers' Beliefs and Attitudes toward Technology

Presented by: Hua Bai, SUNY Potsdam; Peggy Ertmer, Purdue University

This study explored teacher educators' pedagogical beliefs and technology uses in relation to preservice teachers' pedagogical beliefs and attitudes toward technology. Regression analyses

were conducted to answer the research questions. This study is important in the efforts to extend our understanding about the factors that might predict preservice teachers' beliefs and technology attitudes, which, subsequently, may be able to predict their future uses of technology.

.b Which Types of Classroom Technology Do Middle School Teachers Really Value?

Presented by: Berhane Teclehaimanot, University of Toledo

The purpose of this study is to examine the extent on how middle school teachers value the technology in classroom and to what degree their students are using technology and the facilities, equipment provided by their schools. To answer many questions surrounding technology in schools, a study was conducted with 1,000 randomly selected middle schools in eleven states and the data was conducted at the end of April, 2004.

Connecting Research and Practice

Time: 9:15 AM - 10:15 AM
Location: Gold Room
Facilitator: Barbara Lockee, Virginia Tech



22-GO

Connecting Theory to Practice: Research Within an Online IT Program

Presented by: Barbara Lockee, Virginia Tech; Ken Potter, Virginia Tech; John Burton, Virginia Tech; Katherine Cennamo, Virginia Tech

In addition to providing instructional technology students with pragmatic learning experiences in the design, development, and implementation of distance delivered instruction, online IT programs can serve as an effective milieu for the conduct of research in distance education. This presentation will detail the six-year evolution of Virginia Tech's ITMA (Instructional Technology Masters) Program, as well as feature outcomes from research studies that have been conducted within its context.

22-MD

Human Capital Campaign and Membership Committee

Time: 9:15 AM - 10:15 AM
Location: MD Suite
Presented by: Karen Kaminski, Colorado State University

Human Capital Campaign and Membership Committee

Connecting New Technologies and Learners' Needs

Time: 9:15 AM - 10:15 AM

Location: Oak Room

Facilitator: Amy Adcock, Old Dominion University



22-OA

.a Learner Characteristics and Tool Use in Open Learning Environments.

Presented by: Geraldine Clarebout, K.U.Leuven; Jan Elen, K.U.Leuven

Research shows that students do not always possess the necessary skills to determine what is beneficial for their learning, and do not always use functional learning tools. In this study the influence of learner characteristics on tool use in an open learning environment was investigated. More specifically, students' instructional conceptions, help-seeking behavior, and self-regulation skills were studied. Results reveal a complex influence of some of these variables on tool use.

.b Adaptive Web Based Learning Environment (A-WBLE): Synthesis of Empirical Evaluations and Conditions for Successful Adaptive Web Based System Implementation

Presented by: Fethi Inan, University of Memphis; Michael Grant, University of Memphis

Adaptive web-based learning environments gather a learner's information and preferences, build an individual model based on the preferences and knowledge, apply adaptive methods to accommodate each individual based on the developed model, and monitor user action and learning process to provide new information to update user's model, granting a more effective and efficient system. However, most of the adaptive web-based instruction applications have failed to incorporate valuable learning principles and instructional strategies so they don't significantly contribute to student learning. In this paper, empirical evaluations of adaptive systems were synthesized and conditions for successful adaptive web-based system implementation are discussed. At the end, implications for the practitioner are presented.

Connecting New Techs & Ed Goals

Time: 9:15 AM - 10:15 AM

Location: Panorama Room

Facilitator: Priya Sharma, The Pennsylvania State University



22-PA

.a Spread the Word: A Case Study of Podcasting in Corporate Training

Presented by: Mike Giordano, Intel; Frank Nguyen, Intel / Arizona State University

The advent of digital audio devices has paved the way for

trainers, instructors and subject matter experts to deliver content faster, easier and with less cost. This session focuses on the implementation of such 'podcasts' at a Fortune 100 manufacturing company. It describes the tools and processes that were introduced to support the design, development, implementation and evaluation of the sales and marketing content to a mobile workforce.

.b How Weblogs at Macromedia Contributed to Its Organizational Effectiveness: a Case Study

Presented by: Jingli Cheng, Indiana University

This case study examines how blog as a conversational technology was used by Macromedia to increase its organizational effectiveness. The major types of interactions among the company employees and customers through the blogs, as well as the organizational factors that contributed to the success of such a strategy are revealed in the study. A model is thus drawn to understand how blogs contributed to the organization's effectiveness in customer relations, product development and innovation.

22-PN

Tech Trends Editorial Board

Time: 9:15 AM - 10:15 AM

Location: Parisian Room

Presented by: Tech Trends Editorial Board

Adopting Pre-made Games for Educational Purposes



Time: 9:15 AM - 10:15 AM

Location: Patio Room

Facilitator: Anthony Betrus, SUNY Potsdam

22-PO

.a Employing Analogous Mappings When Using a Computer Game as a Simulation Intervention in Education

Presented by: Preston Parker, Utah State University

Using off-the-shelf computer games as training interventions is beneficial for several reasons: it can be faster, less expensive, and more motivating than producing an intervention tailored to a specific learning objective. The challenge is to properly utilize analogous mappings to reality. Different types of interventions require more or less analogous mappings. This paper includes a typology of how and when to use analogous mappings when using computer simulations, games, and simulation games, which resulted from a qualitative case study.

<http://www.prestonparker.blogspot.com/>

.b How EGGS Can Put Together English, Technologies and Gender with a Game.

Presented by: Luca Botturi, University of Lugano; Germana D’Alessio, Scuola Universitaria Professionale della Svizzera Italiana; Danusia Tschudi, Scuola Universitaria Professionale della Svizzera Italiana; Pamela Fattorini, Scuola Universitaria Professionale della Svizzera Italiana

Can online game-based environments blend instruction and fun? Can they help solve gender-related issues in teaching and learning? These are the challenges of the EGGS project: integrating an online game-based environment in blended-learning English courses, incorporating gender issues within the game play. The session will introduce the project as a case study, examining its instructional and game design process and presenting formative evaluation results, in order to illustrate general design principles emerged from the practice.

Connecting Blogging with Ed Goals

Time: 9:15 AM - 10:15 AM
Location: Pavilion Room

22-PR

.a Blog Trek: The Next Generation

Presented by: Nathan Lowell, University of Northern Colorado; Michael Barbour, University of Georgia; Ken Harmaning, Outreach Web Properties; Paige Worrell, Texas A&M University-Texarkana; Rick West, University of Georgia; Tim Bolieu, Wayne State; Linda Bloom, Columbia University; Linda Boling

Are you ready to take the plunge but you’re a bit uneasy about joining the revolution? This blogtrack panel will discuss our experiences as our small group of explorers took to the net in search of technological enlightenment and self-actualization. Join us as we share our experiences with you.
<http://www.durandus.com/blog>

.b Emerging Trends in the Research on Online Learning Environments

Presented by: Rick West, University of Georgia; Michael Barbour, University of Georgia; Denise Domizi, University of Georgia; Myung-Hwa Koh, University of Georgia; Frankie S. Jones, University of Georgia; Ernise S. Singleton, University of Georgia; Janette Hill, University of Georgia

The field of online distance education has changed dramatically in the past two decades with the introduction of computers. This has caused a change in the nature of distance education and a move away from the correspondence and open university model that was the foundation for many of the theories used in designing distance learning environments. As web-based training and education grows, these trends will present opportunities to re-examine the theoretical and conceptual frameworks that online distance education has traditionally been based upon. This session will provide

opportunities for real interaction from researchers of K-12, higher education, and corporate settings so through these interactions we can build the connections needed to develop the future theories that will guide the design of effective online education. Because this is a BlogTracks presentation, we encourage you to visit our aggregated blog at <http://ugaonlinelearning.suprglu.com>, where you can find the feeds to all of our individual blogs. We welcome your comments and participation.
<http://edu-blogger.blogspot.com>

22-S6

Professional Ethics Committee

Time: 9:15 AM - 10:15 AM
Location: 06 Suite
Presented by: Robert Branch, The University of Georgia

NOTE: ROOM CHANGE

Making Learning fun with Multimedia

Time: 9:15 AM - 10:15 AM
Location: Vista Room
Facilitator: Bill Sugar, East Carolina University



22-TE

.a AIM Your Project with Flash: Animation, Interaction, and Multimedia Across the Curriculum

Presented by: Larry Johnson, Indiana University at Indianapolis; Annette Lamb, Indiana University at Indianapolis

Adobe’s Macromedia Flash is great for creating cool animation, but did you know that this popular software also produces effective, efficient, and appealing instructional materials? This fast-paced session examines how Flash is used across content areas and grade levels to provide quality informational and instructional materials. The session also demonstrates how the animation, interaction, and multimedia features of Flash can be used to build innovative learning resources.
<http://eduscapes.com/flash/>

.b Governor Bush’s E-Mansion: Using Web and Virtual Tour Technology to Bring “The People’s House” to the World

Presented by: Anthony Chow, Florida State University - Instructional Systems

The Florida Governor’s e-Mansion (www.floridagovernorsmansion.com) represents an example of how technology can be used to increase public access to a state landmark while enhancing its educational mission. The presentation will discuss the history of the project, the instructional system’s design and development process used, and take an in depth look at how technology, in particular virtual tour technology, has been used to deliver information in interesting and engaging ways for educational purposes.
www.floridagovernorsmansion.com

NOTE: ROOM CHANGE

22-VA

PacifiCorp Design Competition

Time: 9:15 AM - 11:30 AM
Location: Terrace Room
Presented by: PacifiCorp

Roundtable Sessions

Time: 9:15 AM - 10:15 AM
Location: Venetian Room

22-VN

.a Connecting Theory to Practice: Using Bruner's Concept Attainment Model to Teach Pre-service Teacher Instructional Design

Presented by: John Curry, Oklahoma State University; Amy Johnson, Oklahoma State University; Mark Jones, Oklahoma State University

This presentation chronicles the results of a study conducted on the effects of Jerome Bruner's Concept Attainment method as an instructional strategy when teaching instructional design to preservice teachers. Results of the study as well as considerations when using the Concept Attainment method will be discussed.

.b Using Blogs to Facilitate Online Collaboration

Time: 9:15 AM - 10:15 AM
Location: Venetian Room
Presented by: Shiang-Kwei Wang, New York Institute of Technology; Hui-Yin Hsu, New York Institute of Technology

Originally, blogs served as personal journaling tools. Recently more blogs are applied to form the online communities and thus expanded to the extensive use of blogs in education.. Little has been learned about the impact of blogs on learners' perceptions, nor of strategies for facilitating collaboration on blogs. This study investigates the effects of blogging on pre-service teachers' awareness of diversity in a literacy/reading context, and shares our experiences of facilitating collaborative contributions on blogs.
<http://diversestudent.blogspot.com/>

.c Promoting an Undergraduate Program in Instructional Technology

Time: 9:15 AM - 10:15 AM
Location: Venetian Room
Presented by: Bruce Harris, Western Illinois University; Richard Thurman, Western Illinois University; Hoyet Hemphill, Western Illinois University

The authors' will continue a lively discussion from the 2005 AECT Convention on their experiences and issues involved in developing and implementing an undergraduate program in Instructional Technology (IT). The presentation will focus on curriculum alignment and on issues related to promoting and acceptance of an undergraduate IT program.

.d New Ideas for Training the User on Interactive Multipurpose Visual Displays

Time: 9:15 AM - 10:15 AM
Location: Venetian Room
Presented by: Rita Murray, University of Oklahoma

It is essential that training programs expose users to technological innovations to enable them to effectively use interactive multipurpose displays that they also introduce the concept of visual perception or literacy as a science behind the development. This concurrent session brings focus on a variety of sensory and intuitive visual training experiential exercises that aid in visual display education. For example, what aspects of intuition help to facilitate learning when translating ideas to images?

.g A Pathfinder Network Technique for Automatically Scoring Open-ended Concept Maps

Time: 9:15 AM - 10:15 AM
Location: Venetian Room
Presented by: Roy B. Clariana, Penn State University; Ellen Taricani, Penn State University

This presentation describes an investigation published in ETR&D in 2006. We will review the theory, methods, results, and conclusions of that investigation and will demonstrate the concept map scoring software.
www.personal.psu.edu/rbc4/dallas.ppt

.j Assessing What Really Matters: Rubrics Can Improve Student Achievement

Time: 9:15 AM - 10:15 AM
Location: Venetian Room
Presented by: Steven McGriff, San Jose State University

Teacher educators and instructional designers look for ways to boost student achievement. When correctly used as an instructional tool, rubrics can promote learner motivation and achievement. This discussion presents research findings which addresses the development of a scoring rubric for writing a lesson plan, strategies for using it as an instructional aide, and the results of using a lesson plan rubric with teacher credential candidates.
<http://www.sjsu.edu/depts/it/mcgriff/aect06/>

Poster Sessions

Time: 9:15 AM - 10:15 AM
Location: Venetian Room

22-VN

.p The Effects of a Handheld-Based Pedagogical Agent on Learning, Agent Persona, and Motivation

Time: 9:15 AM - 10:15 AM
Location: Venetian Room
Presented by: Chanhee Son, Florida State University; Amy Baylor, Florida State University

This experimental study employs an independent-samples T test design to investigate the effects of a pedagogical agent

(presence, absence) in handheld computers on learning, agent persona, and learner motivation. Participants are randomly assigned to one of two experimental conditions: agent and no-agent conditions. The agent condition has a visual presence of an agent in addition to on-screen text and audio narration while the no-agent condition has on-screen text and audio narration only.

.p Professors as Practitioners: A Partnership between the Alabama School for the Deaf and Lamar University

Time: 9:15 AM - 10:15 AM

Location: Venetian Room

Presented by: Becky Sue Parton, University of North Texas; Jean Andrews, Lamar University; Beverly Rodgers, University of North Texas

This case study will give attendees a picture of how Lamar University and the Alabama School for the Deaf (ASD) use distance technology to strengthen collaboration and enhance the connection between theory and practice. Examples will be discussed and video footage of ASD shown. The session will provide insight for other universities and schools that may want to engage in a professor/ practitioner connection. The target audience is university faculty, K-12 leadership, and students.

Connecting Theory & Practice

Time: 10:30 AM - 11:30 AM

Location: Continental Room

Facilitator: Paige Worrell, Texas A&M University - Texarka



23-CO

.a Teaching with Style: Mind Styles and Potential Applications in Teacher Staff Development

Presented by: Doug Brubaker, Carroll Independent School District; Marti Giffin, Carroll Independent School District

Is there a relationship between the ways in which teachers think and their self-reported technology related attributes? This interactive workshop will challenge participants to develop an understanding of their own mind styles, include a brief overview of this area of research, and provide opportunities to discuss possible applications of recent findings.

.b Improving Technology Training Sessions through a Diagnostic Training Approach

Presented by: Mabel CPO Okojie, Mississippi State University; Anthony A. Olinzock, Mississippi State University; Chien Yu, Mississippi State University; Tinukwa C. Okojie-Boulder, Mississippi State University; Ling Ling Yen, Mississippi State University

This paper examines the effectiveness of traditional method of conducting technology training sessions which are designed to improve technology integration. Flaws associated with this method of technology training are identified. The paper discusses how traditional training sessions foster computer

intimidation among trainees and create frustration for trainers. An alternative approach to traditional technology training sessions known as diagnostic approach is discussed. This approach has seven steps: preparation, communication, presentation, application, assessment, feedback, evaluation and follow-up.

Connecting Online Communication and Interaction

Time: 10:30 AM - 11:30 AM

Location: Executive Room

Facilitator: Anthony Pina, Northeastern Illinois University



23-EX

.a Podcasting: A New Medium for Distance Learning

Presented by: Christopher Essex, Indiana University

The recent popularity of podcasting provides the distance educator with a new medium for delivering content to online students. Podcasts are audio programs delivered to users via the Internet, often on a subscription basis. Instructors can present via podcast much like they would to a face-to-face audience. Students can access the podcasts while they are living their busy lives. The process of podcast creation is described, and tips for successful podcasting are provided.

<http://www.indiana.edu/~Icy/aect2006/podcast.html>

.b Online Conferencing and Blogs: Which do I use for What and Why?

Presented by: David Winograd, York College

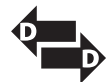
Toward strengthening connections between theory and practice this presentation discusses asynchronous online conferencing and weblogs or blogs. Distance educators and teachers will learn the theoretical underpinnings of both mediums, the similarities and differences between the two, how they are currently being used in education and offer practical suggestions for the implementation of each modality for specific outcomes and contexts, as well as suggesting how both can be used in tandem, each for specific purposes.

Connecting Theory & Practice

Time: 10:30 AM - 11:30 AM

Location: Florentine Room

Facilitator: Monica W Tracey, Oakland University



23-FL

.a Deeper Learning Through a Contribution Model for Learning Object Design

Presented by: Patricia McGee, The University of Texas at San Antonio

The proliferation of learning object repositories while useful has not necessarily resulted in exemplary instructional design. This session illustrates a learning object pedagogy based on

the contribution of the learner. Through thoughtful, engaged, active, and purposeful learning, the learner constructs understanding and creates an object that becomes part of the object's learning sequence. In this way the learner has ownership of what they know in a manner that contributes to the learning of others.

.b A Collaborative Design Model: Learning Tasks, Peer Interaction, and Cognition Process

Presented by: Jianxia Du, Mississippi State University; Vance Durrington, Mississippi State University

This paper illustrates a framework for Online Group Collaborative Learning according to Piaget's concepts of assimilation and accommodation and Vygotsky's theory of social interaction. The purpose of this paper is to describe: (a) how an interactive design model was used to develop collaborative learning activities; (b) how activities were structured to promote the level and quality of communications among students, as peers, and between students and the instructors; and (c) how students responded to such interactive design model.

learner motivation and whether the learner's motivational level changes during the instruction. Principles for the design of self-directed e-learning courses to sustain learner motivation are identified from this empirical study.

.b Promoting Positive Emotion in Pedagogical Agent Embedded Learning

Presented by: Sanghoon Park, Northwestern State University; John Keller, Florida State University; Amy Baylor, Florida State University

Positive emotion plays a critical role in learning process. Learning interest among positive emotions, especially, initiates learners' motivation and further improves learners' achievement. This paper explored two research questions based on the distinction between individual interest and situational interest: (1) what factors affect learning interest in pedagogical agents embedded learning, and (2) How to design pedagogical agents to improve learners' interest and attitude. In addition, this paper further investigated the effects of pedagogical agents developed using factors identified above on learning interest, achievement, and attitude.

Connecting Gaming with Ed Goals

Time: 10:30 AM - 11:30 AM

Location: Fountain Room

Facilitator: Bessie N. Nkonge, NC A&T State University



23-FO

Connecting with Students with Virtual Reality Online World

Presented by: David Cillay, Washington State University

Virtual reality worlds, computer games, simulations, and animations can be powerful learning tools for active, engaged learning with visually rich hands-on experiences, trial and error activities, and virtual participation in historical events. Online virtual-reality worlds offer educators new opportunities to connect with their students

Connecting Theory & Practice

Time: 10:30 AM - 11:30 AM

Location: Garden Room

Facilitator: maria d. avgerinou, DePaul University



23-GA

Social Computing and Constructivism in a Distance Education Environment

Presented by: Krista P Terry, Radford University; Liz Altieri, Radford University; Charley Cosmato, Radford University; Robert McCracken, Radford University

This session will provide participants with a "theory to practice" overview of constructivist instructional strategies that have been implemented in a variety of distance learning courses. Participants will see demonstrations of synchronous and asynchronous activities that were implemented in graduate-level courses to encourage high levels of interaction from students enrolled in distance education courses. Panel members will be contributing to the lead presenter via a remote connection using Adobe's Breeze Live.

Connecting Research and Theory

Time: 10:30 AM - 11:30 AM

Location: French Room

Facilitator: Chun-Min Wang, University of Georgia



23-FR

.a Motivational Influences in Self-Directed e-Learning

Presented by: Kyong-Jee Kim, Portland State University

This presentation reports results of a mixed-method research study of working adults and college students who participated in self-directed e-learning courses on what influenced their motivation in their self-directed e-learning. The learner motivation is investigated in terms of what influences the

Connecting Research and Practice

IVLA

Time: 10:30 AM - 11:30 AM
Location: Gold Room
Facilitator: Amy Bradshaw, University of Oklahoma

23-GO

.a Online Instructional Procedures: Skill-Learning via Captivate

Presented by: Annette Moulder, Cameron University; Jason A. Cobb, Cameron University; David Mendez, Cameron University, Abbas Johari, Cameron University;

This presentation will report on status of an undergraduate research study on learning computer skills via animated procedural tutorials. Often, procedures do not report on all necessary instructional steps to accomplish tasks. The procedures are out of date, time consuming, and challenging to develop. Contrarily, CaptivateTM -- a new product from Macromedia -- automatically records all onscreen REAL actions performed by experts and then instantly creates interactive Flash movies that are extremely rich in detail and completeness.

.b Generating the New: Creativity Researched

Presented by: Brad Hokanson, University of Minnesota

Creativity is a skill which can be examined, used, and taught. This paper presents the results of empirical research from a class in creative problem solving. The nature of creativity and the structure of the class will be described, followed by a outline of the research methodology and the use of the Torrance Test of Creativity. Results and observations applicable to education will be presented.
<http://160.94.18.249/creativity/>

Connecting New Technologies and Learners' Needs

See Addendum for Room and Time Change

Time: 10:30 AM - 11:30 AM
Location: Oak Room
Facilitator: J. Jose Cortez, Syracuse University

23-OA

.a Evaluating The Usability Of Web-based Learning Sites Using An Automated Evaluation Tool: The State-of-the-art

Presented by: Saun Shewanown, UGA; Thomas Reeves, UGA

This study focused on gaining insight into the current state of Web-based learning site usability. An automated usability evaluation, using an empirically-based automated Web usability evaluation tool called WebTango, was performed on Web sites that are a subset of the educational resources in the Digital Library for Earth System Education (DLESE). The results of the study indicated that the usability quality of Web-based learning sites was rated by WebTango as average or below average.

Connecting New Techs & Ed Goals



Time: 10:30 AM - 11:30 AM
Location: Panorama Room
Facilitator: Patricia J Slagter van Tryon, Lehigh University

23-PA

.a Effectiveness of using Podcasting in curriculum delivery

Presented by: Shawn McCombs, University of Houston; Youmei Liu, University of Houston

Searching the education section of the iTunes music store produces hundreds of academic podcasts. This session will present the research results and analysis of using Podcasting in curriculum delivery, and will focus on two important issues: 1) the impact of Podcasting technology on student learning, and 2) course design issues involved in instructional delivery via Podcasting. The authors hope the presentation will be helpful to other institutions contemplating the use of Podcasting in curriculum delivery.

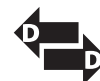
4800 Calhoun Blvd., 101 Communications Bldg., 3002

.b An Assessment of Undergraduate Student's Mobility Skills and Needs in Curriculum Delivery

Presented by: Dale Higginbotham, University of Houston

This session will present the research results and analysis of undergraduate students' curriculum delivery mobility skills and needs, and will focus on two important issues: 1) The student's ability to learn coursework via Podcasting while multitasking (e.g., driving, running, exercising, etc.) 2) Comparison of Podcasting vs. Vodcasting delivery modes while multitasking. 3) Student adaptability of this mobile technology by comparison of the courses with higher technology skills requirements to the courses with low or no technology skills requirements. The author hopes this presentation will be help define students' abilities and needs to help future Instructional Designers to utilize new personal communication devices.

Connecting Theory & Practice



Time: 10:30 AM - 11:30 AM
Location: Parisian Room
Facilitator: Tiffany A. Koszalka, Syracuse University

23-PN

Strengthening the Connection between Instructional Design and Development Theory and Practice: Thoughts from Academic Theorists and Practitioners

Presented by: Norbert Seel, Florida State University; Rob Foshay, Texas Instruments; Russell Osguthorpe, Brigham Young University

The AECT convention brings together participants from around the world, offering practical applications and

theoretical perspectives in our field. This year's theme is Strengthening Connections ... with emphasis on stronger connections between theory and practice and researchers from around the globe. During this 60-minute session three noted panelists will debate the issues of preparing IDD professionals. Audience input will also be solicited. The session will end with each panelist providing perspectives on the gap between theory and practice and how to close them.

Artificial Intelligence and Conversational Agents

Time: 10:30 AM - 11:30 AM

Location: Patio Room

Facilitator: Christian Loh, Southern Illinois University Carbondale



23-PO

.a Intelligent Games: A New Approach to Designing Serious Games Based on Artificial Intelligence, Pedagogical Agents, Narrative Theory, and Instructional Design.

Presented by: Richard Van Eck, University of North Dakota

Too often, different disciplines approach the same problem from their own perspective, without benefit of each others' existing research and expertise. Research in artificial intelligence and pedagogical agents suggest a new approach to designing a new form of serious game called Intelligent Games (IGs). By examining games for key underlying pedagogical strategies and looking to the fields of narrative theory and instructional design, we can develop instructional games that maximize learning without sacrificing game play.

.b Conversational Agents and their Affordances on Communication and Learning

Presented by: Aaron Doering, University of MN; George Veletsianos, University of Minnesota; Theano Yerasimou, Indiana University, Bloomington

This presentation will showcase a study that sought to understand how to effectively design conversational agents to assist learners when developing an online portfolio. Specifically, the study addressed how students perceive the conversational agents in terms of their affordances for learning and revealed how students interact with a conversational agent when completing an online task. Based on the data, recommendations for designing conversational agents for learning will also be presented.

Connecting Research and Theory

Time: 10:30 AM - 11:30 AM

Location: Pavilion Room

Facilitator: Chandra Orrill, University of Georgia



23-PR

Emerging Methods: Video as a Research Tool

Presented by: Arthur Recesso, University of Georgia; Chandra Orrill, University of Georgia

Video is one of the easiest media to use to capture complex environments for research purposes, yet it is also a very difficult media to work with for data analysis. In this session, the researchers will present their own research efforts highlighting how video has been used to capture better evidence. Topics will include video and sound capture for research and video analysis.

23-RT

2008 AECT Research Symposium

Time: 10:30 AM - 11:30 AM

Location: RT Suite

Presented by: Barbara Lockee, Virginia Tech; Charles M. Reigeluth, Indiana University; J. Michael Spector, Florida State University; James Klein, Arizona State Univ; Sharon Smaldino, Northern Illinois University; Jaesam Chung, Ewha Women's University

Planning Meeting for the 2008 AECT Research Symposium.

NOTE: ROOM CHANGE

23-TE

District-wide Systemic Transformation in the Decatur School District: A Progress Report and Research Studies - Part I

Time: 10:30 AM - 11:30 AM

Location: Vista Room

Presented by: Charles M. Reigeluth, Indiana University; Kurt Richter, Indiana University; Sari M. Pascoe, Indiana University; Sunnie Lee, Indiana University; Daniel Pascoe, Indiana University; Fang Fang, Indiana University; Sung Pil Kang, Indiana University; Pam Green, Indiana University; Allison Carr-Chellman, [Discussant] Penn State University

Research provides growing evidence that we need a better understanding of the process of transforming schools and districts. The objectives of this concurrent session are: (1) to present the results of four formative research studies on the transformation process and (2) to engage the audience in discussion of issues related to their systemic change experiences. The case-study research began when a small urban school district in Indianapolis initiated a systemic change effort in February 2001.

NOTE: ROOM CHANGE

Collaboration - Technology in Schools

Time: 10:30 AM - 11:30 AM

Location: Oak Room

Facilitator: Susan Lancaster, Bellarmine University



23-VA

Building Partnerships: Transforming Learning through Data-Driven Collaborations (Second hour of two - See 21-FA)

Presented by: Larry Johnson, Indiana University at Indianapolis; Annette Lamb, Indiana University at Indianapolis

Like panning for gold, the school library media specialist must collaborate with teachers and administrators to sift through tons of data to discover the “nuggets” that will address the needs of learners. This session focuses on strategies for building collaborative relationships and developing effective, evidence-based programs that increase student achievement. <http://eduscapes.com/sessions/partners/>

Roundtable Sessions

Time: 10:30 AM - 11:30 AM

Location: Venetian Room

23-VN

.a A Connection of Interactive and Reflective Effects in Using Blogs

Presented by: Ellen Taricani, Penn State

The college experience often blasts students with a tremendous amount of new information frequently using advanced technologies. Simultaneously, these also challenge faculty to find new methods of interacting and extracting and filtering thoughts. As a result, learning becomes challenging and requires that they adopt a sense of reflective ambiguity. How do they manage all the interactions and particular promptings in one semester? Reflective thinking using blogs affords students with an outlet for this.

.b A Tale of Two Islands: Online Collaboration Between Two Countries

Time: 10:30 AM - 11:30 AM

Location: Venetian Room

Presented by: Shiang-Kwei Wang, New York Institute of Technology; Sarah McPherson, New York Institute of Technology; Hui-Yin Hsu, New York Institute of Technology; Mengping Tsuei, Taipei Municipal University of Education

Teachers believe that globalization is a concept that should be infused in the curriculum; however, only few have confidence to be able to integrate globalization in their classrooms. This project provides in-service teachers opportunities to use online technology (wikis, blog, and video conferencing) to collaborate and plan instruction related to globalization with teachers in another country.

.c Instructional Design Process and Guidelines for Training a Complex Cognitive Skill: The 4C/ID-model Approach

Time: 10:30 AM - 11:30 AM

Location: Venetian Room

Presented by: Jung Lim, Florida State University

The session will introduce the 4C/ID-model (four components of instructional design model developed by van Merriënboer) for the design of instructional programs for complex cognitive skills. The 4C/ID-model based instructional design process and guidelines will be discussed using an example of a training blueprint for ‘preparing a grade book in Excel’. Practitioners to attend the session will be able to learn the 4C/ID-model and be able to apply this approach to their instructional design practices.

.d From Theory to Practice: Factors Important in Distance Education Courses

Time: 10:30 AM - 11:30 AM

Location: Venetian Room

Presented by: Kaye Bray, TX Woman’s University; Aundrea Wright, TX Woman’s University

The School of Library and Information Studies distance education program at Texas Woman’s University allows students to complete their coursework for the master’s degree online. Theoretically course material can be successfully covered in this format, but there are many factors that may hinder both students and faculty. Both groups are surveyed to determine factors that might jeopardize their roles in online classes as well as relevant activities to promote successful completion of the degree. <http://brayweb.com/distanceed>

.e Transparency and Transference: The Academic Blogs of Students in a Language, Literacy & Culture Class

Time: 10:30 AM - 11:30 AM

Location: Venetian Room

Presented by: Angel Kymes, Oklahoma State University; Susan Stansberry, Oklahoma State University; Amy Johnson, Oklahoma State University

This proposed roundtable session will highlight an academic blogging experience in which students engaged in meaning making, collaborative activity, knowledge sharing, and reflection and debate. The course facilitator and students will provide lessons learned in regards to the use of blogging in a doctoral level education course. Specific questions related to the transparency of conversation in the blogs and the transference of the blogging experience to other academic endeavors and settings will be explored.

.g The Influence of Continuous Concept Map Construction On the Information Seeking Process

Presented by: Qin Li, Utah State University

This paper describes an exploratory study in which fifteen undergraduate students used a continuous concept map construction strategy during their information seeking process to organize and synthesize information to formulate research

papers. Forty-five student-constructed concept maps, fifteen student research papers, the transcripts from the interviews with four English instructors, and the results from two student questionnaires comprised the data for this exploratory study. Different patterns of topic development and map structural change were recognized in the student-constructed concept maps, which suggest that the students were engaged in a dynamic learning process. The students' research papers were evaluated using two rubrics and demonstrated some evidence of good information use. The rich qualitative data collected in the natural learning setting suggest that continuous concept map construction helped students during their information seeking process in terms of narrowing down research topics, providing guidance for research, staying organized and focused.

.j Understanding pre-service teachers' perception on a case-library and their uses of cases in building a technology-integrated lesson plan

Time: 10:30 AM - 11:30 AM

Location: Venetian Room

Presented by: Bosung Kim, University of Missouri - Columbia; Andrew King, Central Missouri State University

We compared the strategies and resources that pre-service teachers adopt when they are asked to design a technology-integrated lesson plan before and after they were introduced to a case library of experienced teachers' relevant stories and instructed how to use stories to support their own design problems. In addition, we also investigated the effects of the use of a case-library and case-based reasoning (CBR) instructions on their self-efficacy beliefs on technology integration.

Poster Sessions

Time: 10:30 AM - 11:30 AM

Location: Venetian Room

23-VN

.p Advance Organizers and Matrix Information Structure: Toward a Purposeful Interface Design Framework for Performance Support Systems

Time: 10:30 AM - 11:30 AM

Location: Venetian Room

Presented by: Wei-Chen Hung, Northern Illinois University; Chia-An Chao, Indiana State University

This study reviewed major interface design approaches for performance support systems (PSSs) and identified two critical problems of technology-driven PSSs: user incomprehension and poorly designed scaffolds. To overcome these problems, this paper presents a new design framework for a pedagogy-driven PSS that incorporates Ausubel's advance organizers theoretical framework with a matrix-aided information structure to ensure an instructionally integrated PSS. Based on the findings from the study, guidelines for designing PSSs and future research suggestions are offered.

.p Validation of Items by Rating the Proximity between Similarity and Dissimilarity among Items in Pairs for Online Course Evaluation Instrument at the Post-secondary Educational Level

Time: 10:30 AM - 11:30 AM

Location: Venetian Room

Presented by: Soonhwa Seok, The University of Kansas; Edward Meyen, e-Learning Design Lab in the University of Kansas; Ron Aust, e-Learning Design Lab in the University of Kansas; Robert Issacson, the University of Road Island

The purpose of the study was to identify, validate, and statistically cluster selected items that represented the main components of online courses at the post-secondary level. The study compared the proximity between similarities among the items in pairs in order to examine the content validity of the online course evaluation instrument. Multidimensional Scaling (MDS) was applied in analyzing ratings. The outcome was the development of a resource of validated items clustered by dimensions that could be used in the evaluation of online courses at the post-secondary level.

24-BR

MIM Luncheon

Time: 11:45 AM - 1:00 PM

Location: Brasserie

Presented by: Minorities in Media

MIM luncheon



Connecting Researchers Globally

Time: 11:45 AM - 12:45 PM

Location: Executive Room

Facilitator: Mary C. Herring, University of Northern Iowa

24-EX

Preparing Tomorrow's Teachers: What Has Been Learned?

Presented by: Judith A. Duffield, Lehigh University; Clif Mims, University of Memphis; Leslie Hall, Washington State University; Laurie Brantley-Dias, Georgia State University; Bosede Aworuwa, Texas A&M University-Texarkana; Anne Ottenbreit-Leftwich, Purdue University

This symposium reviews themes, successes, and challenges from the Preparing Tomorrow's Teachers To Use Technology (PT3) grants awarded in 1999 through 2001. The results of this study were published as a special edition of TechTrends (May/June, 2006). Attendees are encouraged to read this special edition and participate in a discussion of the findings with the research teams.

Educational Systems and Change



Time: 11:45 AM - 12:45 PM
Location: Gold Room
Facilitator: Stephanie L. Moore, Colorado Department of Education

24-GO

Predicting Outcomes of Systemic Change in Education

Presented by: Ted Frick, Indiana University; Kenneth Thompson, System-Predictive Technologies; Joyce Koh, Indiana University

Many education systems want to improve. The question is, "Change what?" Without a valid educational systems theory, attempts to change will be largely trial-and-error.

Connecting New Technologies and Learners' Needs



Time: 11:45 AM - 12:45 PM
Location: Oak Room
Facilitator: Michael Barbour, University of Georgia

24-OA

.a The Clipper Project: Can Web-based Instruction Help Ease Students' College Transition?

Presented by: MJ Bishop, Lehigh University; Sally A. White, Lehigh University

Colleges are under mounting pressure to increase retention rates by easing incoming students' academic and social transition to college.

.b Virtual High School Something Old, Somrthing New, Something Borrowed, Just For Yoy.

Presented by: Amy Scheick, University of Central Florida; Glenda Gunter, University of Central Florida; Robert Kenny, University of Central Florida

Distance education has a long history in K12 education. In the last 10 years, distance education captured a new dimension with virtual high schools offering innovative educational

opportunities for students between the ages of 12 and 18. Who's interested and how has this choice affected them? This study employed qualitative and quantitative measures to review the personality types and traits of high school students who enrolled in a state sponsored Midwestern virtual high school.

24-OS

Program Planners Lunch

Time: 11:45 AM - 12:45 PM
Location: Off-Site
Presented by: Ward Cates, Lehigh University

For the 2006 Program Planners only.

24-TE

District-wide Systemic Transformation in the Decatur School District: A Progress Report and Research Studies - Part II

Time: 11:45 AM - 12:45 PM
Location: Terrace Room
Presented by: Charles M. Reigeluth, Indiana University; Kurt Richter, Indiana University; Sari M. Pascoe, Indiana University; Sunnie Lee, Indiana University; Daniel Pascoe, Indiana University; Fang Fang, Indiana University; Sung Pil Kang, Indiana University; Pam Green, Indiana University; Allison Carr-Chellman, [Discussant] Penn State University

Research provides growing evidence that we need a better understanding of the process of transforming schools and districts. The objectives of this concurrent session are: (1) to present the results of four formative research studies on the transformation process and (2) to engage the audience in discussion of issues related to their systemic change experiences.

Roundtable Sessions

Time: 11:45 AM - 12:45 PM
Location: Venetian Room

24-VN

.a A Strategy for Thinking Critically About Instructional Design Practices

Presented by: Stephen Yanchar, Brigham Young University; Bruce Gabbitas, Brigham Young University; Andrew Gibbons, Brigham Young University

We will describe a critical thinking strategy that can facilitate the study of instructional design theory and practices. This strategy, which can be used in conjunction with other critical thinking approaches, emphasizes the examination of assumptions that underlie the everyday activities of

instructional designers, implications of those assumptions, and alternative assumptions and implications. This strategy can facilitate the understanding, evaluation, and possibly revision of existing practices. We will explain how this strategy works, provide examples of it in use, and offer materials that can facilitate its application.

.b IP-Based Conference Management Systems: The (r)evolution of Synchronous Communication in Distance Education

Time: 11:45 AM - 12:45 PM

Location: Venetian Room

Presented by: Joseph R. Corbeil, University of Texas at Brownsville; Cheng-Chang Pan, University of Texas at Brownsville; Michael Sullivan, University of Texas at Brownsville; Maria Elena Valdes-Corbeil, University of Texas at Brownsville

With the level of synchronicity now available to virtually anyone with access to a telephone and a computer, one would expect that the technology that revolutionized the way businesses communicate, would also find its way into distance education programs. Nevertheless, asynchronous communication continues to dominate the DE scene. From interesting experiment to exciting frontier, desktop videoconferencing is quietly moving from revolution to evolution, and it is time we gave it a second look.

25-BR

Wes McJulian Lecture

Time: 1:00 PM - 2:00 PM

Location: Brasserie

Presented by: Dr. Karen Mae, CEO of Global Scholars

Wes McJulian Lecture

Connecting Theory & Practice



Time: 1:00 PM - 2:00 PM

Location: Continental Room

Facilitator: Amy Scheick, University of Central Florida

25-CO

.a Technology Integration and Teacher Training: The Effectiveness of Embedding Technology into Education Coursework

Presented by: Elaine Lawrence, SUNY Oneonta

Teachers should experience integrated technology as one step toward designing integrated technology lessons that they are expected to implement as required by education standards. A constructivist approach to the integrated technology experience allows teachers to develop knowledge, skill, and insight into how technology can be effectively utilized in the classroom. This research identified skills and methods for inclusion of technology into the education curriculum to help prepare teachers to effectively infuse technology into their lesson plans.

.b Benefits of Blended Learning in Teacher Preparation Courses: A Case Study

Presented by: Leanda Hemphill, Western Illinois University; Seung Won Yoon, Western Illinois University; Nannette Lawrence, Western Illinois University; Jing Yu, Western Illinois University; Donnie Ingram, St. Ambrose University

This study reports on the use of blended learning in a teacher preparation course. The combination of online and face-to-face instruction provided a rich array of learning strategies and technology options. Data collected indicate increased student learning and satisfaction. The use of online activities and technology tools in a regular classroom will be discussed including online database-driven activities, collaborative exercises, asynchronous threaded discussions, synchronous chats, assessments, tutorials, and other support material.

25-CR

International Hospitality Lounge

Time: 1:00 PM - 5:00 PM

Location: Crown Room

Presented by: International Division

Socio-Cultural Perspectives

MIM



Time: 1:00 PM - 2:00 PM

Location: Executive Room

Facilitator: Deepak Subramony, Utah State University

25-EX

.a A Model Program to Teach Animation as an At-Risk and Gang-related Intervention Strategy

Presented by: Kathleen Klinger, National University; Kathleen Klinger, National University; Denise Tolbert, National University

The purpose of this paper is to present a model media and animation program for minority students to build stronger connections between theory and practice. New technologies in the animation field enable students to expand their educational goals as they learn reading, writing, math and science around the animation curriculum. Currently, a predominantly Latino community in California is setting up a model program to teach animation as an at-risk and gang-related intervention strategy.

.b Integrating Culture in Design Through The Culture Based Model

Presented by: Patricia A. Young, Uni. of Maryland Baltimore Co.

This research demonstrates how culture can be integrated into the design of instructional technologies. The Culture Based Model is an intercultural instructional design framework that guides designers through the management, design,

development and assessment process while taking into account explicit culture based considerations. This presentation provides an overview of the model and a simulated example of the model in action.

Connecting Performance & Assessment

Time: 1:00 PM - 2:00 PM

Location: Far East Room

Facilitator: Judith A. Duffield, Lehigh University



25-FA

.a From Tool to Object and Back Again: An Activity Theoretical Examination of Events from Portfolio Authoring Among Preservice Teachers

Presented by: Rebecca Fiedler, University of Central Florida

In this session, the presenter uses Engestrom's Cultural Historical Activity Theory framework to examine and analyze a series of events surrounding a scaffold within the electronic portfolio authoring experience of preservice teachers. The discussion has implications for professors, instructors, and policy makers choosing tools and determining requirements for electronic portfolio systems at other institutions.

.b Redefining Preservice Teacher Portfolios through Evidence-Based Decision Support

Presented by: Craig Shepherd, University of Georgia; Arthur Recesso, University of Georgia; Michael Hannafin, University of Georgia

Traditional portfolios stress artifact collection to document preservice teacher skills for summative purposes. These purposes expend several resources and result in tools that are rarely used beyond course or program requirements. This presentation details how evidence-based methods may be used with preservice teacher portfolios to facilitate formative preservice teacher assessment, synthesize evidence around particular teaching problems, and establish the use of evidence in determining teacher quality.

Connecting Performance & Assessment

Time: 1:00 PM - 2:00 PM

Location: Florentine Room

Facilitator: Amy Scheick, University of Central Florida



25-FL

Designing ePortfolios for Learning Outcomes Assessment: Course to Program

Presented by: Dr. Leah Wickersham, Texas A&M University - Commerce; Dr. Sharon Chambers, Texas A&M University - Commerce; Dr. Jeanie Stone, Mesquite Independent School District; Mike Major, McDonald Middle School; Carol Riedel; David Smith, John Horn High School

Tracking and assessing student learning outcomes within one course can be accomplished with relative ease. However, the true challenge lies within providing data for student learning outcomes for an entire program. What methods should be employed to track and assess each student's progress and provide a "snapshot" of their success and the program's effectiveness as they matriculate? How should they be designed to be effective in providing assessment *of* learning and assessment *for* learning? Are ePortfolios the answer?

25-FO

2nd Instructional Gaming Symposium (3-hour)

Time: 1:00 PM - 2:00 PM

Location: Fountain Room

Presented by: Christian Loh, Southern Illinois University Carbondale

The Instructional Gaming Symposium is the second annual session organized by the Special Interest Forum for Instructional Gaming (SIF-IG), a sponsored group of the Multimedia Production Division. A panel of 5-6 speakers will present their thought on the latest trend and research direction pertaining to using computer/online/video games for online learning, public education, and business training.
<http://igforum.us/>

Connecting Research and Theory

Time: 1:00 PM - 2:00 PM

Location: French Room

Facilitator: Trena Paulus, University of Tennessee



25-FR

Examining research methods in online learning: New ways to assess dialog-based learning

Presented by: Vanessa Dennen, Florida State University; Trena Paulus, University of Tennessee

This paper examines the historical trends of research methodologies used to support studies of online discourse and then suggests consideration of other methods, including microethnography and discourse analysis techniques, using Stahl's social theory of computer supported collaborative learning as a theoretical framework. It addresses why these methods are helpful when trying to provide a glimpse into whether and how learning takes place via online discussion.

Connecting Alternate Theories with Practice



Time: 1:00 PM - 2:00 PM
Location: Garden Room
Facilitator: Steve Yuen, University of Southern Mississippi

25-GA

.a Instructional Design in Corporate Settings

Presented by: Feng-Qi Lai, Indiana State University

Roles and responsibilities of an instructional designer vary in corporate settings. What are instructional designers exactly doing? What skills are mostly needed as an instructional designer? This session answers these questions using several real-world cases as examples. This session will help graduate students in Instructional/Educational Technology with a better idea of what role they may take and what skills they will need when they graduate to start their career as an instructional designer in a corporate setting.

.b Sustaining an online community within the context of an Opencourseware localization project

Presented by: Meng-Fen Grace Lin, University of Houston

In this presentation, I will share first-hand experiences in maintaining and sustaining an effective Opencourseware (OCW) localization project called OpenSource Opencourseware Prototype System (OOPS). OOPS' uniqueness in the current OCW movement lies in its grassroots approach. I will discuss issues in organizational effectiveness and project sustainability and will share measures that have worked for us. Some of the suggested measures include identifying and empowering emergent leaders, creating regional offline communities, and cultivating a knowledge community.

Connecting Research and Teachers



Time: 1:00 PM - 2:00 PM
Location: Green Room
Facilitator: Laurie B. Dias, Georgia State University

25-GR

.a Visioning an Online Community for Beginning Teachers

Presented by: Boyoung Chae, University of Georgia; Julie Moore, The University of Georgia

In response to the rising rate of beginning teachers' attrition, online communities have been touted as an innovative solution to meet beginning teachers' needs. However, it appears that beginning teachers do not prefer to utilize them as resources. To increase their usage, we must first learn what beginning teachers want from online communities. This study seeks to systematically understand beginning teachers' needs in using online communities from the micro level features to macro level structures of these communities.

.b Connecting Preparation to Practice: Student Teachers' Uses of Technology and Their Cooperating Teachers' Impact

Presented by: Anna C. Clifford, University of Memphis; Michael Grant, University of Memphis

Student teaching is a vital component of the professional preparation of preservice teachers. Many of today's student teachers are products of teacher education programs that have undergone significant positive changes, better preparing preservice teachers to teach in the technological-savvy world. This research explored what preservice teachers were actually experiencing during their student teaching practicum as they attempted to integrate technology into teaching and learning, specifically considering the impact from cooperating teachers.

Educational Systems and Change



Time: 1:00 PM - 2:00 PM
Location: Gold Room
Facilitator: Stephanie L. Moore, Colorado Department of Education

25-GO

Accelerating Systemic Transformation: The Leveraged Emergent Approach

Presented by: Charles M. Reigeluth, Indiana University

The primary approach to systemic transformation offered in the literature is Ackoff's Idealized Design Approach. However, there are important problems with this approach because much time and energy must be invested to design the new system in some detail before any attempt is made to transform the current system to the new one. This paper describes an alternative approach that arose out of a district-wide K-12 systemic transformation effort that is still underway.

Multimedia and Distance Learning in K-12 Curriculum



Time: 1:00 PM - 2:00 PM
Location: Oak Room
Facilitator: Mary Beth Jordan, Albuquerque Academy/Simms Library

25-OA

.a The Investigation of Preference and Quality of Content via Podcasting and Vodcasting Made Available to Students for Instructional Consumption – A Case Study of Maximizing the Quality and Effectiveness of Downloadable Instructional Materials.

Presented by: Greg Johnson, University of Houston

The emergence of the podcast/vodcast (from now on referred to as p/vodcast) has penetrated various facets of mass

communication. From audio blogs, to radio to Internet talk shows and education, this subscription-based delivery method has become a popular form of asynchronous content delivery. This session will focus on the various forms of p/vodcasting in a couple of classroom environments. The goal is to discover the students' preferences of the p/vodcast derivatives as they relate to quality and effectiveness. These characteristics will be based on the analysis of computer server usage log data, student survey data, and the comparison of grade data from previous semesters.

.b The Effectiveness of Different Podcast Formats, Usage Patterns and Styles of Podcasting in Delivery of Curriculum Materials

Presented by: Craig Crowe, University of Houston; Keith Houk, University of Houston, School of Communication

The School of Communication at the University of Houston is studying the benefits of podcasting in the distribution of specific curricular content. Various entities within the study group are investigating podcasting and its potential place in Academia, as well as its usage and impact in higher education. This paper will attempt to analyze student use of podcasting as a delivery medium for supplemental materials, preferred type of podcasts, and student perceptions in benefit and learning.

25-PA

International Division Membership Meeting

Time: 1:00 PM - 2:00 PM
Location: Panorama Room
Presented by: International Division

Connecting New Technologies with Classroom Practice



Time: 1:00 PM - 2:00 PM
Location: Patio Room
Facilitator: Kay Perschitte, Univ. Northern Colorado

25-PO

Supporting Teachers' Assessment Goals in Constructivist Educational Materials: Lessons from Alien Rescue

Presented by: Susan Pedersen, Texas A&M University; Douglas Williams, University of Louisiana at Lafayette

New computer-based educational materials grounded in a constructivist perspective of learning assume fundamental changes in classroom instruction. Designers must therefore support teacher learning while also enabling teachers to make modifications to meet their students' needs in ways that maintain fidelity of implementation. The study reported here examined teachers' assessment goals as they implemented Alien Rescue. Implications for the design of educative components to support teacher learning and local adaptation of constructivist programs are discussed.

Connecting Professionals



Time: 1:00 PM - 2:00 PM
Location: Terrace Room
Facilitator: Zane Olina, Florida State University

25-TE

PacifiCorp Design and Development Award: Meeting for Prospective 2007 Competitors

Presented by: Zane Olina, Florida State University

Are you a graduate student looking for opportunities to apply your instructional design skills in real-world situations? Receive feedback from working professionals in our field? Add another presentation or publication to your resume while earning recognition in our field's premiere journals? If so, come to learn more about the 2007 PacifiCorp Design and Development Award, which recognizes innovative approaches to adult learning and performance-improvement problems by graduate students working with Design and Development Division mentors.

Video on the Web



Time: 1:00 PM - 2:00 PM
Location: Vista Room
Facilitator: Lijiang Guo, Indiana University

25-VA

.a Guidelines for Presenting Archived Video on the Web: An Overview

Presented by: David Klein, University of Iowa; Kenneth Thompson, University of Iowa

Successful web-based video represents decisions made by the producers, videographers, editors, compressors, application developers, and web designers based on a complex set of choices. To put video on your website, some decisions may be made for you, some may be based on your own practice and on exemplar sites, and some might be wild guesses. This interactive presentation will discuss some guidelines for critical decisions about preproduction, shooting, editing, and preparing archived, web-based video presentations.
<http://disability.law.uiowa.edu/lhpdc/publications/kleinpubs.html>

.b Video Podcasting: When, Where and How It's Currently Used for Instruction

Presented by: Abbie Brown, East Carolina University; Tim Green, California State University, Fullerton

This presentation directly addresses the questions: What is video podcasting?; When is video podcasting a helpful addition to a live or online course?; What educational institutions are currently making use of video podcasting for instruction?; and How does one create video podcast content? We will present

an overview of what video podcasting is, who is making use of video podcasting for instruction, and the technical aspects of creating video podcast content.

Roundtable Sessions

Time: 1:00 PM - 2:00 PM
Location: Venetian Room

25-VN

.a The Role of Creativity in the Learning Experience of Instructional Design and Development Graduate Students

Presented by: Gregory Clinton, University of Georgia

The role of student creativity in instructional design graduate programs has been studied very little. This study compared measures of creativity and creative output, as well as perceptions of creativity, in the learning process of seventeen graduate students enrolled in a design and development tools course. In addition to comparisons of measures for the group, four case studies were conducted. Results of the study will be presented, along with implications for training and practice.

.c Exploring the Nature of Problem Solving Process in Engineering Design: A Pedagogical Approach

Time: 1:00 PM - 2:00 PM
Location: Venetian Room

Presented by: Hye Jeong Kim, Texas A&M University; Sheng-Jen Hsieh, Texas A&M University

Engineering design is one type of ill-structured problem having the follow features: complexity, uncertainty, and multiplicity. Generally, the design process can be considered a problem solving process. Primarily, it is necessary to identify with the nature of the problem solving process, as well as pedagogical implications to educate engineering students. In this presentation, the purpose is to explore engineering design processes as a representative ill-structured problem solving process, and considerable attributes, such as iteration, teamwork, technology-integration, cost and time constraints, creativeness, customer-based projects, and flexibility through experiences so that the analysis of problem solving processes supports instructional design toward engineering design course

.e Summer Studio: Experiencing Design Culture and Habits within an ID Graduate Program

Time: 1:00 PM - 2:00 PM
Location: Venetian Room

Presented by: Elizabeth Boling, Indiana University

This roundtable offers participants the concrete description of an eight-week studio course (summer 2005) designed to immerse ID students in a design culture and to afford them intensive practice with the activities that characterize such cultures. Discussion will include goals of the Summer Studio

and details of the experience itself, along with the reflections it engendered – lessons learned, expectations for revisions, and thoughts about how such courses might affect the overall ID curriculum.

.g Monitoring Sokoban Problem Solving: What a Case Study Implies for Metacognitive Support for Game-based Problem Solving?

Time: 1:00 PM - 2:00 PM
Location: Venetian Room

Presented by: Sung Ae Yoo, Texas A&M University; Ronald Zellner, Texas A &M University

This paper proposes a case study intended to analyze the underlying thinking process of a teenager playing the game Sokoban, using the thinking aloud method, within the frame of major problem solving theories. Additionally, the effects of metacognitive inquiries and self-correction on latency in completing the game will be examined. Initial findings imply that a gamer tends to use a start-all-over-again strategy when faced with an impasse and often switches between heuristics and goal-based reasoning.

.j The Use of E-Portfolios as an Assessment Tool: How to Design and Implement E-Portfolios to Assess Students' Performance?

Time: 1:00 PM - 2:00 PM
Location: Venetian Room

Presented by: Sanghoon Park, Northwestern State University; Jung Lim, Florida State University; Sungho Kwon, Hanyang University

Electronic portfolios (E-Portfolio) have been used widely to assess students' performance both in on-line learning and classroom learning. One of critical benefits in developing E-portfolios is that pre-service teachers can ensure the high quality of portfolio artifacts through their own reflection process. In this presentation, how E-Portfolios focusing on reflection process are used as an assessment tool for pre-service teachers will be explained with the actual cases collected for a year.

Connecting Theory & Practice



Time: 2:15 PM - 3:15 PM

Location: Continental Room

Facilitator: Judith A. Duffield, Lehigh University

26-CO

.a Problem-based learning (PBL) and Preservice Teachers' Beliefs regarding Technology Use

Presented by: Sung Hee Park, Purdue University; Peggy Ertmer, Purdue University; Krista Simons, Purdue University

Current research suggests that problem-based learning (PBL) may be an effective approach for changing teachers' beliefs. This study examined how PBL impacts preservice teachers' beliefs regarding technology use. Results indicated

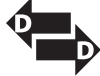
that preservice teachers significantly increased their self-efficacy beliefs regarding technology use and changed their intended teaching practices, specifically related to technology. Participants perceived group work and class discussion to be the most effective aspects of the PBL process.

.b Designing a Teacher Professional Development Program for the Effective Use of Web-enhanced PBL

Presented by: Kyu Yon Lim, Pennsylvania State University; Yu-hui Ching, Pennsylvania State University; Yu-Chang Hsu, Pennsylvania State University; Hyeon Woo Lee, Pennsylvania State University; Hien Nguyen, Pennsylvania State University; Hsin-I Yung, Pennsylvania State University

The purpose of this study is to design a teacher professional development program to support the effective use of web-enhanced Problem-based Learning model in middle school science classroom. The program is designed based on the 8 years of prior empirical research results and the needs from teachers in practice field to suggest a clear link between theory and practice in PBL application. The process for designing the teacher professional development program and its outcomes will be detailed during the presentation.

Connecting Alternate Theories with Practice



Time: 2:15 PM - 3:15 PM
Location: Executive Room
Facilitator: MJ Bishop, Lehigh University

26-EX

Symposium: Creativity in Instructional Technology Part II

Presented by: Brad Hokanson, University of Minnesota; Gregory Clinton, University of Georgia; Patrick E Parrish, COMET/UCAR

Creativity is important as a skill for instructional designers and, in today's innovation-driven world, as a subject for instruction. Yet creativity is seldom discussed in the general research literature of instructional technology or in the specific area of instructional design. This symposium is designed to establish connections between IT scholars addressing creativity from a variety of perspectives. Speakers will present current findings in research, application of educational theory in the teaching of creativity, and structural theories of creativity.

Connecting Online Communication and Interaction



Time: 2:15 PM - 3:15 PM
Location: Far East Room
Facilitator: maria d. avgerinou, DePaul University

26-FA

.a Strengthening the Impact of Learning in Distance-based Environments through the Effective Use of Virtual Classrooms.

Presented by: Chris T. Miller, Dept. of Elementary Reading

This presentation will focus on how virtual classes can look when these tips are applied and discuss other ways to enhance a virtual classroom to strengthen the connections of learning and technology. Time will be used within the presentation for open discussion about other possibilities for strengthening the use of virtual classrooms.

.b Creating a Conjoint Communicated Experience: Comparing Two Online Student Learning Communities

Presented by: Travis Plowman, The College of Saint Rose

Technology applied to learning environments provide a context for a "conjoint communicated experience". This research compares dialogue strategies used to create two student-centered online learning communities. Implementation created a 33% increase in dialogue over a shorter period of time in the second community. The session suggests broad implications across disciplines and provides applications for anyone teaching in an online learning environment.

Connecting Theory & Practice



International

Time: 2:15 PM - 3:15 PM
Location: Florentine Room
Facilitator: Hong Zhan, Northern Arizona University

26-FL

.a How Computer-Mediated Communication Affects English as a Second Language Students' Writing Processes and Writing Performance

Presented by: Show-Mei Lin, University of Oklahoma

The purpose of this study is to investigate how Computer-Mediated Communication (CMC) technology affects English-as-a-Second-Language (ESL) students' writing processes and writing performances. The preliminary data analyses (questionnaires, writing samples, and interviews) revealed that the majority of students became more confident, had a high level of positive perceptions and participation, had a high level of discussion, and believed that they made progress in thinking and writing.

.b From Theory Into Practice: An On-Line Learning Experience Between Taiwanese EFL College Students And Their Texas Partners

Presented by: Chia-Ning Jenny Liu, Texas A&M University ; Yi-Chuan Jane Hsieh , Ching-Yun University ; Lauren Cifuentes, Texas A&M University ; Zohreh Eslami-Rasekh, Texas A&M University

This study applied cognitive processing theories, mainly, Schmidt's noticing hypothesis and Bialystok's two-dimensional model of second language proficiency development into instruction design. E-mail and WebCT discussion were used as the delivering system to deliver the instructional content. The impact of teaching pragmatics by E-mail and WebCT discussion on Taiwanese EFL learners' pragmatic competence was explored. Relative effects of learning pragmatics through in-class activities and telecommunication were also compared. The results showed that learning pragmatics through on-line exchange enhance EFL learners' pragmatic competence.

Research Directions for Simulations and Games

Time: 2:15 PM - 3:15 PM
Location: Fountain Room
Facilitator: Preston Parker, Utah State University



26-FO

.a Ten Research Areas to Guide the Field of Digital Game-Based Learning

Presented by: Richard Van Eck, University of North Dakota

DGBL is at a crossroads. Where once our energies were largely concerned with change agency, games have begun to overcome the stigma associated with being "play". As our focus shifts from change agency to research and prescription, we must establish the rigor required of a serious discipline. This presentation will outline 10 important areas to help focus DGBL on the questions we must answer if we are to become a field instead of a fad.

.b A Taxonomy for Video Game Research

Presented by: John Rice, University of North Texas

A wide variety of research is coalescing around video games. Some are based on instructional benefits, others on the effects of video games. An up-to-date taxonomy is needed, allowing scholars to quickly establish the framework of their research within accepted conceptual terms. This paper offers such a taxonomy, based on a broad analysis of previous efforts and new suggestions, in hopes of establishing a useful tool for future research.

26-FR

Maintaining a Positive Attitude toward Technology in Education

Time: 2:15 PM - 3:15 PM
Location: French Room

Presented by: Anthony A. Olinzock, Mississippi State University; Mabel CPO Okojie, Mississippi State University; Chien Yu, Mississippi State University; Tinukwa C. Okojie-Boulder, Mississippi State University; Ling Ling Yen, Mississippi State University

This paper examines ways of helping teachers to develop positive mind-set in using technology. Such positive mind-set will assist teachers in achieving the spontaneity and the readiness necessary for technology integration. The concept of technology integration is examined from a broad perspective to show that technology in education should be considered as part of pedagogy. Our dependence on technology for survival has made it a necessity to develop positive mind-sets towards the use of technology.

Connecting Research and Practice

Time: 2:15 PM - 3:15 PM
Location: Garden Room
Facilitator: Youmei Liu, University of Houston



26-GA

.a Tacit or Explicit: Knowledge Management on Educational Technology

Presented by: Hao Yang, State University of New York at Oswego; Fong Lok Lee, Chinese University of Hong Kong

The aim of this study is to expose the views harbored by both American and Chinese students on explicit and tacit knowledge from the field of information technology, and to provide recommendations for establishment of a sound knowledge management approach to integrate information technology in education.

.b Trends and Issues of Research and Publishing in the Field of Information Technology in Education

Presented by: Leping Liu, University of Nevada, Reno; Steve Yuen, University of Southern Mississippi; Feng-Qi Lai, Indiana State University

Based on the trends and issues in current research and publishing found from a review of a leading journal and over 500 published articles in the field of information technology in education, we will provide some useful tips of conducting research and writing to publish. We will also introduce the online journal International Journal of Technology in Teaching and Learning (IJTTL); and discuss the quality and types of articles we expect from our potential authors.

Presidential Session

Time: 2:15 PM - 4:00 PM
Location: Gold Room

26-GO

Tech Travesties 2006

Presented by: Scott Adams, Little Rock School District

Back by popular demand! Come join Mike Molenda, Roger Tipling, Tiffany Koszalka, and Nate Lowell as they help us view ourselves as only they can show. Think roast, but with a technology twist. In addition, there'll be nibbles and we'll present a wide range of AECT and ect Foundation awards.

Connecting New Technologies and Online Collaboration

Time: 2:15 PM - 3:15 PM
Location: Green Room

Facilitator: Anthony Pina, Northeastern Illinois University



26-GR

.a Online and Hybrid Collaboration with Role Switching for Teaching Instructional Project Management to Undergraduate and Graduate Students

Presented by: Hoyet Hemphill, Western Illinois University; Bruce Harris, Western Illinois University

This is the fourth year of a project to study uses of collaboration between undergraduate and graduate project management classes using face-to-face and online collaboration. The roles of client, senior management, and instructional designers were rotated between the three classes. This increased the involvement of the online graduate students and allowed the traditional graduate and undergraduate classes to serve as clients. These modifications were based on input from students in the previous phase of development.

.b The Evolution of the Process of Online Collaborative Problem-Based Learning (PBL)

Presented by: Brenda Lopez, Teachers College, Columbia University

The purpose of this study was to examine the evolution of online collaborative problem-based learning. Data was collected from students' surveys, course instructor interviews and observations of the learning process. The results highlighted issues related to the scheduling of activities, supporting technology tools, facilitation, and strategies students employed during the process as important considerations for educators when implementing online collaborative PBL and for researchers as pathways for further study.

<http://www.columbia.edu/~bil2001/OnlinePBL>

Connecting New Techs & Ed Goals



Time: 2:15 PM - 3:15 PM
Location: Oak Room

Facilitator: Yuksel Goktas, Middle East Technical University

26-OA

.a Teaching with a Video Game and Concept Mapping Activities

Presented by: Dennis Charsky, Ithaca College

The data and results from a 2004 study conducted in a ninth grade advanced world history course. The study involved seventy-four students who played the computer game, Civilization III, and completed concept mapping and journal activities. The presentation will detail integrating computer games into classrooms, using different concept mapping activities, and facilitating student writing in their journal. Educators using or contemplating the integration of computer games and concept maps will find the presentation valuable. *This proposal was accepted for presentation for AECT 2005, but I was unable to present because of the birth of my daughter.

.b Effects of Multimedia Research on Learning and Long-term Retention in Elementary Math

Presented by: Yuliang Liu, Southern Illinois University Edwardsville

This paper summarizes the most recent multimedia research and its applications in elementary mathematics. There are three basic types of projects which have examined the impact of multimedia in K-12 math instruction and learning. The paper indicates that when designed and used properly, multimedia curriculum and instruction may serve as important tools for improving students' math proficiency and overall school learning environment. Further studies are needed to apply multimedia principles in redesigning the math curriculum.

Connecting New Technologies with Classroom Practice



Time: 2:15 PM - 3:15 PM
Location: Patio Room

Facilitator: Chih-Hsiung Tu, Northern Arizona University

26-PO

.a The Medrasa in America: An investigation into full-time Islamic schools in the United States

Presented by: Michael Thomas, University of Wisconsin-Madison

This project examines the culture and curricula of full-day Islamic schools for children in the United States. Using ethnographic qualitative research methods and a grounded

theory approach to qualitative data analysis, individual Islamic schools will serve as cases in a cross case analysis. This will illuminate the practices, curricula, and culture of Islamic schools in America.

.b Changing Technologies or Changing Minds: Barriers in the Implementation of Computer-Based Technologies in Turkish Schools

Presented by: Diler Oner, University of Wisconsin-Madison

In this study, I explore how Turkish teachers' teaching philosophies operate as a barrier in implementing computer-based technologies in the classroom. This session is intended for participants who conduct research on the implementation of computer-based technologies in different countries, especially in developing countries. The aim is to discuss factors that decelerate (or accelerate) teachers' use of computer-based technologies in their teaching.

proposes research agenda regarding handheld-based agents and discusses design issues of embedding agents in handheld computers.

Connecting Research and Teachers



Time: 2:15 PM - 3:15 PM

Location: Vista Room

Facilitator: Harold Lee Daniels, East Carolina University

26-VA

.a A Perspective of Instructional Design as a Concept and Application/Model: Building on Contemporary Views of Instructional Design as a Systematic Process And Product

Presented by: John Solis, University of Wyoming

This session will discuss a perspective of instructional design as a concept and application. This perspective adds to contemporary building blocks and views of instructional design as a systematic process and product. There will also be a discussion of (1) how this perspective of instructional design was applied in a technology integration course for pre-service teachers and (2) what implications this perspective of instructional design might have for new and future instructional designers and educators.

.b Improving instructional decisions through Evidence-Based Decision Support

Presented by: Peter Rich, University of Georgia; Arthur Recesso, University of Georgia

Instructional decision-making is the "basic teaching skill," yet little practical research establishes how to change and affect these decisions. Furthermore, current methods in teacher education do not make a clear connection between research and practice. We propose Evidence-based Decision Support as a viable method investigating, analyzing and improving teachers' instructional decisions. We propose a project in which a cohort of pre-service teachers will use the Evidence-based decision support to investigate and change their instructional decisions.

www.arches.uga.edu/~peterich/pubs/AECT2006-IDM.pdf

Connecting Research and Theory



Time: 2:15 PM - 3:15 PM

Location: Pavilion Room

Facilitator: Rick West, University of Georgia



26-PR

A New Taxonomy of Meaningful Learning

Presented by: David Jonassen, University of Missouri-Columbia

In this presentation, a new taxonomy of meaningful learning is demonstrated. The taxonomy is built from the perspective that problem solving is the most authentic and purposeful learning outcome. Because of this, problem solving is placed at the top of this new taxonomy and analogical and causal reasoning are presented as co-requisites. Implications for designers will be discussed.

Connecting New Techs & Ed Goals



Time: 2:15 PM - 3:15 PM

Location: Terrace Room

Facilitator: Tiffany A. Koszalka, Syracuse University

26-TE

Handheld-Based Pedagogical Agents as a Social Interface in Independent Mobile Learning

Presented by: Chanhee Son, Florida State University; Amy Baylor, Florida State University

Handheld computers made a new learning paradigm emerge: mobile learning. In mobile learning environments learners tend to be more isolated and have less opportunities for social interactions with others. Along this line, this paper proposes the design of handheld-based pedagogical agents as a social interface which provides learners in mobile learning environments with opportunities for social interaction. It also

Roundtable Sessions

Time: 2:15 PM - 3:15 PM

Location: Venetian Room

26-VN

.a A Learning Environment with High Fidelity of Learning: Action Learning Approach

Presented by: Sang Joon Lee, The University of Georgia; Robert Branch, The University of Georgia

Due to de-contextualized classroom activities, students often fail to apply new knowledge and skills to the realities outside the classroom. Action learning is a student-centered

instructional approach that is expected to promote high fidelity of learning. The purpose of this presentation is to present an action learning approach, generating research questions for possible studies to investigate whether the action learning approach will promote high fidelity between learning in the classroom and performance beyond the classroom.

.b Assessment in Online Distance Education

Time: 2:15 PM - 3:15 PM

Location: Venetian Room

Presented by: Nari Kim, Indiana University; Matt Smith, Indiana University; Kyungeun Maeng, Indiana University

This study analyzed the assessment schemes of a selection of courses from three online distance education programs at a large midwest state university: The School of Continuing Studies, the School of Business, and the School of Education. By classifying their assessment schemes and quantifying the degree to which different methods were used, we draw tentative conclusions about the state of assessment in online courses of the university.

.c Hanging on or Turning Loose? Strengthening the Relationship between ISD Models and Practice during Times of Continuous Change (Two-Part Discussion)

Time: 2:15 PM - 3:15 PM

Location: Venetian Room

Presented by: Tonya Amankwatia, Lehigh University

What are practitioners to do when they discover that instructional system design models do not match the complexity of the design and development process? Researchers and practitioners are encouraged to be reflective, analytical and imaginative as we explore methods for continuously updating or modifying established ISD models. Part I clarifies the intended role of theoretical models. Part II explores mechanisms for updating models and effectively communicating those updates within the ISD community.

.d Podcasting and Educational Opportunities

Time: 2:15 PM - 3:15 PM

Location: Venetian Room

Presented by: Edwin S. Vega, SUNY Plattsburgh; Heidi L. Schnackenberg, SUNY Plattsburgh

This interactive session will address the concept of Podcasting, how a Podcast is created, and how Podcasting can be used in the classroom. Participants will have an opportunity to explore and listen to a variety of Podcasts downloaded from the Internet. The benefits of utilizing Podcasts to enhance teaching and learning will also be discussed.

.e Computer-mediated Mentoring and the Development of Higher Order Thinking Skills: Strategies and Insights from a Naturalistic Inquiry

Time: 2:15 PM - 3:15 PM

Location: Venetian Room

Presented by: Heather Tillberg-Webb, University of Virginia

This qualitative study investigated mentor-student collaboration in a computer-mediated mentoring program.

A mentor learning community facilitated by the researcher provided strategies to foster student higher order thinking, including project management, information evaluation, and problem solving. Data from transcripts and mentoring observations provide insight into specific issues that obstruct the progression of student higher order skills and strategies to intervene with these issues will be presented.

.g Scaffolding to Support Cross-Disciplinary Team Problem Solving

Time: 2:15 PM - 3:15 PM

Location: Venetian Room

Presented by: Scott Schaffer, Purdue University; Kimfong Lei, Purdue University; Lisette Reyes, Purdue University

Over seventy teams in a university setting were studied to determine the effect of online scaffolding on complex, ill-structured task performance. Levels of cross-disciplinary learning, satisfaction with the team experience, and perceived task performance were assessed. In this mixed method design, the effect of scaffolds was determined using a correlational research approach, as well as by compiling case studies of several teams. The study has implications for the design of collaborative online learning environments.

.j Evaluating the Effectiveness of ICT Related Courses for Pre-service Teacher Education in Turkey

Time: 2:15 PM - 3:15 PM

Location: Venetian Room

Presented by: Yuksel Goktas, Middle East Technical University; Zahide Yildirim, Middle East Technical University; Soner Yildirim, Middle East Technical University

This study investigates faculty members, pre-service teachers, and K-12 teachers' opinions about effectiveness of ICT related courses in pre-service teacher education programs in Turkey. The design of the study is cross-sectional survey method. The data were collected from 111 faculty members, 1330 preservice teachers, and 165 K-12 teachers with three questionnaires. The findings indicated that majority of participants agreed on ICT related courses provided pre-service teachers with necessary knowledge and skills in integrating ICT into their courses.

Poster Sessions

Time: 2:15 PM - 3:15 PM

Location: Venetian Room

26-VN

.p Strengthening International Connections: Web-Enhanced Language Learning through Exchange of Knowledge

Time: 2:15 PM - 3:15 PM

Location: Venetian Room

Presented by: C. Michael Sturgeon, Lee University

A web-based language learning environment was developed while working in Ukraine as a Fulbright Scholar for the purpose of connecting students. The students involved were

Ukrainian students learning English and American students studying Russian. This presentation will review the faculty involvement, the process of designing and implementing and the successes and failures. Faculty in instructional design and language will benefit from this paper.

.p Connecting for Success: IT Academic Programs and Corporate Learning Organizations

Time: 2:15 PM - 3:15 PM

Location: Venetian Room

Presented by: Barbara Lockee, Virginia Tech; Miriam Larson, Virginia Tech

Comprised of faculty charged with the missions of research, outreach, and the preparation of future IDT professionals, as well as students ready to apply new skills and knowledge, IDT academic programs provide natural liaisons for businesses seeking assistance with learning solutions. This presentation will detail the possible advantages for IDT programs and corporate agencies, as well as feature a case study that focuses on the integration of such partnerships into a graduate IDT curriculum.

.p The Implications of Bluetooth Technology in Interactive Instructional Environments

Time: 2:15 PM - 3:15 PM

Location: Venetian Room

Presented by: Temba C. Bassoppo-Moyo, Illinois State Univ

This paper examines the effects of Bluetooth technology in online and classroom instructional environments. The paper discusses the extent to which this technology is currently being used in eLearning and other distance learning environments. The paper also looks at the extent to which Bluetooth technology has changed integration of technology in the classroom and its potential to influence future changes in the field of instructional technology and design.

<http://www.coe.ilstu.edu/tcbasso>

.p Latent Semantic Analysis (LSA) As a Formative Assessment Tool in Game-Based Learning

Time: 2:15 PM - 3:15 PM

Location: Venetian Room

Presented by: Yuxin Ma, Univ of Louisiana at Lafayette; Douglas Williams, Univ of Louisiana at Lafayette; Louise Prejean, Univ of Louisiana at Lafayette

This presentation describes how Latent Semantic Analysis (LSA) can serve as a formative assessment tool in a game-like problem-based learning (PBL) environment. The presentation will start with the importance of formative assessment and introduce LSA as a formative assessment tool. It will then describe how LSA has been used in various projects. Finally, it will show how LSA has been incorporated into a game-like PBL environment.

Connecting Theory & Practice

Time: 3:30 PM - 4:30 PM

Location: Continental Room

Facilitator: Angela Benson, The University of Alabama



27-CO

.a Instructional Design Principles Applied to the Development of a Professional Seminar

Presented by: Matthew Leavitt, Arizona State University; Wilhelmina Savenye, Arizona State University; Howard

Sullivan, Arizona State University

The intent of this presentation is to share usable knowledge about how professional seminars can be made into powerful learning environments. Frequently, seminar-style events are merely exercises in lecturing and listening. Data from a needs assessment and the subsequent redesign of an existing professional seminar on national security policy will be shared. Planners and designers of seminars or similar events will take away instructional design guidelines for the planning and implementation of professional seminars.

.b Connect Training and Workplace Experiences: Using a Real-Job Project Approach to Teach Instructional Design and Technology

Presented by: Xiaopeng Ni, University of Georgia; Michael Orey, University of Georgia

Training is a common strategy to keep today's professionals secure and competitive in a rapidly changing workplace. This study proposes to investigate effects and challenges of using a real-job project approach as a pedagogical model in a training program. Through questionnaires and documents analysis, the results showed that the participants perceived a high overall-value of the project approach, although there are unmet needs for scaffolding and formative evaluation during the project process.

Connecting New Techs & Ed Goals

Time: 3:30 PM - 4:30 PM

Location: Executive Room

Facilitator: Ian Lubin, University of Oklahoma



International

27-EX

.a Opencourseware Localization: Lessons Learned in the Chinese Context

Presented by: Meng-Fen Grace Lin, University of Houston

This presentation introduces the current Opencourseware (OCW) movement in general and highlights the Open-source Opencourseware Prototype System (OOPS) in particular. An innovative model, OOPS utilize volunteers to undergo a localization mission to translate and adapt OCW materials into the Great China Region. However, a swarm of challenges lurks behind OOPS' promising possibilities. These challenges

include translation quality, access to copyrighted materials, and intra-cultural differences in Chinese.

.b Transferability of Learning Objects Across Cultures: Design Considerations

Presented by: Lauren Cifuentes, Texas A&M University; Wendi Shen, Texas A&M University; Omar Ramirez, Autonomous University of Baja California; Noemi V. Mendoza-Diaz, Texas A&M University

Researchers report their findings in an evaluation of an internationally distributed instructional environment and identify specific considerations when designing instruction for international distribution. The importance of applying a systematic approach to development, including a thorough task analysis is affirmed. Guidelines for transfer or facilitating reusability of learning objects and instruction for meaningful learning in contexts other than the one for which they are developed are described.

tenure, and promotion. While most higher education institutions provide guidelines for tenure reviews, faculty go through the process with little understanding of what constitutes effective tenure portfolio. This presentation addresses how to prepare an effective electronic professional portfolio for tenure review and post-tenure professional growth.

Connecting Performance & Assessment

Time: 3:30 PM - 4:30 PM

Location: Far East Room

Facilitator: Paige Worrell, Texas A&M University - Texarka



27-FA

.a Paperless Accreditation: NCATE is Ready. Are We?

Presented by: Jerry Galloway, Georgia Southern University

This paper presents the actual process of creating an electronic document center for NCATE accreditation. With considerable data from a recent case, procedures and problems are analyzed and ideas for success are suggested. The preparation and organization of electronic materials demand a systematic approach, technical coordination and equipment. Also, management, supervision and planning are critical for success. An NCATE accreditation team needs access to information quickly and conveniently without error. An electronic document center presented on-line or on CD is an immediate option for schools facing reaccreditation. Technical details from a trial case help to provide insight into a wide range of issues. Critical elements, from hands-on labor to leadership and organization, are discussed and recommendations are presented to help other institutions begin and prepare for accreditation.

<http://gsu.jerrygalloway.com/aect/>

.b Creating Tenure-Winning E-Portfolio: What Beginning Faculty Should Know

Presented by: Bosedo O. Aworwu, Texas A&M University-Texarkana; Marty Harris, Texas A&M University-Texarkana

Each year, university faculty face the arduous task of documenting their accomplishments for annual reviews,

Connecting Theory & Practice

Time: 3:30 PM - 4:30 PM

Location: Florentine Room

Facilitator: Kyu Yon Lim, Penn State University



27-FL

.a E-learning as a Solution for Educating Global Workforce at Caterpillar

Presented by: Seung Won Yoon, Western Illinois University; Kimberly Sikes, Western Illinois University; Amber Otto, Western Illinois University; Gayle Blodgett, Western Illinois University; Andrea Henderson, Western Illinois University

This study examined how Caterpillar University, an award winning leader in corporate training, effectively used e-Learning to improve English communication skills among globally dispersed workers. This session will share how the company addressed numerous challenges of creating authentic and collaborative language learning environments online. Findings on their planning, designing/developing, implementing, and evaluating will be shared together with the benefits of cost efficiency, quality workforce, and enhanced training solution speed (Rosenberg, 2001).

.b Metaphor for Instructional Design: Instructional Designer as Architect Metaphor for Instructional Design: Instructional Designer as Architect

Presented by: Robert Pearson, Provenient Corporation

Instructional design is an immature design discipline. As practitioners, instructional designers are challenged by the lack of standardized design outputs and process. This presentation describes how a "for profit" e-learning company redefined their instructional design approach to better leverage the organization's design expertise and meet client expectations. Inspired by the recent documentary film Sketches of Frank Gehry, the process was informed by in-depth interviews with three architects and resulted in an "architect" centric design model and better defined "design" deliverables.

Games and Instructional Design

Time: 3:30 PM - 4:30 PM

Location: Fountain Room

Facilitator: Preston Parker, Utah State University



27-FO

.a Examining the Effectiveness of the Many Hats of an Instructional Designer Game

Presented by: William Sugar, East Carolina University; Anthony Betrus, SUNY Potsdam; Celina Byers, Bloomsburg University

Three graduate Instructional Design and Technology classes played The Many Hats of an Instructional Designer game. During this presentation, we report upon the results of these graduate students' interactions with this game and their respective reflections. The purpose of our study will evaluate the effectiveness of this instructional design card game by addressing the impact of this game upon Instructional Design and Technology students' knowledge of the roles of an instructional designer.

.b Games for Learning, "FIDGE" for Instructional Design

Presented by: Goknur Kaplan Akilli, Psu, Insys; Kursat Cagiltay, Middle East Technical University

[For SIF-IG] Despite more than 30 years' existence of computer games and simulations in the instructional design movement, available comprehensive design paradigms are still lacking and well-designed research studies about the question of "how to" incorporate games into learning environments is still a question. In search for an answer, this study explicates the third generation of the "FIDGE model," which is an instructional design/development model (IDDM) that has come to life as a result of a formative research and with the inspiration from fuzzy logic. The model is designed for creating game-like learning environments, educational or commercial games, or briefly, video games in general. Keywords: Games, simulations, game-like learning environments, instructional design/development (IDD), instructional design/development model (IDDM), formative research, fuzzy logic.

Featured Research

Time: 3:30 PM - 4:30 PM

Location: French Room

Facilitator: David Jonassen, University of Missouri

27-FR

.a The Use of Group Discussions and Question Prompts for Increasing the Impact of Vicarious Learning Experiences

Presented by: Yekyung Lee, Purdue University, College of

Education; Peggy Ertmer, Purdue University

This study investigated the use of group discussions and question prompts for enhancing pre-service teacher's vicarious learning experiences for increasing their skills, knowledge, and self-efficacy for technology integration. Significant effects of either method could not be found. However, results indicate that vicarious experiences alone can be effective, and that additional strategies could divert learner's attention from the models provided through vicarious experiences.

.b The Effects of ARCS-Based Confidence Strategies on Learner Confidence and Performance in Distance Education.

Presented by: Jason Huett, University of West Georgia; Leslie Moller, University of South Dakota; Marty Bray, University of West Georgia

The purposes of this research were to test ARCS-based confidence tactics that were designed to improve the confidence and performance of undergraduate students using SAM Office 2003 and WebCT. The study also examined learners' overall motivation and any unintentional effect the tactics may have had on the remaining subscales of the ARCS model. SAM Office 2003 and WebCT were tested to see if they were effective and efficient at delivering the tactics.

Connecting Standards and Practice

Time: 3:30 PM - 4:30 PM

Location: Garden Room

Facilitator: Yuliang Liu, Southern IL Univ., Edwardsville

SICET

27-GA

.a STEP on Social Presence for Online Collaborative Learning

Presented by: Hao Yang, State University of New York at Oswego

This paper presents how a sound practical approach on enhancing the social presence in a graduate on-line course was designed and implemented, including: Scaffolds before initiating class and starting new learning topics; Transitions during the learning process; Evaluations during and after each learning topic; and Presentations on outcomes through the website (STEP). The effectiveness of STEP approach on students' social presence was examined after the course. Conclusion and recommendation of establishing active learning environment for distance learning courses were provided.

.b Effects of Providing Environment Guidelines on the First-Time WebCT Users' Motivational Perceptions

Presented by: Feng-Qi Lai, Indiana State University

This study investigated the effects of providing environment guidelines for the first-time WebCT users on their motivational perceptions. Students in both experimental and control groups

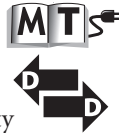
were required to use the assignment box to get instruction and submit the project. Students were given a survey after completing the task. Although no significant difference was found, students in the experimental group felt less frustrated with the new online environment. Results will be discussed at the session.

Multimedia and Distance Learning in K-12 Curriculum

Time: 3:30 PM - 4:30 PM

Location: Oak Room

Facilitator: Carol A. Brown, East Carolina University



27-OA

.a A Game-Based After-School Math Program: Can Learning Be Fun?

Presented by: Fengfeng Ke, Penn State University

This paper presents findings from a case study which experiments with the use of educational games in an after-school math program to facilitate 4th-6th graders' math skills and positive attitudes toward math learning. Using think-aloud, observation, and interviewing, this study looks at learners' lived experiences in the game-based math learning and explores how game dynamics, knowledge, and classroom interaction context can be integrated to support a fun and effective learning process.

.b Video Games as an Environment for Understanding: A Process for Designing and Incorporating Video Games for Instruction

Presented by: William Watson, Indiana University - Purdue University at Indianapolis

Instructional video games continue to gain buzz and support as an instructional tool with great promise for creating engaging learning. However, very little literature exists on how to actually design and develop an effective instructional game. This presentation discusses a design process and learning theory for instructional video games in order to specifically address the formation of understanding of important themes, topics, and concepts as well as how they interrelate.

Presidential Session

Time: 3:30 PM - 4:30 PM

Location: Panorama Room

Facilitator: Jenny K. Johnson, U. Maryland U. College

27-PA

Socratic Seminar

Presented by: Richard A. Cornell, University of Central Florida; Charles M. Reigeluth, Indiana University; Larry Kitchens, Texas Christian University;

Discussants: Sari M. Pascoe, Indiana University; Ching-Huei Chen, University of Oklahoma; Hong Zhan, Northern Arizona University

Members of AECT, International professors, who are recognized for their teaching and writing in our field will present their philosophies of education, doctoral students will discuss them. Opportunity for audience participation

School Library Media Centers



Time: 3:30 PM - 4:30 PM

Location: Patio Room

Facilitator: Amy Johnson, Oklahoma State University



27-PO

.a School Library Media Specialist Leadership: An Endangered Species or Rising Phoenix?

Presented by: Annette Lamb, Indiana University at Indianapolis; Larry Johnson, Indiana University at Indianapolis

Although quality library media programs are an essential component of an effective school, they are increasingly being cut back or even eliminated. This session explores innovative ways to increase the quantity and quality of professionals and increase awareness of the evolving role of the teacher librarian as a leader in professional learning communities. It also features efforts to develop collaborative relationships across schools, universities, states/provinces that allow teachers to become certified through distance learning programs.

<http://eduscapes.com/blueribbon>

.b Information Literacy Assessment: Incorporating Technology

Presented by: Lesley S. Farmer, CSULB

What does it mean to be information literate? How do librarians and other educators assess this complex set of competencies? What role does technology play as a critical component of information literacy and as a significant means to assess information literacy? This session highlights the issues and solutions from a global systems approach.

<http://www.csulb.edu/~lfarmer>

Educational Systems and Change

Time: 3:30 PM - 4:30 PM

Location: Pavilion Room

Facilitator: Laurie MacDonald, University of Northern Colorado



27-PR

Challenges Posed by External Mandates to an Alaskan Arctic School District's Efforts to Culturally Localize its Technology-Based Curriculum

Presented by: Deepak Subramony, Utah State University

This case study report – drawing from extensive interviews, observations, and document analyses conducted over two years of fieldwork – describes how educators and administrators at a remote school district serving Native Iñupiat students in Arctic Alaska are struggling to balance local demands to culturally and geographically customize their technology-based curriculum with the decontextualized, one-size-fits-all standards imposed upon them by state and federal mandates, especially the No Child Left Behind Act (NCLB). The latter part of this presentation analyzes, from a change management (CM) perspective, the hostile reception accorded to the NCLB by these educators.

Connecting Professionals

Time: 3:30 PM - 4:30 PM

Location: Terrace Room

Facilitator: Elizabeth Boling, Indiana University



27-TE

.a Project Promote: Mentoring Early Career Higher Education Faculty

Presented by: Lloyd Rieber, University of Georgia; Gregory Clinton, The University of Georgia

Early career faculty often have questions or needs they are hesitant to articulate. Project Promote is an effort to help address this need by creating a robust online resource for mentoring of new faculty. The anchor resource of this tool is a special Question and Answer Center, the main function of which is to allow new faculty to post questions (with the option of anonymity) and for senior faculty to respond.

.b Writing and Editing Books for the Instructional Technology Field

Presented by: Gary R. Morrison, Old Dominion University; Gary J. Anglin, University of Kentucky

This session will explore several issues dealing with the writing and editing books for the Instructional Technology Field. In this session, we will address deciding if working on a book is a worthwhile venture for a research agenda to developing a proposal to the process of developing the manuscript to the final phases of production.

Connecting Research and Teachers

Time: 3:30 PM - 4:30 PM

Location: Vista Room

Facilitator: Anne Ottenbreit-Leftwich, Purdue University



27-VA

.a Secondary Social Studies Teachers' Scaffolding for Initiating Students into a Technology-Supported Innovative History Curriculum

Presented by: Yu Feng, Indiana University Bloomington

This study presents microanalyses of dynamic scaffolding with which two secondary school social studies teachers inducted their students through historical inquiry in enduring societal issues while implementing an innovative curriculum. The scaffolds under investigation included question types and strategies for contextualizing dialectical reasoning for supporting students' own solutions to an issue, in one-on-one, small group, and whole class formats. Practical implications are discussed for teachers' professional development where technology-supported historical inquiry is concerned.

.b Examining Teacher's Enactment of Instructional Practices Emphasized in a Technology-related Professional Development Program

Presented by: Drew Polly, University of Georgia

Professional development is necessary for the effective integration of technology into K-12 schools. However, research indicates that teachers have difficulty carrying pedagogies from professional development workshops into their classroom. This presentation will share the findings of a qualitative study that examined two elementary school mathematics teachers' instructional practices while participating in a year-long professional development program. The professional development was designed to support the integration of technology and standards-based teaching practices into their classroom.

Roundtable Sessions

Time: 3:30 PM - 4:30 PM

Location: Venetian Room

27-VN

.a Qualitative Evaluation of Participants' Learning from an Online Professional Development Program

Presented by: Yuanming Yao, University of Central Florida; Yedong (Terry) Tao, University of Central Florida

This session will discuss participants' learning, plans and implementation of an online professional development program. First, this ongoing professional development program will be briefly introduced. Second, Robert Yin's (1982) pattern-matching method would be explained as the design of this qualitative evaluation. Third, automatic coding

of the data would be illustrated by examples of codes in ATLAS.ti [5]. Finally, recommendations would be made for future professional development program for educators.

.b Common Issues in Online Education

Time: 3:30 PM - 4:30 PM

Location: Venetian Room

Presented by: Kaye Shelton, Dallas Baptist University; George Saltsman, Abilene Christian University

According to the literature, there are common issues and struggles among colleges and universities offering online education. This presentation discusses those found in the areas of leadership, strategies and policy, faculty issues and support, student issues and support and marketing the online program. Audience input will be encouraged and each attendee will receive a bibliography of books, articles, and websites which supports key issues discussed.

<http://kayeshelton.com/resources.html>

.c Using Scaffold Images for Directing Achievement in Multimedia Environments

Time: 3:30 PM - 4:30 PM

Location: Venetian Room

Presented by: Chris Zakrzewski, Texas Tech University; Janet White, Texas Tech University; Ningchun Han, Texas Tech University; Steven Crooks, Texas Tech University

The purpose of this study was to investigate whether the acquisition of knowledge measured by spatial, application, knowledge and transfer tests differs based on different learner attributes (interest, prior knowledge, and prior achievement) when the learners are engaged in a scaffold multimedia presentation. The results of this study shed a small light on how cognitive scaffolding can assist individuals with low prior knowledge when learning complex information.

.d Enhancing Learner Self-Efficacy in Computer-Based Educational Games

Time: 3:30 PM - 4:30 PM

Location: Venetian Room

Presented by: Guolin Lai, Georgia State University; Yuxin Ma, University of Louisiana at Lafayette; Douglas Williams, University of Louisiana at Lafayette

Computer games seem to be a promising medium that can be integrated into formal and informal learning environments. However, some learners may have low self-efficacy with computer games. This presentation explores various issues related to self-efficacy in game-based learning environments: How are types of self-efficacy involved in playing games? How does self-efficacy influence learner performance? What instructional strategies are appropriate in enhancing students' self-efficacy in computer-based educational games?

.e Research on the Developmental Process of Online Group Activities

Time: 3:30 PM - 4:30 PM

Location: Venetian Room

Presented by: Kyungbin Kwon,

In designing E-learning courses, we usually try to enhance

students' participation and facilitate discussions in the belief that these help student learn more. If so, how we make students participate and discuss more well? This question has led me to study students' activities in E-learning courses. In this study I want to suggest that we should understand the students' experience in E-learning and investigate how they adapt online learning environment in order to develop effective instructional methods and guide. It will provide realistic answer to the educators hoping to improve their courses.

.g Improving Learner Performance Through Olfactory Intervention

Time: 3:30 PM - 4:30 PM

Location: Venetian Room

Presented by: Aaron Loewer, Utah State University

Sensory inputs in educational environments can influence learner performance. Particularly, the sense of smell (olfaction), with its neurological connections to emotion, can be employed to reduce learner anxiety and enhance learner performance. The presenter aims to monitor subjects' anxiety levels by gathering physiological data as opposed to employing self-report instruments. Properties of olfactory interventions to be discussed in this session include: the role of emotion in learning, enhancing learner performance, and reducing learner anxiety.

841 E Apple Park Way

.j Digital Data Mining: Using New Technologies to Meet Educational Goals and Prepare for NCATE Accreditation

Time: 3:30 PM - 4:30 PM

Location: Venetian Room

Presented by: Mark Jones, Oklahoma State University

This presentation will discuss the development of a Teacher Candidate Management System that facilitates meeting NCATE Standard 2 and serves as a useful tool to increase the productivity, efficiency, and accuracy of the Professional Education Unit. The ways that multiple technologies are used to feed into a comprehensive electronic management system, including the use of an e-portfolio assessment system, online evaluations, and imports from the university SIS, state certification results, etc. will be discussed.

28-IB

General Session 2 - Membership Meeting

Time: 4:45 PM - 5:45 PM

Location: International Ballroom

Presented by: Ward Cates, Lehigh University

Join the AECT leadership as we examine the status of the organization and consider initiatives from the past and coming year. Session includes a preview of the 2007 convention in Anaheim, as well as presentations by candidates for President-elect and Board Member-at-Large.

39-VN

.a The International Dinner and Buffet

Time: 6:30 PM - 8:00 PM

Location: Venetian Room

Presented by: Chih-Hsiung Tu, Northern Arizona University

.b International Awards & Auction

Time: 8:00 PM - 9:30 PM

Location: Venetian Room

Presented by: International Division, AECT

Join in the fun and bid on unique items from around the world. All proceeds will benefit the International division. Prior to auction, the International Division's Awards will be presented by the Awards Chair, Past Pres. Otto Benavides., University State of California, Fresno.

AWARD PRESENTATIONS FOR:

INTERNATIONAL CONTRIBUTION - Coordinator: Richard Cornell, Univ. Central Florida; Nominator: Istvan Herendi, ID Adviser Hungary; Recipient: Sandor Forgo, Eger, Hungary

STUDENT PRACTICE in INTERNATIONAL SETTING - Coordinator: Min Juan Wang; Nominator: Luca Botturi, I.D. Adviser U. Lugano, Switzerland; Recipients: Amelie Bourban, Monica Del Pencio, Linda Manno, U. della Swizzera, Italiana

DISTINGUISHED SERVICE - Coordinator: Don Ely, Syracuse University Nominator: I.D. Board Recipient: TBA

ETR&D OUTSTANDING ARTICLE in INTERNATIONAL SECTION - Coordinator: Abbas Johari, Cameron University; Nominator: ETR&D Board; Recipient: Nick Eastman

ROBERT DEKIEFFER FELLOWSHIP - Coordinator: Francois Marchessou; Nominator: Jose Diaz de Rabago, I.D. Adviser, University Santiago Compostela, Spain; Recipient: Jesus Salinas, U. Santiago Compostela, Spain

2006 PRESIDENT'S SERVICE AWARD Coordinator: Bob Doyle, Past Pres. Council; Nominators: P.P. Council; Recipient: Amy Bradshaw, Pres. I.D.'06, University Oklahoma.



The Instructional Use of Learning Objects
By David A. Wiley

Published by the Agency for Instructional Technology, in partnership with AECT.

ISBN 0-7842-0892-1

298 pages, paperback

This book provides a brief overview of current practice and research on designing and assembling instruction with learning objects, from several points of view. It is an essential book for anyone interested in cutting edge instructional technology developments, both in hard technologies and instructional design theory.

This title and more publications are available for ordering online at www.aect.org. Click on 'The Store' and select Books from the product categories. Or call toll free: 877-677-2328.

30-TB

Intern Meeting

Time: 7:00 AM - 8:00 AM
Location: TBA

Connecting Theory & Practice



Time: 8:00 AM - 9:00 AM
Location: Continental Room
Facilitator: Vance Durrington, Mississippi State University

31-CO

Enhancing Online Student Motivation and Cognitive Strategies with Interactivity

Presented by: John Duncan, Clemson University; Mary Cook-Wallace, Southern Illinois University

If you are, or will be involved in online teaching this presentation will help you combine theory and research and will also provide practical application examples to help you model and scaffold interactions to promote student motivation and learning strategies. Based on a study of 130 undergraduate students using the Motivated Strategies for Learning Questionnaire and related articles providing best practices, this presentation will help you to improve interactions in your online course.

31-CR

International Hospitality Lounge

Time: 8:00 AM - 3:30 PM
Location: Crown Room
Presented by: International Division

31-DL

Quarterly Review of Distance Learning

Time: 8:00 AM - 9:00 AM
Location: DL Suite

31-EX

Management Division Member Meeting

Time: 8:00 AM - 9:00 AM
Location: Executive Room

Management Division Membership Meeting

PT3 Analysis



Time: 8:00 AM - 9:00 AM
Location: Far East Room
Facilitator: Laurie B. Dias, Georgia State University

31-FA

.a PT3 Teacher Education Faculty Development: A Meta-analysis

Presented by: Leslie Hall, Washington State University; Sandra Musanti, University of New Mexico; Clint Fisher, University of Colorado, Colorado Springs; Don Halquist, State University New York, Brockport

This presentation covers a meta-analysis of faculty professional development across 30 PT3 grants. Approaches to professional development were determined and clustered for analysis. Major approaches included mentoring, workshops, and institutes. Barriers and insights were identified for each approach and across all approaches. We conclude that “buying” faculty time is the most effective way to insure participation in professional development.

.b Transforming Teacher Education: Examining PT3 Projects Influence on Methods Courses and Field Experiences

Presented by: Drew Polly, University of Georgia; Clif Mims, University of Memphis; Craig Shepherd, University of Georgia; Fethi Inan, University of Memphis

The Preparing Tomorrow’s Teachers to Use Technology (PT3) initiative provided millions of dollars to transform pre-service teachers’ experiences with technology in both their methods courses and field experiences (USDoE, 2004). The researchers have recently completed a critical analysis of PT3 projects in this area. This session will allow both the presenters and the audience to share and comment on the findings of the critical synthesis, the influence of these PT3 projects on teacher education and implications for future research.

Connecting Professionals



Time: 8:00 AM - 9:00 AM
Location: Florentine Room

31-FL

.a An International Cross Cultural Analysis of Trends in Corporate Training and Performance Improvement

Presented by: Ramaswamy Vadivelu, Arizona State University; James Klein, Arizona State University

This presentation will focus on the results of a study conducted to examine current trends in training and performance

improvement. Data were collected from more than 100 training and learning professionals working in organizations in different regions of the world to determine the competencies and trends that are being applied on the job. A cross cultural analysis of the responses, with a specific focus on the US and South Asian regions will be discussed.

<http://www.recdir.com/humor/>

Connecting Research and Practice

Time: 8:00 AM - 9:00 AM

Location: Fountain Room

Facilitator: J. Jose Cortez, Syracuse University



31-FO

.a Attrition In Distance Education: A Meta-Analysis

Presented by: Deborah Storrings, SUNY ESF

This meta-analysis reviews twenty years of research on the effect of attrition predictor variables on distance education post-secondary learners. The predictor variables were derived from attrition models, theories, and studies, and then analysis to determine their effect on attrition. Thirty studies met the inclusion criteria. Seven moderator variables were coded producing 284 separate (k=284) effects. The overall effect size was 0.059, concluding there is no significant pattern in identifying variables that cause distance education attrition.

<http://fla.esf.edu/storrings.pdf>

.b Action Research: Marketing Strategies for a Blended University Program

Presented by: Ruth Gannon Cook, DePaul University School for New Learning; Kathryn L. Ley, University of Houston Clear Lake

This presentation reports action research which investigated the development and implementation of a marketing program that successfully boosted enrollments 49% in a blended University blended university program. From its inception through the second year of operation, program enrollment increased due to the marketing program based on an effective approach grounded in simple marketing principles. Lessons learned along the way can shed new light on how to improve future marketing of new programs and successful adoption.

31-FR

PIDT 2007 Planning Meeting

Time: 8:00 AM - 9:00 AM

Location: French Room

Connecting Communities of Learners

Time: 8:00 AM - 9:00 AM

Location: Gold Room

Facilitator: David Winograd, York College



31-GO

Breaking the Wall of Isolation: An Analysis of Social Presence in Post-secondary Learners Enrolled in Technology Mediated Programs and Learning Environment

Presented by: lewis chongwony, ohio university

The purpose of this study is to expound the understanding of social presence in online learning environments. The study will report on predictors of social presence and values learners attach to them using multiple regression analysis. The understanding of social presence is critical to learning. It aids in meeting learners at their points of encounter, especially in distance learning where most instruction is designed and reproduced without putting into serious consideration the learners' social environments.

Connecting Standards and Practice

Time: 8:00 AM - 9:00 AM

Location: Green Room

Facilitator: Bosedo O. Aworuwa, Texas A&M University-Texarkana



31-GR

Connecting Data with Program Evaluation: Moving from Collection to Action

Presented by: Mary C. Herring, University of Northern Iowa; Barry Wilson, University of Northern Iowa; J. Ana Donaldson, University of Northern Iowa

The session presenters will discuss the development of an online performance assessment system called UNITED. Developers of the system as well as UNI's Director of Assessment for the College of Education will explain its creation and implementation. Two professors in UNI graduate programs will share their experiences in working with setting up the system to connect AECT's program standards with regular program review through the monitoring of candidate progress and performance assessment levels.

Technology Integration in the K-12 Curriculum

Time: 8:00 AM - 9:00 AM

Location: Oak Room

Facilitator: Bruce Spitzer, Indiana Univ. South Bend



31-OA

Open the Door to Learning: Reading, Writing, and Technology-Rich Learning Across the K12 Curriculum

(First hour of two - See 32-OA)

Presented by: Annette Lamb, Indiana University at Indianapolis

Reading opens the door to learning across the curriculum. In this workshop you'll learn to integrate standards-based, technology-enhanced reading and writing experiences into your curriculum; incorporate authentic, online primary source materials; and connect reading with web-based resources and activities including literature circles, collaborative projects, and blogs. Explore practical strategies to address essential skills, differentiate instruction to meet individual needs, and promote a love of reading.

<http://eduscapes.com/sessions/doors/>

Presidential Session

Time: 8:00 AM - 9:00 AM

Location: Patio Room

Facilitator: Jenny K. Johnson, U. Maryland U. College



International

31-PO

Leadership: International Professional Associations

Presented by: Feng-Qi Lai, Society of International Chinese in Educational Technology; Rodney S. Earle, Professors of Instructional Development & Technology; SALT Representative, Society of Applied Learning & Technology; Discussants: Chih-Hsiung Tu, University of Northern Arizona; Joanne Bentley, Utah State University; Bill Burns, AECT Past President

Members of AECT, active in the national and international ed. tech. professional associations describe their association's membership demographics, goals, activities, publications, conferences, funding, professional growth and leadership opportunities. They present ideas for association collaboration. There will be opportunity for audience participation. AECT Division officers are specially invited to attend.

Connecting Research and Theory

Time: 8:00 AM - 9:00 AM

Location: Pavilion Room

Facilitator: Sandra Geisler, UGA



31-PR

.a Studying Near and Far Transfer in a Multi-User Virtual Environment

Presented by: Diane Jass Ketelhut, Harvard University; Brian Nelson, Arizona State University; Jody Clarke, Harvard University; Chris Dede, Harvard University

Understanding how, or if, knowledge transfer occurs is a crucial problem for education. We present findings from implementations of our Multi-User Virtual Environment (MUVE) science inquiry curriculum that show changes over time in students' interactions with features that provide evidence of problem-solving skills. We compare students' patterns of interactions in an initial MUVE curriculum to those in a transfer-curriculum to see if students transferred data-gathering patterns linked to problem solving from one to the other.

.b 6th Graders Different Problem-Solving Patterns: Implications for Project-based, Web-enhanced Classes

Presented by: Minchi Kim, Learning and Performance Support Lab, University of Georgia; Michael Hannafin, Learning and Performance Support Lab, University of Georgia

Despite the proliferation of the Web-based tools and technology-related guidelines for teaching and learning, issues regarding how to support students' problem-solving and higher-order thinking skills with computers remain unresolved. The purpose of this study was to examine how middle school students solve scientific problems in Web-enhanced learning environments (WELEs) and what factors influence their problem-solving, inquiry processes in the WELEs. Data were collected from individual interviews with 19 sixth graders, electronic artifacts (journal, note, online brochure), researchers' field notes, and videotapes. Preliminary findings revealed that students employ diverse problem-solving processes and strategies, and that multiple factors interact during students' problem-solving, inquiry processes: prior knowledge and interest, problem-solving skills, and the nature of the curriculum. This study indicates that it is critical to provide students with authentic problems and scaffolded tools along with teacher assistance to facilitate problem solving in technology-enhanced, inquiry classes.

31-S6

Nominating Committee for 2007 elections

Time: 8:00 AM - 9:00 AM

Location: 06 Suite

31-TE

AECT 2007 Convention Planning Meeting

Time: 8:00 AM - 9:00 AM

Location: Terrace Room

Roundtable Sessions

Time: 8:00 AM - 9:00 AM

Location: Venetian Room

31-VN

.a Layers of Design, Teaching Models, and Context

Presented by: Ludy (Ludwika) Goodson, Georgia Southern University

This presentation will examine: (1) how models of teaching (e.g., Joyce & Weil 1980; Joyce & Weil with Calhoun, 2004) operate to produce learning outcomes; (2) the theory of learning layer theory (Cobb, 1998); (3) research-based criteria for evaluating instruction (Goodson, 2005) and the systems of rules, principles, and attributes of families of teaching models.

Session Cancelled

.b Communication Behaviors and Trust in Collaborative Online Teams

Time: 8:00 AM - 9:00 AM

Location: Venetian Room

Presented by: Saniye Tugba Bulu, Texas A&M University; Zahide Yildirim, Middle East Technical University

This study examined pre-service foreign language teachers' trusts and collaborative online behaviors. 32 pre-service teachers from Middle East Technical University in Turkey enrolled in Learning to Teach with Technology Studio (LTTS) that was developed at Indiana University. During the LTTS online course, participants worked as a team to design a technology-supported project-based unit plan. Collaborative online teams' group trust levels and collaborative communication behaviors were examined through analysis of online discussions and group trust questionnaire.

.c Cultural Differences on Self-regulated Learning in Web-Based Environment

Time: 8:00 AM - 9:00 AM

Location: Venetian Room

Presented by: Ya-shu Yang, University of Connecticut; Douglas Kauffman, Eastern Connecticut State University

This review described the issue of self-regulated learning across culture and how it relates to students using strategies and those involved in web-based instruction. The first one will provide an overview of self-regulated learning and the implications of self-regulation in web-based instruction. Next, the influences of cultural differences in self-regulated learning will be discussed and compared in two cultures: Chinese and American. In the third section, it will review recent research on cross-cultural contexts in self-regulated learning. Finally, suggestions for dissolving the demarcations to develop self-regulated learning in web-based environment will be provided in a cross-cultural perspective.

.d Effect of Contiguity and Feature-Name Types on Learning from Computer-based Geography Instruction

Time: 8:00 AM - 9:00 AM

Location: Venetian Room

Presented by: Ningchun Han, Texas Tech University; Sribhagyam Srinivasan, Texas Tech University; Steven Crooks, Texas Tech University; Chris Zakrzewski, Texas Tech University

The purpose of the study is to investigate the effectiveness of map display on facilitating learning from computer-based geography instruction. We investigated the effects of feature contiguity and feature-name types on learning from computer-based maps. The result of the study provided a guide to instructors that how geography instruction should be delivered to facilitate learning. It also has implications concerning the effects of concrete words on helping to recall and make inferences from related text.

.g Effects of Two Selected Instructional Techniques of Information Presentation (Graphics-first vs. Text-first) in Web-based Learning among Gen-Y Learners

Time: 8:00 AM - 9:00 AM

Location: Venetian Room

Presented by: Jeonghee Huh, University of Central Florida

Although research has been conducted questioning the effectiveness of visual use in various instructions, few research has been done questioning the effectiveness of graphics-first instructional technique of information presentation in web-based learning among Gen-Y learners. This session will

present a study that has investigated the effects of two selected instructional techniques of information presentation (i.e., graphics-first vs. text-first) in web-based learning among Generation-Y learners. The session also discusses implications for further research.

.j Exploring the Relationship Between Technology And Instructional Process

Time: 8:00 AM - 9:00 AM

Location: Venetian Room

Presented by: Tinukwa C. Okojie-Boulder, Mississippi State University; James Boulder, Mississippi State University; Heshium Lawrence, Mississippi State University; Chun Fun Lin, Mississippi State University; Ling Ling Yen, Mississippi State University

The problem of integrating technology into teaching and learning has become a perennial one. Common excuses for the limited use of technology to support instruction include shortage of computers and lack of computer skill. While these could impact on the success of technology integration, it should be acknowledged that the degree of success teachers have in using technology for instruction could depend in part on their ability to explore the relationship between instruction and technology.

Connecting Communities of Learners

Time: 9:15 AM - 10:15 AM

Location: Continental Room

Facilitator: Lauren Cifuentes, Texas A&M University



International

32-CO

.a Sense of Community among Academic Advisors (Facilitators) of an Online Program

Presented by: Cengiz Hakan Aydin, Anadolu University

This presentation consist of the results of a study in which sense of community among academic advisors (facilitators) of an online program was investigated. The study focused on revealing whether the academic advisors felt themselves as a part of a community, and what factors affected their sense of belonging this community. Among those factors examined were their self-efficacy, past experiences, computer skills, support provided to them, field of expertise, age and gender. This presentation might especially be beneficial for those researchers who are interested in social aspects of online education and for those administrators and designers of online programs or courses who plan to use facilitators.

.b E-Moderating Personas: Employing Interaction Design User Models to Construct and Interpret Online Instruction Archetypes

Presented by: maria d. avgerinou, DePaul University; Carina Andersson, Malardalen University, Sweden

This mixed method, comparative study explores and discusses the emerging instructional identities of online teachers from Sweden, and the USA. A secondary purpose has been to create e-moderating archetypes (personas) to assist the professional development of aspiring and existing online teachers. Phase 1 comparative data analysis indicates that teachers' perceptions are in complete alignment with the four major roles of the online instructor: pedagogical, social, managerial, and technological (Bonk et al., 2001).

32-EX

Training & Performance Member Meeting

Time: 9:15 AM - 10:15 AM

Location: Executive Room

Presented by: Training & Performance Division

Training & Performance Member Meeting

Connecting Professionals

Time: 9:15 AM - 10:15 AM

Location: Far East Room

Facilitator: Yedong (Terry) Tao, University of Central Florida



International

32-FA

The Progressions of Our International Students – Where Do They Go? What Do They Do?

Presented by: Richard A. Cornell, University of Central Florida; Heng-Yu Ku, University of Northern Colorado; Chih-Hsiung Tu, University of Northern Arizona; Cheng-Chang Pan, University of Texas at Brownsville; Xiaoxue Wang, Georgia State University; Clarence Chu, National Taiwan University

Hundreds of international ISD graduates enter the field each year. This panel examines their progression; where they go, what jobs they accept, how long they stay; if they leave, why and where do they go? Can we learn how to help international students climb corporate or academic ladders? What barriers did they experience and can these be eliminated or reduced? Can American instructional technology programs help international students have quality experiences and fulfilling employment progressions?

Connecting Research and Theory

Time: 9:15 AM - 10:15 AM

Location: Florentine Room

Facilitator: Barbara Rosenfeld, Brooklyn College



32-FL

.a Situated Learning in a Computer Education Course for Pre-Service Teachers

Presented by: Xun Ge, University of Oklahoma; Kun Huang, University of Oklahoma; Ian Lubin, University of Oklahoma

This study investigated the effects of a dynamic, open-ended learning environment, LEAPS, for educational technology courses for pre-service teachers. A qualitative study was conducted by comparing the LEAPS approach with the directed approach through a variety of techniques: observations, interviews, and examination of students' projects. The results show that the LEAPS environment helps to intrinsically motivate students and promote autonomy, responsibility and self-regulation. In addition, it nurtures creative and strategic problem solvers.

.b Evaluating the Health of the Implementation of Your Course Management System: The "Vital Signs" Approach

Presented by: Rick West, University of Georgia

When making decisions, stakeholders need to know the impact, on instructors, students, and the institution at large, from using a CMS. Unfortunately, there are few studies that take an institutional approach to evaluating the impact from a CMS, perhaps because such evaluations are not cheap and are not very scalable. In this presentation, I explain one evaluation model, and show how it was implemented in a campus-wide evaluation of our use of Blackboard.

Connecting Research and Practice

Time: 9:15 AM - 10:15 AM

Location: Fountain Room



32-FO

.a The Effects of Learner Age, Gender and Visual Complexity on Visual Learning

Presented by: Nancy B. Hastings, Wayne State University

This presentation reports on a message design-based research study targeted at identifying the effects of learner age, gender and visual complexity on visual learning. Study participants were 179 adults, aged 18 to 85. Both genders were equally represented. The results indicate each of the main variables affect visual learning. They also indicate there may be an interactive effect between age and visual complexity. Implications for instructional design and future research are also addressed.

Connecting Research and Theory

Time: 9:15 AM - 10:15 AM

Location: French Room

Facilitator: Vanessa Dennen, Florida State University



32-FR

.a Self-regulated Assessment as a Feedback Strategy for Constructed Responses

Presented by: Albert Ritzhaupt, University of South Florida; Shelley Stewart, University of South Florida; Cameron Spears, University of South Florida; William Kealy, University of South Florida

The effect of a feedback minus the knowledge of response correctness was explored as a strategy for constructed response questions. Seventy-six undergraduates read a short story, answered 24 short-answer questions and, after each one, did or did not receive feedback consisting of the original target sentence. Those who either self-assessed the correctness of their responses with their original answer in view or saw just the target material alone outperformed those who did not receive feedback.

.b Effects of Advance Organizers on Learning from Fully Web-based Classes

Presented by: Baiyun Chen, University of Central Florida; Atsusi Hirumi, University of Central Florida

Advance organizers have been long proven as an effective instructional strategy in traditional classroom teaching. It is anticipated that this orienting device might also be helpful for students to overcome the challenges of cognitive overload and learner disorientation in online classes. This session reports data from an online health care ethics course to empirically examine the effects of concept maps, a type of advance organizers, on students' learning achievement and posit recommendations for further research.

Connecting Theory & Practice

Time: 9:15 AM - 10:15 AM

Location: Garden Room

Facilitator: Elizabeth Boling, Indiana University



32-GA

Conversational Design: Innovative Software Tools and Methods for Modeling, Visualizing, Analyzing, and Identifying Conversations in Collaborative Problem Solving Groups

Presented by: Allan Jeong, Florida State University

This paper will demonstrate innovative software tools for collectively quantifying, visually mapping, and sequentially

analyzing ill-defined cognitive/procedural tasks using data from a case study that examined the sequential nature of cognitive operations observed in computer-supported problem solving. This presentation provides researchers and instructional designers with much-needed yet practical tools and statistical methods for taking task analysis to the next level – identifying sequential patterns in performed tasks and optimal task sequences to improve performance and outcomes. <http://garnet.fsu.edu/~ajeong>

Connecting Research and Theory



Time: 9:15 AM - 10:15 AM

Location: Gold Room

Facilitator: Chun-Min Wang, University of Georgia

32-GO

.a Qualitative Approaches to Investigating the Scaffolding of Learner Self-Regulation in a Web-enhanced Problem-based Learning Environment

Presented by: Hyeon Woo Lee, Pennsylvania State University; Kyu Yon Lim, Pennsylvania State University; Barbara Grabowski, Pennsylvania State University

Recently, self-regulated learning is viewed as a social process, implicitly binding individuals and their social contexts. This study explores how learning environments scaffold learner self regulation in web-enhanced PBL class focusing on interactions between teacher and student, student and student, as well as, student and learning resources. To provide rich and contextualized description of instructional scaffolding and its potential for supporting learner's development of self-regulation, the framework of this study, use a qualitative research method.

.b Effects of Collaboration Mode and Group Composition in Computer-mediated Instruction

Presented by: Jeremy Tutty, Arizona State Univ; James Klein, Arizona State Univ

This paper presents the results of a study of the relationship of group composition and collaboration mode to students' individual and group performance, quality of interactions, time-on-task, and attitudes in computer-mediated instruction. The effects of virtual and face-to-face collaboration for students of differing ability are compared and discussed based on a study conducted with 120 undergraduates.

Connecting Standards and Practice



Time: 9:15 AM - 10:15 AM

Location: Green Room

Facilitator: Bosede O. Aworua, Texas A&M University-Texarkana

32-GR

.a Technology for Assessment and Evaluation: An Online Module for Educators

Presented by: LeAnne Robinson, Western Washington University; Joanne Carney, Western Washington University

National Technology Standards indicate that teachers should have a deep understanding of how to utilize technology to facilitate assessment and evaluation of student learning. The presenters will share an online module created for instructional technology courses that is based on a recently developed taxonomy of technology tools for assessment and evaluation. Presenters will provide an overview of the taxonomy and introduce this web based instructional tool.

.b Using Data to Design and Refine a Technology-Integrated Professional Development Model

Presented by: Chandra Orrill, University of Georgia; Drew Polly, University of Georgia

This presentation tracks the evolution of an elementary teacher professional development model over time. The intervention has been implemented 5 times across 4 school districts. During each implementation various data were collected and analyzed to aid in the refinement of the program. We will focus on the process and the principles for professional development that have endured across the implementations as well as the changes that have been made.

Technology Integration in the K-12 Curriculum



Time: 9:15 AM - 10:15 AM

Location: Oak Room

Facilitator: Bruce Spitzer, Indiana University South Bend

32-OA

Learning Management Systems for the Information Age (Second hour of two - See 31-OA)

Presented by: William Watson, Indiana IUniversity - Purdue University at Indianapolis; Sunnie Lee, Indiana University

This presentation will discuss Learning Management Systems (LMS) as a technology necessary for supporting the educational needs of the information age. The history of LMS will be presented and the definition clarified. Several major K-12 LMSs will be discussed, evaluated, and their features compared. Finally, the current trends of LMS will be discussed and goals for further development offered. This presentation should benefit anyone interested in the use of computer technology to improve student learning.

Connecting New Techs & Ed Goals



Time: 9:15 AM - 10:15 AM

Location: Panorama Room

Facilitator: Brad Hokanson, University of Minnesota

professor and currently a practicing attorney, will present actual case law experiences which dramatically demonstrate the issues of copyright ownership for schools, publishers and the like. The informative and entertaining delivery style will make this a must for everyone involved in education.

32-PA

.a Developing Learning Content Markup Language (LCML) for Personalized Instruction in the Adaptive Learning System

Presented by: Jongpil Cheon, University of Memphis; Michael Grant, University of Memphis

This paper designs a Learning Content Markup Language (LCML) based on XML structure. LCML focuses on developing effective structure of learning objects called learning content for the adaptive learning system, Matching Learning Objects to Individual Differences (MLOID) proposed at the AECT conference in 2005. Learning content includes descriptive metadata, which is pedagogical information and properties related to individual differences, and links to material source. The learning content written by LCML will be a basis of complete learning units in the adaptive learning system.

.b Open-Access Education and OpenCourseWare

Presented by: Shelley Henson, Utah State University; David Wiley, Utah State University; John Dehlin, Utah State University

OpenCourseWare is a digital collection of educational materials made freely available to anyone with an internet connection. There are more than 50 universities worldwide offering OpenCourseWares. Using a case study, this session will describe how to start an OpenCourseWare project. Topics will include moving existing digital materials from a closed learning management system into an open-access format using eduCommons (<http://cosl.usu.edu/projects/educommons/>), gaining faculty and institutional support, and dealing with intellectual property issues.
<http://cosl.usu.edu/>

32-PN

What Every Teacher Must Know About the Copyright Law

Time: 9:15 AM - 10:15 AM

Location: Parisian Room

Presented by: Leonard DuBoff, DuBoff Law Group

This program will provide you with a theoretical and practical analysis of the rules surrounding copyright ownership for teachers. The presenter, Leonard DuBoff, a former law

Connecting Research and Theory



Time: 9:15 AM - 10:15 AM

Location: Pavilion Room

Facilitator: Chandra Orrill, University of Georgia

32-PR

Emerging Methods: Design-Based Research in Instructional Technology

Presented by: Brenda Bannan-Ritland, George Mason University; Chris Hoadley, Penn State

How is design-based research different from design? How can a graduate student do design-based research? What role does design-based research play in an instructional technology researcher's toolbox? Hear the panelists discuss these and other questions as they examine design-based research methods in instructional technology.

Presidential Session

Time: 9:15 AM - 3:30 PM

Location: Regency Foyer

32-RF

Exploring the World of Play: The Gaming Table

Presented by: Stephanie L. Moore, Colorado Department of Education

What if you could see changes ripple across a system, or manipulate variables in a system to see the impact? Maybe you have been searching for a simulation or game to integrate into your courses. The Gaming Table, co-sponsored by the Divisions for Systemic Change and Multimedia Production, will feature various games (computer-based and board games). You can visit and play throughout the day. Immerse yourself in play learning!

Connecting Research and Practice

Time: 9:15 AM - 10:15 AM
Location: Vista Room



32-VA

.a Interpersonal interaction and satisfaction in web-based higher education courses: A meta-analysis

Presented by: Hui-Ling Wu, Texas A&M University

The purpose of this study is to integrate the research findings of empirical studies to seek the correlation of the level of student satisfaction and interpersonal interaction in web-based higher education environments, and the comparison of different types of interaction (student-student and student-teacher) associated with student satisfaction.

.b The Critical Timing of Interaction in Interactive Digital Instruction

Presented by: Matt Barclay, Utah State University

This paper describes research that was conducted to test the difference that placement of interactive components makes, if any, in online instruction. The researcher hypothesized that interaction should not be built into demonstration portions of online learning. Rather, interaction should be separate and come after--in practice exercises. The research used Merrill's model of First Principles as well as interactive video in its approach. Implications for online design of interactive video instruction are discussed.

Roundtable Sessions

Time: 9:15 AM - 10:15 AM
Location: Venetian Room

32-VN

.a Starting Your Own State Student Media Festival

Time: 9:15 AM - 10:15 AM
Location: Venetian Room

Presented by: Susan Stansberry, Oklahoma State University; Uwe Gordon, Oklahoma State University/Hennessey Public Schools

This session will give detailed information about starting a student media festival in your state. By building on and borrowing from the success of the International Student Media Festival (<http://ismf.net>), the presenters created and carried off the first Oklahoma State Student Media Festival (<http://librarymedia.okstate.edu/oksmf>).
<http://librarymedia.okstate.edu/oksmf>

.b Knowledge Construction through Social Interaction in Computer Conferencing Systems

Presented by: Tuncay Saritas, Iowa State University

Computer-mediated communication has captured the interest of educators and psychologists especially at developing collaborative learning communities to promote higher-order conceptual learning and social construction of knowledge. This study aims to provide insights into the process of knowledge construction in computer conferencing systems, their integration into the online course design, and the strategies that could make their use more effective and efficient by utilizing Gunawardena et al.'s (1997) Interaction Analysis Model as a framework.

.b What Happened when a Large Enrollment Course was Moved from an Open Web-Based Instruction to WebCT?

Time: 9:15 AM - 10:15 AM

Location: Venetian Room

Presented by: QINGFU WANG, TEXAS TECH UNIVERSITY; Steven Crooks, Texas Tech University

This mixed method study was to compare students' achievements and attitudes from two parallel classes delivered by two different course management systems: an open web-based instruction and WebCT. Results revealed that students with the open web-based instruction system achieved significantly higher than those with WebCT. Qualitative data showed there were both advantages and disadvantages with WebCT, in which the disadvantages negatively affected students' achievements.

.c Online Course Design and a Research Agenda

Time: 9:15 AM - 10:15 AM

Location: Venetian Room

Presented by: Leping Liu, University of Nevada, Reno

Discuss ten major issues in online course design and teaching: (1) analysis of audience, (2) selection of course delivery tool and format, (3) methods of course orientation (4) strategies of information delivery, (5) pace control, (6) design of communication, (7) online team building, (8) dealing with special needs or special learning styles of students, (9) strategies of assessment, and (10) alternative options and backup solutions. A research agenda and 33 research questions are proposed.

.d Electronic Performance Support System for computer-based Software Training: Design and Development**Time:** 9:15 AM - 10:15 AM**Location:** Venetian Room**Presented by:** JUI-LONG HUNG, ; Monsicha Kittikunanant, Texas Tech University; Ke Zhang, Texas Tech University

This session addresses the necessity of a built-in EPSS for software training programs. It reports the design, development, implementation, testing and improvement process of an EPSS for computer-based training, and discusses recent quantitative research and naturalistic inquiries on the learning effects and users' experiences with the system. The session will not only bring practical implications on computer-based software training, but also further extend the theoretical foundation for designing and development of an EPSS.

.d Teaching Assistants Learning, Students Responding: Process, Principles, Products and Perspectives**Time:** 9:15 AM - 10:15 AM**Location:** Venetian Room**Presented by:** Patricia Hardré , University of Oklahoma; Ching-Huei Chen, University of Oklahoma

This case-based research study examined the process, principles, products and perspectives relevant to the role of instructional design (ID) in the professional development of university teaching assistants. TAs demonstrated positive change in knowledge, planning and classroom practice. Students recognized improved teaching practice, and reported increased motivation and competence.

.e What Are They Doing? How Are They Doing It?**Time:** 9:15 AM - 10:15 AM**Location:** Venetian Room**Presented by:** Michael Barbour, University of Georgia

The Canadian province of Newfoundland and Labrador has utilized distance education for over a decade to provide equal opportunities for rural students. In recent years, students in the current web-based program has consistently performed as well as or better than their classroom counterparts in final course scores and standardized exams, opposing a more well-documented trend in the literature for distance education programs. Given the fact the performance results of these distance education students run counter to what is found in the literature, discovering what factors account for these results is an important undertaking. The purpose of this case study is to examine the nature of web-based learning with secondary students, seeking to explore the factors that may affect performance. Interviews, focus groups, journal entries, and participant observation will be used to gather data from distance education students throughout the province. Results

will be analyzed using an inductive analysis approach, which involves scanning the data for categories and relationships within individual transcripts and between transcripts. Conclusions will focused on developing a better foundation for designing more effective web-based learning opportunities for all students.

.f Tracking an Avatar: Designing Data Collection into Online Games**Time:** 9:15 AM - 10:15 AM**Location:** Venetian Room**Presented by:** Christian Loh, Southern Illinois University Carbondale

As a new technology for education, video game has yet to realize its educational potential. Despite the fact that some learning do happen during game play, educators find it difficult to ascertain the content and extent of learning occurred. The conceptual framework of "information trails" may be apply into game design to facilitate capture and transformation of observable game-play actions into quantifiable data sets for the assessment of learning outcomes and improvement of learning/training.

.g Activity Theory for Computer Mediated Environments**Time:** 9:15 AM - 10:15 AM**Location:** Venetian Room**Presented by:** Tom Reinartz, University of Minnesota

This round table session will be a discussion about the use of activity theory for technology and computer mediated learning environments. Activity theory is a powerful lens that can be used to examine an entire activity system and the goals, tensions and extended learning that comes from each learning situation. A two year study that examined computer mediated communication for learning using activity theory will be shared, and participants are encouraged to share their research experiences using activity theory to enrich the conversation.

.h Going beyond Powerpoint using Lectora in Online Courses**Time:** 9:15 AM - 10:15 AM**Location:** Venetian Room**Presented by:** Bruce Harris, Western Illinois University; Anthony Pina, Northeastern Illinois University

Many face-to-face courses that are converted to online courses often only include Powerpoint presentations as the only instructional materials and are missing those key instructional strategies and content that made the face-to-face course so successful. This presentation will focus on using an application called Lectora Professional Publishing Suite to enhance Powerpoint presentations and add interactivity and richer instruction. Several interactive instructional modules developed in Lectora to increase the effectiveness of online courses will be demonstrated.

.i Podcasting and Pedagogy in Higher Education**Time:** 9:15 AM - 10:15 AM**Location:** Venetian Room**Presented by:** Mark Pearson, Earlham College

Hitherto, the novel but popular technique of podcasting (audio content delivered automatically by subscription feed) has been used in fairly conventional ways in the domain of Higher Education. But how can educators leverage this technology to maximize its pedagogic potential? Drawing upon my experience of having students create podcasts we will discuss some innovative ideas for making effective use of this technique.

.j Role of Technology Integration Course on Preservice Teacher's Intent to Use Technology**Time:** 9:15 AM - 10:15 AM**Location:** Venetian Room**Presented by:** Kioh Kim, Northwestern State University; Steven Aagard, University of Wyoming; Lee Nabb, University of Wyoming

This paper presents the results of a study to explore preservice teachers' progress of their intent to use computer-based technology by taking instructional technology integration course which mirrors the General Preparation of ISTE NETS profiles. The purpose of the study is to explore how much the course makes preservice teachers have their higher intent to use computer-based technology and how important the instructional technology integration course at the college is for preservice teachers.

Poster Sessions**Time:** 9:15 AM - 10:15 AM**Location:** Venetian Room**32-VN****.p A Constructivist Approach for an On-line Learning Module for Pre-service Special Education Teachers****Time:** 9:15 AM - 10:15 AM**Location:** Venetian Room**Presented by:** LIN SHI, GEORGE MASON UNIVERSITY; Heidi Graff, George Mason University

This project is to develop an online constructivism learning environment for special education teacher licensure in the Commonwealth of Virginia. The current problem encompasses the time lag between University course completion and the need for special education teachers to begin working in

September. Accordingly, George Mason University would like to introduce this online course within a cognitive apprenticeship learning environment that comprises competencies for teaching students with disabilities from preschool through grade 12.

.p Using Blogs in Teacher Education**Time:** 9:15 AM - 10:15 AM**Location:** Venetian Room**Presented by:** Sarah McPherson, New York Institute of Technology; Hui-Yin Hsu, New York Institute of Technology; Shiang-Kwei Wang, New York Institute of Technology

This session will illustrate uses of blogs in pre-service and graduate teacher education programs in a college in northeastern United States. In this program, blogs are used to enhance instruction, promote reflection and analysis, and stimulate discussion on best practice. Blogs are free, flexible and easy for participants to publish their ideas, reactions, and reflections on an interactive collaborative website. Blog themes addressed diversity in the classroom, reading strategies, global education, and digital literacy.

.p The effect of using guided questions and collaborative groups for complex problem-solving in a web-enhanced learning environment**Presented by:** Sookyung Suh, Florida State University

This presentation will discuss a research study about investigating the effect of using guided questions and collaborative groups for complex problem solving on performance and attitude in a web-enhanced learning environment. The presentation will also present the research method, results, and future research directions.

.p From Lecture into Hands-on: Improving Instructional Technology Workshops for Faculty Development**Time:** 9:15 AM - 10:15 AM**Location:** Venetian Room**Presented by:** Taeyeol Park, Georgetown University Medical Center

In Spring 2006, the Faculty and Curriculum Support Center at GUMC began a faculty development workshop improvement project to convert instructional technology workshops in large-group lecture format into small-group hands-on workshops to allow the workshop participants to get rich learning experiences and enhance their learning outcomes. This presentation explores the conversion of the workshop format and reveals and evaluates the outcomes of the project one semester later.

.p The Design of Falcon: An Advanced Assessment Management System

Time: 9:15 AM - 10:15 AM

Location: Venetian Room

Presented by: Douglas Williams, Univ of LA; Yuxin Ma, University of Louisiana

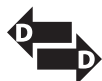
This presentation will demonstrate the functionality of Falcon, a newly developed assessment management system (AMS) that facilitates college, program, and course-based assessment. The design of Falcon grew out of experience in the design and support of PASS-PORT, an assessment management system that has been used throughout Louisiana since 2002. Falcon will be demonstrated and preliminary usage data and feedback from users will be presented.

Connecting Theory & Practice

Time: 10:30 AM - 11:30 AM

Location: Continental Room

Facilitator: MJ Bishop, Lehigh University



33-CO

.a Metaphors of Design: Connecting Conceptions of Design from Diverse Fields

Presented by: Bruce Gabbitas, Brigham Young University; Andrew Gibbons, Brigham Young University

Design theorists tend to view design in terms of the kinds of design problems they encounter, the traditions of their fields, and the design priorities they consider most important. This presentation explores several views of design in hopes of establishing a multi-faceted view of design that integrates diverse views in other fields. We show how those approaches to design can be synthesized and inform both our understanding of design and how we practice instructional design.

.b Communication in eLearning Design Teams

Presented by: Luca Botturi, University of Lugano

How does team communication flows within design teams? What tools and practices can enhance communication and improve design? This session presents the method and results of an empirical study, funded by the Swiss National Research Fund, which investigated the practice of seven eLearning design teams, three from a campus-based university, and four from an open distance university. The analysis delivers insights concerning team communication, shared understanding and individual perspectives and the implementation of “official” instructional design models.

Technology Integration in the K-12 Curriculum



Time: 10:30 AM - 11:30 AM

Location: Executive Room

Facilitator: John Curry, Oklahoma State University

33-EX

.a The Design of an Analogical Encoding Tool for Problem-based Learning and Game Environments

Presented by: Douglas Williams, Univ of LA; Yuxin Ma, University of Louisiana; Steven Feist, University of Louisiana

This presentation will share the design, rationale, and prototype of an analogical encoding tool for use in problem-based learning and game environments. Research on analogical encoding (i.e. learning by comparing two cases) suggests that teaching students to compare cases side-by-side improves knowledge acquisition and transfer. Analogical encoding aids students in attending to the deep underlying structures (i.e. principles) of cases thereby reducing potential distraction of surface features.

.b The Impact of Handheld Representation Tools on Science Learning

Presented by: Namsoo Shin, University of Michigan; Cathleen Norris, University of North Texas; Elliot Soloway, University of Michigan

This study explored the impact on students’ science learning of two handheld-based graphical representation tools. The findings of this study indicate that the use of concept mapping and drawing and animation tools contributed to the increase in student achievement in science especially for low performing students regardless of gender.

Connecting Professionals



Time: 10:30 AM - 11:30 AM

Location: Far East Room

Facilitator: Rodney Earle, Brigham Young University



33-FA

.a Distributed Learning: Not Just for Students. A New Model for Mentoring Faculty

Presented by: Denise Tolbert, National University; Kathleen Klinger, National University

Mentoring is an important aspect of faculty life. Most universities have a single campus, so mentoring is easily facilitated. What happens when the faculty is spread across a large state? This session will report on a faculty mentoring

program that attempts to close the distance gap by organizing Faculty Learning Communities and using distance learning technology (iLinc). This session is beneficial to those who are mentoring or thinking about mentoring faculty.

.b Constructing Success in a Global Faculty Team: An Ethnographic Case Study in International Collaboration

Presented by: V J McClendon, University of Georgia; Michael Orey, University of Georgia

This study will investigate the virtual faculty team involved in the Changing perspectives grant project during the major student exchange involving pre-service teachers for the period beginning summer 2005 and ending December 2005. The grant management team plans, coordinates, and implements the larger project while partners negotiate and develop details specific to their locations and student groups.

Connecting Research and Theory

Time: 10:30 AM - 11:30 AM

Location: Florentine Room

Facilitator: Trena Paulus, University of Tennessee International



33-FL

.a Discourse Indicators of Emergence of a Third Culture in Online Courses

Presented by: Yakut Gazi, Texas A&M University; Susan Pedersen, Texas A&M University; Karen Murphy, Western New Mexico University

Researchers and practitioners need to know how people from different cultures communicate in online courses in order to design environments that serve the needs of these diverse students. This case study of a graduate level online course analyzed the online communication to identify the discourse indicators that would point to the creation of a polycentric or third culture among the students and the instructor. The design features that may have facilitated the emergence of this polycentric/third culture are discussed.

.b Culture and Motivation in Online Learning Environments

Presented by: Frances Clem, San Diego State University

Is there interaction between online learning and culture that affects learners' motivation? This presentation describes a blended methodology study that evaluated possible correlations between a culturally anchored characteristic, Individualism/Collectivism, and participants' interactions within, and reactions to, four components of online learning: synchronous interaction, asynchronous interaction, individual work, and group work. The session also reviews theoretical

constructs that support its approach and outcomes, and discusses ideas for additional research on this important area of study.

33-FO

ECT Qualitative Inquiry Award Winner

Time: 10:30 AM - 11:30 AM

Location: Fountain Room

Presented by: Rick Voithofer, Ohio State University

This year's winner of the ECT Foundation's Qualitative Inquiry Award Dr. Rick Voithofer. The title of Dr. Voithofer's presentation is: Studying Intertextuality, Discourse, and Narratives to Conceptualize and Contextualize Online Learning Environments.

Connecting Research and Theory



Time: 10:30 AM - 11:30 AM

Location: French Room

Facilitator: Sandra Geisler, UGA

33-FR

Patterns in Education: Linking Theory to Practice

Presented by: Ted Frick, Indiana University

Analysis of Patterns in Time and Configuration is a new measurement and analytic paradigm to help create knowledge of education that is directly linked to practice. APT&C bridges the gap between traditional linear models in quantitative research and qualitative research findings that lack generalizability. Empirical findings by APT&C on patterns of practice can be used to better prepare teachers and educational leaders for professional practice. APT&C is also critical for measuring and analyzing educational systems change.

Connecting Theory & Practice



Time: 10:30 AM - 11:30 AM

Location: Garden Room

Facilitator: J. Jose Cortez, Syracuse University

33-GA

.a Bridging Theory and Practice Using New Tools and HPL

Presented by: Michael Sullivan, University of Texas at Brownsville; Cheng-Chang Pan, University of Texas at Brownsville; Rene Corbeil, University of Texas at Brownsville

This presentation is anticipated to feature one of the most dynamic instructional models. Drawn upon the STAR Legacy cycle and the VaNTH model, an instructional design model

is conceptualized and underscored. To plot the classroom learning experience, identifying instructional objectives is added and incorporated into the educational learning model. The latest conference management system is integrated and demonstrated. Lessons learned of this joint effort are also outlined in dialogues.

.b Distance Education: Design Considerations for Effective and Successful Distance Learning

Presented by: Jared Keengwe, Indiana State University

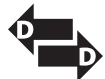
Distance education is increasingly becoming common in many academic institutions due its appeal to American lifestyles coupled with refinement and sophistication of course management courseware and technological platforms in which the courses are delivered. Distance education is also an excellent medium for people with disabilities (Harrison & Foster, 1999). This paper examines several design issues in distance education and briefly describes common barriers in distance learning.

developed through art museums. Conducted in the United States, Scotland, and Catalonia, Spain, the research investigates cultural definitions and valuing of visual literacy and interprets how these factors impact the teaching of visual literacy. The study investigates the circuitous reception of visual literacy in education and employs feedback on the object-based learning programs from K-12 teachers in each location.

Connecting Standards and Practice

Time: 10:30 AM - 11:30 AM

Location: Green Room



33-GR

Ethics 7000 Asks: Should “Exploring Our ISD Field” Come First, Last, or at all?

Presented by: Richard A. Cornell, University of Central Florida; Yedong (Terry) Tao, University of Central Florida

Some universities offer a class familiarizing students with our field, either as an introduction or a capstone summarizing content learned and its relationship to their newly-adopted career. Some institutions do not offer such a course. The presenters argue that such a course is needed, should come at the beginning of a student’s course of study, and failing to expose students to the realities of our field at the outset is unethical. Let the litigation begin!

Connecting Communities of Learners

Time: 10:30 AM - 11:30 AM

Location: Gold Room

Facilitator: Thomas Hergert, St. Cloud State University



33-GO

.a Voices of Children: Critically Exploring Visual and Verbal Literacies Through Photography

Presented by: Rhonda S. Robinson, Northern Illinois University; Ian Brown, University of Wollongong; Pauline Lysaght, University of Wollongong; Roslyn Westbrook, University of Wollongong

This research project, involving colleagues in the International Visual Literacy Association, explores the ideas of multi-literacy through visual and narrative approaches. It highlights a cross-cultural research study, involving five countries (Australia, Thailand, Malaysia, USA and Hong Kong). The everyday lives of children are illustrated and analyzed through both the photographic images and verbal descriptions they have provided. This project adds to the research relating to the role of new literacies in education, including narrative, technological and visual.

.b Approaches to Visual Literacy: A Cross-cultural comparison of visual literacy education strategies in art museums and K-12 classrooms in the United States, Scotland, and Catalonia

Presented by: Heather Tillberg-Webb, University of Virginia; Alexandra Small, University of Virginia

This qualitative study examines cross-cultural conceptions of visual literacy education programs for the K-12 classroom

Technology Integration in the K-12 Curriculum

Time: 10:30 AM - 11:30 AM

Location: Oak Room

Facilitator: Angel Kymes, Oklahoma State University



33-OA

.a Reconsidering Constructivism In Theory And Practice: Implications For the Effective Integration Of Technologies Into Constructivist Classrooms

Presented by: Jonghwi Park, McGill University

This paper reviews key elements that contribute to the successful integration of technologies and constructivist pedagogical activities in K12 settings. Theoretical constructs of constructivism were identified based on literature about constructivist theories. These constructs were compared with constructs in selected empirical studies. The main finding suggested that insufficient elaboration of constructivist theoretical constructs in empirical studies resulted in poor results or no significant effects on constructivist learning.

.b Connecting Content Standards and Technology: Moon Journals

Presented by: Bruce Spitzer, Indiana University South Bend; Sydney Bontrager, Indiana University South Bend

This session details how one intermediate school teacher reconfigured a unit integrating language, art, and science to incorporate technology. Using *Moon Journals: Writing, Art, and Inquiry Through Focused Nature Study* by Joni Chancer and Gina Rester-Zodrow as the foundation, this teacher adapted the text to infuse technology into each of the lessons, activities, and student products. The presenters explain the moon journal concept and how to integrate technology and content standards using those concepts.

Narrative simulation was used to situate critical information in a familiar context and provide opportunities to practice making difficult decisions linked to student performance.

Mobile Education



Time: 10:30 AM - 11:30 AM

Location: Patio Room

Facilitator: Hao Yang, State University of New York at Oswego

33-PO

.a Designing Educational Web sites for the PDA

Presented by: Steve Yuen, University of Southern Mississippi; Patrivan Yuen, William Carey College

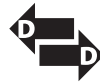
This presentation will give an overview of the various tools and technologies for creating Web site content compatible with the PDAs. The presenters will show examples of mobile course sites and provide general design guidelines for developing educational Web sites optimized for PDAs. In addition, resources, tips, and tricks are provided to create effective Web pages within the constraints of screen size, font, graphics, and multimedia of PDAs.

Connecting New Techs & Ed Goals

Time: 10:30 AM - 11:30 AM

Location: Panorama Room

Facilitator: Monica W Tracey, Oakland University



33-PA

.a The Effect of Web-Based Question Prompts in Scaffolding Knowledge Integration

Presented by: Ching-Huei Chen, University of Oklahoma; Amy Bradshaw, University of Oklahoma

An experimental study was conducted to investigate the effects of question prompts, namely knowledge integration and procedural, embedded in a web-based learning environment in scaffolding students' knowledge integration in ill-structured domains. Fifty-three undergraduate students in an educational psychology department participated in the study. The results indicate that question prompts had significant positive effects in facilitating students to identify robust concepts, construct valid links between concepts, and elaborate deep understanding. The study also offers suggestions regarding assessment of students' knowledge integration, and discusses effects of cognitive overload from excessive prompting.

.b Mobile education – reaching out to students wherever they go

Presented by: Youmei Liu, University of Houston; Shawn McCombs, University of Houston

Portable devices made mobile education possible. This session will examine this phenomenon and discuss four issues regarding the integration of Podcasting to deliver instruction based on the research study conducted at the University of Houston. These four issues include: 1) feasibility of using Podcasting in education delivery, 2) educational efficacy of Podcasting in student learning, 3) instructional design and delivery issues related to Podcasting, and 4) the possible future trend of mobile education.

.b Innovative Multiple Outcome Design: Using Narrative Simulation to Train K-12 Teacher Mentors

Presented by: Nancye McCrary, University of Kentucky; Joan Mazur, University of Kentucky; Denise Jones, Kentucky Educational Professional Standards Board

Given the complexity of K-12 educational reform efforts over the past decade, mentoring new teacher interns can be daunting. New teacher standards, high-stakes testing, and curriculum realignment overload mentors with information. Instructional designers collaborated with the Kentucky Educational Professional Standards Board to develop an innovative interactive online course for training mentors.

Connecting Research and Theory

Time: 10:30 AM - 11:30 AM

Location: Pavilion Room

Facilitator: Drew Polly, UNC-Charlotte



33-PR

.a Educational Technology Research in ETR&D: Trends in Methodologies Used, 1953-2006

Presented by: Gary J. Anglin, University of Kentucky; Gary R. Morrison, Old Dominion University

The use of a particular research methodology should be contingent on the choice of the particular research question or questions that are posed by the researcher. Research studies have been published in Educational Technology Research

and Development using various research methodologies. The primary purpose of this study is to identify research trends in educational technology as reflected in the Educational Technology Research and Development journal since its inception in 1953.

.b What Makes a Qualitative Study Good? Strategies for Promoting Rigor in Qualitative Inquiry.

Presented by: Jennifer Brill, Virginia Tech University

Qualitative inquiry is a methodology for empirical research that impacts the educational technology literature. From 2000-2005, 77% of the research articles in the Educational Technology Research and Development journal used some form of qualitative methodology. What constitutes a rigorous qualitative methodology? In this session, I will detail issues of quality in qualitative inquiry within a context of evidence-based research. Further, I will provide a framework of recommended strategies for systematically demonstrating rigorous qualitative work.

Connecting Professionals

Time: 10:30 AM - 11:30 AM
Location: Terrace Room



33-TE

.a Power and Interests in Course Management Systems: Stakeholder Work Life Impact

Presented by: Angela Benson, University of Illinois at Urbana-Champaign; Andrew Whitworth, University of Manchester, UK

Institutions take different approaches to online course delivery, from employing proprietary commercial systems to using home-grown and ad hoc systems. This proposal reports on a joint US/UK research project which compares the different approaches, specifically focused on the different ways power and interests are negotiated within each approach and how those negotiations impact the working lives of planners, instructors and developers.

.b Activity systems as the basis for HPT course design

Presented by: Kimfong Lei, Purdue University; Scott Schaffer, Purdue University

The workplace is becoming more virtual and collaborative. How can HPT practitioners adapt to this reality? A model of social-cultural system interaction to redesign an HPT graduate course is discussed in this presentation. An action research framework was used to model the activity systems of project teams during analysis projects. Results suggest that activity systems are useful in describing the structure, context, and interactions within an HPT course focusing on results,

collaboration, and systemic thinking.

33-VA

SICET '06-07 Board Meeting

Time: 10:30 AM - 11:30 AM
Location: Vista Room

Roundtable Sessions

Time: 10:30 AM - 11:30 AM
Location: Venetian Room

33-VN

.a Faculty Mobile Computing Program and Effects on Teaching and Research Practices of College Faculty

Presented by: Jingli Cheng, Indiana University; Karen Hallett, Indiana University; Christopher Essex, Indiana University; Jung Won Hur, Indiana University

A faculty laptop program was implemented at a large midwest university. This study examines the impact of this program, which provided 75 faculty members with laptop computers and technical training customized to their needs. The effects of this new technology and training on faculty teaching and research practices are examined.

.b From Design *Theory* to Development *Practice*: Developing a Stronger Understanding of Our Field.

Time: 10:30 AM - 11:30 AM
Location: Venetian Room

Presented by: Aaron Fried, Syracuse University; Yongjin Lee, Syracuse University; Karen Zannini, Syracuse University; Tiffany A. Koszalka, Syracuse University

How does one develop deep knowledge of our field? Inherent in this quest is a complex field with multiple definitions and research perspectives on our practices. This session will showcase an approach that engages students in generative activities to prompt critical thinking about design and development theory and practices. Resulting instructional design theory databases collaboratively created by classmates and instructional development models with accompanying detailed work plans created by individuals will be showcased and discussed.

.c Invisible Web: Find the Hidden Treasure Effectively

Time: 10:30 AM - 11:30 AM
Location: Venetian Room
Presented by: Huiming Lu

With the help of powerful search engines such as Google, searching online often provide educators useful information from WWW. However, this does not mean all related and

needed information would appear on the searching result list, for invisible web pages are usually not searchable by regular searching techniques. The purpose of this presentation is to educate people the existence of the hidden “treasures” from invisible web pages and the strategies for finding them effectively.

.d Assessing the Role of Human Relations Skill in Businesses and Industries

Time: 10:30 AM - 11:30 AM

Location: Venetian Room

Presented by: Mabel CPO Okojie, Mississippi State University; Anthony A. Olinzock, Mississippi State University; Chien Yu, Mississippi State University; Ling Ling Yen, Mississippi State University; Tinukwa C. Okojie-Boulder, Mississippi State University

This study examined how 244 managers and supervisors perceived the role of human relations in work organization and its relationship with productivity. The results showed that majority of the participants strongly agreed that human relations skill is as important as technical skill. More males ($M = 28.36$) agreed that equal emphasis should be placed on human relations and technical skills than females ($M = 20.26$) who agreed that technical skill should receive greater emphasis.

.e Future Trends of Blended Learning in Workplace Learning Settings across Different Cultures

Time: 10:30 AM - 11:30 AM

Location: Venetian Room

Presented by: Kyong-Jee Kim, Portland State University; Curt J. Bonk, Indiana University; YaTing Teng, University of Illinois; Su Jin So, University of Illinois; Tingting Zeng, Roehampton University; Eun Jeong Oh, University of Georgia

The presenters will report the findings of a survey of the current status and future trends of blended learning in various workplace settings across different cultures (e.g., Korea, China, Taiwan, United Kingdom, and United States). Findings of this study include technologies and instructional strategies expected to be widely used for blended learning as well the perceptions of the respondents regarding the benefits of blended learning and the barriers to implementing it in their organization.

.f Using Podcasting as On Demand Learning Support

Time: 10:30 AM - 11:30 AM

Location: Venetian Room

Presented by: Keith Houk, University of Houston; Craig Crowe, University of Houston

Introduction and Survey courses do not allow for much time to be spent on any one subject. More difficult concepts are given an abbreviated, simplified treatment and students often

fall behind from a lack of understanding. By utilizing Podcasts, instructors have the ability to offer in-depth explanations of difficult concepts. This session will present the possibility of using Podcasts as on demand learning support.

.g Blogging for Reflective Learning in an Introductory Political Science Course

Time: 10:30 AM - 11:30 AM

Location: Venetian Room

Presented by: Fengfeng Ke, Penn State University; Ying Xie, Pennsylvania State University

This paper presents preliminary findings from a research which experiments with the use of weblog to facilitate students' reflective learning in an introductory political science course. Utilizing Map of Learning, a reflective learning model, this study explores how a web-based blogging environment will reinforce reflective thinking and whether students' reflective thinking levels will predict their learning approaches.

.h The Effects of Personalizing the Context of Stories in Computer-Based Instruction on the Achievement and Attitudes of Academically At-Risk Students

Time: 10:30 AM - 11:30 AM

Location: Venetian Room

Presented by: CHRISTY ALARCON, Arizona State University; James Klein, Arizona State University

Personalization may be one way of improving reading comprehension and helping students to better identify and be more engaged with the content. This study investigates the impact of three levels of personalization of reading materials (individual, group, nonpersonalized) on reading comprehension and attitudes of academically at-risk high school students. This presentation will focus on the results of the study, and provide practical implications of personalization to support and improve learning for this particular student population.

.i Modeling multiple constructivist theories to design and implement computer-based K-12 learning environment

Time: 10:30 AM - 11:30 AM

Location: Venetian Room

Presented by: Timothy Van Doren, Pennsylvania State University; Hien Nguyen, Pennsylvania State University

This presentation will show how we use a model based on the principles of exploratory learning, problem-based learning and case-based learning to design and implement a computer-based learning environment to teach gravity to middle school students. We will also present evaluation data of the learning environment from students and teachers.

.j Electronic Growth Portfolios for Preservice Teachers: Preferences and Structure**Time:** 10:30 AM - 11:30 AM**Location:** Venetian Room**Presented by:** Gamze OZOGUL, Arizona State University; Charlotte Stromfors, Arizona State University

The study was designed to capture preservice teachers' and faculty members' preferences toward electronic or paper-based growth portfolios. One hundred twelve preservice teachers and four faculty members participated into the study. Results showed that preservice teachers preferred to have both formats to back up each other, and to accommodate various formatting requests during their job search, whereas all faculty members preferred electronic format. Majority of the preservice teachers and faculty members preferred subject-by-subject portfolio structure.

Roundtable Sessions**Time:** 10:30 AM - 11:30 AM**Location:** Venetian Room**33-VN****.p Developing a Scaffolding Framework of Web-Based Portfolios for Supporting Preservice Teachers' Reflection on the Effective Use of Technology using LiveText****Time:** 10:30 AM - 11:30 AM**Location:** Venetian Room**Presented by:** Pi-Sui Hsu, Northern Illinois University

The goal of this project is two fold. First, this study will identify a framework to scaffold preservice teachers to develop their web-based portfolios to make connections among coursework, clinical experience, and the National Educational Technology Standards for Teachers (NETS*T) using LiveText in a technology integration course. Second, this study intends to explore the ways that web-based portfolios can be used to support preservice teachers' reflection on the effective use of technology to enhance teaching and learning.

.p Digital Video Editing in School Counseling Training: Design and Practice**Time:** 10:30 AM - 11:30 AM**Location:** Venetian Room**Presented by:** Leping Liu, University of Nevada, Reno

Digital video editing technology is used in school counseling training. The design of counseling-skill-training procedures is based on the Skill Counselor Training Model. The design of interactive-video integration is based on the Technology Integration Design Model. Several video-editing programs

(iMovie, Camtasia, MovieMaker, and Premier) were used to produce interactive video. Procedures of video editing and production, issues when adapting new technologies into the counseling training, learning outcomes, and sample video products will be presented.

.p Examination of an Electronic Performance Support Systems (EPSS) as a Support System for Teachers**Time:** 10:30 AM - 11:30 AM**Location:** Venetian Room**Presented by:** Christopher Glenn, The University of Memphis; Deborah Lowther, University of Memphis

Researchers agree that EPSSs can potentially reduce teacher workloads and improve teacher productivity (Witt & Wager, 1994). However, the results of this study suggest that current EPSS, as reflected in a random sample of 40 systems, fall short of meeting the diverse needs of teachers. It is not clear from the literature why some subcategories of non-teaching responsibilities, such as those related to instructional planning and preparation, received higher priority among EPSS developers than other tasks. Implications of these findings and possible solutions for using EPSS to support non-teaching tasks in K-12 environments are discussed.

.p Online Inquiry-Based Teacher Professional Development and Implementation Success: The Learning to Teach with Technology Studio (LTTS) Experience**Time:** 10:30 AM - 11:30 AM**Location:** Venetian Room**Presented by:** Gihan Osman, Indiana University

Research implies that teacher training often fails to impact teaching practices. Part of the problem seems to be that professional development does not often manifest design that is pedagogically sound. The Learning to Teach with Technology Studio (LTTS) is an online inquiry-based teacher training program that aims at making this leap possible. The presentation will discuss LTTS features that are designed to facilitate transfer. The results of a study conducted to examine factors related to the success or failure of implementation will also be presented.

34-BR**Distance Learning Luncheon****Time:** 11:45 AM - 1:00 PM**Location:** Brasserie**Presented by:** Anthony Pina, Northeastern Illinois University

Luncheon and presentation from the 'Distance Learning' division.

Technology Integration in the K-12 Curriculum



Time: 11:45 AM - 12:45 PM

Location: Oak Room

Facilitator: Susan Stansberry, Oklahoma State University

34-OA

.a Using Mobile Computing in Korean K-12 Education: Applying Mobile Learning Activity Models and their Effects on Student Academic Achievement and Self-Regulated Learning Ability

Presented by: Jeong Hee Seo, Korea Education & Research Information Service; Jihyun Lee, Seoul National University; Jun Kyu Lee, Shin Hak Elementary School; Yong Kim, Korea Education & Research Information Service; Beom Seog Ko, Korea Education & Research Information Service; Kyung Kim, Hanyang Women's College

This paper reports on the development of mobile learning activity models and the impact on Korean K-12 student academic achievement and self-regulated learning ability. This study was performed in the context of a government-initiated project entitled "u-learning model schools." Seven learning activity models were identified in a review of the literature and implemented. Results suggest that the students in the experimental group had higher academic achievement and self-regulated learning ability than students in the control group.

.b The Integration of Wireless Laptop Technology into the Practices of In-Service Teachers

Presented by: T J Kopcha, AZ State Univ

This study evaluates the impact of an on-campus technology mentor on in-service teachers and the integration of technology into their lessons. Subjects were 31 elementary school teachers from the Southwest. The presentation will discuss changes in teacher attitudes and skills with technology over the course of a school year, as well as the types of technology-based activities teachers developed.

34-PO

Past-Presidents Luncheon (for AECT Past-Presidents only)

Time: 11:45 AM - 12:45 PM

Location: Pyramid Grill (Captain's Room)

Presented by: AECT

Past-Presidents Luncheon (for AECT Past-Presidents only)

Connecting New Techs & Ed Goals



Time: 11:45 AM - 12:45 PM

Location: Terrace Room

Facilitator: Harold Lee Daniels, East Carolina University

34-TE

.a 10 Things to do when Integrating a Commercial Off The Shelf Video/Computer Game

Presented by: Dennis Charsky, Ithaca College; Clif Mims, University of Memphis

Creating game-based learning environments or experiences using Commercial off the Shelf (COTS) games is becoming an increasingly tenable, valuable, and popular instructional method. COTS games are computer or video games created for entertainment purposes. A popular few examples are SimCity, Age of Empires, ZooTycoon, and Railroad Tycoon. To help educators who see the potential and value of integrating COTS games the researchers have constructed a list of things to do that will help educators effectively integrate COTS games.

.b Restaurant Empire: Bridging the Learning from the Video Game to the Content Standards.

Presented by: Elizabeth Simpson, University of Wyoming; Frankie Clem, Prophecy 3D

This presentation will inform teacher educators and classroom instructors regarding the challenges and rewards of bringing commercial video game simulations into the classroom to support content standards. The presentation presents original research by the author who facilitated the use of Enlight's Restaurant Empire© in Beginning Computer class at the Junior High level. This study draws from recent research by Angela McFarlane, as well as research by Kurt Squire and Jim Gee.

Roundtable Sessions

Time: 11:45 AM - 12:45 PM

Location: Venetian Room

34-VN

.i Genuine Student-centered Learning: A Case-based Story about of EDIT 6170

Time: 11:45 AM - 12:45 PM

Location: Venetian Room

Presented by: Boyoung Chae, University of Georgia; Robert Branch, The University of Georgia

The purpose of this study is to share the concepts, theories and practices associated with a genuine student-centered approach

to intentional learning. This opinion essay documents a face-to-face graduate course offered by the same professor at three different universities over the past 16 years. The content is situated in a case study about a course that introduces the systematic design of instruction that has a proven record of success.

.j Pre-service Teachers' Attitudes toward incorporating Computer-Based Technology as Cognitive Tool in Instruction.

Time: 11:45 AM - 12:45 PM

Location: Venetian Room

Presented by: Seow Chong Wong, The University of Georgia

This pilot interpretive study will attempt to investigate the attitudes of pre-service teachers towards the use of computer-based technology as cognitive tool and will also attempt to examine how their learning experiences in an introductory class on the use of computers shape their attitudes toward such uses in their instruction when they become full-fledge teachers in the future.

35-BR

Distance Learning Member Meeting

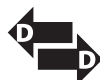
Time: 1:00 PM - 2:00 PM

Location: Brasserie

Presented by: Distance Learning Division

Distance Learning Member Management

Connecting Alternate Theories with Practice



Time: 1:00 PM - 2:00 PM

Location: Continental Room

Facilitator: Amy Adcock, Old Dominion University

35-CO

Aesthetic Principles for Instructional Design

Presented by: Patrick E Parrish, COMET/UCAR

This paper will describe a set of aesthetic principles for designing instruction that enhances learning experiences by stimulating active engagement. Drawing from research into ID practice, aesthetics theory, and a variety of learning theories, the paper will propose design guidelines compatible with existing ID models. The principles offered can support these models by revealing how to heighten the experiences of learners in ways similar those used in quality works of art.

35-EX

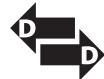
School Media & Tech Member Meeting

Time: 1:00 PM - 2:00 PM

Location: Executive Room

Presented by: School Media & Technology Division

Connecting Our Practice and Our Teaching



Time: 1:00 PM - 2:00 PM

Location: Far East Room

Facilitator: Judith A. Duffield, Lehigh University

35-FA

.a An Open Source Online System to Manage Portfolio Assessments of Students in a Graduate Instructional Technology Program

Presented by: Lloyd Rieber, University of Georgia

Managing a portfolio assessment process in an instructional technology graduate program is a daunting task. Students, faculty, and administrative staff must be able to communicate effectively together over many months. Portfolios must be easily available to the student's professional community to invite professional critique. In order to facilitate this process, an online portfolio management system has been developed at the University of Georgia. This online system is being made available to other graduate programs free-of-charge.

.b Designing the HyFlex World – Hybrid, Flexible Courses for All Students

Presented by: Brian Beatty, San Francisco State University

Students in higher education demand flexibility. Students deserve the best possible instruction that an instructional system can realistically provide. How does a single mode of delivery and student participation hinder effectiveness? Is there a way to offer maximum flexibility to students and still enable effective learning? The HyFlex (Hybrid, Flexible participation) course design is an emerging instructional theory being developed by faculty at a higher education institution which is creating hybrid (blended participation) degree programs for graduate students.

Connecting Research and Theory

Time: 1:00 PM - 2:00 PM
Location: Florentine Room

Facilitator: Drew Polly, UNC-Charlotte



35-FL

.a Different Levels of Learning Gains in Web-based Environment with Animation

Presented by: Yu-hui Ching, Pennsylvania State University; Yu-Chang Hsu, The Pennsylvania State University, University Park; Huifen Lin, The Pennsylvania State University, University Park; Francis Dwyer, The Pennsylvania State University, University Park

This study examines four levels of learning outcomes of 204 undergraduates in learning environments featured two navigation modes (i.e. linear and non-linear) and three instruction presentation modes (i.e., text, text with static graphics, and text with animation). The results indicated that students performed significantly better with the help of visuals in lower-level assessments regardless of navigation modes. The implication for instructional design will be discussed and presented.

.b The Effects of Time-Compressed Audio on Learner Performance and Satisfaction

Presented by: Neil Gomes, University of South Florida; Albert Ritzhaupt, University of South Florida; Ann Barron, University of South Florida

Audio-enhanced instruction is becoming increasingly popular in higher education with faculty digitally recording and broadcasting lectures for students to learn-on-demand. Students have discovered accelerated playback using software such as Window Media player and use it to reduce the amount of time spent listening to an audio program. Are these students at a disadvantage? In the current study, approximately 100 undergraduates accessed one of three time-compressed multimedia programs designed to measure learner performance and satisfaction.

This study probes the effects of map display and concreteness of location-names on learning geographical maps in a computer-based environment. Participants were randomly assigned to four versions of a computerized geographical map created by crossing two levels of map display (contiguous vs. non-contiguous) with two levels of concreteness (concrete vs. abstract words). Results obtained showed a large interaction effect between contiguity and concreteness on free recall and inference test performance of college students in map learning.

.b Does Responding to Prediction Questions Impact Comprehension of Dynamic Systems?

Presented by: Khusro Kidwai, The Pennsylvania State University; Dr. Peggy van Meter, Penn State University; Barbara Grabowski, Penn State University; Dr. Francis Dwyer, Penn State University; John Waters, Penn State University

Comprehension of dynamic systems such as the human heart involves acquisition of several kinds of knowledge and mental processing on the part of the learner. In this study, two conditions – Prediction 1 (verbal script + static images only) and Prediction 2 (verbal script + static images followed by prediction questions) were compared with a control group. Student achievement on the tests that followed was in the direction expected – students in the Prediction 2 group performed better than both Prediction 1 and control groups.

Connecting Research and Theory

Time: 1:00 PM - 2:00 PM
Location: Oak Room

Facilitator: Jared Danielson, Iowa State



35-OA

Design and Development Research: Methods and Strategies

Presented by: Rita C. Richey, Wayne State University; James Klein, Arizona State University

This presentation will describe methodologies typically employed in research on design and development (AKA: developmental research). Data critical to various types of design and development research will be discussed. These include participant and project profile data; data pertinent to the project and implementation contexts; in-progress project data collected from designer/developers, clients, and subject matter experts; and learner and instructor try-out data. In addition, key issues unique to design and development research methodology will be explored.

Connecting Research and Theory

Time: 1:00 PM - 2:00 PM
Location: French Room

Facilitator: Barbara Rosenfeld, Brooklyn College



35-FR

.a Effects of Concreteness and Contiguity on Learning from Computerized Geographical Maps

Presented by: Sribhagyam Srinivasan, Texas Tech University; Steven Crooks, Texas Tech University

Connecting New Techs & Ed Goals



Time: 1:00 PM - 2:00 PM
Location: Panorama Room
Facilitator: Gregory Clinton, University of Georgia

35-PA

.a Perils of “Teacher-proof” Online Design: Study Findings from Science WBIs

Presented by: VIOLET KULO, LEHIGH UNIVERSITY; Ward Cates, Lehigh University

Inquiry is the gold standard in science teaching. The Web has potential to enhance/extend classroom inquiry activities, but how are Web-based inquiries designed and do they support *both* teacher and student needs? We analyzed 44 previously validated Web-based science inquiry activities to determine how inquiries are presented and how well they met Project 2061’s criteria for instructional support. Our conclusions offer design guidelines for enhancing Website design, both in science inquiry and other subject areas.

.b Designing for Real-World Inquiry in Virtual Environments

Presented by: Brian Nelson, Arizona State University; Diane Jass-Ketelhut, Harvard University; Jody Clarke, Harvard University; Chris Dede, Harvard University

In this session, we will present the design of a Multi-User Virtual Environment (MUVE) science curriculum project focusing on the creation of virtual experimentation methods and tools that concentrate on real-world inquiry, using novel pedagogies to help students master complex skills. We present findings from students and teachers on the effectiveness of these methods, tools, and virtual contexts in creating an experimental learning environment authentic to what scientists experience in their work.

Connecting Researchers Globally



International

Time: 1:00 PM - 2:00 PM
Location: Patio Room
Facilitator: Chih-Hsiung Tu, Northern Arizona University

35-PO

International Forum

Presented by: Chih-Hsiung Tu, Northern Arizona University

This annual forum is provided for our international members to share research and development from their countries.

Connecting Research and Theory



Time: 1:00 PM - 2:00 PM
Location: Pavilion Room
Facilitator: Art Recesso, University of Georgia

35-PR

Building the Research Bridge: How Do We Connect Theory to Research?

Presented by: John Burton, Virginia Tech; David Jonassen, University of Missouri; Charles M. Reigeluth, Indiana University; J. Michael Spector, Florida State University

In instructional technology, we often separate theory and research. There are books of models, books of theories, and reports of research, however the three often don’t meet. This panel presentation serves to help think about how theory and research are tied together in the world of instructional technology.

Roundtable Sessions

Time: 1:00 PM - 2:00 PM
Location: Venetian Room

35-VN

.a The Perceptions and Experiences of Preservice Students in a Blended Learning Environment

Presented by: Nuray Temur Gedik, Middle East Technical University; M.Yasar Ozden, Middle East Technical University

The purpose of this research is to examine and describe the perceptions and experiences of preservice students in a blended learning environment. In this study, qualitative method was used for data collection, data analysis and inference procedures. Information was collected through document analyses and semi-structured interviews with ten pre-service students. The findings indicated that the students perceive blended environment very helpful due to its timeless communication, resource and material supply, and interaction opportunities.

.c Teaching Presence in Online Collaborative Learning

Time: 1:00 PM - 2:00 PM
Location: Venetian Room
Presented by: Hong Zhan, Northern Arizona University

This presentation will be a preliminary report of an experimental study to investigate the relationship between teaching presence and learning outcomes of online collaborative learning in a formal academic setting. Based on Garrison and Anderson (2003)’s model, two types of

collaborative learning environments (invisible teaching presence v.s visible teaching presence) are created. 182 online college students will be randomly assigned to each of the environments, and their performance in affective domain (satisfaction) and cognitive domain (content learning and knowledge construction) will be explored.

.d Storytelling: A Practical Method for Facilitating Knowledge Management

Time: 1:00 PM - 2:00 PM

Location: Venetian Room

Presented by: Shauna LeBlanc, University of Central Florida; James Hogg, University of Central Florida; Atsusi Hirumi, University of Central Florida

Storytelling possesses great potential as a tool for facilitating knowledge management. However, little has been done to synthesize related research and literature to maximize its potential. Research questions to be answered include: What is knowledge management? Why does storytelling facilitate knowledge management? And, how can storytelling be applied to uncover tacit knowledge? Examples of success stories of storytelling in knowledge management will be provided and recommendations for future research will be given.

.e Developing Sustainable Capacity in Instructional Technology in Public Institutions of Higher Education in the Dominican Republic

Time: 1:00 PM - 2:00 PM

Location: Venetian Room

Presented by: DeePak Subramony, Utah State University; Ramon Emilio Vilorio Polanco, Instituto de Formacion de Docentes Salome Urena; Lex Shakespear, Utah State University; Larissa Bonilla Atilas, Universidad APEC; Tania de la Rosa, Universidad Autonoma de Santo Domingo; Ysabel Melenciano, Universidad Autonoma de Santo Domingo

This presentation will detail and discuss the research and developmental activities undertaken as part of a joint collaborative project begun in Fall 2004 – between Utah State University’s Department of Instructional Technology and the Government of the Dominican Republic – towards the aim of strengthening the capacity of public institutions of higher education in the Dominican Republic in instructional technology. The technical cooperation program whose activities will be covered in this presentation has the objective of establishing the structural basis of cooperation for jointly executing programs in instructional technology which will provide the means for transferring technology, training Dominican students and faculty, and developing sustainable capacity in instructional technology in public institutions of higher education in the Dominican Republic.

.f Podcasting and Vodcasting: Creating Connections Through Students’ iPods

Time: 1:00 PM - 2:00 PM

Location: Venetian Room

Presented by: Anthony Czech, University of Wyoming

A connection with students through his or her love of technology provides an opportunity for a rich learning experience and the chance for the instructor to “speak the language” of today’s technologically savvy student. This session is an exciting opportunity for those interested in exploring the educational possibilities of this emergent technology and covers the purpose, creation, and publication of content. Participants get first-hand experience in creating and publishing a podcast during this session.

.g Interpretation, Anti-Interpretation and ADDIE

Time: 1:00 PM - 2:00 PM

Location: Venetian Room

Presented by: Ray Taylor, Concordia University; Johannes Strobel, Concordia University

Borrowing from the current discourse in literary theory and philosophy (Interpretation Theory and New Pragmatism), *this proposal offers a critical view on instructional design models:* interpretation within learning contexts, has created a load on learners that is increasingly difficult to manage. The insight is that a greater amount of time is dedicated to the management of interpretation than in the mastery of cognitive or performance skills. With this new perspective, an anti-interpretation approach to ADDIE might offer the key to greater learning effectiveness.

.j Is Electronic Mentoring Just a Survival Strategy? Or Can It Help New Teachers Increase Academic Achievement Using Metacognition and Formative Assessment?

Time: 1:00 PM - 2:00 PM

Location: Venetian Room

Presented by: Jada Meeks, University of Memphis; Clif Mims, University of Memphis

This paper reviews the literature on Electronic Mentoring (Ementoring). The benefits and pitfalls are addressed. It evaluates if the focus of ementoring should only be on the survival of new teachers or should it also include strategies to increase academic achievement in students. A recommendation is made for future implementation regarding Ementoring with an emphasis on teacher retention, student achievement via metacognition and formative assessment.

36-EX

Teacher Education Member Meeting

Time: 2:15 PM - 3:15 PM

Location: Executive Room

Presented by: Teacher Education Division

Connecting Our Practice and Our Teaching

Time: 2:15 PM - 3:15 PM

Location: Far East Room

Facilitator: Anthony Pina, Northeastern Illinois Univ.



36-FA

The Crystal Awards: Recognizing Excellence in Distance Learning

Presented by: Anthony Pina, Northeastern Illinois University; Patricia Miller, KNPB-TV; Al Mizell, Nova Southeastern Illinois; Veronica Trammell, Bell South; maria d. avgerinou, DePaul University; Yi Yang, Mississippi State University

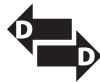
The Crystal Awards Competition, sponsored by AECT's Division of Distance Learning (DDL), will recognize the most innovative and outstanding distance learning courses and projects. Come and receive a compilation of online quality rubrics and guidelines from developed by several agencies. We are interested in your views and ideas about how the competition should be conducted, publicized and judged.

Connecting Theory & Practice

Time: 2:15 PM - 3:15 PM

Location: Florentine Room

Facilitator: Brad Hokanson, University of Minnesota



36-FL

.a Principles of Instructional Design

Presented by: Irene Visscher-Voerman, University of Twente

Instructional designers conduct a variation of design activities in practice. Building on a previous study of design practice, 16 design principles have been formulated, and were discussed and elaborated in a one-day workshop with 24 instructional designers from various contexts. Purpose was to check the extent to which these designers thought these principles were valid for their own situation, and to further specify them to different contexts.

.b Strengthening the Connections of Instructional Designers and ID Models: Designers Respond to Model Layout, Characteristics, and Usability

Presented by: Monica W Tracey, Oakland University

With the apparent proliferation of ID models, it is interesting to note that the systematic validation of these graphic representations that guide practice has not achieved priority status in the field. This session explores the findings of a quantitative study designed to gather data from instructional designers in an attempt to validate their use of instructional design models, specifically model layout, use, and characteristics.

Connecting Communities of Learners

Time: 2:15 PM - 3:15 PM

Location: French Room

Facilitator: Vance Durrington, Mississippi State University



36-FR

.a Effectively Designing Online Instruction: Insights from the Literature

Presented by: Liyan Song, Towson University

The purpose of the paper is to draw some online instructional strategies in higher education institutions from the insights of the literature. Specifically, the paper presents some online instructional strategies in three main areas: online interaction, online social presence, and online learning community. Additional anecdotal instructional strategies in other areas will also be introduced briefly during the presentation. The paper ends with a discussion on the competencies required for an effective online instructor.

.b Online Teaching Strategies Lived and Told: a Narrative Phenomenological Approach

Presented by: Hee-Young Kim, State University of New York Cortland

With the interest of social presence in online instruction, this article, in particular, presents on how online instructors try to provide a sense of "online instructor immediacy" in the process, system design, and interaction of their teaching in the context within which their experiences are in totally different social, cultural, and pedagogical modes from those of the conventional classroom due to the lack of the physical presence of both teacher and student in a qualitative way.

Connecting Research and Theory

Time: 2:15 PM - 3:15 PM

Location: Garden Room

Facilitator: Trena Paulus, University of Tennessee



36-GA

.a Ancillary Communication as an Intentional Instructional Strategy in Online Learning Environments

Presented by: Marshall Jones, Winthrop University; Stephen Harmon, Georgia State University

Findings from the most recent data set of an ongoing naturalistic study designed to study communication, interaction, and learning strategies in an online learning environment will be presented. Analysis of past and current data has suggested that the use of ancillary communication techniques provide increased instructional effectiveness and learner satisfaction in online classes. Ancillary communication as an intentional instructional strategy will be introduced and strategies and recommendations for its use will be presented.

.b Positioning Theory as a Framework for Studying Online Discourse

Presented by: Vanessa Dennen, Florida State University

Understanding how speech-acts relate to the social dynamics and functional moves that occur in the online classroom is important as instructors strive to better facilitate the interactions that occur in their classes as well as to better design online learning activities. In this paper, positioning theory will be explored as a framework for studying the nature of learning interactions that take place within online discourse.

Connecting Communities of Learners

Time: 2:15 PM - 3:15 PM

Location: Gold Room

Facilitator: Zane Olina, Florida State University



36-GO

.a Designing Online Communities of Learning Based on Conversation Theory

Presented by: Rocci Luppigini, University of Ottawa

There is growing recognition of the important role conversation has in online communities, particularly within communities of learning and practice. Fostering high quality online conversations poses a serious challenge for online designers and researchers. In this study I present a taxonomy of learning conversations for online communities of learning and explore its potential contribution as a tool to promote learning processes by applying it to university-level online discussion

groups. Practical suggestions are offered for guiding online communities of learning based on conversation theory.

.b Who Writes this Stuff, and Why Should I Care?: The Effects of Socially Relevant Representations (Authorial Voice, Speech) on Student Learning and Perceptions of Social Presence in Computer-based Instruction

Presented by: Joel Galbraith, Penn State University

Research suggests that students learn better when deeply engaged in learning tasks. One engagement strategy is to increase socially relevant cues in instruction. Two studies look at the effects of social factors (authorial voice, human speech, instructor images etc.) on both learning and perceptions of social presence in multimedia instruction. Results are mixed as to the learning benefits and perceptions of social presence for learners with varying attunement to social cues.

School Library Media Centers

Time: 2:15 PM - 3:15 PM

Location: Green Room

Facilitator: Mark Jones, Oklahoma State University



36-GR

.a Merging a School Library Media Program with an Educational Technology Program: Aligning Standards and Comparing Existing Programs

Presented by: John Curry, Oklahoma State University; Susan Stansberry, Oklahoma State University

This presentation details the experience of a large Midwestern university's challenge in merging a thriving School Library Media program with the revival of an Educational Technology program. The presentation focuses on two main issues: alignment of the International Society for Technology in Education (ISTE) standards and the School Media and Educational Technology Specialists (SMETS) standards, and a comparison of the existing educational technology programs. Milestones, challenges and administrative issues will be chronicled and discussed.

.b Enhancing a Preparation Program for School Library Media Specialists Through Professional Development Reflections, Post-degree Questionnaires, and Media Coordinator Interviews.

Presented by: Andrew Smith, Georgia State University; Nancy Brown, Georgia State University; Jin Soo Chung, Georgia State University; Edward Lomax, Georgia State University

This presentation will describe a process whereby an initial preparation graduate program in school library media sought to identify areas of program strength and weakness with data

gathered from students, recent program graduates, and media coordinators. Data were analyzed within categories developed from ALA/AASL standards, Praxis subscores, with additional student-reported categories. Information on required program changes will be presented and also on the increasing range of tasks being required of media specialists.

developing an online shareable content object model based on insights gained from experience creating such a system for a faculty group. We will elaborate on some of the constraints experienced during this project and the compromises necessary to ensure full implementation of the support system by all faculty. We will also demonstrate the system in its current form and report on faculty use and feedback.

Connecting New Techs & Ed Goals **KSET**

Time: 2:15 PM - 3:15 PM

Location: Oak Room

36-OA

.a A Model of Knowledge-Building Process in Asynchronous Online Discussion Learning Environment

Presented by: Hye-Jung Lee, Seoul National University

This paper is intended to articulate knowledge-building process in asynchronous online discussion learning environment. To disclose this process, an instruction program for one semester at college level, mainly including asynchronous online discussion, was developed. During the semester, students' perceived knowledge-building process, online message analysis, interview data were collected. As a result, an observable action model and a conceptual diagram of knowledge-building process were derived, which students and experts verified. The meaning and implication of each stage in the model was discussed.

.b Joomla! Second Generation CMS

Presented by: Nathan Lowell, University of Northern Colorado

One of the challenges in managing a web presence is that the constantly evolving landscape offers an ever changing selection of tools and techniques. Whenever one of those tools comes along that matches a capability against a need, the tool will find its way into production. In this session we'll discuss content management system migration and the drivers that caused our organization to change from one CMS to another.

.b Refining an Instructional Technology Over-Time: Pursuing an Inclusive Learner-Centered Design

Presented by: Michele Estes, University of GA

An instructional technology was integrated into a large, academic program. Its purpose was to facilitate pedagogical activities grounded in the literature of composition and computing. Anecdotally, learners were experiencing a variety of difficulties but had no means of formally contributing to technology design decisions. To empower students in the design process and to generate a more inclusive design overall, I systematically collected and analyzed student survey and focus group data, while collaborating with development team members to implement changes throughout the year. The purpose of this paper is to explain the framework, methods, analysis, findings, and importance of this study of an applied instructional technology.

<http://www.arches.uga.edu/~mestes/index.htm>

Connecting New Techs & Ed Goals

Time: 2:15 PM - 3:15 PM

Location: Patio Room

Facilitator: Heng-Yu Ku, University of Northern Colorado



International

36-PO

.a The Impact of the Change of the European University System on Curriculum Development in the Field of Educational Science and Technology

Presented by: Pløn W. Verhagen, Faculty of Behavioural Sciences

This paper describes how the Educational Science and Technology program at the University of Twente was adjusted for a major change of the European higher education system: the change from undivided university programs of four or five years to a bachelor-master system. Intentions, chances, and problems will be discussed in the light of the original goals of the project: harmonizing the European higher education system for increased student mobility and Europe-wide employability of graduates.

Connecting New Techs & Ed Goals

Time: 2:15 PM - 3:15 PM

Location: Panorama Room

Facilitator: Andrew Gibbons, Brigham Young University

36-PA

.a Balancing Design and User Considerations When Developing a Shareable Content Object Model

Presented by: LK Curda, Associate Professor, UWF; Melissa Kelly, UWF

This session will discuss guidelines for designing and



.b International Collaboration for Teacher Professional Development in Malawi, Africa

Presented by: Ross A Perkins, Virginia Tech; Barbara Lockee, Virginia Tech; John Burton, Virginia Tech; Simeon Gwayi, Virginia Tech / Mzuzu Univ.; Nertha Nyirongo, Virginia Tech / Mzuzu Univ.

Access to teacher professional development opportunities is rare in developing nations of sub-Saharan Africa. One approach to enhancing teacher quality in such countries is the modification of existing programs first developed in international institutions. This paper is a summary report of a research and development project (2001-2006), funded by the United States Agency for International Development, that focused on re-purposing an instructional technology program at a university in the United States for use in Malawi.

Connecting Research and Theory

Time: 2:15 PM - 3:15 PM
Location: Pavilion Room
Facilitator: Peter Rich, University of Georgia



36-PR

What Counts as Theory in Instructional Technology?

Presented by: Gary J. Anglin, University of Kentucky; James Klein, Arizona State University; Charles M. Reigeluth, Indiana University

In this session, the panel will discuss the question, "What counts as theory in instructional technology?" Issues will include how theory is generated, how it is refined, and how it is validated.

Connecting Professionals

Time: 2:15 PM - 3:15 PM
Location: Terrace Room
Facilitator: Sandra Geisler, UGA



36-TE

Professional Development: Where Do Those Ideas Come From? Developing a Research Agenda in Instructional Technology

Presented by: Brenda Bannan-Ritland, George Mason University; David Wiley, Utah State University

What do you want to research? If this question leaves you feeling shaky, this session is for you! Experience researchers will talk about their research interests and how they have grown into a research agenda. They will discuss what counts as a research agenda and pitfalls to avoid when you talk about your own agenda.

Roundtable Sessions

Time: 2:15 PM - 3:15 PM
Location: Venetian Room

36-VN

.a Theory Into Practice: Cognitive Load Theory & Web Course Communications.

Presented by: Kathryn L. Ley, U Houston Clear Lake

Cognitive load theory can easily explain why web course communications among faculty and students can be a source of extraneous cognitive load and suggests ways to reduce extraneous cognitive load. The presenter will discuss design and field test of web course communications specifications designed to systematically decrease redundancy effects and split attention effects. Web course communications specifications enabled instructor to reduce or eliminate time negotiating course logistics and searching for information.

.b Bridging the Digital Divide: Linking Printed Pages to Digital Content for Distance Learning Applications.

Time: 2:15 PM - 3:15 PM
Location: Venetian Room
Presented by: Jason E. Barkeloo, Somatic Digital, LLC; Jason E. Barkeloo, Somatic Digital; Lisa Neal, PhD, eLearn Magazine

The Touch User Interface (TUI) turns a printed book into an interactive device to access digital content, providing the linkage between and integration of books and technology. With TUI, pressing a picture or word in a book retrieves the associated digital content; pressing a link or email address launches the website or the email client. Interaction is tracked and assessed and reports generated. TUI helps students of all abilities and in any location.

http://www.somaticdigital.com/library/aect2006/AECT_Distance_Learning.pdf

.c Create online Learning Communities in a Cross-cultural learning environment

Time: 2:15 PM - 3:15 PM
Location: Venetian Room
Presented by: Youmei Liu, University of Houston

The learning community is an excellent extension of education. In a cross-cultural learning environment, learning communities can bind students together and reduce students' perceived isolation. It can also promote cross-cultural understanding between students and instructors to improve quality of learning. This presentation will discuss three important factors related to building and sustaining learning communities, 1) understanding cultural diversity and value systems, 2) improving individual quality and skills, and 3) developing social capital to sustain communities.

.d Activity Theory in an International Business Training Environment**Time:** 2:15 PM - 3:15 PM**Location:** Venetian Room**Presented by:** James Marken, Old Dominion University

There are several elements which make Activity Theory a potentially useful tool for examining cross-cultural issues in training and development; however, it has rarely been used for that purpose. This roundtable will introduce a worksheet based on Activity Theory that training developers can use to analyze training initiatives. After a brief introduction to Activity Theory, participants will use the worksheet to jointly analyze an international training initiative, identify potential conflicts, and brainstorm potential solutions.

.e Obtaining a Global View of Instructional Technology for Distance Education**Time:** 2:15 PM - 3:15 PM**Location:** Venetian Room**Presented by:** Nick Eastmond, Utah State University

This session describes insights gained from a one-year, around-the-world sabbatical year, highlighting practices in the Republic of Mauritius, Hawaii, and South Pacific islands. The focus is on the distance education practices and policies evolving in these settings.

.f Connecting New Technologies and Educational Goals: Analyzing Game Engines for “Serious Game” Development**Time:** 2:15 PM - 3:15 PM**Location:** Venetian Room**Presented by:** James Hogg, University of Central Florida; Nan Schultz, University Of Central Florida; Atsusi Hirumi, University Of Central Florida; Huei-Hsuan Yang, University Of Central Florida

Serious games need serious software. A variety of software tools already exist in the world of entertainment and many can be used to create serious games as well. But how do you choose the right one? What differentiates one from another? The presenters have analyzed over 30 commercially available game design engines based on cost, technical requirements, end-user requirements, pre-requisite development skills and product support. Analysis, findings and discussion of further research will be presented.

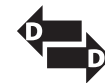
.i Effective Web-based Design for Secondary School Students**Time:** 2:15 PM - 3:15 PM**Location:** Venetian Room**Presented by:** Michael Barbour, University of Georgia

In this session, the author will consider the findings of a study on the perception of course developers, electronic teachers,

and students on the characteristics of effective web-based design for secondary school students. Through interviews and focus groups, the perceptions of the participants on various web-based components, instructional strategies, and the effectiveness of both based upon the experiences of the participants are investigated in a virtual high school context.

.j Using an Electronic Portfolio System for Performance Assessment**Time:** 2:15 PM - 3:15 PM**Location:** Venetian Room**Presented by:** Sarah McPherson, New York Institute of Technology; Shiang-Kwei Wang, New York Institute of Technology; Mike Uttendorfer, New York Institute of Technology

Teacher education programs are adopting electronic portfolio systems for collecting digital artifacts to assess the candidate's knowledge and skills against national, state and program standards sets. In preparation for NCATE review, a School of Education in a college in northeastern United States recently adopted an e-portfolio system for evaluating its teacher education programs. This presentation will discuss the rationale for adopting an e-portfolio system, implementation issues, evaluation results, implementation, and lessons learned.

Connecting New Technologies and Online Collaboration**Time:** 3:30 PM - 4:30 PM**Location:** Continental Room**Facilitator:** Gregory Clinton, University of Georgia**37-CO****.a Exemplary uses of wikis as collaborative teaching and learning tools****Presented by:** Fethi Inan, University of Memphis; Trey Martindale, The University of Memphis

We will describe the findings from our case study of five teachers and trainers, and their experiences using wikis as collaborative tools in various educational settings. We will explain the practical implications of the results of this study, and hopefully provide insight on and guidelines for effective use of wikis as collaborative tools in the teaching and learning process.

.b Promoting Scientific Thinking through Collaborative Online Concept Mapping**Presented by:** Kevin Oliver, North Carolina State University

This presentation introduces a funded study of collaborative online concept mapping with a cohort of middle grades teachers during fall semester 2006. Science teachers apply to

attend a 2-day summer seminar, then work in grade-level pairs to develop concept mapping lessons tied to environmental stewardship, implement lessons with their classes, and co-grade student maps. Research questions focus on how mapping tools support specific student thinking skills: qualifying, classifying, finding relationships, and making decisions.

<http://kevoliver.com/>

37-EX

MultiMedia Production Membership Meeting & Divisional Awards

Time: 3:30 PM - 4:30 PM

Location: Executive Room

Presented by: MultiMedia Production Division

Connecting New Technologies and Innovative Programs

Time: 3:30 PM - 4:30 PM

Location: Far East Room

Facilitator: Anthony Pina, Northeastern Illinois University



37-FA

.a Learning Resources in a Competency-based Distance University

Presented by: Daniel V. Eastmond, Western Governors University

Since diplomas are awarded based on the demonstration of knowledge, skills, and abilities through assessment (not on accumulated credits through time spent) at a competency-based university, how do adult learners become competent? What is the role of distance learning resources (online courses, e-learning, library, and bookstore services) within this model? This session will address distance learning resource philosophy, procedures, and issues that arise when providing instruction at the US's premiere, accredited, competency-based distance university.

.b Preparing and Conducting an Online Professional Development Conference: The First Virtual IAECT Conference

Presented by: Leaunda Hemphill, Western Illinois University; Yanrong Deng, Western Illinois University; Hoyet Hemphill, Western Illinois University

This paper describes how the first Virtual IAECT Conference was developed and conducted in order to increase member

involvement in the statewide organization. The online conference allowed members an additional opportunity to participate in the organization's professional development activities and interact with other professionals in their area. The conference organization, format, and implementation are described. Data on the reactions of the facilitators and the attendees were collected and analyzed to judge the effectiveness of the conference. Guidelines for conducting online conferences for professional development are also discussed, followed by a question-and-answer session.

Connecting Research and Theory

Time: 3:30 PM - 4:30 PM

Location: Fountain Room

Facilitator: Peter Rich, University of Georgia



37-FO

.a The Technology of the Question.

Presented by: Brad Hokanson, University of Minnesota

Questions, and their corollary forms, problems, are the most important component to learning and teaching at higher levels. Beyond language itself, the question may be the most significant technology used in education; technology is an embodiment of knowledge for a purpose, and few things help develop others' knowledge as the well formed question. Questions, how they are used, structured, ordered, and answered can provide a rubric for the development of our educational procedures.

.b Digitized Video Research Tools: Integrated Resources for Data Collection, Content Analyses, and Transcription

Presented by: Ronald D. Zellner, Educational Technology Program; Tufan Adiguzel, Texas A&M University; Serkan Ozel, Educational Technology Program

Digitized video provides properties to enhance data collection and interpretation in a range of research settings. The key to unlocking video's power is the ability to integrate it to easily manage large sets of files, encode the video content and readily access the data for analysis or transfer to analyses software. This presentation will demonstrate video in both web-based and stand-alone applications tapping features that are often unavailable in typical research settings.

Featured Research

Time: 3:30 PM - 4:30 PM

Location: French Room

Facilitator: Robert A. Reiser, Florida State University

37-FR

.a Student Strategies for Succeeding in PBL Environments: Experiences and Perceptions of Low Self-Regulating Students

Presented by: Anne Ottenbreit-Leftwich, Purdue University; Krista Simons, Purdue University; Peggy Ertmer, Purdue University

Problem-based learning (PBL) has shown positive effects on student outcomes in medical school programs and, more recently, at the K-12 level. One potential benefit of using PBL in K-12 education is the improvement in students' self-regulation (SR) skills. Through guided interviews, this study explored experiences of low self-regulated learners in a PBL environment. Results suggest low SR learners perceive benefits to PBL, but experience difficulty managing the process and articulating specific learning outcomes.

.b Assessing Cross-Disciplinary Learning and Problem Solving in Teams

Presented by: Scott Schaffer, Purdue University; Kimfong Lei, Purdue University

This study examined the effect of question prompts and role clarification on cross-disciplinary learning, problem solving, and satisfaction within university engineering teams. Significant effects on team performance were found for teams using both question prompts and role clarification tools. Satisfaction levels with the team experience were significant when teams received role tool. Results from interviews and questionnaires indicated varied use of tools to a great extent, with the question prompts tool being used more consistently.

Presidential Session

Time: 3:30 PM - 4:30 PM

Location: Garden Room

37-GA

Update on the Third Edition of the Handbook of Research on Educational Communications and Technology

Presented by: J. Michael Spector, Florida State University; M. David Merrill, Professor Emeritus, Utah State University; Jeroen van Merriënboer, Professor, Open University of the

Netherlands; Marcy Driscoll, Professor and Dean of Education, Florida State University; Valerie Shute, Educational Testing Service; David Jonassen, University of Missouri-Columbia; Andrew Gibbons, Brigham Young University

The Handbook editors will present an overview of the third edition, including descriptions of the six major parts, chapter topics and authors. Selected authors will present overviews of adaptive technologies, problem-based learning, and design languages. The session will conclude with comments, suggestions and reactions from the audience. Participants will be provided with an update summary of the contents for the third edition of the Handbook and a summary of the AECT survey results.

Connecting Research and Theory



International

Time: 3:30 PM - 4:30 PM

Location: Gold Room

Facilitator: Cheng-Chang Pan, University of Texas at Brownsville

37-GO

.a How Designers Can Connect Different Cultural Expectations of Teacher-Student Relationships in Online Courses

Presented by: Mari Vawn Tinney, Utah State University; Barbara Morgan, Utah State University

American online courses use design models that often do not fit the expectations of non-Western students, and as a result many international students and workers struggle in their online courses. We will share specific student cases from the US (Hawaii), Korea, Japan, and Sri Lanka and how designers dealt with ways to foster effective interactions with the teacher and context of course content. We will discuss recommendations to use for actual courses and global connections.

.b Problem Based Learning for Problem Solving Course

Presented by: Murat Ataizi, Anadolu University

The aim of this study is the investigation of problem based learning (PBL) in a new context. The outcomes of the study will include some design considerations for tools to support the activities as well as insight about how students may work together to solve problems creatively in a collaborative learning environment. Both qualitative and quantitative research methods will be used to collect and analyze data for this study. The study will explore the relation between characteristics of the problem task and interactions among the students.

Connecting New Technologies & Instructional Strategies

Time: 3:30 PM - 4:30 PM

Location: Green Room

Facilitator: Bosede Aworuwa, Texas A&M University-Texarkana



being based on about 217 interviews of eighth-grade students from the mid-western portion of Taiwan. Results indicate that students learning English via the online interactive learning system, combined with traditional teaching methods, outperformed students learning English solely via traditional teaching methods.

37-GR

Instructional Strategies for eLearning: Engaging the Student and Instructor

Presented by: J. Ana Donaldson, University of Northern Iowa; Mary C. Herring, University of Northern Iowa

This presentation will share an innovative instructional design strategy. This collaborative effort in developing an online course in Distance Education was structured around the Phases of Engagement Model (Conrad & Donaldson, 2004). The culminating final project required individual online course modules to be designed using the Herring and Smaldino (2005) guidelines for planning an interactive distance education course. The lessons learned and recommendations for other instructors and designers will be shared.

Presidential Session

Time: 3:30 PM - 4:45 PM

Location: Patio Room

Facilitator: Jenny K. Johnson, U. Maryland U. College



International

37-PO

International and U.S. University Curricula in Educational Communication & Technology

Presented by: Amy Bradshaw, University of Oklahoma; Jungsun Hahn, EWHA Womans U. South Korea; Daniel Scheider, University Geneva, Switzerland; Andrew Smith, Georgia State University;
Discussants: ; Tugba Dulu, Texas A&M University; Susan Draine, Olivet University; Tiffany A. Koszalka, Syracuse University; Cheng-Chang Pan, University of Texas at Brownsville; Robert Branch, The University of Georgia

AECT members, faculty, of departments with masters curricula in Educational Communication and Technology present their current curricula visually. Discussants are members of the AECT Curricula Committee and current U.S. graduate students. Audience is invited to participate.

Multimedia and Distance Learning in K-12 Curriculum

Time: 3:30 PM - 4:30 PM

Location: Oak Room

Facilitator: Bruce Spitzer, Indiana University South Bend



37-OA

.a Rounding up hidden Web information

Presented by: Don E. Descy, Minnesota State University

Search engines and directories may miss 499 out of every 500 Web pages because they are not programmed to do so. This presentation will discuss searching, why some Web sites are invisible and how to find these invisible sites.

descy.net

.b Effectiveness of an Interactive System on the Web in Teaching English to Eighth-graders

Presented by: Chia-Lin Chang, Texas Tech University; Yelin Su, Texas Tech University; Tseng-Chi Chang, National Changhua University; Yuan-Shan Chuang, Kun Shan Technology University; Farn-Shing Chen, National Changhua University

The NEPAW testing center of the Republic of China Multimedia English Language Instruction Association maintains an English interactive learning system. The paper is to evaluate the effectiveness of this system and to discover student learning processes. The research is quasi-experimental,

Connecting New Technologies & Professional Development

Time: 3:30 PM - 4:30 PM

Location: Pavilion Room

Facilitator: Bosede O. Aworuwa, Texas A&M University-Texarkana



37-PR

.a Developing a Framework for Mentoring Graduate Students in Best Pedagogical Practices of Online Learning

Presented by: Jennifer Richardson, Purdue University; Hans Agard, Purdue University

This project seeks to develop a framework or model that will assist faculty and graduate students in a mentoring process that enables graduate students to successfully and confidently deliver online instruction. Specifically, the research questions examine the major processes and pedagogies related to teaching in an online environment that graduate students

need to be mentored on. Participant observation as an action research method was employed, with the researcher co-instructing an online course.

.b Online Teaching: What Help and Advice Do Faculty Seek and How Do They Get It?

Presented by: Thomas Hergert, St. Cloud State University

This presentation describes a faculty work group's support of a new course management system (CMS). The study examines the e-mail record of faculty and support team interaction through the first two years' of the CMS. Quantitative analysis of correspondence, trends in use, and faculty training records will be used with qualitative analysis of correspondence and user surveys to explore faculty's needs and the responsiveness of the support system across all elements of the CMS.

Connecting Professionals

Time: 3:30 PM - 4:30 PM

Location: Terrace Room

Facilitator: Rick West, University of Georgia



37-TE

Professional Development: The Mentor/Student Relationship and Research

Presented by: Howard Sullivan, Arizona State University; Janette Hill, University of Georgia; Vanessa Dennen, Florida State University; Heng-Yu Ku, University of Northern Colorado; Kerry Burner, Florida State University; Sandy Geisler, University of Georgia

Our panel spans the career ladder from graduate student to experienced mentor. They will explore what kinds of support students should look for in their mentors and what mentors should expect from students.

Roundtable Sessions

Time: 3:30 PM - 4:30 PM

Location: Venetian Room

37-VN

.a Effects of an Electronic Performance Support System on Computer-based Software Learning: A mixed-method Study

Presented by: JUI-LONG HUNG, ; Monsicha Kittikunanant, Texas Tech University; Ke Zhang, Texas Tech University

This session reports mixed-method research on the effects of Electronic Performance Support System on software training. A multimedia software training program with embedded EPSS is applied and studied. Pretest-posttest control group

design is applied to study the quantifiable learning effects of the EPSS; and qualitative data are collected through interviews and observations. The results provide theoretical and practical implications, address the needs for effective software training, and identify relative importance of the varied EPSS components.

.b Teaching with Technology: What Are the Concerns of Faculty?

Time: 3:30 PM - 4:30 PM

Location: Venetian Room

Presented by: David Magill, Naval War College

This presentation will discuss the results of a completed Ph.D. dissertation that sought to measure the concerns of the faculties at five Department of Defense Service Colleges that were in the process of adopting online teaching technology. The data collected formed the basis of the answer to the following questions: How does web-enhanced distance learning technology affect the concerns of faculty in Joint Professional Military Education? What are the implications for the future of such programs?

.c Ways to Increase the Efficiency of E-Learning and Distance Education

Time: 3:30 PM - 4:30 PM

Location: Venetian Room

Presented by: Jinnan Chen, Beijing Institute of Technology

E-learning and Distance education Pilot program in Beijing Institute of Technology is introduced in this paper. There are three parts: pay close attention to the learners; develop new methods to control the quality of e-learning and distance education; and provide online courses with learning strategies for the learners. An innovative and modern educational model of e-learning and distance education, operation, and management was formed for the sake of successful management of e-learning and distance education and high efficiency and effectiveness of e-learning and distance education.

.d Implementation: The Forgotten Link on the Intervention Chain

Time: 3:30 PM - 4:30 PM

Location: Venetian Room

Presented by: Nancy B. Hastings, Wayne State University; James L. Moseley, Wayne State University

This presentation will introduce the Implementation Process Model, which addresses intervention implementation, the weakest link in the intervention selection and design chain. The model includes four stages, Plan, Do, Stabilize and Institutionalize. Each stage has four common tasks, communication, action, auditing, and feedback. These tasks serve different purposes at each stage. The model is linear and

easily applicable to short and long-term interventions. The model functions as a roadmap for facilitating change.

.e Comparison of Students' Success in an International Technology Certificate Program for Different Regions of the World: Does Internet Change the World?

Time: 3:30 PM - 4:30 PM

Location: Venetian Room

Presented by: Omer Delialioglu, Middle East Technical University; Semiral Oncu, Indiana University, School of Education; Hasan Cakir, Indiana University, School of Education; Ali Korkmaz, Indiana University, School of Education

In the past ten years there have been a rapid increase in the number of technology certificate programs offered all over the world. While designing, developing and implementing these programs little or no effort is given to the geographical, cultural and developmental differences between different regions of the world where the programs are offered. This study is a comparison of student success in the Cisco Certified Network Associate (CCNA) program. The students success data for 40.000 students in different regions of the world is obtained and compared for differences.

.g A Research Agenda for Developing and Implementing Game-Like Problem-Based Learning Environments

Time: 3:30 PM - 4:30 PM

Location: Venetian Room

Presented by: Yuxin Ma, Univ of Louisiana at Lafayette; Douglas Williams, Univ of Louisiana at Lafayette; Charles Richard, Univ of Louisiana at Lafayette; Guolin Lai, Georgia State University

This presentation will discuss a research agenda that helps researchers systemically address issues related to the development and implementation of game-like problem-based learning (PBL) environments. This agenda focuses on research issues in the following areas: facilitator roles and support, learner differences, problem presentation, scaffolding strategies, formative assessment, learner agency, and implementation issues. These issues will be discussed in light of the related literature. This presentation may benefit researchers and practitioners interested in educational games.

.h Analyzing Students' Metacognitive Strategy in Online Searching and Reading Activities

Time: 3:30 PM - 4:30 PM

Location: Venetian Room

Presented by: Angel Kymes, Oklahoma State University

What is the role of strategy in students' use of the Web? As educators we know that students have amazing abilities to navigate and access materials online, but are those

abilities based on luck and practice or focused strategy and metacognitive skill? Data collected from high school students may shed light on these questions and provide instructional direction for teachers and library media specialists.

.i The Impact of Pedagogical Agents' Properties: A Review of Empirical Research

Time: 3:30 PM - 4:30 PM

Location: Venetian Room

Presented by: Chanhee Son, Florida State University; Amy Baylor, Florida State University

This paper provides a comprehensive and systematic review of the empirical studies that attempted to identify the effects of pedagogical agents on agent persona, learner motivation, and learning in multimedia learning environments, especially focusing on agent properties like appearance, verbal and non-verbal behavior, and functionality. It categorizes agent properties researchers have focused on as influencing factors: physical appearance, verbal behavior, non-verbal behavior, and functionality. Moreover, it suggests design principles for effective animated pedagogical agents.

.j Augmenting the Value of PowerPoint in Classrooms: An Easy Way to Create Interactivity

Time: 3:30 PM - 4:30 PM

Location: Venetian Room

Presented by: Shiang-Kwei Wang, New York Institute of Technology; Chia-Chi Yang, University of Missouri, Columbia

Microsoft PowerPoint has traditionally been utilized as a non-interactive presentation tool by educators and learners. However, with the aid of PowerPoint's built-in action buttons, users can be empowered to create non-linear interactive presentations, as well as to use PowerPoint as a multimedia authoring tool. The presenters will showcase sample interactive projects developed by pre-service teachers, demonstrate the strategies of adding interactivity in PowerPoint, and share the pre-service teachers' perceptions of engaging in this learning activity.

38-IB

General Session: Keynote - Jon Gordon, Future Tense

Time: 4:45 PM - 5:45 PM

Location: International Ballroom

Presented by: Jon Gordon, American Public Media

Jon Gordon brings the perspective of over ten years of award-winning technology journalism to the issues of technology's impact and promise for education. His interviews with designers, entrepreneurs, and the technically astute have generated fascinating radio and given him special insight into the priorities, values, and futur

39-IB

University Receptions

Time: 6:30 PM - 8:30 PM

Location: International Ballroom

Presented by: AECT

Take this opportunity to connect with colleagues, learn about institutional programs, and meet faculty and students at this annual event. Sponsored by Florida State University, Indiana University, Lehigh University, Mississippi State University, Northern Illinois University, Nova Southeastern University, Penn State, Purdue University, University of Georgia, University of Memphis, University of Oklahoma, Utah State University e directions of technology.



The Instructional Use of Learning Objects
By David A. Wiley

Published by the Agency for Instructional Technology, in partnership with AECT.

ISBN 0-7842-0892-1

298 pages, paperback

This book provides a brief overview of current practice and research on designing and assembling instruction with learning objects, from several points of view. It is an essential book for anyone interested in cutting edge instructional technology developments, both in hard technologies and instructional design theory.

This title and more publications are available for ordering online at www.aect.org. Click on 'The Store' and select Books from the product categories. Or call toll free: 877-677-2328.

41-CO

Academic's Intellectual Property Rights

Time: 8:00 AM - 11:00 AM

Location: Continental Room

Presented by: Rosemary S. Talab, Kansas State University; Janice Bruwelheide, Montana State University; Leonard DuBoff, DuBoff Law Group

With the increase in mediated instruction, faculty and institutional website utilization, university and business consortia, and consulting, faculty need to understand and exercise their intellectual property rights. Topics covered will include basic intellectual property concepts (copyright, trademark, and patent law), fair use, contracts (contractual and quasi-contractual), tort liability, policy development and "trade dress" (a concept increasingly applied for "branding" purposes to institutional and commercial ventures). Resources, example contracts, and policies will be provided.

41-EX

Wiki's Wrule: Using, Editing, and Creating a Wiki for Education

Time: 8:00 AM - 11:00 AM

Location: Executive Room

Presented by: Tom Reinartz, University of Minnesota; Brad Hokanson, University of Minnesota

This workshop will investigate Wikis for collaborative, participatory learning activities through the Internet. We will show how a wiki can be used in the classroom with diverse examples, and develop, with attendees, ideas for their own wiki use. Next, participants will build and edit their own. Finally, each participant will receive and install [with assistance] a working copy of a wiki on their own computer. After the workshop, they will be able to publish the wiki on the Internet through their own server.

41-FA

Increase Your Productivity!: Technology Tools for Scholarship and Collaboration

Time: 8:00 AM - 11:00 AM

Location: Far East Room

Presented by: Rebecca Fiedler, University of Central Florida; Penny Beile, University of Central Florida; Andy Tinkham, Florida Institute of Technology

Research and publication are time-intensive. Students, researchers, and professors can take advantage of emerging technologies to enhance scholarly productivity and support working relationships. Participants will be introduced to software tools and Web resources that aid in organizing projects and resources, managing bibliographies, and

facilitating asynchronous collaboration. The session will be structured around tasks associated with the publication of a research project. A laptop (Windows or Macintosh), charged battery, and wireless card are strongly recommended.

<http://becky.editme.com>

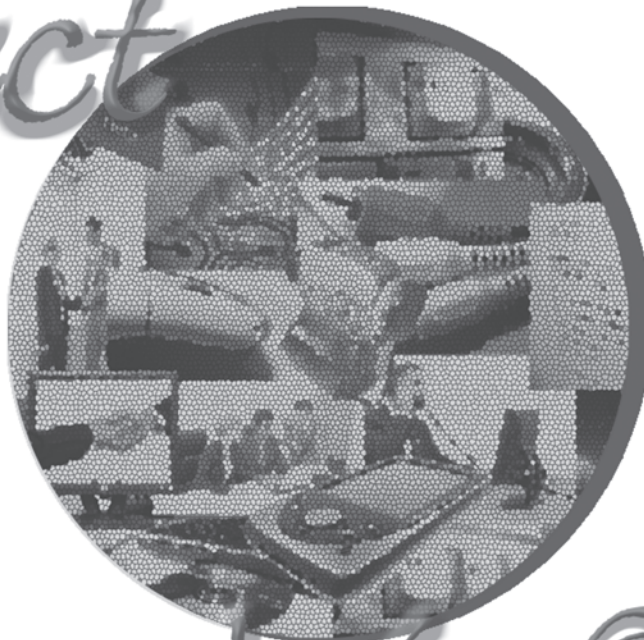
41-FR

AECT Board Meeting

Time: 8:00 AM - 12:00 PM

Location: French Room

aect



Anaheim 07

Learning Within the Kaleidoscope:
A Culture of Technology

Join us in Anaheim, October 23rd - October 27 for:

- Networking opportunities with top professionals
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- Professional development choices in multiple disciplines
- Hands-on training with the latest technology
- Special events...and more!

More information for Anaheim '07 at www.aect.org

**Learning Within the Kaleidoscope:
A Culture of Technology**
Anaheim, California



Concurrent Sessions: Wednesday, Oct.23rd - Saturday, Oct.26th
Workshops: Tuesday, October, 23rd, 2006

Technology has become ubiquitous in the culture of education today. AECT members work and learn within a professional environment saturated with technology resources. The culture of our professional community within this dynamic education setting challenges daily our creative approach to learning. The AECT convention provides members the opportunity both to present formal research and to share common experience in living and learning within this technology kaleidoscope. Please use this opportunity to connect with your peers at the 2007 convention in Anaheim. Your proposal to present at convention should focus on the culture of technology.

AECT is the only international professional organization dedicated to the improvement of learning through the use of a full range of media and instructional technology. Its purpose is to enhance the professional skills of its members and to assist them in dealing effectively with advances in educational technology. The AECT International Convention brings together participants from across the nation and around the world offering practical applications, cutting-edge research, hands-on workshops, and demonstrations of the newest technologies and teaching/learning techniques in the field.

This year's convention theme is *Learning Within the Kaleidoscope: A Culture of Technology*. The kaleidoscope represents well the moving parts, the individual, unique pieces of our profession which, in motion create continuously changing, yet always integrated, patterns of practice. And these patterns surround both teachers and learners with a new culture of learning, a society growing out of the practice of excellence in using technology and a shared commitment to pass this practice from generation to generation.

Within the technology culture of AECT, the pieces of the patterns are represented by the divisions.

Patterns change as the divisions re-invent their place in the big picture. Thus, this year we'll ask the planners to work with their divisions to identify their unique part of the convention program, trusting that the kaleidoscope will perform its magic so that the pattern of the convention will emerge as the planning pieces fall into place. Proposals for the AECT 2007 Anaheim Convention will represent the excellence within the research and practice of the members, that which must be preserved and passed on as we live and work within this culture of technology.

AECT members represent a unique cross-section of professionals, educators and students who work to improve teaching and learning in a variety of contexts through innovations that bring together theory and practice. Proposals for the AECT 2007 Anaheim Convention should exhibit innovation in technology theory, research, and practice across a variety of educational, training and performance settings.

Proposal Deadlines

Proposals will be accepted between December 1, 2006 and February 15, 2007, when the Call for Proposals will be closed. This "open call" format will encourage division and affiliate leaders to begin the review process early, reviewing throughout, and building a program that fits the convention theme as proposals are submitted and evaluated. This process will eliminate the need for separate deadlines for International and other types of proposals. Proposals should be submitted as early in the process as is practical to maximize the attention of the division/affiliate planners.

Proposals must be submitted **electronically** to one primary AECT division or affiliated organization for consideration. Do not submit a proposal to several divisions: decide which division or affiliate your session best addresses and submit only to that group. The division review panel always has the option to refer a proposal to a different group

if it seems to fit better elsewhere. A person may propose **no more than two concurrent** session presentations on which he or she is key presenter, although that individual may be a co-presenter on other proposals and may have roundtables/poster presentations. This guideline is designed to ensure a strong program reflective of the diversity and broad expertise of the AECT membership, with little redundancy in content.

Each division and affiliate chooses a Convention Planner, usually the President-elect of the group. The Convention Planner recruits a review panel from the division or affiliate membership. The review panel evaluates the proposals using a standard rubric, and recommends whether the proposal should be scheduled in the convention program. If you are unsure of the suitability of your proposal to a particular division or affiliated organization, we encourage **you** to contact the Convention Planner for that division or affiliated organization. The list of Convention Planners can be found on the AECT Web site at www.aect.org.

How to Submit a Proposal Electronically

To be considered, a complete proposal must be submitted electronically no earlier than December 1, 2006 and no later than February 15, 2007. A complete online proposal submission consists of:

1. Presentation title
2. A short (fewer than 75 words) description
3. A **750-1000 word** abstract that does not identify the presenter/s by name or content.
4. Equipment request
5. List of presenters

Procedure:

1. Go to www.aect.org for guidelines and the online submission form.
2. Read the guidelines for electronic submissions.
3. Complete the requested information in the online proposal form.
4. Complete the requested information in the online equipment request form (if you are requesting equipment).
5. Upload the 750-1000 word anonymous abstract, following the directions provided. Remember, it's best to write your narrative off-line to facilitate editing and ensure accuracy.

After you submit your proposal, you will receive electronic notification that it has been received. The peer review process begins shortly after the submission deadline. This process is discussed in the next section.

Peer Review Process

Division or affiliate leadership will name a panel of peer reviewers. This panel recommends which proposals are accepted for the convention program. They review proposals using the following criteria:

- The proposal is written clearly and concisely, with attention to correct composition and diction.
- The topic is relevant to today's issues in education technology and communications, reflective of the interest of AECT members.
- The topic is suitable for the division/organization mission and membership
- The proposal demonstrates quality of content, organization and presentation style.
- The proposal indicates the correct session length and type.
- The proposal enhances the overall convention theme and other demands of the program.

To prepare an excellent proposal, be sure to use concise language. Identify your target audience – those attendees who will find your presentation relevant and timely. Pay attention to the way you format your proposal on the electronic page. Use paragraph breaks, capital and lower case letters, standard fonts, and correct punctuation and mechanics. Be accurate. Proofread your narrative for correct spelling and eliminate typographical errors. Poorly presented proposals often do not find their way into the convention program, regardless of the worth of the content.

Notification of Review Outcome

Proposals will be evaluated on a rolling basis beginning as soon after December 1 as reviewers can be established. Program planners will be encouraged to set criteria in advance of December 1 so that proposals falling below a certain cut-off point will be rejected, and those above a certain level accepted as quickly as possible.

If accepted, you will be required to complete an Acceptance/Verification Form acknowledging receipt of acceptance notification, verifying your commitment to make the presentation at AECT 2007 in Anaheim. **All presenters must register for the conference no later than September 1, 2007.** Session scheduling begins in the summer and must be completed well before the convention.

Recognizing that all convention attendees are part of a community of research, practice, and professional growth, accepted proposers who do not register by September 1, 2007, **will not be scheduled** for presentation. Neither their sessions nor their names will appear in any printed program or other document. The key presenter should notify all other presenters of the acceptance status of the proposal. It is also the responsibility of the key presenter to send confirmation and convention information to session participants who are not members of AECT. If selected, the presentation must follow the original proposed topic and content accepted by the National Convention Program Planning Committee.

All presenters must obtain written permission to use copyrighted photos, music, and the like in their sessions. In addition, all presenters are expected to follow the AECT Code of Ethics found on the AECT Web site (<http://www.aect.org/intranet/publications/ethics/index.html>).

Types of Sessions

Concurrent Sessions

These 30- or 60-minute sessions are primarily in presentation format and have comprised the majority of convention sessions in past years. The focus of these sessions is on sharing information, such as best practices and research

results. Proposals for 60-minute sessions may include more than one presentation (as in symposia). In addition, concurrent presentations may be “bundled” with others of related content to form one 60-minute session.

Roundtables

Roundtables are designed for small group discussion of specialized topics, with the presenter leading the discussion. This participatory format allows for a highly interactive presentation lasting 60 minutes. Typically, several roundtable discussions are scheduled simultaneously in one large room. Although no projection equipment will be available for roundtables, presenters may use their own laptop computers for visual enhancement of their topic.

Poster Sessions

Poster Sessions are designed to allow you to showcase a program, process, activity, or the like in an informal setting. We provide a small table to support a display board, laptop, handouts, and the like. Posters may be set up for much of a morning or afternoon, allowing attendees to browse them. The presenter should plan to be stationed at the poster to answer questions.

Workshops

As half- or full-day sessions, workshops are intended to provide intense professional development opportunities that result in participants’ acquiring new skills. Workshops target specific interest groups and are accepted only if there appears to be sufficient interest to attract at least 10 attendees. Workshops will be held in Anaheim on Tuesday and Saturday.

Special Sessions

Discussion: Big Issue Topics

In addition to the regular session proposals, we will begin a long term discussion on Big Issue Topics. You can participate in this activity without prior permission or approval. Go to the 2007 convention website (<http://aect-members.org/2007>) to learn more about how to be part of this year-long discussion on the future of educational communications and technology.

Present@Distance:

For these special sessions, presenters prepare technology-based presentations that address key issues in the field related to the 2007 convention theme: Living Within the Kaleidoscope: A Culture of Change. These will be shown on-site at the convention in Anaheim and archived for later viewing by those who might have missed them live. Although *P@D* presenters will be offsite, they must still register for **offsite registration** at a special rate. As with onsite presenters, *P@D* presenters must be registered in order to be included in the program. AECT will provide a presentation room with a facilitator, a computer connected to a data projector and a large screen. Following the presentation, the onsite facilitator will coordinate live Q & A with the presenter over the Internet. Depending on bandwidth availability at the convention site and at the presenter's site, the Q & A may use two-way video, two-way audio, email, or chat.

AECT Divisions

- Design & Development
- Distance Learning
- Information & Technology Management
- International
- Media & Technology (K-12)
- Multimedia Production
- Research & Theory
- Systemic Change
- Teacher Education
- Training & Performance

AECT Affiliates

- Association for Media and Technology in Education in Canada (AMTEC)
- International Visual Literacy Association (IVLA)
- Korean Society for Educational Technology (KSET)
- Minorities in Media (MIM)
- New England Educational Media Association (NEEMA)

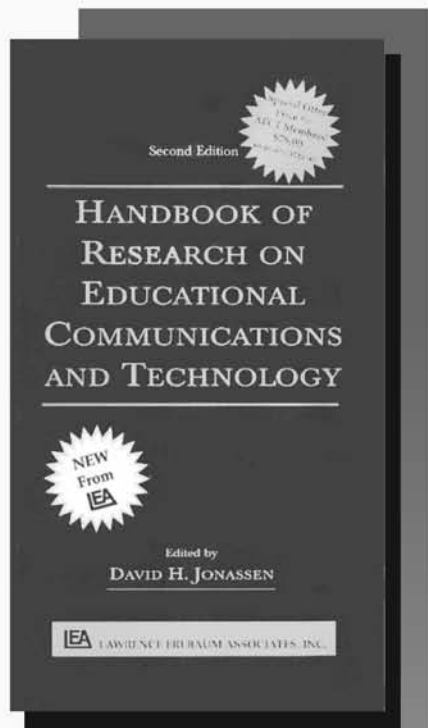
Descriptions of AECT Divisions and Affiliates can be found on the AECT Web site at: www.aect.org

Presenter Funding

Presenters are required to assume responsibility for all costs associated with the presentation, including handout materials, convention registration, travel, lodging, meals, and related expenses.



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Handbook of Research on Educational Communications and Technology Second Edition

Edited by

David H. Jonassen

University of Missouri-Columbia

Sponsored by the Association of Educational Communication and Technology (AECT), the second edition of this ground-breaking handbook updates and expands its review of the research, theory, issues, and methodology that constitute the field of educational communications and technology. Organized into seven sections, it profiles and integrates the following elements of this rapidly changing field: theoretical foundations, hard technologies, soft technologies, instructional design, instructional strategies, instructional message design, and research methodologies. All chapters have been updated, some extensively. New chapters include those on programmed instruction, everyday cognition and situated learning, ecological psychology, internet-based learning, library media centers, foreign language labs, microworlds, automated instructional design, cognitive apprenticeship, case-based learning aids, and conversational analysis. All articles are organized around a numerical cross-referencing system that permits the construction of front-end databases, hypertexts, and summaries.

This handbook is intended for graduate students, professors, instructional designers and researchers in educational communication and technology.

ABOUT THE EDITOR

David Jonassen is Distinguished Professor of Education at the University of Missouri where he teaches in the areas of Learning Technologies and Educational Psychology. He has published 23 books and numerous articles, papers, and reports on text design, task analysis, instructional design, computer-based learning, hypermedia, constructivist learning, cognitive tools, and technology in learning.

To order: You can order online at the AECT store at www.aect.org, or by calling toll-free 877-677-AECT. Book price: \$75; CD price: \$50 (phone orders only).

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