

aect



Anaheim07

Learning Within the Kaleidoscope:
A Culture of Technology

Contents

Welcome From AECT	2
Convention-at-a-Glance	4
Hotel Map	6
General Information	8
Planning Committee, Volunteers, Interns	12
Board of Directors	14
AECT Divisions	16
Participating Organizations	17
SICET at a Glance	19
International Student Media Festival	20
AECT Convention Workshops	24
Governance and Committee Meetings	26
Programs of Special Interest	28
Session Numbers & Icons	33
Schedule by Day: Tuesday, October 23rd	35
Schedule by Day: Wednesday, October 24th	36
Schedule by Day: Thursday, October 25th	42
Schedule by Day: Friday, October 26th	74
Schedule by Day: Saturday, October 27th	104
2007 Anaheim Call for Proposals	118
Division and Affiliate Index	120
Presenter Index	124

The Association for Educational Communications and Technology

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Welcome to the 2007 AECT International Convention

Learning Within the Kaleidoscope: A Culture of Technology

The AECT kaleidoscope has been in motion for nearly a year, ever turning, ever creating new patterns of research, practice, and content for learning. The result is this convention program, a wonderful collection of your work, together creating a pattern for learning from each other. What better professional community is there?

Our theme is the kaleidoscope, representing 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 one professional generation to another. As you build your personal convention agenda, we trust you will experience every aspect of this AECT kaleidoscopic organization.

A global community, AECT is dedicated to the improvement of learning through the use of media and instructional technology, with the understanding that technology is a dynamic tool, changing with amazing speed. The purpose of AECT is to help its members deal with this change, to enhance professional skills and understand the theory and practice of this field.

Our convention brings together educational technology professionals from across the nation and around the world. Keynote speakers represent the visionaries who lead us. Nearly 400 presenters use concurrent sessions to focus attention on the current research and best practices in our field. Governance sessions encourage participation in activities from advocacy to publishing. And most of all, this event convenes an international professional network that includes every AECT member, regardless of position or geography.

This Program Book will guide you through your choices of sessions and meetings to attend. The convention website, updated daily, continues this year at www.aect-members.org. You should also watch for new interactive member opportunities currently being designed by our Electronic Services Committee and for a new online post-convention evaluation.

Planning this convention required hundreds of volunteers, recruited by our 17 division and affiliate planners, the new leaders of the organization. Nate and I are ever grateful for their work. The rest is up to you – have a wonderful convention!

Patricia Miller, AECT President, KNPB Public Television, Reno, Nevada

Nathan Lowell, Convention Chair, University of Northern Colorado, Greeley

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

1800 N. Stonelake Drive • Bloomington, IN 47404

Toll free 877-677-2328 • Fax 812-335-7678 • www.aect.org

Convention At-A-Glance

Tuesday, October 23

- 7:00am - 5:00pm • AECT/ISMF Registration Open
- 8:00am - 5:00pm • AECT Technology Center Open
- 8:00am - 4:30pm • Professional Development Workshops
- 2:00pm - 5:00pm • ECT Foundation Board
- 1:00pm - 5:00pm • AECT Board of Directors
- 5:00pm - 9:00pm • AECT and ect Foundation Joint Board Dinner and Leadership Session
- 7:00pm - 9:00pm • AECT Leadership Session

Wednesday, October 24

- 7:00am - 5:00pm • AECT/ISMF Registration Open
- 7:00am - 5:00pm • AECT Technology Center Open
- 8:00am - 12:00pm • Professional Development Workshops
- 8:00am - 5:00pm • International Hospitality Center Open
- 1:00pm - 5:00pm • Division Board Meetings, AECT Committee Meetings
- 1:00pm - 5:00pm • SICET Conference
- 3:30pm - 4:45pm • First Timer's Orientation Session
- 1:00pm - 4:00pm • Job Placement Center Open for Accepting Applications and Job Resumes
- 5:00pm - 6:15pm: • First General Session
Keynote Speaker: Stephen Downes, Institute for Information Technology's Internet Logic Research Group, Moncton, New Brunswick, Canada
- 6:30pm - 8:30pm • AECT Welcome Reception

Thursday, October 25

- 7:00am - 5:00pm • AECT/ISMF Registration Open
- 8:00am - 5:00pm • AECT Technology Center Open
- 8:00am - 5:00pm • International Hospitality Center Open
- 8:00am - 4:45pm • Roundtable/Poster Sessions
- 8:00am - 5:00pm • SICET Conference
- 8:00am - 9:15am • AECT Second General Session: Marc Prensky, Author, Writer, Consultant and "Author of Digital Game-Based Learning" (2007). Session sponsored by the ect Foundation.
- 9:00am - 4:00pm • Job Placement Center Open
- 9:00am - 4:00pm • Graduate Student Center Open
- 9:30am - 4:45pm • Concurrent Sessions
- 9:30am - 11:30am • PacifiCorp Design Competition
- 11:30am - 12:30am • ISMF Luncheon
- 11:45am - 1:00pm • Design & Development/Research & Technology Division Luncheon

(Thursday October 25 continued)

- | | |
|-----------------|---|
| 6:00pm - 7:00pm | • ISMF/AECT Joint General Session with Marco Torres, Apple Distinguished Educator |
| 6:30pm - 9:30pm | • NSF Institute |
| 6:30pm - 8:00pm | • International Division Dinner |
| 8:00pm - 9:30pm | • International Division Annual Auction |
| 7:00pm - 8:00pm | • ISMF Social |
| 7:00pm - 9:00pm | • KSET Night |

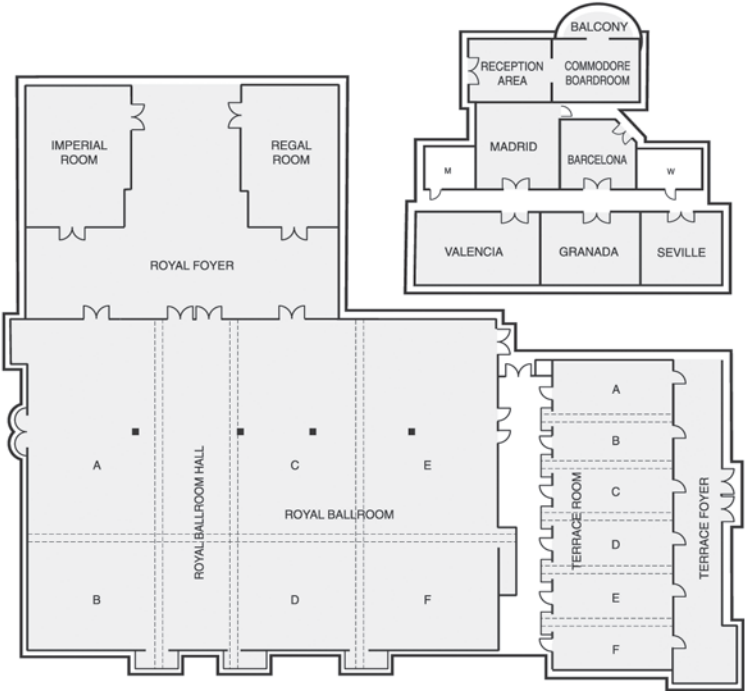
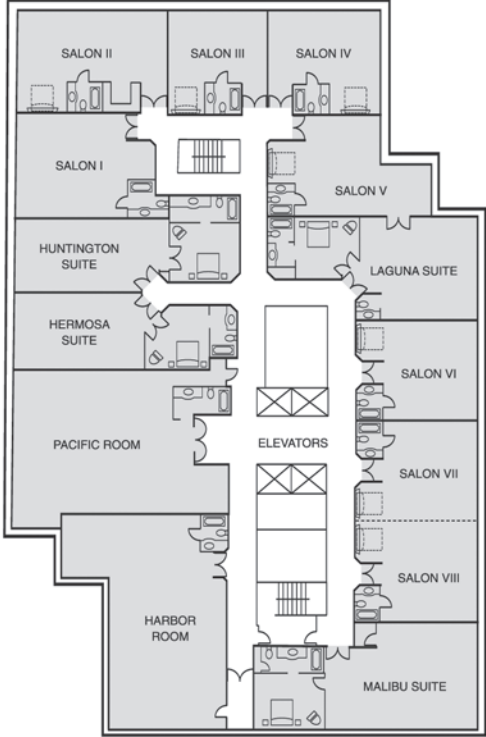
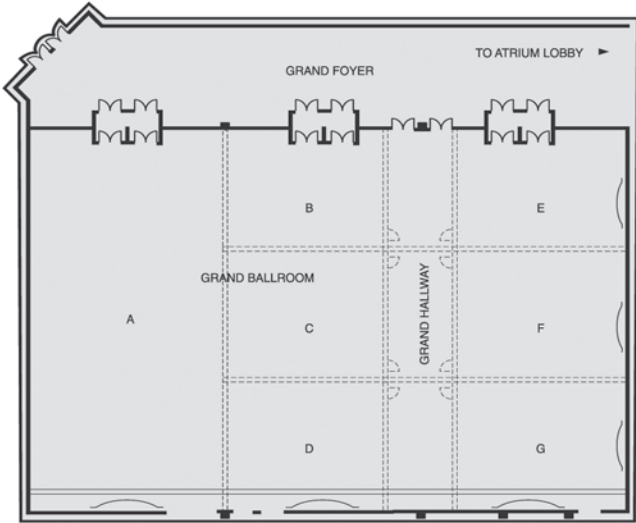
Friday, October 26

- | | |
|------------------|---|
| 7:00am - 5:00pm | • AECT/ISMF Registration Open |
| 8:00am - 5:00pm | • AECT Technology Center Open |
| 8:00am - 9:15am | • School Media in Technology/Teacher Education Breakfast |
| 8:00am - 5:00pm | • International Hospitality Center Open |
| 8:00am - 5:00pm | • Concurrent Sessions |
| 8:00am - 4:30pm | • International Student Media Workshops |
| 9:00am - 4:00pm | • Graduate Student Center Open |
| 9:00am - 4:00pm | • Job Placement Center Open |
| 11:45am - 1:00pm | • Distance Learning Luncheon |
| 11:45am - 1:00pm | • Minorities in Media Luncheon |
| 11:45am - 1:00pm | • Past President's Council Luncheon |
| 4:00pm - 9:30pm | • ISMF Screenings of Winning Entries in the Afternoon and Evening |
| 5:00pm - 6:15pm | • AECT Annual Association Meeting, Meet the Candidates |
| 6:30pm - 8:30pm | • Joint University Reception |

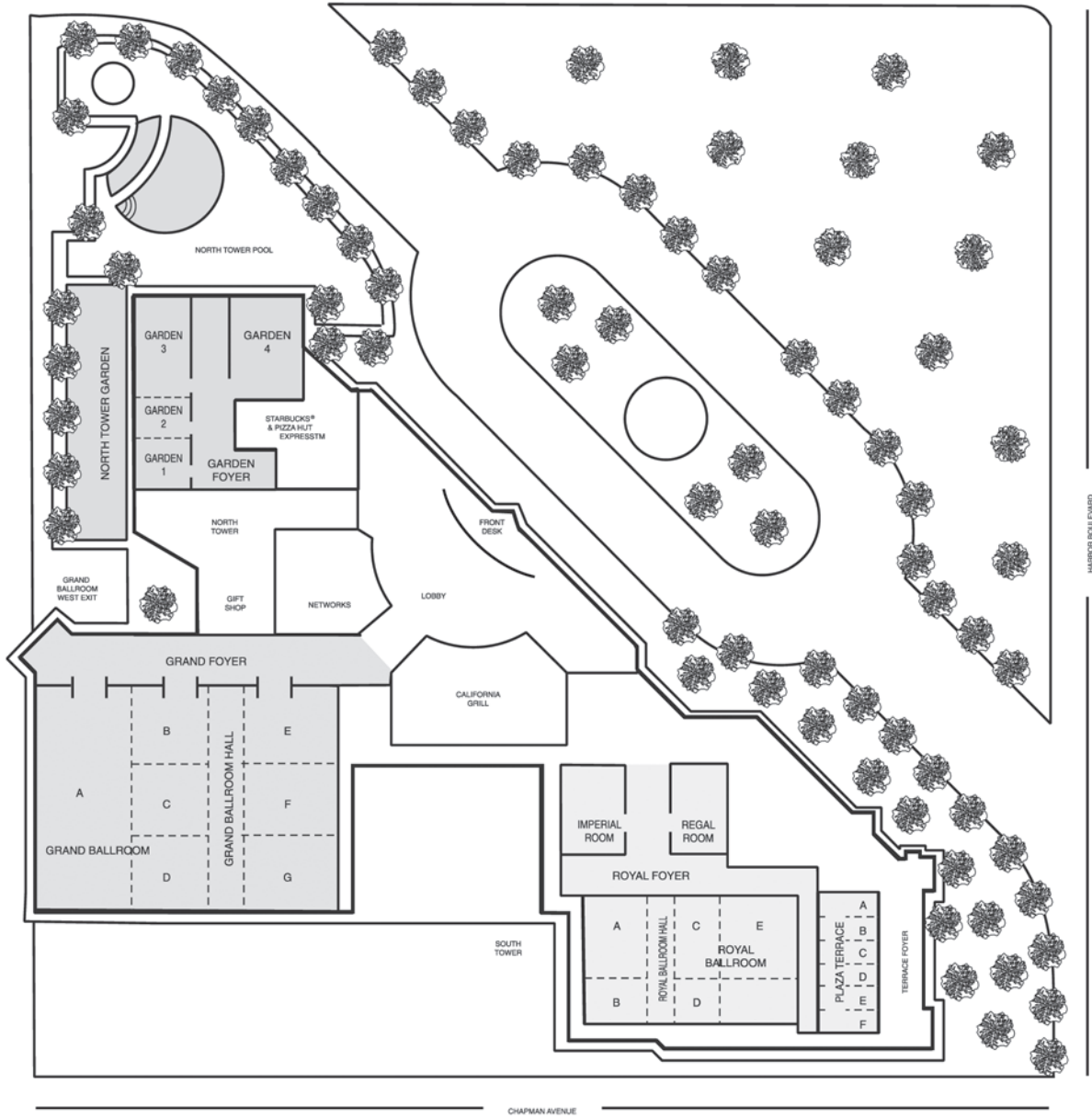
Saturday, October 27

- | | |
|------------------|--|
| 7:00am - 12:00pm | • AECT/ISMF Registration Open |
| 7:00am - 12:00pm | • AECT Technology Center Open |
| 7:30am - 11:30am | • AECT Board meeting |
| 8:00am - 12:00pm | • International Hospitality Center Open |
| 8:00am - 11:45am | • Professional Development Workshops |
| 8:00am - 1:00pm | • International Student Media Festival Awards Presentation |
| 11:45am - 1:00pm | • AECT General Session, Stephen Downes, Institute for Information Technology's Internet Logic Research Group, Moncton, New Brunswick, Canada |

Hotel Map



Hotel Map



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, located in the South Tower Registration Desk

Monday October 22	12:00 pm – 7:00 pm
Tuesday October 23	7:00 am – 5:00 pm
Wednesday October 24	7:00 am – 6:00 pm
Thursday October 25	7:00 am – 6:00 pm
Friday October 26	7:00 am – 4:00 pm
Saturday October 27	7:00 am – 12:00 pm

Program Updates

All events, presentations, workshops, meetings are subject to change. The daily addendum, First Edition, 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 – Regal 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 during the convention itself. 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 South Tower Registration Desk. This year we will also invite you to complete an online evaluation a week or two after the convention, after you’ve had time to reflect on your full convention experience. You’ll receive an email message containing a link to the evaluation form. 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 – Regal Room

Please check in at the Convention Evaluation Desk in the Regal Room, located near the registration desk and pick up your convention facilitator’s packet Wednesday or 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 – Regal 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 – Royal Foyer

The AECT International Hospitality Center is a welcome center open to all international convention attendees. The hospitality center is located in Royal Lobby, near the Registration Desk. 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, and Saturday 8:00am-12:00pm.

Graduate Student Center – Imperial 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 9am-4pm Thursday and Friday.

AECT Educational Partners Tabletop Exhibits - Royal Ballroom Foyer

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. Participating publishers are Allen/Bacon and Prentice Hall, operating from the AECT Book Store, Taylor and Francis and Springer Publications located in the Regal Ballroom foyer.

Job Placement Center – Imperial 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. An online job service is also available year-round for both employers and job candidates. In partnership with Job Target, AECT offers this online service to provide the necessary tools for an effective candidate search or a successful job search.

Lost and Found –The AECT/ISMF Registration Desk

Lost and found items may be turned in to the AECT Registration Desk located in the hotel south tower registration desk. Every effort will be made to return a lost item to its rightful owner.

Award Presentations

AECT, ECT, and Divisional Awards will be presented at various appropriate sessions throughout the convention. Awards and the schedule of presentations are listed in an "Extra Edition" of the program book available at registration.

AECT Book Store – Royal Ballroom Foyer

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 Royal Ballroom Foyer

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 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 Anaheim.

The cost is as follows:

Proceedings Volume 1:

Research and Development: **\$80 Print**

Proceedings Volume 2:

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 pre-registration.

Business Service Center

The Hyatt Business Services Center, located adjacent to the lobby level, is staffed Monday through Friday, 7am-5pm. The center is accessible 24 hours with automation. Guests can use their room key to access the business center and a credit card to activate the automated services. The business center is operated by Swank Audio Visual.

Transportation

Disneyland Complimentary shuttle*.

- Departure from hotel on top of & 30 minutes after each hour.
- Pick-Up from Disneyland 20 and 50 minutes after each hour.
- * Car seats NOT required or provided on shuttle

John Wayne Orange County Airport (SNA)

Drive time: 20 minutes, Distance: 13 miles

- Super Shuttle: \$10 per person/one way
- Disneyland Express Bus: \$14 per person/one way
- Taxi or Van: \$35 per car or van load/one way, rates are metered
- Town car or SUV: approx. \$40 pre-arranged through concierge
- Rental car or Van: \$45-\$95 per car/daily
- Limo: approx. \$95.00, pre-arranged through concierge

Los Angeles International Airport (LAX)

Drive time: 50 minutes, Distance: 35 miles

- Super Shuttle: \$15 per person/one way
- Disneyland Express Bus: \$19 per person/one way
- Taxi or Van: \$90 per car or van load/one way
- Town car or SUV: approx. \$95, pre-arranged through concierge
- Rental car or Van: \$45-\$95 per car or van/daily
- Limo: approx. \$169, pre-arranged through concierge

Parking

Valet Parking is available at \$17 per day. Self parking available at \$15 per day (includes in/out privileges). All parking is located outdoors.

Accessibility

The staff at Hyatt Regency Orange County is committed to ensuring that we meet and exceed all of the requirements for the Americans with Disabilities Act. Our staff is trained to accommodate guests with special needs, so that all of our guests, including those with disabilities, are able to have an enjoyable and safe stay. At Hyatt Regency Orange County, we want to make sure all our guests are able to take advantage of every activity the hotel has to offer.

- ADA Devices
- Facilities for disabled persons include:
 - Audio/visual smoke detectors
 - Braille symbols in the elevators
 - Restaurant/room service menus available in Braille
 - Roll-in showers
 - Wheelchair accessible sinks/vanity and towel racks
- Available upon request: spa & pool lift, doors, peepholes, bathtub benches, grab rails, closet poles

Internet Services

Stay connected at Hyatt Hotels and Resorts with fast and reliable Internet service. See below for type of access and availability. Charges apply.

Guest Rooms:

High-Speed Internet - Wired Fee \$9.95 for a 24-hour period
T-Mobile Hotspot Wireless Broadband

Public Areas:

High-Speed Internet - Wired @ \$9.95 for a 24 hour period
T-Mobile Hotspot Wireless Broadband

General Information

LOCAL RESTAURANTS WITHIN WALKING DISTANCE FROM HYATT HOTEL:

Cuisine	Telephone	Price Scale	
California Grill American	At Hotel	\$\$	
Networks Lounge American	At Hotel	\$\$	
Starbucks Café'	At Hotel	\$	Price Scale:
Pizza Hut Italian	At Hotel	\$	\$\$ \$5-\$10
Belluno's Italian	Adjacent to Hotel Rear Ent.	\$\$\$	\$\$\$ \$10-\$18
Bakers Square American	714.750.2661	\$\$	\$\$\$\$ Over \$18
Buca di Beppo Italian	714.740.1087	\$\$	
Carolina's Italian	714.971.5551	\$\$	
Coco's Bakery American	714.772.0414	\$\$	
La Casa Garcia Mexican	714.740.1108	\$\$	
Outback Steakhouse Steakhouse	714.663.1107	\$\$\$	
Red Robin American	714.971.4775	\$\$	
Joe's Crab Shack Seafood	714.703.0505	\$\$\$	
Grand China Chinese	714.740.1888	\$\$	

WITHIN 15 MINUTES FROM HOTEL:

Cuisine	Telephone	Price Scale
Alcatraz Brewing Co American	714.939.8686	\$\$
Café Tu Tu Tango Appetizers	714.769.2222	\$\$
Dave & Busters American	714.769.1515	\$\$
Benihana Japanese	714.774.4940	\$\$\$
The Cellar French	714.525.5682	\$\$\$\$
Mr. Stox Continental	714.634.2994	\$\$\$\$
El Torito Mexican	714.939.6711	\$\$
Furiwa Chinese	714.534.3996	\$\$\$
Koisan Japanese	714.639.2330	\$\$
Orange Hill American	714.997.2910	\$\$\$
Red Lobster Seafood	714.638.9500	\$\$
Thai Chili Thai	714.750.7799	\$\$
Black Angus Steakhouse	714.638.9981	\$\$
The White House Italian	714.772.1382	\$\$\$\$
Wok Inn Chinese	714.750.3511	\$\$
Spaghetti Station Italian	714.956.3250	\$\$
Koji Sushi & Shabu Japanese	714.769.0200	\$\$\$
Morton's Steakhouse Steakhouse	714.621.0101	\$\$\$\$
Market Broiler Seafood	714.769.FISH	\$\$\$
Ruth's Chris Steakhouse	714.750.5466	\$\$\$\$
Los Sanchez Mexican	714.590.9300	\$\$
Downtown Disney Restaurants	714-781-DINE	

2007 National Convention Planning Committee

- **Design and Development Division**
Tiffany A. Koszalka, Syracuse University
- **Distance Learning Division**
Gary Morrison, Old Dominion University
- **Division on Systemic Change**
Jennifer Brill, Virginia Tech University
- **International Division**
Lauren Cifuentes, Texas A&M University
- **School Media in Technology**
Heidi Blair, East Carolina University
- **Multimedia Production Division**
Abbie Brown, East Carolina University
- **Teacher Education Division**
Laurie Brantley-Dias, Georgia State University
- **Training and Performance Division**
Nancy Hastings, University of West Florida
- **International Visual Literacy Association**
Tom Hergert, St. Cloud State University
- **Korean Society for Educational Technology**
Heek Heo Sunchon National University
- **Minorities in Media**
Deepak Subramony, Utah State University
- **New England Educational Media Association**
Charlie White, Past Executive Director
- **Society of International Chinese in Educational Technology (SICET)**
Shuyan Wang, Univ. of Southern Mississippi

- Patricia Miller, KNPB Public Broadcasting,
Reno, NV
- Nathan Lowell, University of Northern Colorado
- Larry Vernon, AECT Electronic Services
- Lois Freeland, AECT Convention Services
- Leslie Sexton, ISMF Program Planner
- Phillip Harris, AECT Executive Director

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
- **Graduate Student Lounge**
Preston Parker, Utah State University
- **AECT Job Placement Center.**
Sherry Paul, Friend of AECT

2006 AECT Interns

Cochran Interns:

Matt Barclay, Utah State University
Brian Beabout, Pennsylvania State University
Craig Shepherd, University of Georgia – Athens
Brian Belland, Purdue University

Strohbehn Intern:

ChanMin Kim, Florida State University

AECT Intern Program Coordinators:

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

Every picture tells a story. Some just tell it with more detail than others.



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AECT 2007-2008 Board of Directors



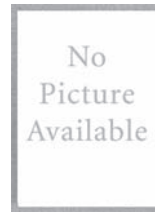
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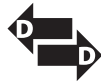
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Participating Divisions

Design & Development Division



Promotes the quality and effectiveness of teaching and learning through the acquisition and application of knowledge, skills, and dispositions to design conditions for learning, develop instructional materials and experiences and evaluate the adequacy of instruction and learning.

Distance Learning Division



Represents members with interests in the full range of distance learning technologies as a means of addressing the educational needs of students, the educational community, and the general public.

Division of Systemic Change



Advocates fundamental changes in educational settings to dramatically improve the quality of education and to enable technology to achieve its potential.

International Division



International

The International Division of the Association for Educational Communication and Technology (AECT) facilitates communication among educational technology professionals and students worldwide. The International Division promotes interactions that transcend international boundaries and cultural lines by mentoring and fostering educational endeavors, and coordinating communication with sister associations around the world. The International Division offers members opportunities for presentations and provides a hospitality area for all AECT conference attendees. The International Division administers several awards, including the Robert deKieffer International Fellowship award from the AECT Foundation.

Management Division



Shares information and provides leadership in the management of resources, people, facilities, processes, and services in the educational media, technology, and information.

Multimedia Production Division

Division of Multimedia Production provides a way to network individuals engaged in multimedia production in both national and international settings. At annual meetings, the division would develop a program that shares the latest tools in multimedia production, increase awareness of developmental tools for multimedia production and provide a collaborative environment for multimedia producers to establish a connection with technology and communication specialists that are not currently served. Through our collaborative effort it is our ultimate purpose to participate in the international dialogue that defines standardization and acceptable best practices of multimedia in the educational and communication process.

Research & Theory Division



Promotes the development and advancement of theory; promotes, presents, and disseminates research and scholarship that encompasses multiple perspectives; advocates the study of social and cultural issues in the field; supports, fosters, and mentors emerging scholars.

School Media & Technology



Provides leadership in educational communications and technology by linking professionals holding a common interest in the use of educational technology and its application to the learning process in the K-12 school environment.

Teacher Education Division



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.

Training & Performance Division



Supports human and organizational performance through the development and implementation of learning environments that utilize integrated technology.

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 general public. 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.

The Society of International Chinese in Education Technology

SICET

SICET is a non-political, 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.

Lawrence Erlbaum Associates has joined the Taylor & Francis Group!

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3RD EDITION



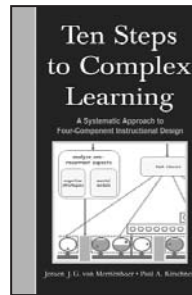
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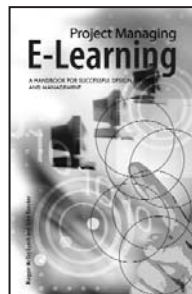
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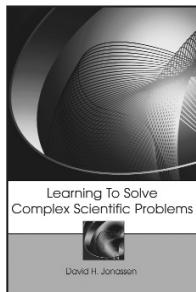
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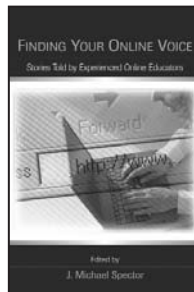


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Educational Technology

A Definition with Commentary

AL JANUSZEWSKI, MICHAEL MOLEND
SPONSORED BY AECT

This book presents a definition of the field of study and practice known as educational technology or instructional technology. It reflects the collaborative efforts of all members of the AECT Definition and Terminology Committee.

~~\$34.95~~/\$27.96

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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 third SICET International Convention. You are invited to attend our concurrent, roundtable, poster sessions to share your experiences, expertise and knowledge with international scholars in the field of educational technology.

We will have ten concurrent sessions featuring five themes: 1) Cultural Diversity, 2) Online Interaction, 3) Online Teaching, 4) Research and Publication, and 5) Gaming and Multimedia All of our sessions signify the innovative integration of instructional technologies in education.

Thursday 10/25/07

SICET Roundtables:

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

- The Learner's Role in Creating Electronic Portfolios
- Features of Online Publishing and a Model of Dynamic Research in Information Technology in Education
- Supporting A Knowledge Building Community, The Technological Dynamics in An Online Course
- Scaffolding Instruction for Chinese Heritage Language Learners

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

- Blogs in Chinese Higher Education
- Never Too Late: Teachers' First-Hand Project-Based Learning Experience in Learning Technology
- The Promise of Utilizing Mobile Phones in Chinese Higher Education
- Involve Students In The Performance Assessment Using E-portfolios: A Undergraduate Level Empirical Study

SICET General Session

3:30 pm - 5:45 pm (Madrid)

Friday 10/26/07

Cultural Diversity:

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

- Cultural Perspectives on Instructional Technology Consulting
- A Survey Study about Online Learning Experience in the United States: The Perspectives from Taiwanese International Students

Online Interaction:

9:15 am -10:15 am (Madrid)

- Online Group Projects to Enhance Peer Interaction
- Essay Writing in Chinese WebCT Discussion Board

Online Teaching:

10:30 am - 11:30 am (Madrid)

- Impact of Online Instruction on Students' Learning Styles and Motivational Beliefs
- Does Online Teaching Presence Really Help - an Inverstigation Of Relationships Of Online Teaching Presence And Learning

Research and Publication:

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

- Modeling in Information Technology Research: A Model of Models
- Publish or Perish: Publishing Scholarly Articles in Educational Technology

Gaming and Multimedia:

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

- Bridging Theory with Design: An ID Model Approach to Design Educational Games
- Expanding Classroom Boundaries with Podcasting

SICET Poster Sessions:

4:45 pm - 5:45 pm (Madrid)

- Bridging Theory with Design: An ID Model Approach to Design Educational Games
- Five Tens and Eighteen Circles: A Chinese Professor's Perspective on Educational Technology
- Study of Sharing Technology of Ontology-Based Web Course Resources
- The development of the method of collecting digital portfolios for Chinese learners of Japanese



ISMF Opening Festival Event

Thursday, October 25

Time: 6:00 PM - 8:00PM

Opening Festival Event - Keynote Speaker

Presented by: Marco Torres, Apple Distinguished Educator;
Rob Zdrojewski, Adobe Education Leader

Location: Royal A

The program at the festival will begin on Thursday night with an inspiring keynote from Marco Torres, an Apple Distinguished Educator, who is well-known for his work at San Fernando High School and for the creation of his free educational website, "Flickschool." Stay around for some play with some green-screen magic (Chromakey Broadcasting) with Adobe Education Leader, Rob Zdrojewski. (CAUTION! -- some dancing could be involved!)

ISMF Media Training Workshops

Friday, October 26

31-G2

How to Make an Interactive Report with PowerPoint (4-5)

ISMF Workshop

Presented by: Maggie Gonzalez, Clovis Unified School District

Time: 8 AM - 9 AM

Location: Garden Room 1

Learn to make an interactive report by learning how to add action buttons, sequencing, and much more....make your report ALIVE!!!!

31-G2

Moviemaking with Adobe® Premiere® Elements 3.0

ISMF Workshop

Presented by: Sara Martin, Adobe Education Leader

Time: 8 AM - 9 AM, 9:15 AM - 11:30 AM, 4:15PM-6:30PM

Location: Garden Room 2

Shooting and editing video like a professional is now possible for anyone with an up-to-date computer, an inexpensive digital video camera, and editing software like Adobe® Premiere® Elements. With today's digital video tools, you too can say, "Standby camera, standby talent, roll tape, ACTION!" Students in this class will learn the reproduction,

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, discussion and using the latest tools for media production.

production, postproduction, and distribution steps involved in turning your ideas into reality. Take only the best clips and leave out the rest. Add music, voice-overs, special effects, titles, and credits to make your production something everyone will enjoy.

http://www.adobe.com/education/digkids/bios/s_martin/martin_bio.html

31-G3

Make Your Own Sounds with Apple GarageBand (K-3)

ISMF Workshop

Presented by: Gerarado Martinez, Marco Torres; Apple Distinguished Educators

Time: 8 AM - 9 AM, 12:30 PM-2:45PM, 4:15PM-6:30 PM

Location: Garden Room 3

31-G4

Filmmaking with Apple iMovie (6-8)

ISMF Workshop

Presented by: John Gulick, Apple Distinguished Educator; Matt Needleman, California State University

Time: 8 AM - 10:15 AM, 12:30 PM - 1:30PM

Location: Garden Room 4

The YouTube Craze has changed filmmaking on a global scale. Come learn how, and join us as we make a live action iMovie during this session. We will cover everything from the tools you need, to the inspiration that starts it all. This session will teach you how to use Apple's iMovie program while learning the basics of filmmaking.

31-S2

Liven Up School News Broadcasts with Adobe® Visual Communicator® 3 (6-8)

ISMF Workshop

Presented by: Rob Zdrojewski, Adobe Education Leader

Time: 8 AM - 10:15 AM, 10:30AM-11:30AM, 3PM-5:15PM

Location: Salon 2

Bring the excitement of an action-packed TV newsroom to your class — or even your entire school! Adobe Visual Communicator 3 provides K-12 educators and students with a comprehensive, easy-to-use toolset for producing TV-quality broadcasts. Using advanced green/blue screen technology used in Hollywood movies and weather newscasts, students can appear to be recording from any location. Students will add special effects, video clips, music, and more to create professional quality video projects. Visual Communicator provides the ideal means of producing and delivering morning news shows that really wake up your audience.

<http://www.amherstschools.org/webpages/ATechTV/>

31-S3

American Film Institute – Demystifying the Video Production Process (9th-College & Teachers)

ISMF Workshop

Presented by: Frank Guttler, American Film Institute

Time: 8 AM - 5:15 PM Location: Salon 3

Demystifying the video production process for teachers and students. Attendees will focus on the five (5) classic steps to create thoughtful looking video productions, filmmaking and storytelling. This class will help classroom teachers enhance visual literacy learning through introduction of digital filmmaking into the K-12 classroom -- and capitalize on the appeal and excitement of collaborative storytelling using moving images. "Hands On" experiential lessons, will teach the class to shoot, plan and critique production and make connection to their own curricula.

Participants will learn: (1) the difference between a shots and scenes (2) to organize and improve production with storyboards (3) shooting techniques using a video camera (4) constructive critique (5) review strategies for student films
Required for Workshop: Please bring a Digital Video Camcorder of ANY quality. You will need this to create and critique practice scenes.

<http://www.AFI.com/>

31-S4

.a Photo Safari (part 1) - Photo Shoot (K-5)

ISMF Workshop

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

Time: 8 AM - 10:15 AM, 1230 PM- 1:30 PM

Location: Salon 4

Grab an Olympus digital still camera and go on a Photo Safari. Learn digital camera operation and essential photography shooting techniques. We will photograph the Hyatt hotel and surrounding grounds. Minimal gear required – comfortable walking shoes and adventurous spirit. A chaperone must accompany every three children. We don't want to lose anyone! Students will use Adobe Photoshop Elements digital imaging software to transfer photos, apply special effects filters and lots more as time permits. Download the corresponding FREE classroom book on PDF prior to the festival. Book: Digital Photography for Teachers & Students using Adobe Photoshop Elements <http://www.trainingbrain.com> > downloads.

<http://www.trainingbrain.com>

.b Photo Safari (part 2): with Adobe Photoshop Elements 5.0 (K-5)

ISMF Workshop

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

Time: 8 AM - 11:30 AM, 3 PM - 5:15 PM

Location: Garden Room 4

Your imagination will flow as you learn how to create multi layered one of a kind images using Adobe Photoshop Elements. Attendees will experiment with the skills of lassoing images, changing opacity, layering and transferring images, adding text and symbols, and using filters. Student

examples will spark ideas for connections with literature, creative writing, research, social studies, and visual art. Come on in and hone your symbolic communication skills. Dali would be proud!

31-S7

Taking the Mystery out of ISMF (College & Teachers)

ISMF Workshop

Presented by: Deborah Hargroves, Adobe Education Leader

Time: 8 AM - 10:15 AM Location: Salon 7

In this session, newcomers to ISMF 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, and fundraiser ideas, and roundtable discussion 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.”

32-G1

Tell a Story with PowerPoint (K-3)

ISMF Workshop

Presented by: Wayne Free

Time: 9:15 AM - 10:15 AM Location: Garden Room 1

32-S1

Intro to Podcasting

ISMF Workshop

Presented by: Matt Needleman, John Gulick, Apple

Distinguished Educator

Time: 9:15 AM-10:15 AM, 12:30 PM-1:30PM, 1:45-2:45PM

Location: Salon 1

What are they? How do you create them? And how do you share them with the world?

32-S6

The Power of Sound (K-3)

ISMF Workshop

Presented by: Linda Bartrom, Villa Park High School, Orange Co., CA

Time: 9:15 AM - 10:15 AM Location: Salon 6

An introduction by demonstration of the power of sound to increase or decrease the impact of video. Examples of differences in existing work will be used. Special effects will be incorporated through an introduction to The Folley Studio. This will be followed by a tutorial in the use of sound showing controls in adobe programs which will allow the editor to manipulate several tracks of sound. Handouts will be provided.

32-S8

Creating and Writing Your Short Film Story (6th-College)

ISMF Workshop

Presented by: Michael G. Hennessy

Time: 9:15 AM - 11:30 AM

Location: Salon 8

What’s the point of a camera and editing software if you can’t tell a good story? In the first hour, you will learn storytelling techniques that will make your Language Arts teacher envious, such as: story media, the hero, opponent, problem, conflict, obstacles, value changes, dilemma, subtext, and writing in action. These concepts will be taught with examples from award winning short films produced by students like you. Be advised, this is a high-energy session. The second hour will springboard you into creating and writing your next short film. You will be asked brainstorming questions designed to help you realize the short film locked inside your mind. There are no wrong answers. You will keep your answers to yourself. Then you will be taught how to apply the concepts you learned in the first hour to your brainstorming answers. With this, and a bit of luck, you will leave with the start of a new film. Bring paper and pen or pencil.

33-G1

Animations and Transitions in PowerPoint (6-8)

ISMF Workshop

Presented by: Maggie Gonzalez, Clovis Unified School District

Time: 10:30 AM - 11:30 AM, 1:45PM- 2:45PM

Location: Garden Room 1

Animations and Transitions in PowerPoint (6-8)

33-G3

What is Video Editing? (K-3)

ISMF Workshop

Presented by: Corey Grbavach, ; Thomas Grbavach

Time: 10:30 AM - 11:30 AM

Location: Garden Room 3

What is Video Editing?

33-S1

Introduction to Making Video Games and Machinima (College & Teachers)

ISMF Workshop

Presented by: Christian Loh, Southern Illinois University Carbondale

Time: 10:30 AM - 1:30 PM

Location: Salon 1

Introduction to Making Video Games and Machinima

NOTE: Lunch Break 11:30 AM - 12:30

33-S2**Liven Up School News Broadcasts with Adobe Visual Communicator 3**

ISMF Workshop

Presented by: Rob Zdrojewski, Adobe Education Leader
Time: 10:30 AM-11:30 AM, 12:30-1:30PM, 3PM-5:15PM**Location:** Salon 2

Bring the excitement of an action-packed TV newsroom to your class — or even your entire school! Adobe Visual Communicator 3 provides K-12 educators and students with a comprehensive, easy-to-use toolset for producing TV-quality broadcasts. Using advanced green/blue screen technology used in Hollywood movies and weather newscasts, students can appear to be recording from any location. Students will add special effects, video clips, music, and more to create professional quality video projects. Visual Communicator provides the ideal means of producing and delivering morning news shows that really wake up your audience.

<http://www.amherstschools.org/webpages/ATechTV/>

33-S5**Adventures in Digital Storytelling**

ISMF Workshop

Presented by: Deborah Hargroves, Adobe Education Leader
Time: 10:30 AM - 11:30 AM, 12:30PM - 2:45 PM**Location:** Salon 5

Everyone has a story to tell and anyone can be a digital storyteller with the right motivation and the right tools needed for creative expression. In this class, learn the basic processes of digital storytelling, using Adobe Photoshop Elements and Adobe Premiere Elements, so that you can utilize these powerful tools to make your own digital storytelling fun and productive. Included in this workshop will be step-by-step instructions, outlines of lesson plans, online resources, rubrics and dozens of other tools.

<http://www.adobe.com/resources/education/k12/special/leaders/profiles/dhargroves.html>

33-S6**Kubrick Revisited: The Historical Development and Powerful Impact of Sound in Media Production (4-5)**

ISMF Workshop

Presented by: Linda Bartrom
Time: 10:30 AM - 11:30 AM**Location:** Salon 6

An introduction to the historical development of sound in the electronic media from early 1900 to present. Examples of the power of sound to increase or decrease the impact of video will follow. Special sound effects will be incorporated through an introduction to The Folley Studio. This will be followed by a tutorial in the use of sound showing controls in adobe programs which will allow the editor to manipulate several tracks of sound. Handouts will be provided.

34-G1**Make Art with PowerPoint (K-3)**

ISMF Workshop

Presented by: Wayne Free
Time: 12:30 PM - 1:30 PM**Location:** Garden Room 1

Make Art with PowerPoint (K-3)

34-G2**Creating Interactive Multimedia with MatchWare's Mediator 8 (K-5)**

ISMF Workshop

Presented by: Toni Webb, St. Marys Magnet Academy
Time: 12:30 PM - 1:30 PM**Location:** Garden Room 2

Learn how to use digital photographs, clip art, and text to create fun, interactive, drag and drop games and learning activities or quizzes. The games can be designed to meet the interest of different age/grade levels by adjusting the time allotted for response. Immediate feedback makes the game exciting. Mediator counts the number of correct answers and gives a percentage of right and wrong answers at the end of the game. Games can be saved to CD, thumb drives, etc. for sharing.

34-S5**Adventures in Digital Storytelling (4-5)**

ISMF Workshop

Presented by: Deborah Hargroves, Adobe Education Leader
Time: 12:30 PM - 2:45 PM**Location:** Salon 5

Everyone has a story to tell and anyone can be a digital storyteller with the right motivation and the right tools needed for creative expression. In this class, learn the basic processes of digital storytelling, using Adobe Photoshop Elements and Adobe Premiere Elements, so that you can utilize these powerful tools to make your own digital storytelling fun and productive. Included in this workshop will be step-by-step instructions, outlines of lesson plans, online resources, rubrics and dozens of other tools.

<http://www.adobe.com/resources/education/k12/special/leaders/profiles/dhargroves.html>

34-G4**Web Authoring**

ISMF Workshop

Presented by: Linda Bartrom, ; Curtis Melancon
Time: 1:45 PM - 2:45 PM, 4:15 PM - 6:30PM**Location:** Garden Room 4

Web Authoring

AECT Conference Workshops

Descriptions for these workshops are in the Daily Program Listing.

Tuesday, October 23

01-G2

Using Google to Integrate Information Communication Technologies (ICTs) in Educational Context

Time: 8:00 AM - 4:00 PM

Location: Garden Room 2

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

01-VA

AECT NCATE Folio Reviewer Training

Time: 8:00 AM - 4:00 PM

Location: Valencia

Presented by: Margie Crutchfield, NCATE; Thomas Blevins, Bluefield State College

Wednesday, October 24

11-BA

Creating Dynamic Database-Driven Web Sites with Dreamweaver

Time: 8:00 AM - 9:15 AM

Location: Barcelona

Presented by: Lloyd Rieber, University of Georgia

11-G1

Creating Software Demonstrations and Interactive Simulations with Captivate 2

Time: 8:00 AM - 11:00 AM

Location: Garden Room 1

Presented by: Taeyeol Park, Georgetown University Medical Center

11-G2

Flash Video for Educators

Time: 8:00 AM - 11:00 AM

Location: Garden Room 2

Presented by: Li-Ling Chen, California State University @ Hayward

Wednesday, October 24

11-G4

Controlling Website Layout and Design with Cascading Style Sheets

Time: 8:00 AM - 11:00 AM

Location: Garden Room 4

Presented by: Peter Rich, University of Georgia

11-MA

Understanding and Applying the Professional Code of Ethics

Time: 8:00 AM - 11:00 AM

Location: Madrid

Presented by: Vicki Napper, Weber State University; Andrew Yeaman

11-S2

Blogging, Podcasting, Wecasting, Streaming: Getting Started Quick and Easy

Time: 8:00 AM - 11:00 AM

Location: Salon 2

Presented by: Karen Kaminski, Colorado State University

11-S3

Strategies for Building Interactive Blended Learning Environments

Time: 8:00 AM - 11:00 AM

Location: Salon 3

Presented by: Salley Sawyer, University of Nevada, Las Vegas

11-S4

A Task-Centered Instructional Strategy

Time: 8:00 AM - 11:00 AM

Location: Salon 4

Presented by: M.David Merrill, Professor

11-S7

Using Activity Systems Analysis to Examine Qualitative Datasets

Time: 8:00 AM - 11:00 AM

Location: Salon 7

Presented by: Lisa Yamagata-Lynch, Northern Illinois University; Sharon Smaldino, Northern Illinois University

11-TB

Web 2.0: A Kaleidoscope of New Tools for Teachers

Time:

Location: Salon 6

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

Saturday, October 27

41-G2

Building and Sustaining Successful Distance Learning Programs: Principles, Strategies, and Global resources

Time: 8:00 AM - 11:00 AM

Location: Garden Room 2

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

41-TA

HOT Lectures

Time: 8:00 AM - 11:00 AM

Location: Terrace A

Presented by: Ludy (Ludwika) Goodson, Georgia Southern University

41-TD

Creativity in Educational Technology

Time: 8:00 AM - 11:00 AM

Location: Terrace D

Presented by: Brad Hokanson, University of Minnesota; Ana Donaldson, University of Northern Iowa

AECT Governance Meetings

AECT EXECUTIVE MEETINGS

- **AECT Board Meeting**
Harbor Room Tuesday, 1:00 PM - 5:00 PM
Royal E, 10/27/07, 8:00:00 AM - 12:00 PM
- **ect Foundation Board Meeting**
Madrid, Tuesday, 2:00 PM - 5:00 PM
Huntington Suite, 10/25/07, 1:15 PM - 4:15 PM
- **Joint ECT/AECT and Leadership dinner**
Pacific Room, Tuesday - 5:00 PM - 8:00 PM

DIVISION GOVERNANCE MEETINGS

- **Design & Development Board Meeting**
Garden Room 1, Tuesday, 3:45 PM - 4:45 PM
- **Design and Development Membership Meeting**
Royal A, 10/25/07, 1:15 PM - 2:15 PM
- **Distance Learning Division Board of Directors**
Garden Room 1, Tuesday, 1:00 PM - 2:15 PM
- **Distance Learning Division Membership Meeting**
Royal A, 10/26/07, 1:15 PM - 2:00 PM
- **Division on Systemic Change Board of Directors**
Garden Room 4, Tuesday, 1:00 PM - 2:15 PM
- **Division on Systemic Change Membership Meeting**
Terrace B, 10/26/07, 2:15 PM
- **International Division Board of Directors**
Garden Room 4, Tuesday, 3:45 PM - 4:45:00 PM
- **International Division Membership Meeting**
Valencia, 10/25/07, 9:30 AM - 10:30 AM
- **Management Division Board of Directors**
Salon 3, Tuesday, 3:45 PM - 4:45:00 PM
- **Management Division Membership Meeting**
Garden Room 3, 10/25/07, 10:45 AM - 11:30:00 AM

- **MultiMedia Division Board of Directors**
Salon 6, Tuesday, 1:00 PM - 2:15:00 PM
- **MultiMedia Division Membership Meeting**
Salon 3, 10/27/07, 9:30 AM - 10:30 AM
- **Research & Theory Division Board of Directors**
Garden Room 1, Tuesday, 2:30 PM - 3:30 PM
- **Research & Theory Division Membership Meeting**
Seville, 10/26/07, 2:15 PM - 3:15 PM
- **School Media & Technology Board of Directors**
Salon 5, Tuesday, 3:45 PM - 4:45 PM
- **School Media & Technology Division Membership Meeting**
Garden Room 1, 10/25/07, 2:15 PM - 3:15 PM
- **Teacher Education Division Board of Directors**
Garden Room 4, Tuesday, 2:30 PM - 3:30 PM
- **Teacher Education Division Membership Meeting**
Terrace A, 10/26/07, 3:30 PM - 4:45 PM
- **Training & Performance Board of Directors**
Harbor Room, Tuesday, 2:30 PM - 3:30 PM
- **Training & Performance Division Membership Meeting**
Salon 2, 10/25/07, 9:30 AM - 10:30 AM

COMMITTEE MEETINGS

- **2008 AECT Research Symposium**
Salon 1, 10/24/07, 1:00 PM - 2:00 PM
- **Accreditation Committee**
Salon 5, 10/24/07, 1:00 PM - 2:15 PM
- **Advocacy Committee**
Salon 2, 10/24/07, 1:00 PM - 2:15 PM
- **AECT Accreditation Committee Meeting**
Barcelona, 10/26/07, 2:15 PM - 3:15 PM
- **AECT Membership Committee**
Salon 5, 10/24/07, 1:00 PM - 2:15 PM

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- **Awards Committee**
Salon 2, 10/24/07, 2:30 PM - 3:30 PM
 - **Convention Evaluation Committee**
Salon 5, 10/24/07, 2:30 PM - 3:30 PM
 - **Curriculum Committee**
Salon 3, 10/24/07, 2:30 PM - 3:30 PM
 - **Definitions and Terminology Committee**
Salon 4, 10/24/07, 1:00 PM - 2:15 PM
 - **Distance Education Standards**
Salon 8, 10/24/07, 2:30 PM - 3:30 PM
 - **Electronic Service Committee**
Salon 3, 10/24/07, 1:00 PM - 2:15 PM
 - **ETR&D Editorial Board for Development and Research Joint Meeting**
Garden Room 4, 10/25/07, 2:15 PM - 3:15 PM
 - **Graduate Student Assembly**
Salon 4, 10/24/07, 2:30 PM - 3:30:00 PM
 - **Graduate Student Forum**
Imperial, 10/25/07, 3:30 PM - 4:45:00 PM
 - **History and Archives Committee**
Salon 7, 10/24/07, 1:00 PM - 2:15:00 PM
 - **Intellectual Property Committee**
Salon 7, 10/24/07, 2:30 PM - 3:30:00 PM
 - **Leadership Development Committee**
Salon 6, 10/24/07, 2:30 PM - 3:30:00 PM
 - **Organization & By-laws Committee**
Seville, 10/26/07, 3:30 PM - 4:45:00 PM
 - **Professional Ethics Committee**
Salon 4, 10/24/07, 3:45 PM - 4:45:00 PM
 - **Publications Committee Meeting**
Salon 2, 10/24/07, 3:45 PM - 4:45:00 PM
 - **Quarterly Review of Distance Education Editorial Board**
Salon 1, 10/24/07, 2:30 PM - 3:30:00 PM
 - **Quarterly Review of Distance Learning**
Garden Room 2, 10/25/07, 3:30 PM - 4:45:00 PM
 - **Tech Trends Editorial Board**
Salon 8, 10/24/07, 3:45 PM - 4:45:00 P

Programs of Special Interest

AECT First Timer's Orientation

Wednesday, 3:30pm-4:45pm, Harbor Room, North Tower

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.

Coordinators: Karen Kaminiski, Colorado State University and Chris Miller, Morehead State University

First General Session:

Wednesday, 5:00pm-6:15pm, Royal Ballroom, South Tower

Keynote Speaker: Stephen Downes, Institute for Information Technology's Internet Logic Research Group

Stephen Downes will kick off the convention, 5:00pm, Wednesday, October 24, 2007, by focusing the kaleidoscope on the future. On his website, Downes maintains that learning, and the presentation of learning, should not be static. "On any given day, the organization, structure, and delivery of learning resources may change according to the changing knowledge of the instructor, the changing preferences of the learner." "Stephen's Web" is best described as a digital research laboratory for innovation in the use of online media in education.

Born in Montreal, Quebec, Downes worked in various positions across Canada before joining the National Research Council as a senior researcher in November 2001. Currently based in Moncton, New Brunswick, at the Institute for Information Technology's Internet Logic Research Group, Downes is recognized as a leading voice in the areas of learning objects and metadata, weblogs in education content syndication, digital rights, and related issues.

Second General Session:

Thursday, 8:00am-9:15am, Royal Ballroom, South Tower

Keynote Speaker: Marc Prensky, Author, Writer, Consultant

Within the kaleidoscope of teaching and learning, the work of Marc Prensky is likely to surface as an international leader. He is described as an acclaimed speaker, writer, consultant, and designer in the critical areas of education and learning. Author of *Digital Game-Based Learning* and his latest title, *Don't Bother Me Mom – I'm Learning*, Prensky is founder and CEO of Games2train, used for training in businesses from IBM to the U.S. Department of Defense and Virtual Schools in Louisiana and Florida. His online game sites include <www.dogamecommunity.com> and <www.socialimpactgames.com>.

Besides creating software games for learning, Prensky developed the first world-wide, multi-player, multi-team, on-line competitions. A teacher at all levels, Prensky has been featured in articles in *The New York Times* and *The Wall Street Journal*, has appeared on CNN, MSMBBC, PPBS, and the BBC, and was named as one of training's top 10 "visionaries" by *Training* magazine.

Third General Session:

ISMF/AECT Joint General Session

Thursday, 6:00pm – 7:00pm, Royal Ballroom A, South Tower

Keynote Speaker: Marco Torres, San Fernando (California) High School.

Turning the kaleidoscope on the K-12 classroom will be Marco Torres, back by popular demand as keynoter for the International Student Media Festival (ISMF), Thursday, October 25. AECT welcomes Torres to our line-up as well, with high recommendations from the AECT leaders who know his work. Marco Torres is a social studies teacher, media coach, and education technology director at San Fernando (California) High School. What Torres remembers about his own education are the

things he made in school” the plaster cast of his hand in kindergarten, the spouting volcano in third grade, the model of a California mission in fourth grade. His students, he finds, enjoy coming up with a tangible product as much as he did. “I see kids that don’t traditionally do well in school succeed because this was another way for them to express themselves.”

He has received numerous honors and awards for his work helping to empower students, teaching them self expression and self-esteem through the mastery of multimedia. An advisory board member of The George Lucas Foundation, Torres serves as one of Apple’s Distinguished Educators.

Fourth General Session: AECT Membership Meeting

Friday, 5:00pm - 6:15 pm, Royal Ballroom A, South Tower

Presented by:

Pat Miller, AECT President, KNPB Channel 5 Public Television, Reno, Nevada
Ward Cates, AECT Past President, Lehigh University, President; Mary Herring, President-elect, University of Northern Iowa and Phillip 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 2008 AECT Convention and a special “Meet the Candidates” opportunity.

Closing General Session: Saturday, 11:45pm-1:00pm

Stephen Downes, Institute for Information Technology’s Internet Logic Research Group, Moncton, New Brunswick, Canada Wednesday’s keynote speaker Stephen Downes reflects on his experience through the convention. Attendees will be invited to participate in this interactive session, creating a community of learners who share their experiences to wrap the convention

AECT Social Events

AECT Welcome Reception

Wednesday, 6:30pm - 8:30 pm, Grand Ballroom, North Tower

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.

Joint University Reception

Friday, 6:30pm – 8:30 pm Royal C Ballroom, South Tower

Take this opportunity to connect with colleagues, learn about institutional programs, and meet faculty and students at this annual event. Reception is sponsored by Pennsylvania State University, NOVA, Indiana University, Florida State University, University of Memphis, Utah State University, University of Georgia, Purdue University, Northern Illinois University, and University of Oklahoma

Presidential Sessions

The Changing Kaleidoscope of Education: Can We Respond?

Thursday, 9:30 m - 10:30am, Garden Room 3

Public perception and state/federal policy continue to have remarkable impacts on public education causing continuous change in the teacher education profession. This ripples through integrated patterns of practice in classrooms and, ultimately, affects change in public perception. A panel of teacher education leaders will address current issues that have the potential to drastically impact how we train teachers and the instructional designers who work with them.

Key Presenters: Mary C. Herring, University of Northern Iowa,

Co-Presenters: Clif Mims, The University of Memphis, Kay Persichitte, University of Wyoming, Sharon Smaldino, Northern Illinois University, Christine Sorenson, University of Hawaii at Manoa

Presidential Sessions *(continued)*

Intellectual Property Committee Update: Creative Commons Licensing, Distance Learning, and Recent Laws, Cases, and Issues

Friday, October 26, 2:15pm-3:15pm, Royal D

Facilitator: Karen Kaminski, Colorado State University

Key Presenter: Rosemary S. Talab, Kansas State University

Co-presenters: Janis Bruwelheide, Montana State University | Leonard DuBoff, DuBoff Law Group | Preston Parker, Utah State University, | Hope Botterbusch, University of South Florida

Panel presentation is continuously updated. Speakers include Preston Parker on Creative Commons licensing uses and issues; Janis Bruwelheide on copyright and distance learning; and Leonard DuBoff, esq. and MaryAnn DuBoff on recent cases, laws, and issues. Hope Botterbusch will provide discussant questions via audio conference. Speaker PowerPoints will be available after session.

AECT Second Life Initiative

Friday, October 26, 9:30 am - 10:30 am, Royal B

Presenters: Mary Herring, University of Northern Iowa; Lisa Dawley, Boise State University, Ross Perkins, Virginia Tech

AECT is offering its members “virtual” opportunities! Join us for an overview of planned AECT activities in Second Life and opportunities for AECT member’s participation and feedback. Second Life represents a vehicle for AECT members to share and gain expertise as well as network with other professionals. Richer experiences that cross borders and timelines in a virtual world, beyond what is done in the real world, are likely possible and will be further explored.

Reaching Every Student in a Digital World: Universal Design for Learning

Friday, 3:30pm- 4:45pm, Granada, South Tower

Key Presenter: David Rose, Center for Applied Special Technology (CAST)

Description: Modern learning sciences (e.g. cognitive science, cognitive neuroscience, etc.) emphasize the diversity that characterizes learners, both within and across domains of learning. Higher education, on the other hand, is primarily characterized by its uniformity: lectures, discussions and textbooks are essentially the same for all students. Universal Design for Learning is emerging as an important approach for meeting the challenge of individual differences, including the challenge of students with disabilities, by using more flexible technologies for teaching and learning. This presentation will present a cognitive neuroscience framework for understanding individual differences in learning at the post-secondary level, and provide some examples and guidelines for using digital learning environments that are effective in meeting the challenge of those differences.

AECT Special Sessions

Wesley McJulien Lecture

Presenter: Janice Hooper, Vanguard University, Wesley McJulien Scholarship Recipient

Friday, Oct. 26, 1:15 pm-2 pm, Terrace A
Janice Hopper is currently Assistant Professor of Education in the graduate school at Vanguard University. She holds B.A. and M.A. degrees from California State University, Long Beach. She wrote grants for two CDE California Partnership Academies - Education and e-Business - at Century High School (SAUSD), serving both as Project Director. Janice developed curriculum for five core areas, instituted integration of cohort methods, and graduated 98 percent of the academy students, most at-risk and many ELL, with the majority attending community colleges or four-year universities. Mrs. Hopper will discuss the California Partnership Academies and their impact on the students.

AECT Special Sessions *(continued)*

PacifiCorp Design Competition

Thursday, 9:30am - 11:30am, Granada, South Tower

Key Presenter: Dan Schuch, PacifiCorp

Future Minds Symposium

Friday, 8:00am-9:15am – Valencia Room, South Tower, Second Level

Key Presenter: Charles Reigeluth, Indiana

University and Frank Duffy

This session will describe the AECT *FutureMinds* Initiative and its recent progress. Its mission is to provide substantial national-level leadership to assist state education departments with the challenging task of facilitating paradigm change in their states' school districts. Through this initiative AECT will furnish professional direction, guidance, and follow-up support to help state education departments facilitate the transformation of local school districts to a much needed paradigm of learner-centered instruction in which technology and instructional design play central roles.

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

Friday, 8:00am-9:15am, Granada. South Tower

Presenters: Michael Spector, Florida State University | M. David Merrill, Utah State University | Jeroen van Merriënboer, University of the Netherlands | Marcy Driscoll, Florida State University

Presenters will review and update information about the Handbook of Research

Copyright and the Law

Friday, 11:45am-1:00pm, Valencia Room, South Tower

Presenter: Leonard DuBoff, DuBoff Law Group

Description: Q & A copyright law cases update.

Definitions Update

Friday, 1:15pm-2:00pm, Terrace E, South Tower

Presenter: Al Januszewski, SUNY Potsdam

Description: Presenter will update the AECT Definitions document.

Graduate Student Center – Imperial Room, South Tower

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 Imperial Room so you can see what is available.

AECT Ticketed Meal Events

Design & Development/Research & Theory Awards Luncheon

Thursday, 11:45 am-1:00 pm, Royal Ballroom A

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: \$34

Minorities in Media Luncheon

Friday, 11:45 am-1:00 pm, Terrace Room A,

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: \$34

International Division Annual Dinner and Auction

Thursday 6:30pm - 9:30 pm, Garden Room 4

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.

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: \$50

AECT Ticketed Meal Events

(continued)

Distance Learning Division Luncheon

Friday, 11:45 am-1:00 pm, Royal Ballroom A

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: \$34

AECT Past President Council Luncheon

Friday, 11:45 am-1:00 pm, Huntington Suite, North Tower, Second Floor

Annual AECT Past presidents' luncheon and meeting will honor incoming Past President Ward Cates.

Past presidents of AECT are invited to attend a get-together at 11:00am in the President's Parlor, South Tower, hosted by the incoming President, Patricia Miller. The group will proceed to the banquet room together. Open to Past Presidents Only. Fee \$35

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Been to the website lately?

Visit www.aect.org to change your address, announce an event or share some news! Check out the homepage for all the latest information on conventions, elections, and back issues of publications.

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 23
- 1 - take place on Wednesday, October 24
- 2 - take place on Thursday, October 25
- 3 - take place on Friday, October 26
- 4 - take place on Saturday, October 27

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:

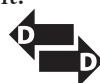
Abbreviation	Room name
BA	Barcelona
G1	Garden Room 1
G2	Garden Room 2
G3	Garden Room 3
G4	Garden Room 4
GR	Granada
HS	Huntington Suite
IM	Imperial
MA	Madrid
PR	Pacific Room
RA	Royal A
RB	Royal B
RC	Royal C
RD	Royal D
RE	Royal E
RI	Royal EF Foyer
S1	Salon 1
S2	Salon 2
S3	Salon 3
S4	Salon 4
S5	Salon 5
S6	Salon 6
S7	Salon 7
S8	Salon 8
SE	Seville
TA	Terrace A
TB	Terrace B
TC	Terrace C

(Room Abbreviations Continued)

Abbreviation	Room name
TD	Terrace D
TE	Terrace E
TF	Terrace F
VA	Valencia

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 Council for
Educational Media



International Visual Literacy
Association



New England Educational
Media Association Educa-
tional Technology



Minorities in Media



Society of International Chinese
in Education Technology



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Named one of Kaplan's "25 cutting-edge schools with an eye toward the future," the Savannah College of Art and Design offers an innovative curriculum designed to provide an excellent arts education and effective career preparation for students.

SCAD offers Bachelor of Arts, Bachelor of Fine Arts, Master of Architecture, Master of Arts, Master of Arts in Teaching, Master of Fine Arts, and Master of Urban Design degrees. The college has locations in Atlanta and Savannah, Georgia, and in Lacoste, France. Online programs are offered through SCAD-eLearning.

The college attracts students from all 50 states and from more than 90 countries. In each of Savannah College of Art and Design's locations as well as online through SCAD-eLearning, students are offered many opportunities to enrich their learning experience through both formal and informal student life programming. Residence halls, fitness centers, libraries, galleries and other learning resources, as well as student activities, student media and more offer a full university experience.

Are you a high school student looking for a way to express your creativity this summer? Rising Star, a five-week residential program, offers rising high school seniors a real college experience. Students who successfully complete the Rising Star program earn college credit, which may be applied toward a baccalaureate degree at SCAD or at other colleges or universities. Rising Star students have the opportunity to advance their knowledge and preparation toward a degree and career in the arts. SCAD Summers Seminars are exciting and educational one-week workshops for students who have completed their freshman, sophomore or junior years. Rising Star and SCAD Summer Seminars promise a summer experience you'll never forget!

Are you a teacher who needs to fulfill continuing education requirements or recharge your creative energies? SCAD's Art Educators' Forum offers a week of educator workshops that focus on a variety of interesting and exciting topics. Educators stay in college housing and capitalize on the opportunity to network and share ideas with other teachers from around the world.

Are you a full-time teacher interested in earning a graduate degree or a second undergraduate degree? SCAD offers a special scholarship opportunity for educators. Educators who are employed full-time at the time of application and who teach at the kindergarten through college level at a public or private institution recognized by the applicant's state department of education may be eligible to receive a scholarship/fellowship for half the amount of SCAD's tuition.

For more information about the college, visit www.scad.edu, e-mail admission@scad.edu, call 800.869.7223 or 912.525.5100 in Savannah, or call 877.722.3285 or 404.253.2700 in Atlanta.

01-G2

Using Google to Integrate Information Communication Technologies (ICTs) in Educational Context

Time: 8:00 AM - 4:00 PM

Location: Garden Room 2

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

Google provides a variety of features that make the integration of Information Communication Technologies (ICTs) feasible in the educational context. This workshop will introduce Google tools (i.e. blogger, Google document, video blog, audio blog, and Picasa web album). Presenters' research projects using these tools to enhance learners' ICTs skills will be presented. Participants will have the opportunity for hands-on experience using Google's innovative tools.

01-VA

AECT NCATE Folio Reviewer Training

Time: 8:00 AM - 4:00 PM

Location: Valencia

Presented by: Margie Crutchfield, NCATE; Thomas Blevins, Bluefield State College

One of the NCATE Specialty Professional Association (SPA) staff will conduct a workshop to train AECT members to prepare and to review AECT NCATE folio submissions.

05-HR

AECT Board Meeting

Time: 1:00 PM - 5:00 PM

Location: Harbor Room

Presented by: AECT ,

AECT Board Meeting

06-MA

ect Foundation Board Meeting

Time: 2:00 PM - 5:00 PM

Location: Madrid

Presented by: ect Foundation Board Meeting,

ect Foundation Board Meeting

08-PR

Joint ECT/AECT and Leadership Dinner and Meeting

Time: 5:00 PM - 8:00 PM

Location: Pacific Room

Presented by: AECT, ECT

Joint ECT/AECT and Leadership Dinner and Meeting



11-BA**Creating Dynamic Database-Driven Web Sites with Dreamweaver****Time:** 8:00 AM - 9:15 AM**Location:** Barcelona**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.

11-G1**Creating Software Demonstrations and Interactive Simulations with Captivate 2****Time:** 8:00 AM - 11:00 AM**Location:** Garden Room 1**Presented by:** Taeyeol Park, Georgetown University Medical Center

Participants in this hands-on workshop will learn how to create software demonstrations and interactive simulations in the Flash format by recording all on-screen actions and adding interactivity and assessment elements with Adobe Captivate 2.

11-G2**Flash Video for Educators****Time:** 8:00 AM - 11:00 AM**Location:** Garden Room 2**Presented by:** Li-Ling Chen, California State University @ Hayward

Have you ever watched Disney's "Finding Nemo" movie? If you do, have you ever wondered how Disney made an animation over a digital video with a real world setting. Come and join the workshop to learn how to use Flash video to add animated graphics over a live movie.

11-G4**Controlling Website Layout and Design with Cascading Style Sheets****Time:** 8:00 AM - 11:00 AM**Location:** Garden Room 4**Presented by:** Peter Rich, University of Georgia

This hands-on, half-day workshop will help participants use Cascading-Style Sheets (CSS) to control the look and feel of their own websites. By the end of the workshop, each

participant will have learned basic CSS skills that will give them the ability to create professional-looking web-sites. Participants will each create their own CSS-based web-page. For full benefit, participants should be comfortable in using html (although no html coding will occur during the workshop).

11-MA**Understanding and Applying the Professional Code of Ethics****Time:** 8:00 AM - 11:00 AM**Location:** Madrid**Presented by:** Vicki Napper, Weber State University; Andrew Yeaman

This workshop is sponsored by the Professional Ethics Committee and will focus on presenting scenarios to participants with guided discussion. A series of scenarios will be presented to represent different sections of the code.

D&D Showcase**Time:** 8:00 AM - Noon**Location:** Royal E and F**11-RE****Design and Development Division Showcase****Presented by:** Atsusi Hirumi, University of Central Florida

Prospective and practicing educators, instructional designers and training specialists seek examples of innovative training and educational programs to enhance their ability to design effective learning experiences and develop innovative instructional materials and environments. The Design and Development Division will showcase innovative training and educational programs created by practitioners, as well as faculty and students, that are grounded in theory and research, to share their work and for all conference participants to learn from and enjoy.

11-S2**Blogging, Podcasting, Wecasting, Streaming: Getting Started Quick and Easy****Time:** 8:00 AM - 11:00 AM**Location:** Salon 2**Presented by:** Karen Kaminski, Colorado State University

This workshop will share the skills and resources required to initiate the use of blogs, podcasting, web casting, or streaming in your teaching and learning environment. We will share resources which provide free access for these capabilities as well as resources for purchase. We will take you through the steps for getting started in using these technologies to communicate and share information with your students.

11-S3

Strategies for Building Interactive Blended Learning Environments

Time: 8:00 AM - 11:00 AM

Location: Salon 3

Presented by: Salley Sawyer, University of Nevada, Las Vegas

This three hour hands-on workshop is intended to help higher education faculty, instructional designers, or K-12 teachers design blended learning environments that are highly interactive. Just as slowly rotating a kaleidoscope displays new patterns, blended learning environments offer teachers, designers or administrators an opportunity to slowly rotate teaching practices to display “new” patterns of thinking and interacting. This workshop will provide examples, encourage participant discussion, employ handouts and build on instructional design principles.

11-S4

A Task-Centered Instructional Strategy

Time: 8:00 AM - 11:00 AM

Location: Salon 4

Presented by: M.David Merrill, Professor

We have previously identified first principles of instructional design that seem to be shared by many instructional design models. The pivotal principle is that instruction is most effective in the context of whole real-world tasks. Task-centered instruction is a form of direct instruction as contrasted with less structured problem-based learning approaches. This workshop will enable participants to perform a detailed content specification and design a task-centered instructional strategy. A task-centered on-line course will be used to illustrate the analysis procedure and the implementation of a task-centered instructional strategy.
www.mdavidmerrill.com

11-S7

Using Activity Systems Analysis to Examine Qualitative Datasets

Time: 8:00 AM - 11:00 AM

Location: Salon 7

Presented by: Lisa Yamagata-Lynch, Northern Illinois University; Sharon Smaldino, Northern Illinois University

This workshop is for Association of Educational Communications and Technology (AECT) members interested in activity systems analysis of qualitative datasets. This workshop will begin with an overview of activity theory and activity systems analysis. The presenters will provide a demonstration of a sample activity systems analysis. Finally, participants will engage in an analysis of narrative data they bring to the workshop or provided by the presenters.
<http://www.niu.edu/~lynch/publications.html>

11-TB

Web 2.0: A Kaleidoscope of New Tools for Teachers

Time:

Location: TBA

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

This workshop will introduce participants to tools associated with Web 2.0: blogs, wikis, social bookmarking, rss feeds, podcasting, vodcasting, and folksonomies (among others) and their optimal use in K-20 classrooms. Each participant will have extensive hands-on time with the tools as well as create their own blog or wiki. 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.

15-G1

Distance Learning Board Meeting

Time: 1:15 PM - 2:00 PM

Location: Garden Room 1

Presented by: Distance Learning Division,

Distance Learning Board Meeting

15-G4

Systemic Change Board Meeting

Time: 1:15 PM - 2:00 PM

Location: Garden Room 4

Presented by: Systemic Change Division,

Systemic Change Board Meeting

15-HR

AECT Accreditation Committee Meeting

Presented by: Thomas Blevins, Bluefield State College

Time: 1:00 PM - 2:00 PM

Location: Harbor Room

The Accreditation Committee will hold its annual conference meeting in order to conduct Committee business.

SICET Roundtables

Time: 1:00 PM - 2:00 PM

Location: Madrid

15-MA

.a The Learner's Role in Creating Electronic Portfolios

Presented by: Shuyan Wang, The University of Southern Mississippi

Using electronic portfolios as assessment tools not only change the way of assessment, but also change the ideology of teaching and learning because curriculum and teaching methodology are influenced by how students' progress and achievement are evaluated. Findings from this study show that creating electronic portfolios not only helps students develop technology-related knowledge and skills as well as critical thinking and problem-solving skills, but helps students become active, independent, and motivated learners.

.b Features of Online Publishing and a Model of Dynamic Research in Information Technology in Education

Time: 1:00 PM - 2:00 PM

Location: Madrid

Presented by: Leping Liu, University of Nevada, Reno

Introduces the unique features of online journals in the field of information technology in education, a model of dynamic research with which researchers can generate series of research idea, and tips to write and publish in academic journals.

.c Supporting A Knowledge Building Community, The Technological Dynamics in An Online Course

Time: 1:00 PM - 2:00 PM

Location: Madrid

Presented by: Huei-Lien Chen, Kansas State University; Pearl Chen, California State University, Los Angeles

Come to learn a case study of factors that promote and inhibit knowledge building activities in an online environment. Analysis of knowledge building indicators and learning outcomes with respect to the technological dynamics (Scardamalia, 2002; 2003) of two electronic communication tools (chatroom and message board) and two knowledge construction tools (concept mapping tool and web authoring tool) will be discussed. Practical implications for promoting a virtual knowledge building community will be considered.

.d Scaffolding Instruction for Chinese Heritage Language Learners

Time: 1:00 PM - 2:00 PM

Location: Madrid

Presented by: De Zhang, Bethel University

This presentation will include both the rationale and specific strategies for scaffolding instruction for Chinese heritage

language (CHL) learners in online technology-supported learning environments. The technology-mediated strategies promote linguistic, academic, and identity development of Chinese heritage language learners in the U.S context.

15-S1

2008 AECT Research Symposium

Time: 1:15 PM - 2:00 PM

Location: Salon 1

Presented by: Research Symposium Planning Committee, Planning Meeting for the 2008 AECT Research Symposium.

15-S2

Advocacy Committee

Time: 1:15 PM - 2:00 PM

Location: Salon 2

Presented by: Advocacy Committee, Advocacy Committee

15-S3

Electronic Service Committee

Time: 1:15 PM - 2:00 PM

Location: Salon 3

Presented by: AECT

Electronic Service Committee

15-S4

Definition and Terminology Committee

Time: 1:15 PM - 2:00 PM

Location: Salon 4

Presented by: Definition and Terminology Committee, Definition and Terminology Committee

15-S5

AECT Membership Committee

Time: 1:15 PM - 2:00 PM

Location: Salon 5

Presented by: Charlie White, AECT Past President

Presented by: Charles White Time: 1 PM - 2:15 PM Location: Salon 5 AECT Membership Committee Meeting

15-S6

MultiMedia Production Board Meeting

Time: 1:15 PM - 2:00 PM

Location: Salon 6

Presented by: MultiMedia Production Division, MultiMedia Production Board Meeting

15-S7

History and Archives Committee

Time: 1:15 PM - 2:00 PM

Location: Salon 7

Presented by: History and Archives Committee, AECT

History and Archives Committee

15-S8

Convention Planning Committee (2008 - Orlando)

Time: 1:15 PM - 2:00 PM

Location: Salon 8

Presented by: Mary C. Herring, AECT President-Elect (2008)

Convention Planning Committee (2008 - Orlando)

16-G1

Research & Theory Board Meeting

Time: 2:15 PM - 3:15 PM

Location: Garden Room 1

Presented by: Research & Theory Division

Research & Theory Board Meeting

16-G4

Teacher Education Board Meeting

Time: 2:15 PM - 3:15 PM

Location: Garden Room 4

Presented by: Teacher Education Division

Teacher Education Board Meeting

16-HR

Training & Performance Board Meeting

Time: 2:15 PM - 3:15 PM

Location: Harbor Room

Presented by: Training & Performance Division

Training & Performance Board Meeting

SICET Roundtables

Time: 2:15 PM - 3:15 PM

Location: Madrid

16-MA

.a Blogs in Chinese Higher Education

Presented by: Shuyan Wang, The University of Southern Mississippi

Blog has been increasingly used in every field in present society. It is becoming the mainstream medium in

communication and virtual communities. This in-progress study will investigate and explore the influence of blog in China and its implications in Language classroom in Chinese higher education.

.b Never Too Late: Teachers' First-Hand Project-Based Learning Experience in Learning Technology

Time: 2:15 PM - 3:15 PM

Location: Madrid

Presented by: Huei-Lien Chen, Kansas State University

Project-based learning teaches students the critical thinking and collaborative skills they will need to succeed in the future. However, whether classroom teachers are themselves equipped with the ability to collaborate on a project is another question entirely. This case study looked closely at teachers' first-hand experience at collaborating within an online learning management system. This roundtable discussion presents study findings, proposing a PBL framework that might be employed to support online learning in higher education.

.c The Promise of Utilizing Mobile Phones in Chinese Higher Education

Time: 2:15 PM - 3:15 PM

Location: Madrid

Presented by: ; Shuyan Wang, The University of Southern Mississippi; Steve Yuen, The University of Southern Mississippi

Mobile phones are increasingly becoming an integral part of the daily life of Chinese. Given their high popularity, the presentation will examine to what extent mobile phones can be utilized for educational purposes in Chinese higher education.

.d Involve Students In The Performance Assessment Using E-portfolios: A Undergraduate Level Empirical Study

Time: 2:15 PM - 3:15 PM

Location: Madrid

Presented by: Rui Hu, University of Georgia

E-portfolios have been claimed to be an alternative authentic assessment tool and their implementation has been rapidly increased since the mid 1990's. Researchers claim that e-portfolios can promote leaning; however, institutions tend to use them for summative assessment. The purpose of this study is: 1) to understand students' experience of peer review with e-portfolios; (2) to find out the ways that e-portfolio and peer review can benefit students' learning. This qualitative study using interviews, observations and documentation studied students' peer review in an undergraduate project-based course. The findings indicate that both teachers' organization and students' autonomy in peer review are pivotal.

16-S1

Quarterly Review of Distance Education Editorial Board

Time: 2:15 PM - 3:15 PM

Location: Salon 1

Presented by: QRDE Board

Quarterly Review of Distance Education Editorial Board

16-S2

Awards Committee

Time: 2:15 PM - 3:15 PM

Location: Salon 2

Presented by: Lynn Milet, Committee Chair

Awards Committee

16-S3

Curriculum Committee

Time: 2:15 PM - 3:15 PM

Location: Salon 3

Presented by: Curriculum Committee

Curriculum Committee

16-S4

Graduate Student Assembly

Time: 2:15 PM - 3:15 PM

Location: Salon 4

Presented by: Preston Parker, Utah State University

GSA Meeting

16-S5

Convention Evaluation Committee

Time: 2:15 PM - 3:15 PM

Location: Salon 5

Presented by: Convention Evaluation Committee

Convention Evaluation Committee

16-S6

Leadership Development Committee

Time: 2:15 PM - 3:15 PM

Location: Salon 6

Presented by: Leadership Development Committee

Leadership Development Committee

16-S7

Intellectual Property Committee

Time: 2:15 PM - 3:15 PM

Location: Salon 7

Presented by: Rosemary S. Talab, Kansas State University

Intellectual Property Committee

16-S8

Distance Education Standards (Ad Hoc)

Time: 2:15 PM - 3:15 PM

Location: Salon 8

Presented by: Distance Education Committee (Ad Hoc)

Distance Education Standards (Ad Hoc)

17-G1

Design and Development Board Meeting

Time: 3:45 PM - 4:45 PM

Location: Garden Room 1

Presented by: Design and Development Division

Design and Development Board Meeting

17-G4

International Division Board Meeting

Time: 3:45 PM - 4:45 PM

Location: Garden Room 4

Presented by: International Division,

International Division Board Meeting

17-HR

.a AECT First-Timer's Orientation

Time: 3:30 PM - 4:45 PM

Location: Harbor Room

Presented by: Karen Kaminski, Colorado State University;
Chris T. Miller, Morehead State University

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.

17-MA

SICET General Session

Time: 3:30 PM - 5:45 PM

Location: Madrid

Presented by: Hao Yang, State University of New York at Oswego; Shuyan Wang, The University of Southern Mississippi

This session includes the introduction of SICET, review SICET progresses in the past year, and preview the development in the coming years.

17-S2

Publications Committee

Time: 3:45 PM - 4:45 PM

Location: Salon 2

Presented by: Publications Committee,

Publications Committee

17-S3

Management Board Meeting

Time: 3:45 PM - 4:45 PM

Location: Salon 3

Presented by: Management Division,

Management Board Meeting

17-S4

Professional Ethics Committee

Time: 3:45 PM - 4:45 PM

Location: Salon 4

Presented by: Professional Ethics Committee,

Professional Ethics Committee

17-S5

School Media & Technology Board Meeting

Time: 3:45 PM - 4:45 PM

Location: Salon 5

Presented by: School Media & Technology Division,

School Media & Technology Board Meeting

17-S6

Standards Committee

Time: 3:45 PM - 4:45 PM

Location: Salon 6

Presented by:

Standards Committee Meeting

17-S8

Tech Trends Editorial Board

Time: 3:45 PM - 4:45 PM

Location: Salon 8

Presented by: Tech Trends Editorial Board,

Keynote Speaker

Time: 5:00 PM - 6:00 PM

Location: Royal A

18-RA

Through the Kaleidoscope to the Future

Presented by: Stephen Downes, Channel 5 Public Broadcasting

Stephen Downes will kick off the convention, 5:00pm, Wednesday, October 24, 2007, by focusing the kaleidoscope on the future. On his website, Downes maintains that learning, and the presentation of learning, should not be static. "On any given day, the organization, structure, and delivery of learning resources may change according to the changing knowledge of the instructor, the changing preferences of the learner." "Stephen's Web" is best described as a digital research laboratory for innovation in the use of online media in education. Born in Montreal, Quebec, Downes worked in various positions across Canada before joining the National Research Council as a senior researcher in November 2001. Currently based in Moncton, New Brunswick, at the Institute for Information Technology's Internet Logic Research Group, Downes is recognized a leading voice in the areas of learning objects and metadata, weblogs in education content syndication, digital rights, and related issues.

<http://www.downes.ca/>

19-GB

AECT Welcome Reception

Time: 6:30 PM - 8:30 PM

Location: Grand Ballroom G

Presented by: AECT

Following the closing of the First General Session join in the fun to meet up with your long-standing colleagues and take an opportunity to 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.

Cultural Diversity

Time: 8:00 AM - 9:15 AM

Location: Madrid

Facilitator: Hao Yang

SICET

21-MA

.a Cultural Perspectives on Instructional Technology Consulting

Presented by: Xiaoxue Wang, Georgia State University

This study, through interviews with professors both in China and in the USA, examined instructional technology consulting from cultural perspectives. The purposes of this study were (1) to reveal essences and insights of instructional technology consulting, (2) to explore cultural factors by comparing and contrasting the similarities and differences of instructional technology consulting in China and in the USA, and (3) to seek implications for better consulting practice in different cultural settings.

.b A Survey Study about Online Learning Experience in the United States: The Perspectives from Taiwanese International Students

Presented by: Chun-Min Wang,

This study examined Taiwanese international students' online learning experience in the United States. The online survey intended to understand the students' opinions about online interaction, challenges, instructional design, and the differences between online and traditional face-to-face courses. 140 responses were received from students attending 58 different universities across the United States. The results show that they felt generally positive about online courses, but there were also several factors that influenced their learning experiences.

Keynote Speaker

Time: 8:00 AM - 9:15 AM

Location: Royal A

21-RA

Teaching and Learning With Games

Presented by: Marc Prensky, Author, Writer, Consultant

Within the kaleidoscope of teaching and learning, the work of Marc Prensky is likely to surface as an international leader. He is described as an acclaimed speaker, writer, consultant, and designer in the critical areas of education and learning. Author of *Digital Game-Based Learning*, Prensky is founder and CEO of Games2train, used for training in businesses from IBM to the U.S. Department of Defense and Virtual Schools in Louisiana and Florida. His online game sites include <www.

dogamecommunity.com> and <www.socialimpactgames.com>. Besides creating software games for learning, Prensky developed the first world-wide, multi-player, multi-team, on-line competitions. A teacher at all levels, Prensky has been featured in articles in *The New York Times* and *The Wall Street Journal*, has appeared on CNN, MSMBC, PPBS, and the BBC, and was named as one of training's top 10 "visionaries" by *Training* magazine.
<http://www.marcprensky.com/>

21-RI

International Hospitality Center

Time: 8:00 AM - 5:00 PM

Location: Royal Foyer

Presented by: International Division

Instructional Games

Time: 9:30 AM - 10:30 AM

Location: Garden Room 2



22-G2

.a Theory-based Design: Integrating Scaffolding into an Interactive Game for Children

Presented by: Johannes Strobel, Purdue University

In this paper, we describe the design of a goal-based problem solving oriented interactive game on biodiversity. The audience is children ranging from age 6 to 14. We focus in our paper especially on a) the instructional design of the game and b) the support structures. We differentiate between modeling, coaching, scaffolding, and general support structures and focus especially on the design of scaffolds that were integrated to provide learners with feedback and a help structure.

Digital Video Technologies for Teachers Professional Development

Time: 9:30 AM - 10:30 AM

Location: Garden Room 3



22-G3

.a Using a Co-Inquiry Video Conference as a Tool for Promoting Professional Development

Presented by: Otto E. Benavides, California State University, Fresno

This session examines how to use collaborative inquiry (co-inquiry) to promote professional dialogue among teachers concerning student work. Co-inquiry, a process for facilitating professional dialogue, encourages teachers to discuss and analyze student performance and plan future classroom experiences. This session focuses on the integration of video conferencing and use of an educational blog with the co-

inquiry process in order to enhance the ability of teachers at different locations to view classroom documentation as a basis for interactive dialogue. The session includes a “live” broadcast from the Fresno State early education center to demonstrate co-inquiry using actual classroom research.

22-GR

PacifiCorp Design Competition

Time: 9:30 AM - 10:30 AM

Location: Granada

Presented by: Dan Schuch, PacifiCorp

Online Interaction

Time: 9:15 AM - 10:15 AM

Location: Madrid

Facilitator: Steve Yuen, 118 College Drive #5036

SICET

22-MA

.a Online Group Projects to Enhance Peer Interaction

Presented by: Feng-Qi Lai, Indiana State University

After teaching an online Instructional Design course for three years, the author found the collaborative learning part needed improving. In order for more peer interaction, a group-project format was implemented. Did it help? What was the format? What was the way to ensure fair grading for each student’s contribution to the group project? What were students’ evaluations on the group project approach for the online course? The author will share her experience and results with attendees.

.b Essay Writing in Chinese WebCT Discussion Board

Presented by: De Zhang, Bethel University

This paper reports on a classroom-based study on the use of Chinese WebCT discussion board to support essay writing in a second year Chinese language class which consisted of mostly heritage learners at a U.S. Midwest university. The study aims to fill the void in the research literature on both computer-assisted Chinese writing pedagogy and heritage language instruction.

22-RA

Fireside Chat with Marc Prensky

Time: 9:30 AM - 10:30 AM

Location: Royal A

Presented by: Marc Prensky, Author, Writer, Consultant

Today’s K-12 learners (and many young college students) have grown up with digital technologies. Research shows that the result is often a very different style of learning. Join Keynoter Marc Prensky in this informal, interactive session

examining the effects of games and other digital technologies on today’s learners.

<http://www.marcprensky.com/>

Roundtable Sessions

Time: 9:30 AM - 10:30 AM

Location: Royal E

22-RE

.a Connecting Instructional Design to the Development and Application of Reusable Learning Objects to Support Information Literacy Skills in Higher Education

Presented by: John Solis, Minnesota State University, Mankato; Lisa Baures, Minnesota State University, Mankato

The Internet has contributed to major paradigm shifts in higher education. Digital learning objects will be a format of choice for higher education faculty due to their reusability and adaptability. This session’s primary objective is to illustrate how the application of instructional design principles, information literacy needs, and implementation of reusable learning objects can become an integral part of instruction in today’s technology-rich learning environments. Learner/instructor feedback and practical implications will also be discussed.

.b A Study on learning-supporting functions of web visuals based on Merrill’s presentation forms

Time: 9:30 AM - 10:30 AM

Location: Royal E

Presented by: Sung-hee Jin, Seoul National University

Based on Merrill’s presentation forms, this research analyzed learning-supporting functions of web visuals, which were designed for web contents in an online university.

.c Evolution of Videoconferencing in Brazil and U.S. Institutions.

Presented by: Catia Silva Harriman, University of Georgia; Jay Harriman, University of Georgia

A comparison of the evolution of educational videoconferencing at two universities in Brazil and the U.S. including the development of a web course for teacher training in Brazil and how the technologies at both institutions have developed some 10 years apart in implementation.

.d Developing an Educational Game of Tangram with Tangible User Interface

Time: 9:30 AM - 10:30 AM

Location: Royal E

Presented by: Chu-Ying Lin, Yuan Ze University

Tangram is an excellent learning material for children to learn shapes and cognitive technique. However, there are many drawbacks for digital and traditional Tangram. According

to these concepts, we developed a Tangram game with TUI. Children can enjoy this game without mouse or keyboard. We discovered that, the advantages and features of physical objects and digital content can be combined and became an intuitive interface for education with TUI. or keyboard, could enjoy this game. We discovered that, the advantages and features of physical objects and digital content can be combined and became an intuitive interface for education with TUI.

.e Protecting Students and Staff from Themselves: Effectively Implementing Technology Policies and Procedures

Time: 9:30 AM - 10:30 AM

Location: Royal E

Presented by: Christopher Wells, Gwinnett County Public Schools

Providing a safe computer environment has never been more rewarding - or more difficult - as students increase their use of web-based learning resources. This interactive session provides much-needed guidance from a school district that has experienced tremendous technology growth and supports over 152,000 students daily. Topics discussed include incomplete or too-finely-detailed school technology policies and procedures, and engaging parents, school employees, and especially students in appropriate use of technology.

.f Adjunct Teacher Training and Classroom Success: Designing Training to Balance Subject Matter Experts and Trained Educators

Presented by: Amy Johnson, Oklahoma State University

This proposed roundtable session will look at the perceptions of adjunct instructors at a large Midwestern Community College with regards to training received as a new hire employee. The aim is to identify and uncover any issues or problems that exist so that new training, policies and standards can be designed and implemented to assist educators in their ability to be successful in the classroom.

.g An Exploration of Supporting Strategies for Effective Learning in Ubiquitous Environment: Derived through Cases of Practice in Korea

Time: 9:30 AM - 10:30 AM

Location: Royal E

Presented by: ; Sunhee Bhang, Hanyang University

The purpose of this study is to explore supporting strategy for effective ubiquitous learning (u-learning) through analyzing cases of practice in Korea. Analyzing framework of cases of practice is classified into hard-ware related to infra- structure, soft-ware such as learning contents, teaching-learning activity and supporting, class management, human-ware related to learner and teacher, system-ware as a education system and administrative supporting. U-learning cases of practice were

analyzed research documents, class observation, and interview with teachers and students at 9 u-learning research school and specialist council. Supporting strategies of u-learning derived from analysis of u-learning cases of practices in Korea.

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22-S2

Training & Performance Member Meeting

Time: 9:30 AM - 10:30 AM

Location: Salon 2

Presented by: Training & Performance Division,

Educational System Transformation



Time: 9:30 AM - 10:30 AM

Location: Salon 3

Facilitator: Hoyet Hemphill, Western Illinois University

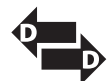
22-S3

.a A Tale of Two Districts: Comparing the Impact of On-Site Graduate Cohort Programs in Instructional Technology on Teachers and Schools

Presented by: Douglas Harvey, The Richard Stockton College of New Jersey

This session presents findings from an evaluative study of the impact of graduate cohorts on K-12 teachers and schools. The programs described involved providing a full M.A. in Instructional Technology degree program on-site to a selected group of K-12 educators in two distinctive southern New Jersey K-12 districts. The session will compare the impact of the program in fostering and supporting systemic change within the two districts, and discuss the experiences of the persons involved.

Kaleidoscope of DD Professional Development



Time: 9:30 AM - 10:30 AM

Location: Salon 4

22-S4

.a What Could Instructional Design Learn From Other Design Fields?

Presented by: Todd Stubbs, Brigham Young University

If, as Murphy (1992) and Rowland (1993) contend, Instructional Design (ID) is a member of the family of design fields (such as architecture, industrial design, and software design), why aren't ID's design activities more like theirs? In this session we will explore one particular design activity found in other fields—design drawing—with an eye toward how ID might be benefited by adopting it.

Connecting Theory & Practice

Time: 9:30 AM - 10:30 AM

Location: Salon 5

Facilitator: Penny Thompson, University of Minnesota



22-S5

.a The Fundamental Incompatibility of the Individual Learning Model and the Community Learning Model: A Call for a New Theoretical Basis for Effective Teaching and Learning

Presented by: Linda Barclay, Brigham Young University

The individual learning model views learning as the internalization of knowledge from the external world. The community learning model views learning as a result of persons interacting within the community. Both models are valuable for instructional design, but are fundamentally incompatible. Attempts to reconcile these models have failed. What is needed is a new theory is that acknowledges that people learn best using strategies and instruction apparently derived from both models.

22-S6

Educational Associations Similar to AECT

Time: 9:30 AM - 10:30 AM

Location: Salon 6

Presented by: Dr. Rick Kenny, AMTEC/CNIE; Ward Cates, AECT President; Russ Poulin, WCET; Jerry Kemp, Past AECT President; Richard Wong, ASTD; Dr. Christopher Miller, Chair AECT Leadership Committee

Facilitator: Dr. Jenny Johnson, AECT Board Representative, International Division

Leaders of AMTEC/CNIE (Association for Media Technology and Education in Canada/Canadian Network for Information in Education), WCET (Western Cooperative for Educational Telecommunications, ASTD (Association for Training Development) these associations describe their membership activities each followed by AECT leader dicussants.

Note: This session is recommended for potential AECT leaders, i.e. committee & division leaders.

Research & Theory

Time: 9:30 AM - 10:30 AM

Location: Seville

Facilitator: Irene Wilder, Jefferson Community College



22-SE

.a Conducting Research in Instructional Design and Technology

Presented by: James D. Klein, Arizona State University; Rita C. Richey, Wayne State University; Michael Hannafin, University of Georgia; Charles M. Reigeluth, Indiana University; Susan McKenney, University of Twente

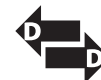
Several new research orientations have emerged in recent years that can be used to inform the instructional design and technology field. This symposium will explore design and development research, design-based research, formative research and educational design research. The presenters will compare and contrast these research orientations by focusing on the character, goals and outcomes of these approaches. An example of each type of research will also be provided. Audience participation and questions will be solicited.

Kaleidoscope of Design/Creativity Perspectives

Time: 9:30 AM - 10:30 AM

Location: Terrace A

Facilitator: Tiffany A. Koszalka, Syracuse University



22-TA

.a Necessary Bells and Whistles: Designing With Sound to Enhance Learning

Presented by: MJ Bishop, Lehigh University

If computerized instruction were a train, sound would be its caboose — bringing up the rear, put in place last, and often serving no obvious purpose beyond “bells and whistles.” This presentation explores sound’s instructional potential and offers guidelines for its more systematic use based on learning theory, human audition, and the presenter’s recent research. The presenter will demonstrate the application of these principles and encourage active discussion among those present.

.b Adding Interactivity to Video with Cue Point and ActionScript in Flash

Presented by: Taeyeol Park, Georgetown University Medical Center

The FACS Center at GUMC has developed a Flash video authoring kit to help faculty create interactive instructional

online videos by using cue points and ActionScript in Flash. This presentation will demonstrate the interactive Flash video development and its application to faculty projects. Participants will benefit from the presentation of the skills that could be applied to the integration of video with instructional web/multimedia content.

22-TB

.a Pictures and Learning from Prose: A Review of Research, 1986-2007

Time: 9:30 AM - 10:30 AM

Location: Terrace B

Presented by: Gary J. Anglin, University of Kentucky

In this presentation, we first present a review of the primary research literature concerning pictures and learning from prose that updates the review by Anglin for the years 1986 – 2007. We then present a brief discussion of the implications of cognitive load theory, functional frameworks, and Ainsworth's taxonomy of multiple representations in learning for researchers investigating pictures and learning from prose.

22-VA

.a International Division Membership Meeting

Time: 9:30 AM - 10:30 AM

Location: Valencia

Presented by: International Division

International Division Membership Meeting

Technology Integration

Time: 10:45 AM - 11:30 AM

Location: Barcelona

Facilitator: Robert C. Wiseman, Eastern Illinois University



23-BA

Assessing the Dispositions toward Technology of Teacher Candidates

Presented by: David Carbonara, Duquesne University

This presentation will describe an ongoing project designed to assess the dispositions of individuals enrolled in an undergraduate teacher training program. The goal of this presentation will be to describe the initial development of two instruments used to assess these characteristics and to provide information detailing initial reliability estimates of a general teacher disposition instrument and a second scale designed to assess dispositions toward the use of technology.

Research & Theory

Time: 10:45 AM - 11:30 AM

Location: Garden Room 1

Facilitator: David Richard Moore, Ohio University



23-G1

Managing Cognitive Load while Teaching Human Locomotion to Novice Health Care Science Students

Presented by: Fredrick Pociask, Wayne State University ; Gary R. Morrison, Old Dominion University

The purpose of this study was to compare the effectiveness of authentic instruction designed to reduce cognitive load while teaching human locomotion to novice health care science students. This topic is a problematic area of the curriculum. The experimental condition manipulated elements of instruction that were expected to pose high levels of intrinsic cognitive load. MANOVA yielded significant results for four of four hypotheses in the predicted directions.

23-G2

Impacts Of Wireless Portable Computers In the Classroom And Its Implications For the Future

Time: 10:45 AM - 11:30 AM

Location: Garden Room 2

Presented by: In-Sook Lee, Sejong University

This research provides implications for successful implementation of a ubiquitous education by evaluating Korean government and Apple Korea's joint efforts to integrate mobile personal computer technology into regular classroom settings. Test scores showed that participating schools experienced learning enhancement after 5 weeks' treatment. The questionnaires of satisfaction, self-efficacy and motivation also proved positive impacts. In addition, observations and interviews identified critical factors for success. For the future extended operation, we suggested 7 strategic approaches.

23-G3

Management Division Member Meeting

Time: 10:45 AM - 11:30 AM

Location: Garden Room 3

Presented by: Management Division; Trey Martindale, University of Memphis

Dr. Trey Martindale will engage us in a discussion about Social software for personal and corporate knowledge management. Managers must contend with a myriad of details while running an organization or business unit. Many tools and processes are available to help, including a class of tools best described as social software. Blogs, wikis, social

bookmarking, and management systems for content, courses, and e-learning, all can play a part in helping organizations and individuals manage the constant flow of information.

Online Teaching

SICET

Time: 10:30 AM - 11:30 AM

Location: Madrid

Facilitator: Xiaoxue Wang, Georgia State University

23-MA

.a Impact of Online Instruction on Students' Learning Styles and Motivational Beliefs

Presented by: ; Hao Yang, State University of New York at Oswego

This quantitative study was designed to investigate how online instruction affects online learner's learning styles and motivational beliefs. This study using the one group pretest and posttest experimental design involved 32 students in two online sections of a graduate course in fall 2006. Significant statistical differences were found in several learning style and motivational belief scales between pretest at the beginning and posttest at the end of the online course. Implications resulted from the study.

.b Does Online Teaching Presence Really Help?—an Inverstigation Of Relationships Of Online Teaching Prsence And Learning

Presented by: Hong Zhan, Northern Arizona University

This presentation will describe an experimental study to explore the effect of teaching presence on student learning outcomes in fully online undergraduate level courses. Student learning outcomes were investigated in three learning environments where teaching presence was designed to be at different levels. The study found that the learning outcomes in the three learning environments were not significantly different. Although student-perceived teaching presence were significant different among the three sections, student learning outcomes was not related to the teaching presence. Implications for online course development and online teaching will be discussed at the presentation.

Roundtable Sessions

Time: 10:45 AM - 11:30 AM

Location: Royal E

23-RE

.a Page Editing Behavior and Collaborative Learning in a Wikibook Project

Presented by: ; Kathleen Kelsey, Oklahoma State University

Wiki, when used as an open editing tool, has some profound and subtle effects on users' writing behavior. Do students

feel free to edit wiki article content created by others? How does students' page editing behavior in wikis affect their collaborative learning outcomes? These questions will be addressed in our presentation. Using qualitative methods, researchers collected data through multiple semi-structured interviews with five graduate stud ents. In addition, artifacts and documents were used for analysis and to draw conclusions. The findings challenge idealistic hypotheses that wiki work is naturally beneficial and contributes to collaborative learning.

.b A Study on the Improvement of Reading Comprehension through Visual Organizers in an Online Reading Course

Time: 10:45 AM - 11:30 AM

Location: Royal E

Presented by: Myeonghwa Park, Seoul National University; Sung-hee Jin, Seoul National University; Eunmo SUNG, Seoul Natinal University

The study is an experimental research conducted in an online course of a bachelor-degree granting university. The purpose of the study was to investigate the effectiveness of the "visual organizers." The visual organizers were provided along with the text materials and they were treated as a meta-cognitive strategy. The results show the affirmative effects of utilizing visual organizers.

.c The Changing Patterns of Organization: Merged Information Services in Liberal Arts Colleges

Presented by: T. Weston Miller, Earlham College

The traditional roles of librarians, audio-visual specialists, instructional technologist and academic computer support specialists are falling into new patterns and arrangements as the lines between each begin to blur. Many liberal arts colleges are moving in the direction of merged organizations, libraries, instructional technology, media and computing services all under one administrative line. Join the discussion about this new organizational pattern in what is becoming called Information Services.

.d Research on Distance Education: A Content and Quality Review

Presented by: (Jenny)Lynn Werner, SixSigma Performance

Distance Education, technology-based learning, internet-based instruction, and web-based training are all the subject of great and varied debates among practitioners and researchers in the Educational Technology profession. In an attempt to better understand the current state of published research, a broad survey of research articles published in referred journals in the area of distance education was undertaken. The intent is to gain, and share, a broad and methodical survey of Distance Education research.

.e The Role of Perceived Leadership as Determinants of Self-efficacy, Collective efficacy and Innovative Behaviors in the Workplace

Time: 10:45 AM - 11:30 AM

Location: Royal E

Presented by: Hwasook Lee

The purpose of this study investigates which factor affects self-efficacy and collective efficacy. It also examines which factor is predicted by self-efficacy and collective efficacy. For these purposes, this study hypothesize perceived leadership styles will exhibit a significant positive relationship with employee's self-efficacy and collective efficacy. Second, self-efficacy and collective efficacy will be positively associated with innovative behavior of individual and groups in workplace.

.f Belief Systems of Preservice Teachers about Using Technology in the Classroom

Presented by: Marybeth Green

This qualitative study compares the mental models of the roles of educational technology in the classroom constructed by preservice teachers in the United States and South Korea who have completed a one semester elective course in integrating technology into the curriculum as expressed through metaphors. In addition, the researchers are also examining the metaphor data to see if a relationship exists between computer efficacy and the depth of technology integration into the curriculum.

.g Teaching Preservice Teachers Four Principles of Effective Technology Integration Using the Video Modeling Database

Presented by: Charles R Graham, Brigham Young University

This presentation will demonstrate how a tool called the Video Modeling Database (VMDB) is used by preservice teachers at Brigham Young University. The VMDB was developed by the BYU Center for Instructional Design in order help preservice teachers access video models of technology integration in their specific discipline areas. The presentation will share how the video modeling database is used to help preservice teachers identify four principles of effective technology integration in the video models.

.h Implications of the Flat World for Evaluation in Instructional Design and Technology

Presented by: David Williams, Brigham Young University

This roundtable session will explore several implications of technology innovations for instructional design and technology evaluation. Questions raised based on a reading of Friedman's World is Flat about changes in society associated with technology will be discussed by participants. It is expected that they will be able to use what is discussed to build evaluation more systematically into instructional design and technology projects and processes.

Challenges in Distance Education

Time: 10:45 AM - 11:30 AM

Location: Salon 2

Facilitator: Lisa Dawley, Boise State University



23-S2

Disappearing Students: Drop-out in Distance Education

Presented by: Greg Rickert, Bluegrass Community and Technical College

This session will provide an overview of the breadth and depth of research related to retention in distance education, summarize the conclusions of research on retention in distance education, and identify future paths of research in order to continue exploration of the drop-out issue.

Practicing Media Center Specialists and Pre-service Teachers and Media Specialists

Time: 10:45 AM - 11:30 AM

Location: Salon 3



23-S3

Blended Professional Development Model for Rural Educators: "Teaching with Primary Sources" from the Library of Congress

Presented by: Anne Bell, UNC; Erin Hunt, UNC; Akio Yamanaka, UNC

University of Northern Colorado, a grant partner in the Teaching with Primary Sources project from the Library of Congress, has developed a blended model of workshops to reach rural educators, including teachers and librarians/media specialists. Participants will consider the interactivity built into the online component of the workshops, as well as the content focused on deepening content knowledge and critical thinking, and involvement of media specialists/ librarians in learning communities model for sustainability.

Reviewing the Internship Experience

Time: 10:45 AM - 11:30 AM

Location: Salon 4

Facilitator: Johannes Strobel, Purdue University



23-S4

Service, Learning, and Reflection: The AECT Internship as Kaleidoscope

Presented by: Preston Parker, Utah State University; Tonya Amankwatia, Lehigh University; Fethi Inan, University of Memphis

What do the 2006 AECT Convention Interns have in common with kaleidoscopes? Come find out and discover from the interns themselves along with a few of our exceptional leaders

in the field how the internship award can be parlayed into a rewarding service learning experience. In this interactive session, we will also solicit and explore new ideas about how graduate students might get more meaningfully involved with service learning within AECT.

Social Aspects of Learning

Time: 10:45 AM - 11:30 AM

Location: Salon 5

Facilitator: Charles Hodges, Virginia Tech



23-S5

Social Capital and Technology Instruction

Presented by: Amy Tracy Wells, Michigan State University

Focusing on social capital theory, this research details 8 case studies conducted with 4 Asian-American and 4 Caucasian-American teenagers living in university towns in the Midwest. Survey and observational data were analyzed to determine the participants' access to and use of technology in school and at home. We conclude that school-based instruction in technology is limited or absent in the observed population. From this perspective we identify technology as a constitutive element of social capital and briefly mention the implications of our findings for intergenerational stratification.

23-S6

University Education Technology Curricula

Time: 10:45 AM - 11:30 AM

Location: Salon 6

Presented by: Andrew Smith, Georgia State University; Hui-Ling Wu, Indiana University; Todd Curless, Nova SE University; Saniye Tugba Bulu, A&M University; Zhigang Li, University of Central Florida

Facilitator: Dr. Jenny Johnson, Editor, AECT Curricula Database

University faculty from NOVA Southeastern University; Arizona State University; and Georgia State University present their masters curricula. and graduate students

Kaleidoscope of Gaming DD

Time: 10:45 AM - 11:30 AM

Location: Seville



23-SE

Distributed Online Multimedia Learning Games: The Challenge of Instructional Design in Closed Systems

Presented by: Scott Warren, University of North Texas; Mary

Jo Dondlinger, University of North Texas

This proposal outlines the presentation of an instructional design model for developing distributed learning games that leverage online multimedia in a post-secondary course as part of a problem-based learning methodology. Further, the difficulties inherent of developing such a game are outlined and discussed.

Visual Literacy

Time: 10:45 AM - 11:30 AM

Location: Terrace A

Facilitator: Thomas Hergert, St. Cloud State University

IVLA

23-TA

Effects of Graphics-First Information Presentation Technique in Web-Based Learning among Gen-Y Learners

Presented by: Jeonghee Huh, University of Central Florida

This study investigated whether the graphics-first technique was more beneficial to Gen-Y learners in web-based learning than the text-first in terms of performance outcomes (i.e., content recall and hands-on application) and motivation scales. Findings will include analyses of independent t-tests, MANOVA, descriptive statistics, student time spent on and the number of student visits to the tested variables, and so on. The session will also discuss study limitations and implications for further research.

Designing Online Instruction

Time: 10:45 AM - 11:30 AM

Location: Terrace B

Facilitator: Vance A. Durrington, University of North Carolina Wilmington



23-TB

Is Online Life a Breeze?: Promoting a synchronous peer critique in a blended graduate course

Presented by: Yun Jeong Park, Indiana University

This case study examined a synchronous online teaching practice in a blended course. The study focused on how learning was promoted, and how interaction was mediated using a combination of communication tools - Breeze shared screen and Breeze voice, telephone, or text-based chat. Online instructors' perceptions of the benefits as well as disadvantages of the synchronous mode were identified. Suggestions and guidelines are offered for preparation, interaction, and faculty support when integrating synchronous components into online teaching and learning.

Visual Literacy

Time: 10:45 AM - 11:30 AM
Location: Terrace C



23-TC

Title: Visual Literacy and Educational Technology Integration: Changing the Culture of Classrooms and Teachers

Presented by: Rhonda S. Robinson, Northern Illinois University; Lara Luetkehans, Northern Illinois University

Many teachers have not yet mastered technology integration; some are still concerned about finding strategies to include appropriate technology within their curriculum. The increased attention to need for diversification of learning strategies in the classroom has encouraged support for the ways visual literacy concepts/objectives can help teachers. This session features background and activities which have shown success in helping teachers discuss, select, plan, and integrate technology into their classrooms by the emphasis on visual learning and literacy development.

Development Program for Inservice Teachers
Presented by: Joseph Rene Corbeil, University of Texas at Brownsville; Cheng Chang Pan, University of Texas at Brownsville; Michael Sullivan, University of Texas at Brownsville

This presentation will document how an East Texas School District partnered with South Texas University to develop a face-to-face and online professional development program to train more than 350 teachers on ways to integrate technology into the curriculum. We will present the findings of a 5-year program evaluation, as well as discuss implications for practice and recommendations for developing long-distance interinstitutional partnerships for the delivery of effective professional development and continuing education to in-service teachers.

.b Video and e-Collaborations with Teacher Education Students in the field: Creating and Enhancing Virtual Communities of Practice
Presented by: Guy M. Westhoff, Washington State University

This session will present the results of a 3 phase research project exploring the use of Web 2.0 technologies for developing and enhancing an online professional learning community for teacher education students. Results of how blogs, web conferencing, and e-collaboration video conferencing systems were utilized to extend the professional learning community to allow teacher education students to maintain connections with faculty and colleagues during their off campus practicum and student teaching experiences will be presented.

Kaleidoscope of DD Stories/Reflective Practices

Time: 10:45 AM - 11:30 AM
Location: Valencia



23-VA

Other Stories, Myths, and Fables of Instructional Design

Presented by: Brad Hokanson, University of Minnesota; Ana Donaldson, University of Northern Iowa

As humans, we use stories and fables to communicate and to explore truths about the world. In this presentation, a series of fables and stories will be presented illustrating ideas of learning, of education, and of technology. How myths and fables are used in our understanding and in our management of knowledge will be examined. Participants will have the opportunity to develop their own visions, fables, and stories about instructional technology.

Designing Online Instruction

Time: 11:45 AM - 1:00 PM
Location: Garden Room 1
Facilitator: Shiang-Kwei Wang, New York Institute of Technology



24-G1

.a Barriers to Hybrid Course Adoption: A Comparison of Student Perceptions and Performance

Presented by: Paul Giguere, Sinclair Community College

Based on the results of a three-year project funded by a National Science Foundation-Advanced Technology Education grant, this session discusses the barriers inherent in implementing the institutional adoption of hybrid courses (or courses that combine on-line and face-to-face methodologies) in higher education settings. In particular, this session focuses on the challenges institutions face by examining the use of a hybrid delivery mode versus traditional face-to-face instruction by comparing student perceptions and performance in hybrid courses.

Online Interaction

Time: 11:45 AM - 1:00 PM
Location: Barcelona
Facilitator: Tonya Amankwatia, Lehigh University



24-BA

.a The Sustainability of a Hybrid Long-Distance Collaborative Technology Integration Professional

.b Adventure Learning: Educational, social, and technological affordances for collaborative hybrid distance education

Presented by: Aaron Doering, University of MN; George Veletsianos, University of Minnesota

Adventure learning (AL) is a hybrid distance education approach that provides students with opportunities to explore real-world issues through authentic learning experiences within collaborative learning environments. Within hybrid environments, designers habitually attempt to replicate traditional classroom pedagogy resulting in experiences that do not support or afford meaningful collaboration. This paper details the educational, social, and technological affordances for the effective design, implementation, and research of AL environments, providing insight for teachers, teacher/designers, and future teacher/adventurers.

24-RA

D&D/ R&T Awards Luncheon

Time: 11:45 AM - 1:00 PM

Location: Royal A

Presented by: Design and Development Division, ; Research and Theory Division

Design and Development/ Research & Theory Luncheon

Evaluating and Managing Programs



Time: 1:15 PM - 2:00 PM

Location: Barcelona

Facilitator: Laurie B. Dias, Georgia State University

25-BA

Student Response to an ePortfolio Initiative: A Grounded Theory Analysis

Presented by: Thelma Seyferth, University of South Florida; Albert Ritzhaupt, University of South Florida

This study examined student responses to an ePortfolio integration initiative in a College of Education at a major research university in the United States. Ninety-two student responses were examined using a Grounded Theory approach by two raters with inter-rater reliability calculated at .87. Results revealed four major themes: system characteristics, support system, purpose, and personal impact. The purpose of an ePortfolio initiative appears to be a key issue for successful integration in higher education.

Learning Guidance Strategies



Time: 1:15 PM - 2:00 PM

Location: Garden Room 1

Facilitator: Niki Davis, Iowa State University

25-G1

Scaffolding Scientific Problem-solving in Technology-enhanced Learning Environments: Findings, Frameworks and Implications

Presented by: Minchi Kim, New York University; Minchi Kim, New York University; Michael Hannafin, University of Georgia

Much research has been conducted to explore the impact and use of computers in the classroom and the interaction between students and computer-based tools. However, the results indicate that the manner of computer integration and support may improve or hamper student learning. In this presentation, we examine research on scaffolding students' problem-solving with technologies and report findings from a series of qualitative case studies conducted in technology-enhanced, project-based middle school classes. Based on the findings, we propose an emerging pedagogical framework that guides research and practice on the use of technologies for science learning and teaching.

Research & Theory



Time: 1:15 PM - 2:00 PM

Location: Garden Room 2

Facilitator: Penny Thompson, Michigan State University

25-G2

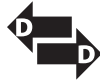
Learning Designs for Ill-Structured Problems: Analysis and Implications For Practice

Presented by: Nada Dabbagh, George Mason University

This study examined students' information seeking and problem solving behaviors while interacting with two types of web-based representations of an ill-structured instructional design case, hierarchical (tree-like) and heterarchical (network-like). A Java program was used to track students' hypermedia journeys through the cases and a case analysis rubric was used to assess the viability, cogency, and expert likeness of the case solutions. The results of this study have direct implications on the design of PBL environments.

Kaleidoscope of DD Professional Development

Time: 1:15 PM - 2:00 PM
Location: Garden Room 3



25-G3

Best Practices for Teaching an Introductory Instructional Design Course

Presented by: Gary R. Morrison, Old Dominion University; Howard Kalman, Ithaca College; Richard Schwier, University of Saskatchewan

The introductory instructional design course is common across all graduate and undergraduate programs in instructional technology. Instructors have adopted a variety of approaches to deliver the course. Yet, instructors, teaching at different institutions, encounter similar student difficulties, regardless of the strategy employed. In this session a panel of faculty will discuss the strategies they use to address and resolve these difficulties.

Evaluating Distance Education

Time: 1:15 PM - 2:00 PM
Location: Garden Room 4
Facilitator: Nancy Maushak, Texas Tech University



25-G4

Students' Perceptions and Attitudes Toward Collaborative Learning in an Online Environment

Presented by: Heng-Yu Ku, University of Northern Colorado; Hung-Wei Tseng, University of Northern Colorado; Hsin-Te Yeh, University of Northern Colorado

This study explores the process of collaborative learning that occurred when graduate students studying an online Instructional Design course used computer-mediated communication as a means of small-group communication. Findings on student perceptions and attitudes toward online collaborative learning, challenges encountered by students, and strategies of overcoming these challenges were examined and discussed.

25-GR

Use of Visual Cues in Computer-Mediated Communication

Time: 1:15 PM - 2:00 PM
Location: Granada
Presented by: Doris U Bolliger, University of Wyoming

Online communication can be challenging for all participants because there is a lack of physical presence and nonverbal elements. The use of nonverbal visual communication

elements such as pictographic and typographic marks is important in the communication of intent, meaning, and emotion. The use of images and character in an online graduate-level course delivered online for two consecutive years was recorded and analyzed. Results of this study will be shared with session attendees.

25-HS

ect Foundation Board of Directors

Time: 1:15 PM - 4:15 PM
Location: Huntington Suite
Presented by: ect Foundation Board

Research and Publication

SICET

Time: 1:00 PM - 2:00 PM
Location: Madrid
Facilitator: Feng-Qi Lai, Indiana State University

25-MA

.a Modeling in Information Technology Research: A Model of Models

Presented by: Leping Liu, University of Nevada, Reno

This proposed paper introduces the major types of models and modeling procedures in educational research, and discusses a variety of examples of modeling from our experiences of research in the field of information technology in education. Theory-based, research-based, and literature-based modeling are introduced.

.b Publish or Perish: Publishing Scholarly Articles in Educational Technology

Presented by: Steve Yuen, The University of Southern Mississippi

This presentation will provide complete journal information over 40 journals that are appropriate for the publication of articles in educational technology. Also, the presentation will discuss the types of journals, types of articles, manuscript components, journal submission and peer review process, and steps to publishing in academic journals within the field of educational technology. Furthermore, the presentation will provide tips to getting published and offer helpful suggestions.

25-RA

Design and Development Membership Meeting

Time: 1:15 PM - 2:00 PM
Location: Royal A
Presented by: Design and Development Division, Lehigh University

Design and Development Membership Meeting

Roundtable Sessions

Time: 1:15 PM - 2:00 PM

Location: Royal E

25-RE

.a Technology Enhanced Learning in Foreign Language Education: The Use of Mobile Phones

Presented by: Murat Saran, Cankaya University, Ankara Turkey; Kursat Cagiltay, Middle East Technical University

Using mobile phones in learning environments provides new opportunities for instructional designers. The major aim of this study was to investigate the potentials and effectiveness of using mobile phones in foreign language education. Specifically, this study investigated how the use of multimedia messages (MMS) and short message service (SMS) quizzes via mobile phones affects the students' English vocabulary acquisition. Initial analyses of the data show that they had positive effects on students' vocabulary acquisition performance.

.b A Comparison among Facilitation Strategies to Promote Critical Thinking in Online Discussion

Time: 1:15 PM - 2:00 PM

Location: Royal E

Presented by: Nari Kim, Indiana University

The purpose of this paper is to investigate how to promote critical thinking of college students through the mentoring of facilitators during online discourse. Several fundamental issues related to fostering critical thinking will be discussed in terms of the importance of critical thinking in higher education, the definitions and components of critical thinking, and the comparison among facilitation strategies for critical thinking.

.c Comparing Institutional Approaches to Competency-Based Distance Education

Presented by: ; Ruth Gannon-Cook, DePaul University School for New Learning

Competency-based education (CBE) has emerged in the past several decades as an important alternative model, forming the basis for programs and institutions at DePaul University, Western Governors University, SUNY Empire State College, Alverno College and others. With the advent of the Internet most of these programs have moved online. This session, presented by educators from CBE institutions, explains practices and models to conduct CBE at a distance.

.d Utilizing Open Source Technology Solutions As An Alternative To Commercial Products

Time: 1:15 PM - 2:00 PM

Location: Royal E

Presented by: Eddie Vega, SUNY Plattsburgh

Digital technology is more affordable than ever before, but

for whom? How do individuals, organizations, or institutions remain on the cutting-edge of technology when the field is in constant motion? If corporations have a difficult time deciding what products to upgrade or purchase, how do schools, non-profits, or home businesses keep current? Luckily, there are alternative solutions to expensive commercial technology products. This presentation will discuss the uses and types of existing open-source solutions.

.e Do Wireless Laptops Invite Pedagogical Change? A Case Study of Teachers in Two High Schools

Time: 1:15 PM - 2:00 PM

Location: Royal E

Presented by: Tonya Amankwatia, Lehigh University

A great deal of attention has been focused on improving the performance of American high school students especially utilizing technology tools for 21st century learning and jobs (Carnevale & Desrochers, 2002; Means et al., 1993). To what extent might a district-wide laptop initiative provide teachers with a tool to mediate active student-centered learning? How does the initiative impact their views about technology's role in education? This session presents a study's findings that explore these questions.

.f Using Think-Alouds in Technology Research

Presented by: Angel Kymes, Oklahoma State University

Think-alouds or verbal protocols have been used in a variety of disciplines to study problem-solving, comprehension, task-analysis, and expert analysis. This presentation/discussion centers on the use of this type of methodology to study the behaviors and mental processes of students (K-12) while they are online and interacting with online texts and websites. Additionally, it focuses on the ways think-alouds can benefit the field of technology research.

.g A Cross-case Analysis of Perceptions of Coordinators of Teacher-training Programs Regarding the Impact of Assistive Technology on the Learning of Braille by Sighted Teachers in Training

Time: 1:15 PM - 2:00 PM

Location: Royal E

Presented by: Charles Farnsworth, University of Northern Colorado

Electronic braille notetakers represent considerable advances over manual braille generation devices in that they enable users to produce electronic documents that can be instantly translated into print files or saved for later proofreading. It is the purpose of this study to compare the perceptions of the impact of manual and electronic assistive technology of university coordinators of teacher training programs on the learning of the literary braille code in sighted teachers in training.

.h Perceptions of Value, Usefulness, and the Challenges of Using eBooks in and out of the classroom

Time: 1:15 PM - 2:00 PM

Location: Royal E

Presented by: Danilo M. Baylen, University of West Georgia; Jason Huett, University of West Georgia; Marty Bray, University of West Georgia

This presentation reports an inquiry into experiences of undergraduate education students with ebooks and their perceptions of its educational value and usefulness including the challenges involved in integrating them into the classroom curriculum. Also, the presentation will discuss the implications of the availability of eBooks in and out of the classroom especially in the homes of students from diverse cultural and economic backgrounds.

.I Teaching challenges using educational video games: Bridging the gap between k12 teachers and instructional designers

Time: 1:15 PM - 2:00 PM

Location: Royal E

Presented by: Renee Henry-Nease, University of Central Florida; Atsusi Hirumi, University of Central Florida

New educational video games are rapidly emerging, but teachers are not often consulted while these games are being produced. As a result, modern games may be entertaining, but not suitable for classroom use. Roundtable participants will discuss challenges facing teachers trying to incorporate video games into a classroom and formulate guidelines for designing educational video games.

25-RI

International Hospitality Center

Time: 8:00 AM - 5:00 PM

Location: Royal Foyer

Presented by: International Division,

Designing Online Instruction

Time: 1:15 PM - 2:00 PM

Location: Salon 2

Facilitator: Sue Mahoney, University of Houston-Downtown



25-S2

Using Linguistic Analysis to Automate Message Content Coding in Online Discussions

Presented by: Willow Shanti, Florida State University; Allan Jeong, Florida State University

This paper conducted a linguistic analysis of the message content observed in asynchronous threaded discussions

to develop rules that can potentially be used to automate the coding of posts by message function (e.g., arguments, challenges, explanations, or evidence). Automating the processes of coding messages has the potential to facilitate and enable researchers to conduct more detailed studies into the discourse processes and more detailed assessments on student performance in online discussions.

Designing Online Instruction

Time: 1:15 PM - 2:00 PM

Location: Salon 3

Facilitator: David Carbonara, Duquesne University



25-S3

Virtual Vistas: Adolescent Experiences in Virtual High Schools

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

This study examined the cognitive styles of adolescents enrolled in a Midwestern virtual high school. The study collected qualitative and quantitative data from the students. Students who were categorized as reflective may be more attracted to and successful in online courses, than students who are categorized as impulsive. Cognitive style did affect students' expectations for the pacing of the courses. Cognitive style may play an important role in student achievement and satisfaction with online learning.

Educational System Transformation

Time: 1:15 PM - 2:00 PM

Location: Salon 4

Facilitator: Michele Estes, University of GA



25-S4

Systemic Transformation in Decatur: Major Revisions to the Process

Presented by: Charles M. Reigeluth, Indiana University; Sari Pascoe, Indiana University; Kurt Richter, Indiana University

The systemic transformation process in the Indianapolis Metropolitan School District of Decatur Township has been underway since January 2001. During these six years, much has been accomplished, but just as importantly, much has been learned about the systemic transformation process, how to accelerate it, and how to make it more effective. This session reports on three research studies that shed light on some of the most important ways to improve the systemic transformation process.

Connecting Theory & Practice

Time: 1:15 PM - 2:00 PM

Location: Salon 5

Facilitator: Luca Botturi, University of Lugano



25-S5

International Forum

Presented by: Chih-Hsiung Tu, Northern Arizona University; Linda MeiLing Fang, Temasek Polytechnic; Murat Ataizi, Anadolu University, Turkey

This annual forum is sponsored by the International Division for our international members to share research and development from their countries. The International Forum has been a tradition, a highlight of the conference, and provides support to the members of our division.

Visual Literacy

Time: 1:15 PM - 2:00 PM

Location: Salon 6

Facilitator: Thomas Hergert, St. Cloud State University



25-S6

Why You Cannot Afford To Be a Videogame Illiterate

Presented by: Luca Botturi, University of Lugano; Christian Loh, Southern Illinois University Carbondale

As instructional gaming gain momentum, media literacy in videogames (e.g., understanding the gamers' culture and the way rating systems work) will become an important asset for educators and parents. This session will explore several issues related to videogames literacy, including the shortcoming of the current rating systems, and why it is important for educators using videogames for learning to know more about the media controversies in videogames, including ethics, violence, fascism, etc.

Affective Factors in ID

Time: 1:15 PM - 2:00 PM

Location: Salon 7

Facilitator: Mark Jones, Oklahoma State University-Facu



25-S7

A Review of Motivational Design in Technology-Assisted Learning Systems: Prototypes and Empirical Support

Presented by: John Keller, Florida State University

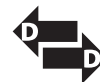
There are numerous challenges and limitations to the development and implementation of T-AL systems, particularly in regard to learner motivation. However, there have been several empirical studies of approaches to

incorporating motivational design into T-AL, including a recent prototype test of the development and implementation of reusable motivational objects in conjunction with instructional design based on learning objects. This presentation will summarize these selected studies that illustrate empirically validated approaches motivational design for T-AL and provide guidance for additional studies.

Kaleidoscope of DD Tools

Time: 1:15 PM - 2:00 PM

Location: Seville



25-SE

Open Content in Education: The Instructor Benefits of M.I.T.'s OpenCourseWare

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 data 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.

Learning Guidance Strategies

Time: 1:15 PM - 2:00 PM

Location: Terrace A

Facilitator: Delia Neuman, University of Maryland



25-TA

Problem Based Learning: A Meta Analytic Review of Problem and Implementation Types Across Disciplines and Educational Levels

Presented by: Andrew Walker, Utah State University; Heather Leary, Utah State University

Problem based learning (PBL) (Barrows, 1986) is most widely known for the large body of literature coming out of Medical Education but has since been used in a variety of disciplines (Savery & Duffy, 1995) at a variety of educational levels (Savery, 2006). Research findings from a meta-analysis that crosses disciplines and educational levels as well as categorizes the types of problems used and the PBL approach will be presented and discussed.

Learning Guidance Strategies

Time: 1:15 PM - 2:00 PM

Location: Terrace B

Facilitator: Delia Neuman, University of Maryland



25-TB

A Scaffolding Approach to Inquiry Learning: A Systematic Review

Presented by: Hui-Ling Wu

Inquiry learning is a complex educational approach which emphasizes the development of critical thinking skills. With recognition of the importance of scaffolding comes a need for a synthesized study investigating the overall influence of scaffolding strategies on inquiry learning. Reviewing the literature published in the last 10 years, this study explores how scaffolding has been applied in inquiry learning, and how it has influenced the effectiveness of instruction.

Experiential Simulation

Time: 1:15 PM - 2:00 PM

Location: Terrace C

Facilitator: Richard A. Cornell, University of Central Florida



25-TC

Business Process Experiential Simulation in an Engineering Environment

Presented by: Daniel Campbell, University of Phoenix; Kim Armstrong, The Boeing Company

Simulations allow the learners to apply previously acquired knowledge and skills to control an environment that replicates the real-world. Boeing developed a blended Systems Engineering Leadership Program with the primary affective objective of having the engineers recognize the value that business processes of Systems Engineering bring to a project or program. The center piece of this curriculum was a learning team-based Systems Engineering simulation which included both computer-based and classroom activities.

www.dancampbell.us/AECT2007

25-TD

2008 Professors of Instructional Design and Technology (PIDT) Meeting Planning

Time: 1:15 PM - 2:00 PM

Location: Terrace D

Presented by: Michael M. Grant, University of Memphis

Join the planning team for PIDT 2008, to be held in Memphis, TN. Anyone interested in developing the program and activities for this annual meeting is welcome to attend.

EPSS Controls and Incidental Learning

Time: 1:15 PM - 2:00 PM

Location: Terrace F

Facilitator: Nancy Hastings, University of West Florida



25-TF

The Effects Of EPSS Selection Controls on Incidental Learning, Performance Time and Task Accuracy

Presented by: David Huff, Western Governors University

This research investigated how changing the selection controls on the computer interface of an Electronic Performance Support System influenced whether and to what extent users learned the system's underlying content. An experiment was conducted that used different interface designs that guided users through the process of diagnosing hydraulic brake systems. Upon completion of a set of simulated diagnostic scenarios, participants' knowledge of brake systems was measured. Significant findings are detailed and discussed.

Kaleidoscope of DD Stories/Reflective Practices

Time: 1:15 PM - 2:00 PM

Location: Valencia



25-VA

Commodity, Firmness and Delight: Virtues of the Balanced Instructional Designer

Presented by: Brad Hokanson, University of Minnesota; Simon Hooper, University of Minnesota; Charles Miller, University of Minnesota

How we investigate and solve instructional design problems is strongly influenced by our mental model of instructional design practice. This paper investigates the roles of instructional manufacturer, instructional engineer, instructional architect, and instructional artist, describes the attributes of those descriptors, and examines how the Vitruvian values of Commodity, Firmness, and Delight are employed within each. A reflective self-survey will be included in the presentation, examining personal values in the field of instructional design.

<http://hokanson.cdes.umn.edu/CFD/>

Online Teaching

Time: 2:15 PM - 3:15 PM

Location: Barcelona

Facilitator: Cheng-Chang Pan, University of Texas

26-BA

The Great Debate - F2F, WWW, or Blended: Ten Proponents in Four Acts

Presented by: Cheng Chang Pan, University of Texas at Brownsville; Glenda Gunter, University of Central Florida; Robert Kenny, Univ. of Central Florida; Michael Sullivan, University of Texas at Brownsville; Richard Cornell, Univ. of Central Florida

There is a growing awareness that some eggs in our pedagogical baskets are beginning to smell. Advocates of three instruction formats will argue that F2F, WWW, or Blended instruction is unquestionably THE best. Three teams will engage in verbal combat as they erect defenses aimed at toppling the other team's arguments. Whose opinion will out – theirs or yours? Cheering sections will be set up for proponents, noproponents, and opponents to rally behind their chosen champions.

26-G1

School Media & Technology Membership Meeting

Time: 2:15 PM - 3:15 PM

Location: Garden Room 1

Presented by: School Media & Technology Division, ISMF Planning Committee

Presidential Session

Time: 2:15 PM - 3:15 PM

Location: Garden Room 2

26-G2

The Changing Kaleidoscope of Education: Can We Respond?

Presented by: Mary C. Herring, University of Northern Iowa; Clif Mims, The University of Memphis; Kay Persichitte, University of Wyoming; Sharon Smaldino, Northern Illinois University; Christine Sorensen, Northern Illinois University

Public perception and state/federal policy continue to have remarkable impacts on public education causing continuous change in the teacher education profession. This ripples through integrated patterns of practice in classrooms and, ultimately, affects change in public perception. A panel of teacher education leaders will address current issues that have the potential to drastically impact how we train teachers and the instructional designers who work with them.

Educational System Transformation

Time: 2:15 PM - 3:15 PM

Location: Garden Room 3

Facilitator: Johannes Strobel, Purdue University



26-G3

Navigating Educational System Transformation

Presented by: Francis Duffy; Charles M. Reigeluth, Indiana University

If you want to see the ideas you hold close used to improve entire school districts in response to the challenges of No Child Left Behind, then this session is of interest to you because it is about how to create and sustain district-wide transformational change in school districts—change that could focus on using your ideas to transform teaching and learning in school districts.

26-G4

ETR&D Editoiral Board for Development and Research Joint Meeting

Time: 2:15 PM - 3:15 PM

Location: Garden Room 4

Presented by: ETR&D Editorial Board

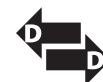
ETR&D Editoiral Board for Development and Research Joint Meeting followed by Young Scholar and Distinguished Development presentations at 3:30 pm.

Kaleidoscope of DD Tools

Time: 2:15 PM - 3:15 PM

Location: Granada

Facilitator: Kalpana Srinivas, Syracuse University



26-GR

.a Practical Guidelines for Development and Implementation of Learning Objects, Repositories, and Design Patterns in Higher Education Contexts

Presented by: LK Curda, Associate Professor

This presentation offers guidelines for designing and developing a repository for the storage and exchange of instructional resources, as well as considerations for the development of the resources to be included in the repository. These guidelines will be exemplified in the context of a system created within a higher education setting. In the paper, we elaborate on the constraints that design teams typically face and the compromises they make to ensure that faculty members fully utilize the system. This presentation benefits instructional designers, multimedia developers, elearning managers and others who deal with issues involving faculty

support, training and implementation of elearning solutions, and promotion of collaboration and academic exchange among faculty in higher education, as well as researchers interested in reuse, repurposing, and customization of instructional resources within a resource repository.

.b The TeamWrite Project: An Analysis of How Instructional Materials can be Generated for Distance Education in a Developing Country
Presented by: Temba C. Bassoppo-Moyo, Illinois State Univ.

This study examines the pre and post analysis of The TeamWrite Project that was created at the Zimbabwe Open University (ZOU), in Zimbabwe. The TeamWrite Project is based on the principle of a collaborative approach to the generation of online or asynchronous multi-media course materials. It is a front-end analysis of how eLearning environments can be accomplished in a developing country such as Zimbabwe. The results of this project are outlined in this presentation.

www.coe.ilstu.edu/tcbasso

Gaming and Multimedia

Time: 2:15 PM - 3:15 PM

Location: Madrid

Facilitator: Hong Zhan, Northern Arizona University



26-MA

.a Bridging Theory with Design: An ID Model Approach to Design Educational Games

Presented by: Feng-Qi Lai, Indiana State University

How do we design educational games that are effective, efficient, and appealing? How do we design educational games that are interactive and motivational? How do we design educational games that are diagnostic and adaptive? The author will share with attendees her perspectives of bridging theory with design in producing educational games using a real-world product for early literacy learning as an example.

.b Expanding Classroom Boundaries with Podcasting

Presented by: Steve Yuen, The University of Southern Mississippi

This presentation will provide a brief overview of podcasting, discuss the potential uses of podcasting in education, provide tips for producing a podcast and integrating podcasts into classrooms, examine issues and implications related to podcasting for teaching and learning, and discuss the best podcasting practices.

Roundtable Sessions

Time: 2:15 PM - 3:15 PM

Location: Royal E

26-RE

.a The Effect of Animation in the Design of Instructional Messages

Presented by: Yue Ma, Northern Illinois University; Wei-Chen Hung, Northern Illinois University

This research study explores how differences in visual presentations may change both the cognitive load performance and knowledge transfer of education major college students engaged in statistical concept comprehension. The research design incorporates animated visual display and static visual display of a statistical concept as instructional message design strategies with controlling for prior knowledge and spatial ability. Initial pilot revealed that the developed instruments are appropriate for the proposed research design.

.b A Comparison of the Learning Benefits of Traditional Laptops vs. Tablet Computers in a Veterinary Education Context

Time: 2:15 PM - 3:15 PM

Location: Royal E

Presented by: Jared Danielson, Iowa State - Dept. of Veterinary Pathology

First year veterinary students (N=120) were required to purchase and use a mobile computer. Approximately half of the students used a traditional laptop and half used a tablet PC. Following the first year of study, students responded to a survey regarding the effects of mobile computer use on a number of factors including learning, faculty performance, study time, etc. Where responses differed, tablet PC's were seen as being more useful for learning than traditional laptops.

.c Questions to Ask Before Purchasing a Webconferencing Product

Time: 2:15 PM - 3:15 PM

Location: Royal E

Presented by: Richard Berg, University of Wisconsin-Extension

This presentation will cover some of the major areas that organizations should consider before purchasing a webconferencing product. With so many products and services available, it can be difficult to make a good decision. But, by knowing which often overlooked questions to ask, you can make a choice on a product that will most closely meet your needs and your budget.

<http://www.uwex.edu/disted/training/aect2007/>

.d Creating a Culture of Technology Through Inter-Institutional Online Teaching Partnerships

Time: 2:15 PM - 3:15 PM

Location: Royal E

Presented by: Anthony Pina, Northeastern Illinois University;
Julian Scheinbuks, Chicago State University

Come and share in the experiences at urban and rural universities that have implemented a partnership to combine student populations and promote collaborative online teaching. This inter-institutional online teaching partnership allows faculty and students from racially and economically diverse institutions to interact with each other through synchronous and asynchronous distance learning technologies. Attendees will engage in an interactive exchange with those who have participated as teachers, program developers, administrators and mentors.

<http://online.uis.edu/partners/csu/>

.e Revisiting Narrative Simulation Design and Cognitive Artifacts: Scaffolding Interaction, Internalization and Reflective Self-Talk

Presented by: Joan Mazur, University of Kentucky

Teacher mentors choose from multiple outcomes within a simulation designed to frame dialogic interaction between them and the instructional content. The choice of outcome implies internalization of past mentoring experiences (memory) and behaviors—that is, mentors' array of existant cognitive artifacts. In this paper, we discuss theoretical and practical considerations to support mentors' heightened level of insight spurred by reflective self-talk. Design improvements based on user feedback are discussed.

.f Troubleshooting Windows Movie-Maker – Ten Common Errors, Ten Effective Solutions and What We can Learn About Teaching Any Software Product

Time: 2:15 PM - 3:15 PM

Location: Royal E

Presented by: Andrew Smith, Georgia State University

This roundtable offers the accumulated wisdom of three years of teaching Windows MovieMaker at the college level. Common problems will be presented, together with instructional solutions found to be helpful in overcoming these problems. Common or parallel problems with other software products will also be presented.

.g Digi-Journeys: Paths to Reflection

Presented by: Vivian H. Wright, The University of Alabama

This study examines how preservice language arts teachers critically perceive their growth as educators. Preservice teachers track their growth through a series of digital images, and they reflect on their growth through multimedia illustrations via a digital story. The researchers of this study

have dubbed this reflective process as “Digi-Journeys.” Major findings will be shared and illustrated through several digi-journeys.

.h Non-traditional teachers' technology skills

Presented by: Drew Polly, UNC-Charlotte

Elementary school teacher education programs are full of more non-traditional students than ever before. Typically, these non-traditional students lack basic technology skills, and struggle learning about technology integration. This study examines the influence of an introductory educational technology course on non-traditional students' self-reported technology skills and technology-based work products. Implications for practice are also provided.

.I One Laptop for Each Middle Schooler: Practical Findings from Recent Study

Presented by: Ward Cates, Lehigh University

This presentation details the results of a year-long study of a one-laptop-to-one-student initiative for 6th and 7th grade teachers and students. Teachers and students were surveyed multiple times, principals were interviewed three times across the year, and every classroom was observed twice. This presentation reports the detailed data with an eye to what those data tell us about how to make such initiatives successful and which areas should most concern us.

Poster Sessions

Time: 2:15 PM - 3:15 PM

Location: Royal E & F

26-RF

.a Using Artificial Intelligence to Promote Students' Motivation in Asynchronous Online Discussion

Presented by: Kui Xie, Mississippi State University

Asynchronous online discussion is a powerful tool that has been widely used to build connections among students beyond the limits of time and space. However, in many online discussion activities, students do not sustain a satisfactory level of motivation. This presentation discusses issues related to students' motivation in participating online discussion activities and proposes a framework for designing a motivational support system for asynchronous online discussion using an Artificial Intelligence Technology – Bayesian Networks.

.b Media Choice in Learner-to-Instructor Interaction and Social Presence

Presented by: ; Cengiz Hakan Aydin, Anadolu University

This presentation is about learner-to-instructor interaction, social presence and learners' communication media choices in online learning. It intends to uncover the results of a study

in which relationships among above variables were sought. Researchers who are interested in these variables may see this presentation a chance to exchange experiences. Also, practitioners may find useful tips to integrate into their online learning designs.

.c The Promises of Videoblogging In Education

Time: 2:15 PM - 3:15 PM

Location: Royal E & F

Presented by: Evrim Baran, Iowa State University

As a highly developing trend on the Internet, videoblogging may provide teachers and students with rich resources through which they will actively involve in the production of content. Videoblogging as an emerging tool, a popular trend on the Internet and a new way of media production has a lot to offer in educational settings. This poster aims to introduce educators this highly promising tool and its possible uses in educational settings with real practices.

.d Integration of Technology By New Teachers: Preparation and Realities

Time: 2:15 PM - 3:15 PM

Location: Royal E & F

Presented by: Betty Ebrecht, University Northern Colorado

A major focus of the education reform movement is the development of teacher education programs that prepare future classroom teachers to incorporate technology into classroom learning. This study examines the required technology integration classes as offered by a typical American university and compares it to what types of technology recent graduates are actually using in their classroom instruction to assess any potential gaps in the program course content.

.e Design of case-based learning for argumentation

Time: 2:15 PM - 3:15 PM

Location: Royal E & F

Presented by: Young Hoan Cho, University of Missouri

The purpose of this research is to design Case-Based Learning (CBL) for the improvement of argument skills by using the different approaches of CBL: worked examples, case-based reasoning, and student-constructed cases. A paper-based learning material was developed through the backward design process and the usability test of a prototype. This research suggests that cases are used for instructional design in multiple ways and different CBL approaches can be combined effectively.

.f Articulating the Role of Culture in Instructional Design

Time: 2:15 PM - 3:15 PM

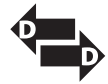
Location: Royal E & F

Presented by: Patricia A. Young, Univ. of Maryland Baltimore

The future of globalized learning lies in creating instructional

technologies that address the needs of diverse learners. For designers, this means finding innovative ways to design and assess technologies of instruction and further discovering ways to change ones "mental programming." This session offers a simulated analysis of a culture based website to demonstrate the role of culture in instructional design. The analysis is guided by The Culture Based Model an intercultural instructional design framework.
<http://userpages.umbc.edu/~pyoung/>

Kaleidoscope of Design/Creativity Perspectives



Time: 2:15 PM - 3:15 PM

Location: Salon 2

Facilitator: Michael A Evans, Virginia Tech

26-S2

.a Relational, Structural, and Semantic Analysis of Graphical Representations and Concept Maps. Introducing the SMD-Technology.

Presented by: Dirk Ifenthaler, Department of Educational Science

The demand for good instructional environments presupposes valid and reliable analytical instruments for educational research. This paper introduces the SMD-Technology (Surface, Matching, Deep Structure), which analysis relational, structural, and semantic levels of graphical representations and concept maps. The reliability and validity of the computer-based and automated SMD-Technology was tested in three experimental studies with 106 participants. The findings indicate a high reliability and validity. The discussion focuses on the development and realization of the three levels of the SMD-Technology and future applications.

.b Improving Data-driven Judgment with Dynamic Graphic Organizers

Presented by: Cameron Spears, University of South Florida

Research on graphic organizers (GOs), which are table-like arrangements of conceptually related words, has typically explored the effects of static displays. The current study, by contrast, investigates a dynamic GO consisting of array elements that may be sorted thereby improving the display's potential for presenting a "visual argument" of the data. Such displays, we propose, offer a cognitive capacity that is particularly useful for tasks involving comparative and inferential judgment.

Designing Online Instruction

Time: 2:15 PM - 3:15 PM

Location: Salon 3

Facilitator: Kathryn L. Ley, U Houston Clear Lake



26-S3

.a The Effects of Active vs. Reflective Learning Style on Critical Thinking Processes in Computer-Supported Collaborative Argumentation

Presented by: Jeong Min Lee, Florida State University; Allan Jeong, Florida State University

This study examined how active vs. reflective learning style affected the extent to which students engaged in the processes of critical discourse in computer-supported collaborative argumentation (CSCA).

.b Multi-Scaffolding Environment: An Analysis of Online Scaffolding and the Impact on Cognitive Load and Problem Solving Ability

Presented by: Aaron Doering, University of MN; George Veletsianos, University of Minnesota

A Multi-Scaffolding Environment (MSE) is a multimedia environment reliant on authentic scaffolding. Even though the MSE instance presented here is within the framework of geographic literacy, the overarching theme is one of problem-based learning and scaffolding within any content area. We examine and present the impact of the availability of scaffolding on learning and cognitive load where learners were assigned a real-world task and given access to MSE as assistance to solve the task.

Game Research and Theory

Time: 2:15 PM - 3:15 PM

Location: Salon 4

Facilitator: Karen Kaminski, Dallas Facilitator



26-S4

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

Presented by: Preston Parker, Utah State University

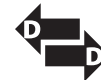
Using off-the-shelf computer games as training interventions is beneficial for several reasons: it can be faster, less expensive, and more motivating than producing an intervention tailored to a specific learning objective. The challenge is to properly utilize analogous mappings to reality. Different 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.

Kaleidoscope of DD Practices

Time: 2:15 PM - 3:15 PM

Location: Salon 5

Facilitator: Aaron Fried, Syracuse University



26-S5

.a Tracking the Development of Response Discrimination Ability to Improve a Web-Based Simulated Interview

Presented by: Amy Adcock, Old Dominion University

The CATHIE (Computer Agents Teaching Helping Interactions Effectively) web-based system was developed to assist students in practicing communication skills. Previous research on the system shows significant learning gains in open-ended responses but not in the ability to discriminate effective from ineffective responses. This presentation will examine the discrimination ability of students as they worked through the CATHIE system. Analysis of their discrimination skills and changes to the next version of the system will be discussed.

Game Research and Theory

Time: 2:15 PM - 3:15 PM

Location: Salon 6



26-S6

.a Computer-Based Games as Cognitive, Metacognitive, and Motivational Learning Tool: A Systematic Review and Qualitative Meta-Analysis

Presented by: Fengfeng Ke, University of New Mexico

Drawing on grounded theory approach and a qualitative meta-analysis, this work is an attempt to systematically review and synthesize the theories, methods, and findings of both qualitative and quantitative inquiries on computer-based instructional gaming. The report will assist practitioners and policy-makers understanding the "best practices" and key factors of computer game-based learning program.

.b Formative Research on an Instructional Design Theory for Educational Video Games

Presented by: William Watson, IUPUI

The formative research methodology is similar to design-based research, but its focus is identifying potential improvements for an instructional design theory. The presentation will briefly outline the Games for Activating Thematic Engagement (GATE) theory, introduce the instructional game Lifecycle designed using the theory, offer results of a formative research study, including a formative evaluation of Lifecycle, and present a summary of what revisions these results suggest both for the GATE theory and the game itself.

Learning Guidance Strategies

Time: 2:15 PM - 3:15 PM

Location: Salon 7

Facilitator: Irene Wilder, Jefferson Community College



26-S7

.a The Effect of Scaffolding on the Performance of Students in Computer-based Concept Linking and Retention of Comprehension

Presented by: Deyu Hu, Virginia Tech

The effects of different scaffolding methods on student's performance in computer-based concept linking and retention of comprehension were explored through a 2X2 experimental design. Students were randomly assigned to four different scaffolding groups: no scaffolding (NS), linking phrase scaffolding (PS), articulation hint scaffolding (AS), and inking phrase and articulation hint scaffolding (PAS). Students did not perform significantly different in both tasks. However, there was a positive correlation between students' performance in these two tasks.

.b To Order or Not to Order? The Implication of Sequencing and Ordering in an Animated Lesson.

Presented by: Hossein Vaez, Eastern Kentucky University; Jaleh Rezaie, Eastern Kentucky University

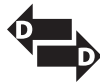
This study explored the role of clip sequencing and order by animating the operation of an internal combustion engine. Macromedia Flash was used to create several verbally narrated animations. Ninety undergraduate students from a southeastern university were randomly placed in three treatment groups to view the animations in different orders. The result although not statistically significant, suggests that bottom-up (part-whole) order can play a role in designing animated lessons.

Kaleidoscope of Design/Creativity Perspectives

Time: 2:15 PM - 3:15 PM

Location: Seville

Facilitator: Mari Wawn, Dallas Facilitator



26-SE

.a Developing Prototypes for Mobile Learning: Design Studies in Geometry

Presented by: Michael A Evans, Virginia Tech

Mobile learning for young learners has been identified as an emerging area of interest. We present six case studies where students in a graduate-level design course developed instructional multimedia tutorials for second-grade geometry learning. We share our understanding, experience, and insights regarding the development and formative evaluation of the products delivered via handheld. As instructional designers it

is imperative we invest time and effort to critically examine actual affordances and constraints of mobile learning technologies.

.b Development of A Responsive Learning Environment Based on Handheld Devices

Presented by: Yu Wei Wang, Yuan Ze University

We propose a learning scenario using handheld devices as learning assistant. The scenario is designed and developed to a prototype system. Combining the functions of mobile data transmission, online webpage, mobile webpage, database server and two-dimensional barcode, the prototype system provides the teacher as well as students a convenient and personalized learning environment. The immediate feedback of the handheld-devices-based system differs from traditional desktop-computer-based and paper-based learning environment.

Practicing Media Center Specialists and Pre-service Teachers and Media Specialists

Time: 2:15 PM - 3:15 PM

Location: Terrace A



26-TA

Portable Learning with Podcasting

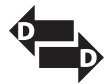
Presented by: Li-Ling Chen, California State University @ Hayward

Podcasting which is a way to automatically download and synchronize digital audio as well as video files from the Internet to any portable devices, such as iPods, Palm handhelds, and Pocket PCs has advanced learning to an unprecedented format, portable. What are the potentials and the barriers of using podcasting? Join the session to view a professor's use of audio and video podcating in a graduate class and discussing the advantages and avenues of its use.

Kaleidoscope of DD Stories/Reflective Practices

Time: 2:15 PM - 3:15 PM

Location: Terrace B



26-TB

Learning to Think like Instructional Designers in a Kaleidoscope of Cultures: Using Reflective Practices in Thailand, India, and the US

Presented by: Tiffany A. Koszalka, Syracuse University; Lynn-Beth Satterly, Upstate Medical University

Come hear about instructional design sessions recently conducted in Thailand, India, and the US. Learn about the contexts and environments, types of instructional and learning

projects occurring, and how reflective practices were used to help participants think like instructional designers and move toward becoming a community of practitioners. Pictures from these beautiful and sometimes poverty-stricken, yet rich countries will be shared as stories are told about our adventures. Come see, hear, experience, and reflect...

<http://suedweb.syr.edu/~takoszal/>

Instructional Strategies

Time: 2:15 PM - 3:15 PM

Location: Terrace C

Facilitator: JeongMin Lee, Florida State University



26-TC

Anchored Lesson Modules Using Authentic Case Studies

Presented by: Carol A. Brown, East Carolina University; Heidi Blair, East Carolina University

Anchored instruction has been used to motivate students to solve complex problems within an authentic context. Teachers enrolled in an online graduate course designed motivational lesson modules that included community-based problems within case studies located throughout the state. Web links embedded within the lesson modules provide knowledge anchors that help K-12 students make connections between the information provided by the instructor and the complex problems in the lessons

26-TD

A Case Study on Effectiveness of Ubiquitous Learning in Korea

Time: 2:15 PM - 3:15 PM

Location: Terrace D

Presented by: ; Sunhee Bhang, Hanyang University

This study is to investigate on the effectiveness of ubiquitous learning at 9 exemplary research schools in Korea. Through case study, it showed that satisfaction and awareness on effective of u-learning were from average 3.93 to 3.45. Main teaching-learning strategies were individual learning, collaborative learning through learning community, real-world experience learning, and blended learning. Finally, the effectiveness of u-learning depends on the design and execution of effective teaching-learning strategies that end the subject learning objective.

Weblogs Portfolio

Time: 2:15 PM - 3:15 PM

Location: Terrace F

Facilitator: Kalpana Srinivas, Syracuse University



26-TF

The Effectiveness of Using Weblogs Portfolio to Assist English Language Learning

Presented by: Hui-Yin Hsu, New York Institute of Technology; Shiang-Kwei Wang, New York Institute of Technology

This pilot study investigates how weblogs can be used to assist English language learning and development. In this study, learners use weblogs to establish language learning e-portfolio to archive their oral assignments. The instructors interact with each individual learner through the instructor's blog and the learner's e-portfolio blog. This presentation will demonstrate how instructors interact with learners with audioblogs and discuss the benefits, issues as well as difficulties of using weblogs in the process of English language learning and development.

Kaleidoscope of DD Practices

Time: 2:15 PM - 3:15 PM

Location: Valencia

Facilitator: Aaron Fried, Syracuse University



26-VA

.a Making Technology Accessible to Learners

Presented by: Taralynn Hartsell, The University of Southern Mississippi

Providing access to instructional materials and resources is important for any type of learning to occur. Universal access is a concept that describes the usability and accessibility to content and information by the largest range of people. This overview discusses the importance of providing access to specific forms of computer and Internet technologies by defining and addressing why such access is needed. Furthermore, methods of evaluating whether the electronic content is accessible will be addressed.

.b Hybrid Classes with Flexible Participation Options – If you build it, how will they come?

Presented by: Brian Beatty, San Francisco State University

What happens when learners are free to choose between face-to-face and online participation on a weekly basis? Learning Management Systems, learner-centered social communication technologies (Web 2.0, E-Learning 3.0, etc.), and other technologies are being adopted in more instructional settings, allowing more flexibility for participation from learners and

instructors. This paper reports on participation patterns in four graduate semester-long courses which use the "HyFlex" delivery format.

http://itec.sfsu.edu/hyflex/hyflex_home.htm

The Role of Training and Performance in AECT

Time: 3:30 PM - 4:45 PM

Location: Barcelona



27-BA

The Role of T&P in AECT and the Broader Academic and Professional Community

Presented by: Angela Benson, The University of Alabama; James D. Klein, Arizona State University; Gayle Davidson-Shivers, South Alabama University; Dan Schuch, PacificCorp

This request is for a panel session by members of the newly formed T&P Advisory committee. The Advisory Members will present their views on the role of T&P and address questions from the audience.

Featured Research

Time: 3:30 PM - 4:45 PM

Location: Garden Room 1

Facilitator: Gary J. Anglin, University of Kentucky

27-G1

.a Fostering Socioscientific Reasoning in Problem-Based Learning: An Examination of Teacher Practice

Presented by: Krista D. Glazewski, New Mexico State University; Peggy A. Ertmer, Purdue University

Although educators have described the challenges teachers face in problem-based learning (PBL), few have detailed how teachers attend to students' critical needs. To address this gap, we examined the PBL strategies of a middle-school science teacher to determine if and how she supported students' reasoning. While the teacher employed a variety of support strategies, she was ultimately disappointed with student performance. We suggest that the use of additional strategies may improve student learning.

.b A Causal Model of Personal and Environmental Factors Affecting Teachers' Technology Use in K-12 Classrooms

Presented by: Fethi Inan, CREP, University of Memphis

This study used a path analytic approach to examine the direct and indirect effects of school and teacher level factors on technology use in K-12 classrooms. Upon identifying the variables affecting technology integration, a research-based

path model to explain causal relationships between these factors was developed. The hypothesized paths in the model were tested based on data gathered from 1,382 Tennessee public school teachers. Overall, the framework provided by the model is supported by the findings. The model clearly illustrates that teacher technology integration is influenced by both teacher personal characteristics and their perception of school environments. The influence from most of the variables was indirect, mediated largely by teacher belief and readiness.

27-G2

Quarterly Review of Distance Learning

Time: 3:30 PM - 4:45 PM

Location: Garden Room 2

Presented by:

27-G3

Socratic Seminar

Time: 3:30 PM - 4:45 PM

Location: Garden Room 3

Presented by: Kyle Peck, Penn State University; Serkan Ozel, Texas A&M University; Sharon Smaldino, Northern Illinois University; Kathleen Stemmler, Northern Arizona University; T. Weston Miller, Earlham College; Fethi Inan, University of Memphis

Facilitator: Dr. Jenny Johnson, AECT Board Representative

Three AECT senior members present their philosophies of educational technology; each followed by a graduate student discussant.

27-G4

The ETR&D Joint Editorial Board, Distinguished Development Award and Young Scholar Presentations

Time: 3:30 PM - 4:45 PM

Location: Garden Room 4

Presented by: ETR&D Joint Editorial Board, ; Brian Belland, Purdue University; Khe Foon Hew, Indiana University; Susanne Narciss, Technische Universitaet - Dresden

Facilitator: J. Michael Spector, Florida 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 2:15 pm. Beginning at 3:30, the Young Scholar and Distinguished Development award winners will make presentations based on their award-winning research and development. Discussant for the 2006 Young Scholar Presentation is Steven M. Ross.

Discussant for the Distinguished Development Presentation is J. Michael Spector.

The Outstanding Reviewer Award for ETR&D (Development) to be announced.

The Outstanding Reviewer Award for ETR&D (Research) to be announced.

2007 Young Scholar Winner: Brian Belland, Purdue University "A Scaffolding Framework to Support the Construction of Evidence-Based Arguments Among Secondary Students"

2006 Young Scholar Winner and Presenter this year: Khe Foon Hew, Indiana University "Integrating technology into K-12 teaching: Current knowledge gaps and recommendations for future research"

The Distinguished Development Award recipient Susanne Narciss, Technische Universitaet - Dresden. Her presentation at this session will be: "Feedback Strategies for Interactive Learning Tasks."

27-IM

Graduate Student Forum

Time: 3:30 PM - 4:45 PM

Location: Imperial

Presented by: AECT,

Graduate Student Forum

SICET Poster Sessions

Time: 3:30 PM - 4:30 PM

Location: Madrid

27-MA

.a Blended Learning and Sense of Community: The STEP Approach

Presented by: Hao Yang, State University of New York at Oswego

This paper presents how a sound practical approach called STEP is implemented into a graduate blended learning course in the fall semester of 2006. It reports the responses of students in the course on effectiveness of STEP and perception of sense of community.

.b Five Tens and Eighteen Circles: A Chinese Professor's Perspective on Educational Technology

Time: 3:30 PM - 4:30 PM

Location: Madrid

Presented by: Feng-Qi Lai, Indiana State University

What are the trends and issues in educational technology in China? This session discusses this topic through analyzing data that was collected via oral and written communications with a well-known Chinese educational philosophy professor Xin-Min Sang, who has focused on redesigning curriculum

for educational technology programs in China for almost ten years. His curriculum design view of "eighteen circles" and advocating for the "five tens" movement in China will be the focus of this session.

.c Study of Sharing Technology of Ontology-Based Web Course Resources

Time: 3:30 PM - 4:30 PM

Location: Madrid

Presented by: Geping Liu, College of Distance Education of Southwest China University

In this paper we discuss how to use ontology to realize the course resources sharing in different E-learning systems. We elaborate the characteristic of Web course resources based on ontology. And according to the standard of resources construction, we discuss the technology of constructing course resources ontology, and also provide an example of course resources ontology. Finally, a framework of Web course resources based on ontology is proposed.

.d The development of the method of collecting digital portfolios for Chinese learners of Japanese on an e-learning system

Time: 3:30 PM - 4:30 PM

Location: Madrid

Presented by: ChunChen Lin, Tokyo University of Foreign Studies

In the area of language teaching, The conventional ways of evaluation most often use a set of standardized tests. But using learner portfolios enables us to evaluate how they have made progress, as well as to measure their achievement levels. In this presentation, we will show the newly developed system and teaching materials, and suggest how we can conduct the collection of the data. Analyzing the digital portfolios for the learners of Japanese collected in this study will enable us to discover new methods for language teaching.

.e E-portfolios, Reflective Thinking, And Learning: A Review Of The Literature

Time: 3:30 PM - 4:30 PM

Location: Madrid

Presented by: Rui Hu, University of Georgia

Both researchers and practitioners need a better understanding of the process of reflection as enabled or fostered by the construction of an e-portfolio. At this time, practitioners lack sufficient guidance for knowing when e-portfolios will be successful and when they won't. With this gap in mind, this literature review tries to address: 1. What are purposes of the e-portfolio and factors for successful implementation? 2. What kinds of dilemmas do instructors face when implementing e-portfolios?

Roundtable Sessions

Time: 3:30 PM - 4:45 PM

Location: Royal E

27-RE

.a Nine Tactics for Presenting Content Information without Disrupting the Flow of Game-Based Learning

Presented by: Atsusi Hirumi, University of Central Florida

Efforts to combine education and entertainment often dilute the power of both fields. Forcing conventional teaching practices on entertainment can undermine the dramatic flow of story and disrupt the playful interactions of gameplay. In turn, the subject matter and instructional activities may be oversimplified or trivialized while upholding entertainment goals. This session presents nine tactics for presenting content information within educational video games without disrupting the flow of game-based learning, including demonstrations of online examples.

.b Developing Learning Objects for Blackboard Courses

Presented by: Deyu Hu, Virginia Tech

Blackboard components can be developed for reuse in order to reduce the time and cost for designing and developing online courses. The reusability lends Blackboard components to the concept of learning object. Thus, principles of creating learning objects will be used to guide the design and development of Blackboard components, which will then be provided through a searchable database. The finished prototype will be shared with audiences and feedback will be collected for further improvement.

.c Investigation of Online Communication Patterns and their Relationship to Motivation and Goal Orientation

Presented by: Vance A. Durrington, Mississippi State University; Kui Xie, Mississippi State University

This study investigates students' online interaction patterns of students based on the students' motivation and goal orientation. Participants will respond to questionnaires at the beginning, mid-point, and end of the semester. The questionnaires will be used to assess participants' motivation and goal orientation. Participants showing significant changes in motivation will be randomly selected as interviewees in order to gain further insight into online interaction patterns, motivation changes, and goal orientation.

.d Virtual Fieldtrips: Making Distance Seem Closer

Presented by: Becky Sue Parton, Texas Woman's University

Can a distance-based educational fieldtrip seem "closer" when students have the opportunity to link up with on-site

participants? Results of a pilot study in which two groups of Deaf students virtually explored a wildlife center will be shown. One group had access to emails and video chats with a group of students who had previously visited the sanctuary in person. Discussion topics include overcoming technical barriers, facilitating cultural exchanges, and creating a kaleidoscope of experiences.

.e Instigating Large-scale Change in Kentucky P-12 Schools

Time: 3:30 PM - 4:45 PM

Location: Royal E

Presented by: Chris T. Miller, Morehead State University; William Cole, Morehead State University

Systemic change in public education is a difficult process, but one being implemented within Kentucky through a partnership between the Kentucky Datastream Initiative and Morehead State University. Kentucky coal county school districts receive computers and professional development in an attempt to transform education in these regions. This presentation will provide participants an understanding of how KDSI and MSU are developing ongoing systemic change within Kentucky education and the lessons we have learned through the process.

.f Collaboration: How to Make a Virtual Team Effective

Time: 3:30 PM - 4:45 PM

Location: Royal E

Presented by: Jinxia He, University of Central Florida; Zhigang Li, University of Central Florida; Atsusi Hirumi, University of Central Florida

Description: In virtual teams, members work together for a common goal regardless of geographic locations, using technology to facilitate communications rather than face to face contact. In this roundtable, participants will discuss key trends and issues derived from a review of literature on virtual teamwork in online distance education courses (e.g., spatial dispersion, culture difference and interaction strategies), and will generate ideas for addressing the issues to guide future research and practice.

.g The Effects of a Captivate Instruction on ESL Learners

Presented by: Abbas Johari, Cameron University

This presentation will report on a follow up study on learning a computer skill via a Flash movie instruction for ESL learners. Typically, static visual-only displays do not provide all requisite instructional steps to accomplish tasks and effects of such instructional displays are more severe on ESL learners. In contrast, Captivate (™) automatically records all onscreen actions and then instantly creates interactive Flash instructional movies that are extremely rich in detail and

completeness. Such movies can be more effective instructional procedures when they can be augmented with data received from an EyeTracker device.

.h Teaching Preservice Teachers Online: Pitfalls And Practices

Presented by: Angel Kymes, Oklahoma State University; John Curry, Oklahoma State University

Most educational technology departments offer a pre-service teacher technology course. However, with an increased demand for online courses, constantly-changing technologies, and increasing enrollments, is the pre-service teacher technology course a viable course for online delivery? This presentation will chronicle the efforts of one university to migrate the pre-service teacher technology course online.

.I Teacher Technology Literacy: Effects of Hybrid and Online Delivery Modes on Computer Integration Confidence and Proficiency

Time: 3:30 PM - 4:45 PM

Location: Royal E

Presented by: Jeremy Tutty, Boise State University

This paper presents the results of a study of the effects of three delivery modes of a technology literacy course (face-to-face, hybrid, fully-online) on preservice and in-service teachers' self-reported attitudes towards technology, computer integration confidence and proficiency. The effects of each delivery mode are compared and discussed based on a study conducted with 60 participants.

Poster Sessions

Time: 3:30 PM - 4:45 PM

Location: Royal E & F

27-RF

.a A Learner-Centered Instructional Design Model for Distance Learning

Presented by: Jianhua Liu, Virginia Polytechnic Institute & State University

This presentation proposes a learner-centered instructional design model for distance learning that primarily reflects the constructivist perspective of learning. In this model, the learner's motivational and affective needs are emphasized, the steps of creating a constructivist learning environment are described and considered in detail, and the development of learner assessment for constructivist learning is also discussed. This model provides a practical framework to guide the design and development of learning environments that acknowledges distance learners' active knowledge construction.

.b A Case Study : Using Tablet PC in Elementary School Setting in Korea

Presented by: Jiyeon Yoon, Hanyang University; KyungHee Kang, Hanyang University

The purpose of the study is to explore how to use Tablet-PCs at elementary school environment in Korea. For the purpose, researchers used the following methods : class observations, surveys, web message contact analysis about classroom activities, and interviews with teacher and students. As a result, three types of instructional activities using Tablet-PCs were identified : an individual, a small group, and a whole class activity, and two learning types are identified: one is self-directed learning for themselves, and the other is just following the guidelines which teachers suggest.

.c The Impact of Assistive Technology on Curriculum Accommodation for a Braille-reading Student

Time: 3:30 PM - 4:45 PM

Location: Royal E & F

Presented by: Charles Farnsworth, University of Northern Colorado

This single-participant case study investigated the impact of a BrailleNote computerized notetaker and Tiger embosser on course content acquisition by a braille reading student who is blind in a general education middle school setting. The study found that these devices had a strong impact on efficiency with regard to direct interaction with teachers and peers who are sighted. Also, assimilation of this technology was rapid with regard to the student and teaching staff.

.d Universal Design for Learning and Web-based Collaborative Learning Projects

Time: 3:30 PM - 4:45 PM

Location: Royal E & F

Presented by: Sarah McPherson, New York Institute of Technology

This session will demonstrate using blogs to support understanding universal design for learning (UDL) in web-based collaborative projects. The collaborative projects involved teachers and students using technology (i.e. PowerPoint, video cameras, audio and video blogs, graphic organizers, and paint/drawing programs) to develop multiple means of representing information, engaging in learning, and expressing knowledge and understanding. The blog was a professional development tool for discussion, clarification, idea exchange and sharing resources.

.e Strategies Experienced Instructional Designers Use to Obtain Stakeholder Buy-In

Presented by: Lee Lindsey, University of Virginia

This study examined strategies that experienced instructional designers use to obtain stakeholder buy-in, which prior research has not examined. The results of this research show

that experienced instructional designers consider this to be of paramount importance. Results reveal that the most common strategies include using design documents, establishing checkpoint reviews, providing design options for stakeholders, using pilot studies, and following up with stakeholders to determine their level of satisfaction with the intervention.

.f E-Learning: South African Higher Education Approaches

Presented by: Wanjira Kinuthia, Georgia State University

A qualitative research study was conducted to explore the types of ICT in use at three universities in South Africa. The goal was to compare how ICT is being used for teaching and learning. Data analysis indicates that the resident universities and distance learning universities differ in their missions and approaches to e-learning. A variety of tools including various software, LMS, and print resources are incorporated into instruction. However, there are barriers to e-learning including large class sizes, limited bandwidth, time and financial limitations.

Featured Research

Time: 3:30 PM - 4:45 PM

Location: Salon 2

Facilitator: Richard Van Eck, University of North Dakota

27-S2

.a How ID Experts Use Knowledge and Experience to Solve Ill-Defined Problems

Presented by: Peggy A. Ertmer, Purdue University; Ann Stickman, Purdue University; Cindy S. York, Purdue University; Yuksel Goktas, Ataturk University

This study examined how instructional design (ID) experts' superior problem solving is guided by their knowledge and experience. Seven experienced designers used a think-aloud procedure to articulate their problem-solving processes while reading a text-based case study. Results suggest that experts interpret and synthesize the issues in a problem situation by drawing on a combination of both prior knowledge and personal experiences, which enable them to extract and apply personal rules to the case.

.b Expert Conceptualizations of the Domain of Instructional Design: An Exploration of the Processes Underlying Complex, Ill-Structured Problem Solving

Presented by: Deniz Eseryel, Syracuse University

The motivation behind this research was the lack of a reliable methodology for assessing progress of learning in complex, ill-structured problem domains. This study aimed at exploring problem conceptualizations of instructional design experts to investigate whether there were recognizable patterns that

could be used as a basis for assessment. The findings inform instructional design practice of experts as well as the processes involved in complex, ill-structured problem-solving and allowed a comparison with well-structured problem solving. <http://web.syr.edu/~deseryel/presentations.html>

e-learning

Time: 3:30 PM - 4:45 PM

Location: Salon 3

Facilitator: Cheng-Chang Pan, University of Texas



International

27-S3

.a Instructional Design for Enhancing Time Management Strategies in e-Learning Environment

Presented by: In-Sook Lee, Sejong University

The study defined the effects of a time management supportive LMS embedded program along with a training program within the e-Learning environment. The results revealed that the independent instructional design has produced significant effects on the improvement of 'daily planning' behaviors. The combined instructional design approach showed its greatest effects in improving the total variables of time management strategies and 'daily planning', much greater effects than the independent instructional design. From the research results, conclusions and suggestions are discussed.

.b An Evaluation Study on the Effectiveness of 'Cyber Home Learning System' for K-12 Students in Korea

Presented by: Sanghee Shin, Hanyang University

The purposes of the study were to examine the effectiveness of after Cyber Home Learning System, and based on the findings, to suggest some solutions and strategies for implementing it efficiently and effectively in K-12 learning environment. Mixed research method was used for this study. The results of the study showed students were satisfied with their learning experiences with Cyber Home Learning System and perceived positive effects for their academic achievement.

Designing Online Instruction

Time: 3:30 PM - 4:45 PM

Location: Salon 4

Facilitator: Anthony Pina, Northeastern Illinois University



27-S4

.a The Effect of Team Structure, Cognitive Style and Coordination in Virtual Team Effectiveness

Presented by: xiaojing liu, Indiana University

Although the value of online teamwork is widely recognized, there is still a dearth of research that provides evidence

on how teams can work effectively in online courses. The purpose of this study is to examine the effect of team structure, cognitive style, and coordination on teamwork in online learning environments. The results suggest that team structure was significantly associated with team performance while cognitive style is a poor indicator of team work effectiveness.

.b Groupwork in Online Learning Environments

Presented by: Eun Jung Oh, The University of Georgia; Ying Liu, The University of Georgia

This study investigates students' perceptions and experience in groupwork in online learning environments, particularly, how learners work together in accomplishing learning tasks, and how they value this learning experience. Through data collection from various sources, this study will address the following areas: 1) Group learning process, 2) Quality of learners' experience 3) Perceived challenges, and 4) Perceived benefits. Based on the findings, the presentation will also discuss helpful implications for future practice and suggest directions for the future research in this area.

Technology Integration

Time: 3:30 PM - 4:45 PM

Location: Salon 5

Facilitator: Ian Lubin,



International

27-S5

.a A Study on Analysis of ICT in education Budget(2001 2005) and ways to reform in Korea (This study was performed in 2006 by financial support of Korean government)

Presented by: Young Rok Kim, KERIS(Korea Education & Research Information Service)

This study analyzed the system and size of the Korean ICT in education budget, studies the optimal budget size, and makes suggestions for efficient budget allocation and implementation. Specifically, the paper goes into the following details: first, the system and scope of the budget are defined; second, the size of the budget and changes in it are analyzed; third, the budget allocation of specific projects is analyzed; fourth, the need to expand the education budget and ways to do so are presented; and lastly, ways to improve efficiency by innovating the budget structure and execution system are explored.

.b The Development of a National e-Learning Quality Assurance System(E-QAS)in Korea

Presented by: Yong Kim, KERIS; Myunghee Kang, Ewha Womans University

MOE&HRD in Korea has developed a national e-learning quality assurance system (e-QAS) for monitoring and evaluation of e-learning in education. The Korean e-QAS is composed of three sections: contents, solutions, and service and operations. Each section has its own quality assurance

procedures and guidelines. Sub-sections of the e-QAS are: quality authorization systems, expert training systems, communication systems, and statistical systems. Currently, e-QAS is used for quality assurance in various e-learning centers.

Development and Production

Time: 3:30 PM - 4:45 PM

Location: Salon 6



27-S6

.a Chinese Characters Transforming Through Technology

Presented by: Nai-fen Yu, National Taitung University

This study has stemmed from the previous research which had conducted by the author, and focused on examining the effectiveness of the combined pictograph and keyword methods to enhance the learning of Chinese characters as foreign language. The results of the evaluation are presented to show how end-users have tried out the package, and their opinions about it. The two technology components of Word List System are the interconnected key links and a Scaffolding System.

.b Creating and Implementing Conversational Agents

Presented by: Kenneth Luterbach, East Carolina University

First, this session discusses the use of the Artificial Intelligence Markup Language (AIML) for the development of a conversational agent's knowledge base. Second, this session contrasts two approaches to implementing conversational agents. Instructional designers may choose to run a conversational agent on a web hosting service capable of interpreting AIML tags. On the other hand, an instructional designer may choose to develop a unique environment for implementation purposes.

Kaleidoscope of DD Practices

Time: 3:30 PM - 4:45 PM

Location: Salon 7

Facilitator: Barbara Lockee, Virginia Tech



27-S7

.a The Effect of Discussion based tool vs. concept mapping tool on Critical Thinking Process and Performance

Presented by: Jeong Min Lee, Florida State University; Allan Jeong, Florida State University

Collaborative argumentation is an instructional activity used to foster critical reflection (Johnson & Johnson, 1992)

as students work together to build arguments to support a position, consider and weigh evidence and counter-evidence, and test out uncertainties to construct shared meaning, achieve understanding, and examine complex ill-structured problems (Cho & Jonassen, 2002). Concept mapping tools are specially designed to help students construct arguments by connecting evidence to the appropriate claim. Therefore, the purpose of this research is the effect of discussion based tool and concept mapping tool on critical thinking process and performance.

.b Designing a Web-based Bilingual Database for Learning about Central American Political History

Presented by: Wu He, Old Dominion University; M'hammed Abdous, Old Dominion University

This paper shared our experience in designing an online searchable historical database to enhance Central American Political History Education. This database is the only database of its type and provides an advanced search environment to identify essential biographical information about the heads of states and members of governing juntas of five Central American countries. This database is available in Spanish and English.

<http://al.odu.edu/history/central>

.c Teaching systematic reflection to novice educational designers

Presented by: Irene Visscher, University of Twente

How to help students in the field of instructional design and educational technology to develop their professional expertise through systematic reflection? This question is answered by describing the intended, implemented and attained curriculum of a third year university bachelor course on systematic reflection for design students. Students learn four modes of reflection that originate in the work of the philosopher Kant. This approach is perceived as a different, yet productive addition to existing reflection approaches. Teachers act as mere coaches.

Interactive, Limited and Full Device Simulations

Time: 3:30 PM - 4:45 PM

Location: Seville

Facilitator: Al P. Mizell, Nova Southeastern Univ



27-SE

.a Creating Online Tutorials with Demonstration and Interactive Simulation

Presented by: Taeyeol Park, Georgetown University Medical Center

The FACS Center at GUMC created online tutorials in two different modes, demonstration and interactive simulation, for the Blackboard course management system training

for faculty. This presentation will demonstrate how FACS developed the tutorials in Adobe Captivate, and how the elements of the interactive simulation enriched the faculty member's learning experience. Participants will benefit from the demonstration of skills needed to create interactive simulations in Adobe Captivate without any programming knowledge or multimedia skills.

.b Comparing Learner Performance in Limited and Full Device Simulations in Software Application Training

Presented by: ; Cheng Chang Pan, University of Texas at Brownsville; Michael Sullivan, University of Texas at Brownsville

Using simulations as an instructional strategy is receiving more attention than ever. The present study is intended to investigate the effectiveness of three software application training methodologies, represented by three learner groups, using traditional interactions, limited device simulations, and full device simulations, respectively. Preliminary results suggest that full device simulations show more promise. Production issues and challenges are addressed.

Designing Online Instruction

Time: 3:30 PM - 4:45 PM

Location: Terrace A

Facilitator: Sue Mahoney, University of Houston-Downtown



27-TA

.a The Changing Faces of Distance Education: From Widening Access to Assuring Quality

Presented by: Insung Jung, International Christian University

Mega universities are among the most important providers of distance education world-wide and are increasingly using technology. Until recently they placed more emphasis on widening access than assuring quality, but now they recognize quality assurance (QA) as a key issue that needs to be addressed. This presentation reports an emerging culture of quality and a diversity in QA practices in mega universities based on recent surveys and offers implications for policies and further research.

.b Levering Web2.0 Technologies to Support the Use and Re-use of Open Educational Resources

Presented by: Shelley Johnson, Utah State University

Learners and distance educators can draw from and the immense amount of learning content freely available on the Web. Valuable sources include OpenCourseWare, Wikipedia, Project Gutenberg, and many blogs and podcasts. Web 2.0 technologies are being developed that support the purposeful and selective use of open learning content. This paper describes a suite of tools based on emerging Web 2.0

technologies that help distance educators and informal learners assemble, reuse, create, and filter through open educational resources.

<http://cosl.usu.edu/projects/mocsl>

Challenges in Distance Education

Time: 3:30 PM - 4:45 PM

Location: Terrace B

Facilitator: Brian Beatty, San Francisco State University



27-TB

.a AT A DISTANCE: A Model for Distance Education

Presented by: Amber Evans, Virginia Polytechnic Institute and State University

Trying to shoehorn “traditional” instruction into a distance education format ignores key features of distributed learning environments. Designers and educators of distance education have some knowledge of how their instruction will be delivered—what “must” be used. The AT A DISTANCE model identifies and explicitly incorporates these contextual technologies into the early stages of systemic instructional design to better select the most appropriate technologies available to build learning that appeals to the learner’s affective domain.

Global Curriculum and Global Awareness

Time: 3:30 PM - 4:45 PM

Location: Terrace C

Facilitator: Robert Doyle, Harvard University



International

27-TC

.a Apple Distinguished Educators Global Awareness European Insitute

Presented by: Otto E. Benavides, California State University, Fresno

In July 2006, Apple organized a Global Awareness Institute. Fifty-seven Apple Distinguished Educators traveled to historic European sites. They were subdivided into teams to work on curriculum materials on the use of natural resources; peace, conflict and security; societal change; quality of human life with special focus groups in pre-k to 3rd and college of Education. The groups worked on designing curriculum for each area. Developed materials are published in the Apple Learning Interchange.

.b Learning from the Educators: Creating a Global Curriculum in a Virtual Space

Presented by: Rita L Schaner, Ohio State University

When educators from diverse global and cultural communities are provided with sustained technical support connecting them visually in a virtual space, how do they begin to understand

and use the technologies? What implications could the use of this environment provide for transformation of curriculum, pedagogy and professional development?

Designing Online Instruction

Time: 3:30 PM - 4:45 PM

Location: Terrace D

Facilitator: Thomas Hergert, St. Cloud State University



27-TD

.a Learning Strategies for Success in a Web-Based Course: A Qualitative Exploration

Presented by: Haihong Hu, Florida State University

Web-based distance instruction has become a popular approach for education. How are learning strategies helping make the connection between Web-based technologies and educational goals? The purpose of this study is to examine learners’ use of self-regulated learning strategies in a Web-based course. This presentation may offer insights to instructors and designers of the distance learning environment, and also provide suggestions for future research.

.b Accessible On-line Learning 101: Universal Design Principles

Presented by: Kevin Crow, Harper College

This presentation will examine the role of Universal Design Principles in the design, development, and delivery of on-line educational materials. Topics to be covered include (a) types of disabilities that affect on-line learning, (b) the role of Universal Design in creating accessible on-line learning materials, (c) guidelines for creating accessible on-line materials (d) benefits of universal design for the nondisabled.

Learning Instructional Design

Time: 3:30 PM - 4:45 PM

Location: Terrace F

Facilitator: Daniel Campbell, Univ. of Phoenix / Vangent Inc.



27-TF

Learning Instructional Design by Doing Instructional Design: As Real as it Gets!

Presented by: Nada Dabbagh, George Mason University

In this presentation, we will describe the theoretical and curricular foundations of the immersion program, a one year, full time, team-based authentic experience designed to support “learning instructional design by doing instructional design”. We will also provide concrete examples of the processes and products that guide the teaching and learning of real world instructional design through the training development and research grants that support this program.

e-learning

Time: 3:30 PM - 4:45 PM

Location: Valencia

Facilitator: Ping-Yeh (Mike) Tsai, Tamkang University



International

27-VA

.a Understanding High School Students' Readiness and Awareness about Distance Education to Improve Distance Education

Presented by: ; Kursat Cagiltay, Middle East Technical University

Study aims to reveal Turkish high school students' who are the prospective students of universities, expectations and preferences regarding with distance education. 1224 students from 6 cities in 4 different regions in Turkey participated to the study. According to results students do not prefer taking their university education via Internet. However, they showed tendency in terms of taking one of their courses via Internet. This study is important to show cultural perspectives on distance education.

.b Through Singaporean Eyes: How Young Adult Chinese Learnt Online

Presented by: Linda MeiLing Fang, Temasek Polytechnic

Culture shapes how learning takes place. Learning online is also influenced by the learners' culture. This qualitative descriptive case study investigates how a group of 20 young adult Singaporean Chinese in a Speakers Program (offered as blended learning) were learning online. It examined the influence of ethnic, national and ethnic culture on how they interacted and learnt online.

29-G4

.a International Dinner

Time: 6:30 PM-8:00:00 PM

Location: Garden Room 4

Presented by: International Division

International Dinner

.b International Awards & Auction

Time: 8:00 PM-9:00:00 PM

Location: Garden Room 4

Presented by: International Division,

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.

ISMF Keynote

Time: 6:00 PM - 8:00 PM

Location: Royal APU

29-RA

Opening Festival Event

Presented by: Marco Torres, Apple Distinguished Educator; Rob Zdrojewski, Adobe Education Leader

The program at the festival will begin on Thursday night with an inspiring keynote from Marco Torres, an Apple Distinguished Educator, who is well-known for his work at San Fernando High School and for the creation of his free educational website, "Flickschool." Stay around for some play with some green-screen magic (ChromaKey Broadcasting) with Adobe Education Leader, Rob Zdrojewski. (CAUTION! -- some dancing could be involved!)

29-TA

NSF Research Symposium - Prospects for Federally-Funded Research

Time: 6:30 PM - 7:30 PM

Location: Terrace A

Presented by: Chandra Orrill, University of Georgia

In this two-part symposium, experienced grant-getters will share their experiences. In the first segment, "Prospects for Federally-Funded Research," several federally funded grant PIs will share tips and suggestions for writing competitive grant proposals. This segment is open to anyone interested in writing federal grants.

NSF Research Symposium - Writing Effective Federal Grant Proposals: Lessons Learned from Successful Grant Writers

Time: 7:30 PM - 9:30 PM

Location: Terrace A

Presented by: Chandra Orrill, University of Georgia

Federally-funded guests will work one-on-one with potential grant-getters to refine their research ideas. This is for applicants who have been chosen to participate. Others may attend if space permits. This symposium is sponsored by the National Science Foundation.



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30-PS

Nominating Committee for 2008 elections

Time: 6:30 AM - 7:30 AM

Location: Presidential Suite

Presented by: Nominating Committee

31-BA

Modding For Serious Play (3rd Instructional Gaming Symposium)

Time: 8:00 AM - 9:15 AM

Location: Barcelona

Presented by: Christian Loh, Southern Illinois University Carbondale

'Modding' is a gamer's term used to denote production activities in 'modifying' existing videogames for new contents or storylines created by the gamer(s). This year's theme for the 3rd Instructional Gaming Symposium is "Modding for Serious Play." We would like to provide a venue for researcher- and educator- modders to present their research and development activities related to game modding (for serious play) to the AECT community.

31-GR

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

Time: 8:00 AM - 9:15 AM

Location: Granada

Presented by: Michael Spector, Florida State University; M.David Merrill, Utah State University; Jeroen van Merriënboer, University of the Netherlands; Marcy Driscoll, Florida State 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.

31-MA

PacifiCorp Design and Development Award: Meeting for Prospective Competitors

Time: 8:00 AM - 9:15 AM

Location: Madrid

Presented by: Amy Adcock, Old Dominion University; MJ Bishop, Lehigh 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.

31-RB

Second Life For Educators

Time: 8:00 AM - 9:15 AM

Location: Royal B

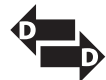
Presented by: Tom Atkinson, Central Missouri State University; Karrie Mosley, University of Central Florida

With over 80 universities and 3 million residents, a new culture has emerged with innovative strategies for learning. Is it merely a techie playground for social encounters or can it be transformed into a meaningful and effective method of instruction? Will SL become the new 3-D Web or remain as a virtual fad for generation Y? This presentation examines theoretical foundations to support learning and identifies strategies for effective use by teachers, developers, and researchers.

Kaleidoscope of Design/Creativity Perspectives

Time: 8:00 AM - 9:15 AM

Location: Royal D



31-RD

Panel Discussion: Creativity in Instructional Technology

Presented by: Gregory Clinton, University of Georgia; Brad Hokanson, University of Minnesota-Twin Cities; Robert Maribe Branch, University of Georgia; Stephen Downes, National Research Council, Canada; Brent Wilson, University of Colorado-Denver

The kaleidoscope of learning, in our culture of technology, is enhanced and driven forward by creative innovation. Creativity is viewed by many as an essential ingredient in good design. Creativity is therefore important as a skill for instructional technologists and 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 panel discussion is designed to foster connections and interaction between IT scholars addressing creativity from a variety of perspectives.

<http://www.downes.ca/>

Roundtable Sessions

Time: 8:00 AM - 9:15 AM

Location: Royal E

31-RE

.a Who is the Mentor? Examining Online Participation amongst Graduate and Undergraduate Students

Presented by: Joi Moore, University of Missouri

There may be a gap in self-regulation and motivation characteristics between graduate and undergraduate students in online environments. Are graduate students better able, or willing to mentor undergraduate students or vice versa? Does it depend on the course content or the complexity of assignments? These questions, along with research findings from a study of an online course that has mixed enrollments of graduate and undergraduate students will be discussed in this roundtable session.

.b Web-Based Intergenerational Interactions: Promoting the Success of Adult Students

Time: 8:00 AM - 9:15 AM

Location: Royal E

Presented by: Fengfeng Ke, University of New Mexico

This paper presents findings from a mixed-method in-situ study on web-based intergenerational learning interactions. Employing discourse analysis and causal-comparative study, this research will verify a working hypothesis on how intergenerational learning interactions influence adult students' learning outcomes, and highlight the roles of instructional design and communication technology development in the multigenerational, online learning environment.

.c What is the Literature in ETR&D's International Review Telling Us About Educational Technology and the International Community in the New Millennium?

Time: 8:00 AM - 9:15 AM

Location: Royal E

Presented by: Heidi L. Schnackenberg, SUNY Plattsburgh; Eddie Vega, SUNY Plattsburgh

One of the findings in *Twenty Years of International Review: A Retrospective View* by Seo, et al. (2002), indicated that the International Review section of ETR&D had "facilitated communication among international professionals working in the field of instructional technology." This finding prompted researchers to investigate what ideas and information the body of literature was trying to convey. The current presentation will discuss findings of what the literature is saying about educational technology in the international community.

.d The Role & Representation of Computer Based Technologies in Educational Technology Graduate Curricula

Presented by: Kristen Sosulski, Columbia University; Kristen Sosulski, Columbia University

The purpose of this study is to investigate the ways computer based technologies have been represented in graduate programs in educational technology in the United States. The study focuses on the present utilization of computer-based technologies in educational technology in three graduate programs with historical reflections on how computer-based technologies were integrated in the past amongst a variety of programs.

.e Field Experiences in Instructional Design and Technology: Sharing Innovations and Best Practices

Time: 8:00 AM - 9:15 AM

Location: Royal E

Presented by: Pearl Chen, California State University, Los Angeles

This presentation provides an opportunity for Instructional Technology faculty to engage in a dialogue about preparing effective instructional design and technology (IDT) professionals through field experiences. Participants will discuss key knowledge and skills for various IDT professionals and essential field experiences that provide opportunities for students to experience linkages between theory and practice. Innovations, solutions, and best practices will be shared, and participants will be invited to participate in research collaborations.

.f Multilevel Model of the Relationship between Technology Integration and School Level Achievement

Time: 8:00 AM - 9:15 AM

Location: Royal E

Presented by: Tina Hohlfeld, University of South Florida; Albert Ritzhaupt, University of South Florida

Multilevel models were used to examine the relationship among technology integration indicators and the overall reading and math achievement in Florida schools (N=2,514) from 2003-04 to 2005-06. Results demonstrate that increased access to curriculum-based software and increased student use of both curriculum-based software and tool-based software have positive relationships with school level reading and math achievement. However, evidence also suggests that a ceiling effect exists for both school-level math and reading achievement.

.g EDistrict: From Academic Emergency to Continuous Improvement

Time: 8:00 AM - 9:15 AM

Location: Royal E

Presented by: Li-Ling Chen, California State University @ Hayward

In 2006, Hayward Unified School District proposed a technology implementation project, entitled EDistrict. It is a Web-based wireless network adoption project. EDistrict is patterned after a program, used in Eagle Heights Academy, a large urban community school in Youngstown, Ohio. The product used by both school districts was developed by Promethean, makers of the ACTIVboard Collaborative Classroom System.

.c Double Face Model: Developing Age and Content-based E-learning Content Rating Standards

Time: 8:00 AM - 9:15 AM

Location: Royal E & F

Presented by: Yang Lin, University of Minnesota - Twin Cities

This study examines the strength and weakness of two currently popular kinds of e-learning content rating (age-based or content-based) standards based on the online content rating standard framework to construct a new e-learning content rating standard developing strategy called Double Face Model (DFM), which combines age-based rating and content-based rating at the same time but in different dimensionalities. Currently popular standards survey, standards comparison and the new standard developing strategy will be presented.

.d The Use of Talking Head Video in Second Language Comprehension Exercises

Presented by: Penny Thompson, University of Minnesota

Students in a beginning Spanish class performed a listening exercise using three different levels of "talking head" video input. The results on a comprehension post test were compared, and showed no statistically significant differences between the "no video" group and the two "video" groups. The presentation will describe the rationale and the methodology of the study, the possible reasons for the lack of statistically significant findings, and some ideas for future research.

.e Scaffolding in Ill-Structured Problem Solving

Time: 8:00 AM - 9:15 AM

Location: Royal E & F

Presented by: Saniye Tugba Bulu, Texas A&M University

This paper focuses on the scaffolding in ill-structured problem solving processes. First, ill-structured and well-structured problems are explained. Then, requirements of the ill-structured problem solving and the challenges based on the difficulties to meet the complex cognitive and metacognitive requirements are addressed. Following definition of the scaffolding, explanation of scaffolding strategies to support the challenges of ill-structured problem solving is explained. Finally, effective use of scaffolds and implication for future research is presented.

.f Retention of High Quality Faculty in Distance Education Programs: Understanding Factors that Impact Their Involvement and Strategies Used to Retain Them

Presented by: Tim Green, California State University, Fullerton; Abbie Brown, East Carolina University

This presentation is based on a study that focuses on factors that motivate faculty to teach distance education courses, as

Poster Sessions

Time: 8:00 AM - 9:15 AM

Location: Royal E & F

31-RF

.a An Integrated Theoretical Cognitive and Motivational Model for Multimedia and Online Learning

Presented by: W. Robert Christensen, Eastern Kentucky University

When we consider the instructional design components of online learning, it represents a kaleidoscope of learning that involves many moving pieces. An instructional designer must consider cognitive and motivational factors of the learner and the instructional event to design effective instruction. This proposal will outline how there are many moving pieces within the cognitive and motivational factors that play a significant role in the learning process within multimedia and online learning environments.

.b Theoretical research of attention aware system and the application of instructional design

Time: 8:00 AM - 9:15 AM

Location: Royal E & F

Presented by: Meekyoung Kim, Seoul National University, Korea; Gyumin Lee, Seoul National University, Korea; Seongik Park, Seoul National University, Korea

In this paper we review theoretical research of attention aware system, and we highlight the issues that the application of instructional design. We develop the instructional design model including the elements of attention aware system and discuss the effectiveness of the instructional design model including the elements of attention aware system.

well as factors that discourage or encourage them to continue to teach distance education courses. The study reports findings from the standpoint of four faculty groups: tenured, tenure-track, full-time non-tenured/fixed term, and part-time/adjunct. From the findings, a framework of strategies was developed that can help university administrators retain distance education faculty.

<http://www.drimgreen.com/aect2007.html>

31-RI

International Hospitality Center

Time: 8:00 AM - 5:00 PM

Location: Royal Foyer

Presented by: International Division

Featured Research

Time: 8:00 AM - 9:15 AM

Location: Seville

Facilitator: Ginger Watson, Old Dominion University

31-SE

.a Computer-Mediated Instruction: A Comparison of Online and Face-to-Face Collaboration

Presented by: Jeremy Tutty, Boise State University; James D. Klein, Arizona State University

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.

.b Factors Affecting Satisfaction with Online Learning: A Case Study

Presented by: ; 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 comprised of four semesters lasting nine months. The sample in this study was selected from the participants who registered to this 8th online program. A repeated measure analysis model was utilized to see the participant's satisfaction change across this online program based on semester one, two, three, and four. The results of the study showed that participants' satisfaction, especially about course structure and flexibility, statistically decreased gradually from first semesters to fourth semesters.

31-TA

Teacher Education / School Media & Technology Breakfast

Time: 8:00 AM - 9:15 AM

Location: Terrace A

Presented by: School Media & Technology Division,

Teacher Education / School Media & Technology Breakfast

Designing Online Instruction



Time: 8:00 AM - 9:15 AM

Location: Terrace B

Facilitator: Shiang-Kwei Wang, New York Institute of Technology

31-TB

.a Online Students' Perception of Social Presence and its Influence on their Learning: A Case Study

Presented by: Eunmi Kim, Northern Illinois University

This qualitative study investigates students' affective domain in an online class. Garrison, Anderson and Archer's Community of Inquiry Model (2000) and Rourke et al.'s Social Presence Templates (2001) were used to analyze transcripts, surveys, and interviews of all participants. The results of this study illustrate the nature of social interaction in an online environment confirming teaching, cognitive and social presences go hand in hand. Recommendations for instructors to create a community of learning are provided.

Designing Online Instruction



Time: 8:00 AM - 9:15 AM

Location: Terrace C

Facilitator: Brian Beatty, San Francisco State University

31-TC

.a Interaction Analysis, Synchronous CMC, & a Multi-Modal Unit of Analysis

Presented by: Jason Skinner, University of New Mexico

The Interaction Analysis Model for Examining Social Construction of Knowledge in Computer Conferencing (Gunawardena, Lowe, & Anderson, 1997) is one of the most frequently researched asynchronous interaction analysis models. This session will explore the findings and difficulties of utilizing this conventionally asynchronous model to investigate collaboration in a synchronous audio-conferencing distance learning environment. Of particular interest, this session questions what is an appropriate unit of analysis for investigation of synchronous online interaction?

.b How Day of Posting Affects Growth Patterns of Asynchronous Discussion Threads and Computer-Supported Collaborative Argumentation

Presented by: Sue Frazier, Florida State University; Allan Jeong, Florida State University

This study examined how the day in which messages are posted (early, midweek, weekend) in asynchronous computer-supported collaborative argumentation (CSCA) affect the number of responses elicited by arguments and challenges, and how its effects differ across four types of exchanges (argument-challenge, challenge-counterchallenge, challenge-explain, challenge-evidence) that serve as indicators of critical discourse. The significant findings of this study support the use of specific strategies and suggest new ways to design asynchronous discussion environments to promote higher levels of critical discourse.

the adoption of modern educational games is still meeting significant resistance in K-12 education. This roundtable session will discuss factors affecting teachers' adoption of educational games identified by a case study conducted with experienced math teachers and compare findings to existing literature on the adoption of educational software. The session will help educators and game designers identify game adoption factors.

Challenges in Distance Education

Time: 8:00 AM - 9:15 AM

Location: Terrace D

Facilitator: Eun Jung Oh, University of Georgia



31-TD

Where's the Oscar Award for Outstanding Online Instruction?

Presented by: Joanne Bentley, Utah State University; Max Cropper, Utah State University

The Oscar Award for Outstanding Online Instruction goes to... The most interactive course... NO... The course with the best instructional strategy... NO... The course with the best media... NO... How do we decide? How you define "outstanding instruction" changes the outcome of any award system as much as adding different beads to a Kaleidoscope. Our presentation will review research comparing and contrasting six rubrics used to evaluate online course quality.

Technology Integration for Underserved Regions

Time: 8:00 AM - 9:15 AM

Location: Terrace F

Facilitator: Cengiz Hakan Aydin, Anadolu University



International

31-TF

.a Promoting 21st Century Skills through Integration of ICT in the Classroom

Presented by: Cengiz Hakan Aydin, Anadolu University

This presentation and associated paper focus on an education initiative that intends to help young learners (aged 8-16) in communities where there is limited access to technology in homes and schools, acquire 21st century skills. The presentation has three parts: the first part focuses on introduction of the Intel Learn program's organization and content; the second part reveals the results of the program evaluations; and the third part covers the lessons learned during the implementation and evaluation of such a technology integration project in an emerging market. It might be beneficial especially for those who are interested in technology integration in the classroom in emerging regions of any country or of the world and who would like to get an insight about evaluation of a large scale intercultural project.

Instructional Games

Time: 8:00 AM - 9:15 AM

Location: Terrace E



31-TE

.a Gaming Selection Model for K-12 Teachers

Presented by: Jeong Min Lee, Florida State University

The purpose of this study was to develop a gaming selection model for K-12 teachers to use when they want to use a game for their classroom.

.b Factors Affecting Teachers' Adoption of Instructional Games: A Case Study

Presented by: Mansureh Kebritchi, Univ, of Central Florida

Even though video games hold considerable potential for engaging and facilitating learning among today's children,

31-VA

Future Minds Symposium

Time: 8:00 AM - 9:15 AM

Location: Valencia

Presented by: Charles M. Reigeluth, Indiana University; Francis Duffy

This session will describe the AECT FutureMinds Initiative and its recent progress. Its mission is to provide substantial national-level leadership to assist state education departments with the challenging task of facilitating paradigm change in their states' school districts. Through this initiative AECT will furnish professional direction, guidance, and follow-up support to help state education departments facilitate the transformation of local school districts to a much needed paradigm of learner-centered instruction in which technology and instructional design play central roles.

Evaluating and Managing Programs

Time: 9:30 AM - 10:30 AM

Location: Barcelona

Facilitator: Andrew J.M. Smith,



32-BA

Electronic Assessment Systems for Accreditation: A Custom Solution on a Tight Budget

Presented by: Kay Persichitte, Univ of Wyoming

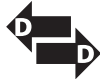
Like all NCATE accredited institutions, the University of Wyoming teacher education program has moved by giant leaps to meet increased candidate performance assessment documentation and reporting requirements. This is a demonstration of the College of Education Integrated Database (CEID) which includes unit-wide collection, archival, and reporting of assessment data, faculty annual review documentation, advising functionality, and more on a scant budget! Bring your questions and join us!

Kaleidoscope of Design/Creativity Perspectives

Time: 9:30 AM - 10:30 AM

Location: Granada

Facilitator: Ludy (Ludwika) Goodson, Embry-Riddle Aeronautical University



32-GR

Integrating Objectivism and Constructivism with Collaborative Problem Solving: A Case Study

Presented by: Monica W Tracey, Wayne State University

“Learning within the Kaleidoscope” calls for the profession to integrate instructional design theories and concepts in practice. With the recent debate to integrate objectivism and constructivism in the design of a learning event, collaborative problem solving may be the instructional method to successfully combine these two philosophies. This session describes the process used to integrate objectivism and constructivism with collaborative problem solving and the results of this attempt.

Evaluating and Managing Programs

Time: 9:30 AM - 10:30 AM

Location: Madrid



32-MA

.a Tips for Surviving NCATE Using E-Portfolios

Presented by: Sarah McPherson and Shiang-Kwei Wang, New York Institute of Technology

An NCATE review is scheduled and your institution’s major focus is preparation for the review. The process seems

ominous; the tasks insurmountable! An electronic portfolio system can be a lifeline for organizing the review materials - standards, programs, assessments, and performance data. This session will address the adoption of an electronic portfolio system in preparation for NCATE. The outcome was no areas in need of improvement.

32-RB

AECT Activities and Opportunities in Second Life

Time: 9:30 AM - 10:30 AM

Location: Royal B

Presented by: Mary C. Herring, University of Northern Iowa ; Lisa Dawley, Boise State; Ross Perkins, Virginia Tech

AECT is offering its members “virtual” opportunities! Join us for an overview of planned AECT activities in Second Life and opportunities for AECT member’s participation and feedback. Second Life represents a vehicle for AECT members to share and gain expertise as well as network with other professionals. Richer experiences that cross borders and timelines in a virtual world, beyond what is done in the real world, are likely possible and will be further explored.

32-RC

.a Copyright and the Law

Time: 9:30 AM - 10:30 AM

Location: Royal C

Presented by: Leonard DuBoff, DuBoff Law Group

Q & A copyright law cases update

Roundtable Sessions

Time: 9:30 AM - 10:30 AM

Location: Royal E

32-RE

.a DEVELOPMENT OF GOAL BASED E-LEARNING CONTENTS FOR ENVIRONMENTAL EDUCATION

Presented by: Young Sun Yang, Kwandong University

The purpose of this study was to develop e-learning contents for the public to recognize environmental problems and issues in major environmental areas. The inquiry based and goal based storytelling mode were used as main instructional design strategies in which individual learners are encouraged to search data and resources in order to find the solutions for the given mission and tasks in the area of global environment, air, water, energy, ecosystem, and climate change. Five stages of learning process were developed and integrated in the development of contents.

Roundtable Sessions *(continued)*

.b Teaching within the Kaleidoscope: Factors Affecting Faculty Adoption of Podcasting within Higher Education

Time: 9:30 AM - 10:30 AM

Location: Royal E

Presented by: Rolando Marquez, University of Central Florida; Zhigang Li, University of Central Florida

The emergence of new media technologies have ushered in a new era of distribution of content through the use of the Internet. Audio, video, and text can be seamlessly integrated into a compact, mobile format that can be accessed anytime-anywhere through portable devices such as media players and mp3 players. This presentation will analyze the factors affecting faculty adoption of Podcasting within Higher Education.

.c A Framework For Defining & Researching Learning Communities

Time: 9:30 AM - 10:30 AM

Location: Royal E

Presented by: Richard West, University of Georgia

Learning communities are a popular topic of research, but it is difficult to find common patterns and understandings because researchers use different terminology. In this presentation, I will address the confusion around what a learning community is by sharing ideas about a possible framework for defining a learning community. I argue that learning community boundaries can be defined in terms of their physical (or the concept of being “present”), emotional, mental, and functional states.

.d Integrating Arts and Technology: Games and Literacy

Presented by: J David Betts, University of Arizona

The paper describes an afterschool program the Arts & Technology Writing Workshop (ATWW) where children used game-making software to express the roles they created in the drama and writing workshop. The formative study explored ways to intergrate literacy, technology and the arts in encouraging at-risk young people to write. The computer game engine, StageCast Creator2™, allowed students to create 2-D characters and assign rules for their behavior based on their invented stories.

.e Modding Videogames for Use in the Classroom

Time: 9:30 AM - 10:30 AM

Location: Royal E

Presented by: Jaehwan Byun and Christian Loh, Southern Illinois University Carbondale

Videogames-based learning (VGBL) has much potential for learning in a school environment, but there remain

some obstacles. One of the issues which many teachers find significant is how to integrate videogames effectively within limited class time. This study suggests several ways to integrate videogames within a school environment via “game modding.”

.f An Emerging Model of Online Degree Program Components and Decision Points

Time: 9:30 AM - 10:30 AM

Location: Royal E

Presented by: Angela Benson, The University of Alabama; Seung Won Yoon, Western Illinois University

This paper presents a comprehensive model of online degree program components and decision points. The model was developed from a review of the relevant literature and an informal survey of 20 online degree programs in operation at two US universities (one research university and one state college) committed to online distance learning. The model includes 8 administrative components and 6 pedagogical components. Each component identifies a decision-making point for online degree program planners.

.g Teachers' Perspective of Implementing Technology Integrated Mathematics Instruction

Time: 9:30 AM - 10:30 AM

Location: Royal E

Presented by: Orhan Curaoglu, Middle East Technical University

Many teachers try to integrate technology into the own practice in their classrooms. The aim of this study was to examine what mathematic teachers' attitude toward ICT is and to what extent and in what ways teachers do utilize technology integrated instruction in the math class. Data was gathered through interviews and observations. The teachers were observed during implementations of their teaching and they were interviewed at end of semester.

.h Effect of practice in a linear and non-linear web-based learning environment

Time: 9:30 AM - 10:30 AM

Location: Royal E

Presented by: Florence Martin, University of North Carolina - Wilmington; Jeremy Tutty, Boise State University

The purpose of this study was to investigate the effect of practice in a linear and non-linear web based learning environment. Performance, attitudes, and time data for 240 students from a large southwestern university will be reported. This study reinforces on the importance of practice versus navigation and has implications for the design and development of web-based, multimedia instruction.

.i Maximizing Web Accessibility Through User-Centered Interface Design

Time: 9:30 AM - 10:30 AM

Location: Royal E

Presented by: Soonhwa Seok, D'youville College

Digital inclusion and web accessibility are integral parts of modern culture and have implications for social accountability. The goal of web design is the inclusion, with an emphasis on higher accessibility and adaptability. The user interface is the place users can interact with the information by using their minds. Users can acquire information by using a user interface. This proposal highlights the need to investigate the relationship between cognition, errors, and user interface to maximize web accessibility through user-centered interface design.

Poster Sessions

Time: 9:30 AM - 10:30 AM

Location: Royal E & F

32-RF

.a Students' Beliefs About Teaching and Learning and Their Perceptions of Student-Centered Learning Environments

Presented by: Sang Joon Lee, The University of Georgia

Interests in designing and implementing student-centered learning environments (SCLs) have increased reflecting the constructivist view of learning. However, there are concerns about students' roles, positionings, and their abilities to regulate their learning. The purpose of this study is to investigate how graduate students with different beliefs about teaching and learning perceive SCLs differently and how their perceptions influence their learning experiences. This presentation will present the findings and their implications for designing and implementing SCLs.

.b Methodological Review of the Knowledge Structure Measurement in Team Learning

Presented by: Sukjin Kwon, Hanyang University

Learning how to solve ill-structured problem has become more important. Moreover, evaluation in the ill-structured domain should be different from that of well-structured domain. So, we should find out alternative method for evaluation. This research will suggest that the viewpoint for effectiveness of corporate training should be broadened to how to evaluate application of solution to ill-structured problem in team or organizational level. This research is about reviewing Schvaneldt(1990)'s pathfinder analysis which is outstanding one of the many team cognition evaluating methods. It can provide alternative viewpoint apart from ordinary evaluation method.

.c Archiving Dynamic Web-Content: Considerations and Evaluation of Software Applications

Time: 9:30 AM - 10:30 AM

Location: Royal E & F

Presented by: Johannes Strobel, Purdue University

Due to an increase of dynamic web content, archiving web sites for researching them becomes more and more difficult. This presentation introduces the complexity of the problems with archiving dynamic web content, evaluates different software to archive and visualize dynamic structures and provides strategies for different archiving scenarios.

.d Enhancing Chinese Language Learning Performance by Combining Flash Animation with Dual Processing System

Time: 9:30 AM - 10:30 AM

Location: Royal E & F

Presented by: Hui Ya Chuang

The purpose of this study is to determine the effect of combining dual processing system (combination of text and image or image and audio) with Flash animation in Chinese language learning performance. The participants are 60 undergraduate students who have no background in Chinese language. They are divided into three treatment groups: Group A- single coding with text only; Group B- dual coding with text and image; Group C- dual coding with audio and image.

.e The Effect of Self-explanation Prompts and Instructional Explanations in Worked Examples

Time: 9:30 AM - 10:30 AM

Location: Royal E & F

Presented by: Xiaoxia Huang, Florida State University

This study investigated the effect of four types of worked examples, i.e., standard worked examples(WE), WE with self-explanation prompts, WE with instructional explanations, and WE with a combination of self-explanation prompts & instructional explanations, on student learning, transfer, and cognitive load. About 200 students in a middle school in southeastern United States participated in the study. Results and implications of the study will be presented in the full paper.

.f Distance Learning Content Rating and Filtering Products and Models Survey

Presented by: Yang Lin, University of Minnesota - Twin Cities

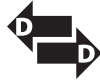
This study investigates content rating and filtering products and models in distance learning. Three distance learning content rating and filtering systems (time-based, space-based and functional factor-based) are described at the beginning. After that different distance learning content rating and filtering products are examined and categorized into the functional factor-based system. Finally six popular distance learning content rating and filtering models are discussed and compared in detail.

Kaleidoscope of Gaming DD

Time: 9:30 AM - 10:30 AM

Location: Seville

Facilitator: Brad Hokanson, University of Minnesota

**32-SE****.a Developing a Web-Based Peer Tutoring System Prototype**

Presented by: Minjeong Kim, Hanyang University

The purpose of this study is to develop a web-based peer tutoring system prototype. For the purpose, two types of research were conducted: one is literature review and another was a pilot study for web-based peer tutoring. The review study was to understand current trends in peer tutoring and the pilot study was to find out preferred instructional strategies and system functions in web-based peer tutoring. Based on the results, finally, web-based peer tutoring system prototype was suggested.

.b Feasibility of Using Gaming Strategies for Training Various Instructional Outcomes

Presented by: Wenhao David Huang, University of Illinois at Urbana-Champaign; Tristan Johnson, Florida State University; Michael Spector, Florida State University

This paper describes a project, funded by the U.S. Navy, in identifying prominent game characteristics and using them as modulated game design elements to attain specific instructional outcomes. The goal of this project was to develop a consulting procedure to communicate effectively between military experts, instructional designers, and game developers, in order to facilitate initial selection of viable proposals that centered on the use of games with instructional objectives and enhance the game design quality.

Designing Online Instruction

Time: 9:30 AM - 10:30 AM

Location: Terrace B

Facilitator: Vance A. Durrington, University of North Carolina Wilmington

**32-TB****.a Designing Online Instruction that Develops Critical and Creative Thinking Skills**

Presented by: Paula Jones, University of Kentucky; MaryAnn Kolloff, Eastern Kentucky University; Fred Kolloff, Eastern Kentucky University

Using the Garrison & Anderson model, the presenters will define the concepts of critical and creative thinking, identify the relationship of cognitive presence with critical and creative thinking and then demonstrate three different methods of

developing critical and creative thinking in undergraduate and graduate level online courses at one particular university. A summary of student perceptions and activity will then be reported.

.b Using Can Peer Feedback in Online Discussions to Improve Critical Thinking

Presented by: Jennifer Richardson, Purdue University; Peggy A. Ertmer, Purdue University; James D. Lehman, Purdue University

This study examined peer feedback in online discussions and its potential role in improving learners' critical thinking skills. Measures included (1) peer ratings of students' discussion postings, (2) a pre-post critical thinking skills survey, (3) interviews. Preliminary results indicate a non-significant increase in four of five critical thinking skills dimensions. Interview data suggests that participants believed they learned more during the reflective process involved in providing peer feedback. Implications include the design of online discussions.

Designing Online Instruction

Time: 9:30 AM - 10:30 AM

Location: Terrace C

Facilitator: Amy Adcock, Old Dominion University

**32-TC****.a Mini – games for e-Learning**

Presented by: Dennis Charsky, Ithaca College

Advergaming is becoming a common practice on many organization's websites. Yet, advergaming is not in alignment with many instructional endeavors. However, Aldrich (2005) has called mini-games the "mosquitoes of the educational simulations ecosystem" and argues they may have a big impact on education. If mini-games are to have a significant impact they need to be examined for their potential affect on learning. The adverage traits that could be incorporated into mini-games for e-learning are: short in duration, easy and fast to download, easy to play, and exciting yet challenging.

.b A "Second Life": Can this Online, Virtual Reality world be used to increase the overall quality of Learning and Instruction in a graduate level Distance Learning program?

Presented by: Anthony Chow, UNC Greensboro; Sandra Andrews, UNC Greensboro

Second Life is a free, online virtual reality world that has averaged over 1 million new users worldwide in each of its first three years. What is all the fuss about and what are the implications for use in education? Our presentation will involve a live demonstration of this virtual reality environment and present research whose initial findings suggest that several

positive benefits are associated with its use in our graduate level distance learning program.

Cultural Minority Learners

Time: 9:30 AM - 10:30 AM

Location: Terrace D

Facilitator: Deepak Subramony, Utah State University

MIM

32-TD

.a RadioKids: Student Media Production for Minority and At-Risk Students in Hawai'i

Presented by: Kathleen Klinger ; Denise Tolbert, National University

This presentation focuses on student media production for minority and at-risk students in Hawai'i. In the RadioKids© program at a K-12 U-learning charter school, students learn effective design elements and technology skills to create Internet radio shows with podcast archives. The students promote and manage diverse viewpoints in interviews with peers and Ohana (family) during school and community events that help them connect the value of "talk story" and kuleana (shared responsibility) to personal growth.

Knowledge Management

Time: 9:30 AM - 10:30 AM

Location: Terrace E

Facilitator: J. Jose Cortez, Syracuse University



32-TE

.a Managing Knowledge Work

Presented by: Mark Salisbury, Organizational Learning & Instructional Technology Program, University of New Mexico

This presentation describes a framework for managing the life cycle of knowledge in organizations. The framework emerges from years of work with the laboratories and facilities that are under the direction of the United States Department of Energy (DOE). The presentation begins by describing the theoretical foundation for the framework, the Collaborative Cognition Model, followed by the other aspects of the framework: Technologies, Work Processes, Learning Processes, and Methodologies.

Cooperative & Collaborative Learning



International

Time: 9:30 AM - 10:30 AM

Location: Terrace F

Facilitator: Amy Bradshaw, University of Oklahoma

32-TF

.a Chinese Students' Perceptions of Cooperative Online Distance Education Interaction

Presented by: Yu-ching Chen, University of Central Florida; Atsusi Hirumi, University of Central Florida

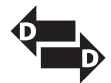
With the development of technologies and distance learning, interaction is gradually emphasized in cooperative online distance education environments. The study was designed to investigate Chinese students' perceptions of interaction in online learning. The session will present the kinds of interaction that benefit students' learning and barriers faced by learners, as well as provide suggestions to promote interactions and support across international boundaries and cultural lines.

.b Crossing Borders While Respecting Boundaries: Incorporating the Culture of Technology into Himalayan Education Programs

Presented by: Tiffany Ivins, Center for Open and Sustainable Learning

Is it possible to preserve cultural diversity while embracing a culture of technology? Youth-Managed Resource Centers (YMRC) are Himalayan learning centers which advance integrated educational and entrepreneurial opportunities through technologies tailored for remote communities. Here, youth volunteers access critical information and disseminate customized educational tools (health, agricultural, economic content) in far-flung mountain villages. In this way, the culture of technology amplifies development opportunities by bridging information gaps while simultaneously preserving indigenous cultures and rural lifestyles.

Kaleidoscope of Design/Creativity Perspectives



Time: 9:30 AM - 10:30 AM

Location: Valencia

32-VA

.a Designing and Assessing Aesthetic Learning Experiences

Presented by: Patrick E Parrish, COMET/UCAR; Luca Botturi, University of Lugano

This presentation reports results from two different design-based research projects that explored approaches to instructional design for aesthetic learning experiences. In

their designs, each designer placed special consideration on qualities intended to heighten the experience for learners to improve and broaden learning outcomes. Session participants will first be asked to consider the aesthetic qualities of learning, and a summary discussion will ask participants to share their own strategies or ideas for extending this work.

Integrating Technology for Digital Natives

Time: 10:45 AM - 11:30 AM

Location: Barcelona

Facilitator: Fethi Inan, Texas Tech University



33-BA

Activities for Integrating Video Games into Classrooms

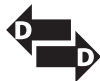
Presented by: Dennis Charsky, Ithaca College

Creating game-based learning environments or experiences using games such as SimCity, Age of Empires, ZooTycoon, and Railroad Tycoon is becoming an increasingly tenable, valuable, and popular instructional method. To help educators integrate these types of games the researcher has developed three types of activities that correlate to research on how learning occurs within game based learning environments.

Kaleidoscope of DD Practices

Time: 10:45 AM - 11:30 AM

Location: Granada



33-GR

What? Go Online?: A Case Study of an Educational Administration Program Transitioning from “Traditional” to “Hybrid”

Presented by: Paige Worrell, Texas A&M University - Texarka; John Hamilton, Texas A&M University - Texarkana

This case study explores what really happens when faculty of an Educational Administration program at a small regional university are asked to “put their program online”. The researcher sought to determine what instructional design models (if any) were used and what support faculty need for successful transitions. We will discuss practical issues that arose during the transition and share the results that emerged. Come ready to share your experiences of transition!

Evaluating and Managing Programs

Time: 10:45 AM - 11:30 AM

Location: Madrid



33-MA

Train Wreck or Touchdown? Changing Practice with Socio-technical Implementation of Web-based Tools for Data Driven Decision Making in Pre-Service Teacher Education Faculty

Presented by: Frederick B. King, University of Hartford; Steven C. Schatz, University of Hartford

The teacher education faculty of a small, private university adopted a complex, online system to support data driven decision making for accreditation requirements. With little knowledge of the socio-technical needs for program or evaluation model and no implementation plan, a train wreck seemed imminent. Using diffusion of innovation theory, we explore the adoption and use of the system and the evolving changes in practice as data began to take a part in programmatic decision making.

Roundtable Sessions

Time: 10:45 AM - 11:30 AM

Location: Royal E

33-RE

.a Maintaining an Undergraduate Program in Instructional Technology

Presented by: Hoyet Hemphill, Western Illinois University

Traditionally, most Instructional Design and Technology Programs in the United States only offer a doctoral or master's degree. The proposed presentation will continue a roundtable session that was held at the 2006 AECT Convention on the development and implementation of an undergraduate program in Instructional Design and Technology. The focus of this presentation will be on promoting an undergraduate IT program, aligning the curriculum, and the development of degree options targeted for specific applied fields.

.b Interaction and Perception as Key Determinants of Social Context in Learning Environments

Presented by: Katherine Niemann, University of Memphis; Trey Martindale, University of Memphis

What is social context? What does it look like? How is it established? We will explain the current literature on social context, highlighting interaction and perception as the primary factors in establishing social context. We will attempt to answer questions regarding the importance of social context

as it relates to social sciences, education, and learning environments. Finally, we will discuss similarities and differences in establishing social context in each of the three settings.

<http://teachable.org/presentations/>

.c Teaching Visual and Message Design: A Multidisciplinary Approach

Time: 10:45 AM - 11:30 AM

Location: Royal E

Presented by: Abbie Brown, East Carolina University; Tim Green, California State University, Fullerton; Bill Sugar, East Carolina University

This presentation is based on a literature review conducted by the authors in preparation for adjusting the curricula in instructional media production courses each of them teach within graduate programs of study. The authors share their answers to questions including: What aspects of visual design deal directly with cognition and perception?, and, How much emphasis should be placed on teaching the aesthetics of visual design?

.d Media Multitasking: Description of an Emergent Trend and Implications for Learning

Presented by: Joni Gardner, VA Tech (student)

Media multitasking, the simultaneous use of multiple unrelated media sources, is documented as an increasing behavior trend. Research on dual task performance and multiple-channel processing predicts negative consequences for learning and attention. The impact of media multitasking is unknown; this paper presents the issue to illustrate the need for further research. Understanding the impact of this phenomenon is vital for continual reassessment of effective learning environments and practices of excellence in instructional technology.

.e Interaction for ESOL class

Time: 10:45 AM - 11:30 AM

Location: Royal E

Presented by: Jeong Min Lee, Florida State University

Numerous studies have been conducted to measure and generalize unique effect of interaction on conversation in terms of statistical methods. However, these studies are not appropriate to understand and interpret the dynamics, contextual sensitivity, and complexity of interaction during the conversation. Moreover, there were little attempts to analyze it with multiple perspectives that enable the researchers to experience the phenomenon distinctively. Therefore, the purpose of this study is to understand and interpret the interaction between students and students in ESOL class.

.f Facilitating Preservice Teachers' Professional Development and Support Using Portfolio Production and Action Research

Presented by: Craig Shepherd, University of Georgia

To encourage joint collaboration among preservice teachers and more experienced colleagues, some teacher education programs promote action research during field experiences. Although researchers report benefits from action research, some wonder if the process is too demanding for student teachers. This paper examines how video-based portfolio development among preservice teachers supports action research and influences collaboration.

.g To Wiki or not to Wiki; That is the Question

Presented by: Cary Johnson, Brigham Young University; Stephen Hulme, Brigham Young University; Charles R Graham, Brigham Young University

The use of technology in higher education has benefits as well as limitations. The presenters will share insights they gained through the use of classroom wikis/blogs in which students created a "knowledge base" of their learning. They will relate some of the positive experiences and benefits as well as the obstacles and limitations they have had. They will then offer helpful hints about making these technological media even more user-friendly in an educational setting.

.h Web-based Training to Create Sustainable Crisis Management Training for School Personnel

Time: 10:45 AM - 11:30 AM

Location: Royal E

Presented by: Amy Adcock, Old Dominion University

Federal mandates require the creation and maintenance of a detailed crisis management plan in public school systems. Program SAFE fulfills this need for a large urban school system through the development of policies and procedures, standardized training and evaluation tools. To increase the sustainability of the program, web-based training is currently being developed. This presentation will demonstrate the training and present pre and post test data collected from the first phase of implementation.

.I Redesign for Distance-Learning Conversion: Case Study of a Graduate Course's Evolution

Time: 10:45 AM - 11:30 AM

Location: Royal E

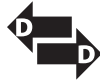
Presented by: Linda Emerick, Towson University

This session examines the processes, outcomes of course redesign for three versions of a graduate course offered classroom teachers. The instructor, new to distance learning, transformed the course from face-to-face to an online version and, subsequently, to a hybrid course. Data were collected for each version to examine differences in learner outcomes,

instructional materials, assessments, communications, roles of the instructor and the students. Session participants will discuss results, processes, and decisions for similar course conversions.

Kaleidoscope of Design/Creativity Perspectives

Time: 10:45 AM - 11:30 AM
Location: Seville



33-SE

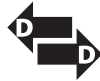
Using Challenge-Driven Experiential Design to Increase Engagement in General Education

Presented by: Richard Swan, Brigham Young University; Rex Cates, Brigham Young University; Samuel Smith, Brigham Young University

Engagement is always an issue in education, but it is especially true in general education courses. We submit that a design model called Challenge-Driven Experiential Design allows us to apply the principles that make games engaging while preserving “academic integrity.” In this presentation, we will briefly discuss Challenge-Driven Experiential Design, show how the model was applied to a general education course (Biology 100), and discuss the effectiveness of the design in achieving the desired goals.

Kaleidoscope of DD Professional Development

Time: 10:45 AM - 11:30 AM
Location: Terrace B



33-TB

The Connection Log: A Computer-Based Scaffolding System to Help Students Build Evidence-Based Arguments

Presented by: Brian Belland, Purdue University; William White, Purdue University; Krista D. Glazewski, New Mexico State University; Jennifer Richardson, Purdue University

Students engaged in Problem-based learning (PBL) units solve ill-structured problems in small groups, and then present arguments in support of their solution. However, middle school students have particular difficulties in creating evidence-based arguments (discussions that link claims with evidence) (Krajcik et al., 1998). We designed and developed the Connection Log, a database-driven website, to scaffold middle school students’ construction of evidence-based arguments during PBL units. In this paper we demonstrate and provide evidence of the effectiveness of the system.

Designing Online Instruction

Time: 10:45 AM - 11:30 AM
Location: Terrace C
Facilitator: Susan M. Zvacek, University of Kansas



33-TC

Design Strategies for Enhancing Social Connectedness in Online Learning: An Instructor’s Guide to “E-mmediacy”

Presented by: Patricia J Slagter van Tryon, Lehigh University

Cultivating feelings of social connectedness among participants in online courses remains a challenge for many instructors. This session presents instructional design strategies derived from the presenter’s ongoing research that are aimed at overcoming physical separation in the online environment and enhancing “e-mmediacy.” The presenter will demonstrate popular methodologies and technologies for maintaining social connectedness, such as creative podcasting techniques and simple video editing and posting. Instructions will be distributed for reproducing the techniques demonstrated.

http://www.lehigh.edu/~pas2/aect_2007_pslagtervt.htm

Designing Online Instruction

Time: 10:45 AM - 11:30 AM
Location: Terrace D
Facilitator: Thomas Hergert, St. Cloud State University



33-TD

Establishing Participation Requirements and Individual Accountability to Promote Collaborative Discourse in Asynchronous Online Discussions

Presented by: Allan Jeong, Florida State University

This paper presents findings from a study that examined the potential implications of imposing participation requirements on the number of posting days and total postings on level of student-to-student interaction in asynchronous threaded discussions. This paper also presents and discusses software tools designed specifically to download Blackboard discussions, track student’s compliance with participation requirements (e.g., total postings, posting days, replies, reciprocal replies, words), and establish individual accountability to promote more student interaction and collaborative discourse.

Technology Integration for Underserved Regions

Time: 10:45 AM - 11:30 AM

Location: Terrace E

Facilitator: Abbas Johari, Cameron University

33-TE

The 'Overcoming Poverty' Project: Case-Based Reasoning and Pm wiki for Capacity Building in Micro Credit Organizations

Presented by: Alannah Fitzgerald, Concordia University; Shakib Ahsan, Concordia University; Johannes Strobel, Purdue University

This presentation will introduce a project environment, 'Overcoming Poverty', which has been designed for NGO micro credit workers, active or interested, in the area of capacity building in both developing and developed nations. The common goal is to access and engage with micro credit resources (experts, cases, resources) and tasks (reflective, interactive, and creative) designed to develop capacity building. A wider sense of the network that surrounds capacity building throughout different contexts will be explored.

Research & Theory

Time: 10:45 AM - 11:30 AM

Location: Terrace F

Facilitator: Brian Beatty,



33-TF

LEARN: A Model for Creating Knowledge in the Information Age

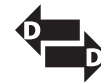
Presented by: Delia Neuman, University of Maryland

The LEARN model describes authentic learning in the information age: Locating information, Evaluating it, Applying it as a learning tool, Reflecting on the learning processes and products, and kNowing what has been learned in order to use it effectively. This session explains the five categories of the model and the fifteen elements comprising the categories. The model focuses on developing a habit of mind that assumes that information is the basic building block for learning in the information age.

Kaleidoscope of DD Professional Development

Time: 10:45 AM - 11:30 AM

Location: Valencia



33-VA

Ethics is More than Copyright Laws: Teaching Ethics in Graduate Programs

Presented by: Ana Donaldson, University of Northern Iowa; Sharon Smaldino, Northern Illinois University

This presentation is intended to share the lessons and insights gained through two graduate program's emphasis on ethical considerations within the curriculum. This highly interactive session will focus on instructional strategies, activities, and issues that have been incorporated into both programs. Participants are asked to contribute to the discussion by sharing their own stories and to engage in some of the activities designed to develop an understanding of ethics.

Practicing Media Center Specialists and Pre-service Teachers and Media Specialists

Time: 11:45 AM - 1:00 PM

Location: Barcelona



Facilitator: Mary Beth Jordan, Albuquerque Academy/Simms Library

34-BA

.a Instructional Collaboration: What Pre-service Teachers are Learning in their Field Experiences

Presented by: Andrew Smith, Georgia State University

Previous research suggests teacher certification programs do little to help students understand the role of the media specialist or the expertise media specialists bring to the instructional community. This research examines how pre-service teachers characterize the role of the media specialist when they enter their preparation programs and after they have gained experience in schools. It also seeks to elicit what kinds of collaboration activities they encounter during their practicum and student teaching experiences.

.b What Media Specialists Really Need to Know: Wisdom Communicated from Practicing Media Specialists to Interns

Presented by: Andrew Smith, Georgia State University

This research project examines the various on-line assignments of interns in a school library media program internship that reveal the student-identified differences between "real-world" application and classroom theory (based on state and national standards), together with the top tips for new media specialists gleaned from their internship experiences.

34-HS

Past-Presidents Luncheon (for AECT Past-Presidents only)

Time: 11:45 AM - 1:00 PM

Location: Huntington Suite

Technology Integration

Time: 11:45 AM - 1:00 PM

Location: Madrid

Facilitator: David Carbonara, Duquesne University



34-MA

.a Instructional Strategies to Influence Self-Efficacy for Technology Integration: A Study of Middle-School Preservice Teachers

Presented by: Liesl Baum-Combs, Virginia Tech; Michael A Evans, Virginia Tech

Increasing saturation of instructional technologies in middle school classrooms has made successful integration paramount. A fundamental research question is when and how to instruct on effective, creative use of resources. A pilot action research study details the effects of instructional strategies to influence self-efficacy for technology integration with pre-service teachers (n=14). Results include increased self-efficacy, greater realization of technology potential, and emergent need to sustain professional development.

.b What are the Technology Integration Visions, Strategies, and Developmental Process of Expert Technology-Using Teachers

Presented by: Anne Ottenbreit-Leftwich, Indiana University; Krista D. Glazewski, New Mexico State University; Peggy A. Ertmer, Purdue University; Jennifer Richardson, Purdue University

This study examined the visions, strategies, and developmental process of eight teachers who received an award identifying their technology integration as “outstanding achievements in teaching with technology.” Results highlight these expert’s meaningful technology uses as the way they purposefully use technology. However, their visions were not necessarily represented by these practices. Furthermore, their developmental process and the factors that impacted their development are discussed. Implications for incorporating these results into teacher education programs are discussed.

34-RA

Distance Learning Luncheon

Time: 11:45 AM - 1:00 PM

Location: Royal A

Presented by: Distance Learning Division

Tenure and Promotion

Time: 11:45 AM - 1:00 PM

Location: Royal B

Facilitator: Chun-Min Wang

34-RB

Succeed in Higher Education: Opportunities, Challenges, and Leveraging for Alternative Scholarship for the International Faculty

Presented by: Dr. Mei-Yau Shih, University of Massachusetts Amherst; Li-Ling Chen, California State University - East Bay; Dr. Amy Leh, California State University -San Bernardino; Chih-Hsiung Tu, Northern Arizona University

A team of international faculty from different U.S. campuses will address crucial components in preparing for tenure promotion. Discussion includes their own experiences (both research-oriented and teaching-emphasized universities) and highlight important strategies for international scholars to succeed the tenure evaluation. This panel is open to all graduate students interested in perusing academic careers and faculty. Participants will network with faculty across disciplines and obtain best practices of tenure preparation with interactive discussions and handouts.

Evaluating Distance Education

Time: 11:45 AM - 1:00 PM

Location: Royal D

Facilitator: Patrick Devey, eConcordia



34-RD

.a Evaluating The Quality of Asynchronous Online Discussions In A Statewide Reading Professional Development Project.

Presented by: Yu-ching Chen, University of Central Florida; Atsusi Hirumi, University of Central Florida

The quality of online discussion has become an important issue for instructional designers, distance educators and distance learners. During this roundtable, the presenters will discuss the results of a study examining the use a theory-driven assessment rubric designed to evaluate the quality of asynchronous online discussions in a statewide reading professional development project.

.b Finding a Balance: A Review of Online Course Evaluation Forms

Presented by: ; Tim Green, California State Fullerton; Abbie Brown, East Carolina University

A review of the literature on course evaluations and a review of teaching evaluation forms for online courses highlights a discrepancy between best practice in online course design and

delivery and corresponding teaching evaluations. Presenters at this roundtable provide an overview of online course evaluations in higher education and facilitate a discussion of exemplar evaluations, the use of teaching evaluations in tenure and promotion and next steps for online course evaluation in higher education.

34-TA**MIM Luncheon**

Time: 11:45 AM - 1:00 PM

Location: Terrace A

Presented by: Minorities in Media, AECT Affiliate

MIM Luncheon

Teaching Issues

Time: 11:45 AM - 1:00 PM

Location: Terrace B

Facilitator: James Marken, Old Dominion University

**34-TB****.a Instructor Competencies and Beliefs in a Blended Setting**

Presented by: Nuray (Temur) GEDIK, Middle East Technical University; Yuksel Goktas, Ataturk University

The purpose of this study is to investigate the instructors' perceptions and competencies about blended settings in higher education. The ibstpi instructor competencies and performance statements were used as a framework in the study. The data were obtained through interviews and a questionnaire. The preliminary findings of the study indicated that instructors perceive themselves competent on professional foundations, planning and preparation, but they have difficulties in instructional methods, assessment and management issues.

.b Managing your Web-based Course: Survival Tips for Newly Transplanted Cyber-Instructors

Presented by: Patrick Devey, Concordia University

The ongoing increase in the amount of Web-based courses has resulted in a growing number of "traditional" instructors being transplanted into an unfamiliar teaching environment. Despite preparations for this journey, new cyber-instructors will be hard-pressed to manage the communication, design, evaluation, and assessment issues that will accompany their online course. This session will identify the common obstacles and provide a list of successful practices and tips to help new instructors survive the ordeal.

Kaleidoscope of DD Practices

Time: 11:45 AM - 1:00 PM

Location: Terrace C

Facilitator: Michael Grant, The University of Memphis

**34-TC****.a How to Learn What You Do Not Know: Strategies for Decreasing Ignorance and Propelling Production in a Fast-Paced Work Environment**

Presented by: Taylor Halverson, Cisco Systems, Inc.

Ignorance is a great detriment to productive instructional design. But how can you know what you don't know? This presentation will propel your productive instructional design work by providing five strategies for decreasing ignorance and ambiguity—fast. These strategies are applicable in instructional design contexts for today's fast-paced business world. Experiential knowledge, real-life examples, and recent literature on succeeding in today's corporate environment provide the basis for these five strategies: Humility, curiosity, focus, confirmability, and gratitude.

.b Supporting the Development of Instructional Design Problem Solving Skills Using the Case-method and Expert Modeling

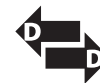
Presented by: Eric Sikorski, Florida State University

This presentation will focus on using the problem-based case method of instruction to develop Instructional Design (ID) student problem solving skills. Several authors have suggested that engagement in analysis of close-to-life ID cases and using expert modeling can move students along the novice-expert continuum. We will present results of a study conducted during a graduate-level capstone seminar centered on case analysis and discuss strategies for supporting development of learner problem solving skills in such setting.

Kaleidoscope of DD Professional Development

Time: 11:45 AM - 1:00 PM

Location: Terrace D

**34-TD****.a Educating Students in the Field of Instructional Design and Educational Technology**

Presented by: Irene Visscher, University of Twente

How do you efficiently and effectively educate students to be academically competent and practice-oriented educational designers when they lack prior design experience? In the presentation we provide an answer to this question by describing and discussing our four-year University program in instructional design and educational technology. The program

incorporates substantive developments in the field, and uses authentic and partly technology-based approaches to teaching and learning educational design.

.b In Search of Lost Wisdom: An Online Game To Teach Task Analysis

Presented by: Lloyd Rieber, University of Georgia

This presentation describes an online game that teaches task analysis to people learning instructional design. In this group-based game lasting several days, participants play the dual role of “writers of lost wisdom” and archaeologists from the year 4028 who try to decipher the lost wisdom found in a discovered roomful of lost scrolls. (This game was the 2006 recipient of the Outstanding Practice in Instructional Design Award given by AECT’s Division of Design & Development.) <http://tinyurl.com/z9kph>

35-BA

The Effects of Awareness on Group Process Behaviors and Shared Mental Models

Time: 1:15 PM - 2:00 PM

Location: Barcelona



Presented by: Sukjin Kwon, Hanyang University

The focus of study is to investigate the effects of awareness on collaborative learning processes and outcomes. In face-to-face settings, people naturally aware, maintain, and update the information of the other one’s activities. But, in case of the distributed environment, learners have difficulties in acquiring the awareness of people and their activities. Consequently, providing awareness information is crucial for sustaining effective group interaction and performance in the distributed learning environment.

Kaleidoscope of DD Tools

Time: 1:15 PM - 2:00 PM

Location: Granada



35-GR

Design for Learning with Multimedia Principles in Educational Multi-User Virtual Environments

Presented by: Benjamin Erlandson, Arizona State University; Brian Nelson, Arizona State University

In this session, we describe guidelines for creating educational multi-user virtual environments (MUVEs) built on multimedia design principles and their underlying cognitive processing components, using the River City MUVE as a case study. We first examine River City through the lens of cognitive overload scenarios, offering examples of how the current design may contribute to learner cognitive overload. Next, we describe design solutions we are implementing and extrapolate generalized design principles for educational MUVEs.

Digital Video Technologies for Teachers Professional Development

Time: 1:15 PM - 2:00 PM

Location: Madrid



35-MA

A Model for Self Evaluation and Analysis of Preservice Teacher Performance

Presented by: Tonya Tripp, Brigham Young University; Charles R Graham, Brigham Young University

In this presentation we will share what we have found in the literature about the use of video analysis tools to help preservice teachers analyze both expert and personal teaching performance. We will introduce two different video analysis tools that are being used at our university in different contexts. We hypothesize that the use of video analysis will allow for increased quality and quantity of practice as well as feedback on practice. We will share a framework that we are developing for testing our hypothesis.

35-RA

Distance Learning Member Meeting

Time: 1:15 PM - 2:00 PM

Location: Royal A

Presented by: Distance Learning Division

35-RB

Young Researcher Paper

Time: 1:15 PM - 2:00 PM

Location: Royal B

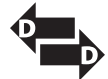
Presented by: Jung Lim, Florida State University

Presenter will review award-winning paper

Kaleidoscope of Design/Creativity Perspectives

Time: 1:15 PM - 2:00 PM

Location: Royal C



35-RC

Different Takes On A Common Design Experience: A Kaleidoscope of Design Perspectives (2 hours, panel discussion)

Presented by: Andrew Gibbons, Brigham Young University; Elizabeth Boling, Indiana University; Patrick E Parrish, COMET/UCAR; Richard Schwier, University of Saskatchewan; Michael Spector, Florida State University; Brent Wilson, University of Colorado-Denver

This session brings together six panelists in a moderated panel discussion, followed by audience participation in the

discussion. The panel members (and audience) will have read a book titled "Dreaming in Code" (Scott Rosenberg, Crown Publishers, 2007), a narrative about the design experiences of a team designing an innovative software product. The panelists will base their comments on this design narrative, drawing out issues they feel are important in common with instructional design, as refracted through the panelists' own varying perspectives on design issues.

Roundtable Sessions

Time: 1:15 PM - 2:00 PM

Location: Royal E

35-RE

.a Implementation of a Three Phase Rapid Prototyping Instructional Development Model

Presented by: Aaron Fried, Syracuse University

What are the effects of using rapid prototyping in the field of Instructional Design and Development? This presentation will focus on a model for implementing rapid prototyping in instructional development and the implementation and evaluation of the usage of the model including demonstrations of various stages of the prototype

<http://web.cortland.edu/frieda/html/portfolio.html>

.b Motivation and Self-Regulation in Online Courses: A Comparative Analysis of Undergraduate and Graduate Students

Time: 1:15 PM - 2:00 PM

Location: Royal E

Presented by: ; Jason Stephens, University of Connecticut

This study provides a comparative analysis of undergraduate and graduate students' academic motivation and self-regulation while learning online. Participants (N = 82) completed a survey that assessed several experiential, motivational, and self-regulatory factors. As hypothesized, graduate students reported higher levels of critical thinking than undergraduates. After controlling for experiential differences, logistic regression analyses indicated that graduate student membership was predicted by lower levels of procrastination and lower intentions to enroll in future online courses.

www.artino.org

.c Measuring System Structural Properties of Autonomy-Support in a Montessori Classroom

Time: 1:15 PM - 2:00 PM

Location: Royal E

Presented by: ; Ted Frick, Indiana University

Autonomy-support positively affects learner intrinsic motivation. Montessori classrooms encourage autonomy-support and can provide insights for its implementation.

Analysis of Patterns in Time and Configuration was used to measure system structure in a Montessori classroom. Increased Complete Connectivity, Interdependence, and Strongness of Instructional and Support relationships between teachers, students, and learning resources in a classroom were positively associated with students' intrinsic motivation to learn. Applicability of APT&C as a method of analyzing system structure is discussed.

.d Improving Team Performance

Time: 1:15 PM - 2:00 PM

Location: Royal E

Presented by: ; Seung Won Yoon, Western Illinois University; Angela Benson, The University of Alabama

Multiple authors discuss research and trends in the field of human performance that provide a better understanding of 1) factors involved in collaborative, cooperative, and team performance, and 2) how to prepare the workforce to work effectively in teams. During this roundtable discussion, we will explore the technical, social, and theoretical dimensions of human performance and performance improvement in an effort to enlighten directions for future research focusing on collaborative, cooperative, and team performance.

.e Students' Online Interaction Styles and Individual Online Learning Preferences

Time: 1:15 PM - 2:00 PM

Location: Royal E

Presented by: Dazhi Yang, Purdue University; Jennifer Richardson, Purdue University

Past studies indicate individual learning preference is one major factor that prevents some students from participating in asynchronous online discussions (AOD). However, this study showed there was no strong indication of specific learning preference for specific ways students interacted in AOD. Although students had different learning preferences, they displayed similar interaction styles. Moreover, instructor's presence in online discussions played an important role in the way students interacted in AOD. Implications include instructor's role in AOD.

.f The Influence of Blogging, a Social Computing Activity, on the Conceptual Development and Epistemological Beliefs of Students in and Outside of University Environments.

Time: 1:15 PM - 2:00 PM

Location: Royal E

Presented by: Johannes Strobel, Purdue University; Marci Araki, Concordia University

Students are using blogging with their friends and in public spaces on the internet. These activities are part of their overall learning experience and shape their conceptual development, and their epistemological beliefs. This project explored the processes of theory/model building, the discourse structures,

and truth claims students experience in their social computing experience. Research shows that students experience their blogging qualitatively differently than discussions at school and that emotionally close concepts are less likely to change over time.

.g Effects of Motivation, Volition, and Belief Change Strategies on Attitudes, Study Habits, and Achievement in Mathematics Education

Time: 1:15 PM - 2:00 PM

Location: Royal E

Presented by: ChanMin Kim, Florida State University; John Keller, Florida State University

Research on instructional design to improve mathematics instruction has included variables in the areas of students' motivation, volition (self-regulation), and beliefs about math ability, but there has yet to emerge research on the integrative effects of those constructs on students' attitudes, study habits, and achievement. Given this gap, this study investigated how motivation, volition, and belief change strategies delivered via email affected students' attitudes, study habits, and achievement in an undergraduate calculus course. Findings are discussed.

35-RI

International Hospitality Center

Time: 8:00 AM - 5:00 PM

Location: Royal Foyer

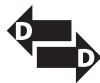
Presented by: International Division

International Hospitality Center

Kaleidoscope of Gaming DD

Time: 1:15 PM - 2:00 PM

Location: Seville



35-SE

Using the RETAIN Model to Build Endogenous Fantasy into the Design of Serious Games

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

Any analysis of educational games needs to be assessed in terms of how well they immerse academic content within the context of their fantasy and how tightly game designers couple gameplay with other fundamentally sound instructional strategies. This presentation describes a proposed set of game design standards that is synthesized into the RETAIN design and evaluation model that the presenters believe results in a practical implementation of learning theory of great predictive power.

35-TA

Wes McJulian Lecture

Time: 1:15 PM - 2:00 PM

Location: Terrace A

Presented by: Janice Hooper, Vanguard University

Janice Hopper is currently Assistant Professor of Education in the graduate school at Vanguard University. She holds B.A. and M.A. degrees from California State University, Long Beach. She wrote grants for two CDE California Partnership Academies - Education and e-Business - at Century High School (SAUSD), serving both as Project Director. Janice developed curriculum for five core areas, instituted integration of cohort methods, and graduated 98 percent of the academy students, most at-risk and many ELL, with the majority attending community colleges or four-year universities. Mrs. Hopper will discuss the California Partnership Academies and their impact on the students.

Designing Online Instruction

Time: 1:15 PM - 2:00 PM

Location: Terrace B

Facilitator: Kristi Leonard, University of Georgia



35-TB

Digital Strategies for Collaboration in Instructional Project Management.

Presented by: Hoyet Hemphill, Western Illinois University; Yanrong Deng, Western Illinois University

This is the third year of a project to study uses of collaboration for graduate instructional project management courses using face-to-face and online collaboration. The roles of client and instructional designers were established in the two classes for two instructional design projects. Roles were reversed for the two projects. This presentation will focus on lessons learned related to the last three years and discuss online tools that can be used for collaboration.

Designing Online Instruction

Time: 1:15 PM - 2:00 PM

Location: Terrace C

Facilitator: David Carbonara, Duquesne University



35-TC

How Do Students' Perceptions of a Synchronous Online Course and a Blended Course Differ?

Presented by: Myung Hwa Koh, University of Georgia

This session reports the factors of online groupwork that students indicate as helpful or challenging to their success

comparing students' perceptions of a synchronous online course and a blended course. The results indicated that students found online groupwork more difficult compared with face-to-face groupwork. The overall satisfaction with online groupwork expressed by the students differed between the two courses indicating that participants in the synchronous course perceived more challenges than the participants in the blended course.

share possessed knowledge to solve problems and boost performance. This session explores theoretical foundations and design models for a new class of intervention – Dynamic Online Performance Support Systems (DOPSS). We will demonstrate existent systems, discuss systems under development, share lessons learned, show models for developing unique tags and functions, demonstrate tag based search, and discuss user-driven evolution.
<http://www.dopss.com>

Kaleidoscope of Design/Creativity Perspectives

Time: 1:15 PM - 2:00 PM
Location: Terrace D



35-TD

Creativity and Design: The Learning Experience of Instructional Design and Development Graduate Students

Presented by: Gregory Clinton, University of Georgia

This completed dissertation 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. Five case studies were also conducted. Quantitative analysis yielded inconclusive results, while qualitative analysis yielded insights into patterns of design, multimedia tool learning, and perceived creative ability. Results of the study will be presented, along with implications for training and practice.

Kaleidoscope of DD Practices

Time: 1:15 PM - 2:00 PM
Location: Valencia



35-VA

Designing Technology for Emergent Literacy: The PictoPal Initiative

Presented by: Susan McKenney, University of Twente

PictoPal is the name of a technology-supported intervention designed to foster the development of emergent reading and writing skills in four and five year old children. Aiming to identify the characteristics of a viable, legitimate and effective program, design research was conducted during the iterative process of analysis, prototype design, evaluation, and revision. This session highlights the research and development processes that took place, and only briefly addresses the PictoPal tool itself.

35-TE

Definitions Update

Time: 1:15 PM - 2:00 PM
Location: Terrace E
Presented by: Al Januszewski

Presenter will update the AECT Definitions document.

Online Interaction

Time: 2:15 PM - 3:15 PM
Location: Barcelona
Facilitator: Andrew J.M. Smith



36-BA

Dear Professor, I Demand a Response...

Presented by: Barbara Rosenfeld, Brooklyn College of the City University of New York; Lisa Novemsky, Brooklyn College of the City University of New York

Has e-mail between students and professors become a faucet that can wash out civility and rain rudeness? We interviewed approximately 40 e-mail-using professors representing 13 institutions from the northeastern United States to examine this dynamic. This presentation has both practical and theoretical aspects. It will be of interest to academics and those concerned with social interactions in computer-mediated communication between those of unequal status.

Online Performance Support Systems

Time: 1:15 PM - 2:00 PM
Location: Terrace F
Facilitator: Douglas M. Harvey, The Richard Stockton College of New Jersey



35-TF

Dynamic Online Performance Support Systems – A New Class of Learning Intervention for the Information Age

Presented by: Steven Schatz, University of Hartford

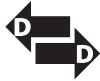
Training is often an ineffective intervention in a knowledge based company. We must offer tools so organizations may

Kaleidoscope of DD Tools

Time: 2:15 PM - 3:15 PM

Location: Granada

Facilitator: Li-Ling Chen, California State University



36-GR

.a Effects of Agent versus Text Delivered Motivational and Volitional Messages on the Attitudes of Introductory Engineering Students

Presented by: ChanMin Kim, Florida State University; John Keller, Florida State University

This study tested strategies incorporating change management, motivational, and volitional characteristics in order to facilitate positive attitudes toward engineering. In an introductory engineering course, the strategies were distributed via email to two groups: one received the strategies with an animated pedagogical agent and the other received the strategies in a text-only format. The effects of the strategies in attitudes change were compared with the third group receiving such strategies. Findings also discuss the effects of agent versus text delivered strategies in attitudes change.

.b Conflicts in Human-Computer Interactions: A Framework for Designing Effective Message Exchange between Humans and Pedagogical Agents

Presented by: George Veletsianos, University of Minnesota; Aaron Doering, University of Minnesota; Charles Miller, University of Minnesota

In this proposal we present guidelines for improving real-time interactions between learners and pedagogical agents. We argue that learners treat virtual characters as human counterparts and are often frustrated with pedagogical agents' interactional capabilities. To improve the way agents interact with learners, we draw on guidelines that have proven to be effective in human-human communication literature and apply those to the design of pedagogical agents.

Challenges in Distance Education

Time: 2:15 PM - 3:15 PM

Location: Madrid

Facilitator: Wanjira Kinuthia, Georgia State Univ



36-MA

Teacher Education Goes Into Virtual Schooling

Presented by: Niki Davis, Iowa State University

Virtual Schooling, or K-12 distance education, has become part of legislated school reform and improvement in many

states, including Florida. Key roles in VS are: VS site facilitator, VS teacher, and VS designer. We propose to present a kaleidoscope of work in our national project "Teacher Education Goes Into Virtual Schooling", particularly to those in teacher education and distance learning.

<http://www.public.iastate.edu/~vschool/TEGIVS/homepage.html>

36-RB

ECT Qualitative Inquiry Award Winner

Time: 2:15 PM - 3:15 PM

Location: Royal B

Presented by: ECT Foundation,

Facilitator: Andrew Yeaman, Detroit, MI

This year's winner of the ECT Foundation's Qualitative Inquiry presentation.

Presidential Session - Intellectual Property

Time: 2:15 PM - 3:15 PM

Location: Royal D

Facilitator: Karen Kaminski, Colorado State University

36-RD

Intellectual Property Committee Update: Creative Commons licensing, distance learning, and recent laws, cases, and issues

Presented by: Rosemary S. Talab, Kansas State University; Janis Bruwelheide, Montana State University; Leonard DuBoff, DuBoff Law Group; Preston Parker, Utah State University

Panel presentation is continuously updated. Speakers include Preston Parker on Creative Commons licensing uses and issues; Janis Bruwelheide on copyright and distance learning; and Leonard DuBoff, esq. and MaryAnn on recent cases, laws, and issues. Hope Botterbusch will provide discussant questions via audioconference. Rosemary Talab: Chair/Moderator. Speaker Ppts. will be available after session. <http://www.aect.org/copyright>

Roundtable Sessions

Time: 2:15 PM - 3:15 PM

Location: Royal E

36-RE

.a Systemic Change in the New Orleans Public Schools: Involvement of Stakeholder Organizations

Presented by: Brian Beabout, Pennsylvania State University

Systems thinkers acknowledge the importance of the environment on the functioning of any system. Nonetheless, K12 systemic change efforts seem to focus predominantly on individuals and groups actively involved in reform. Teachers' unions, state education departments, and other stakeholder organizations exert powerful influences on the individuals

who participate in systemic change efforts. An examination of the role of stakeholder organizations in the post-Katrina reform of the New Orleans Public Schools sheds some light on how these groups can be incorporated into future research on systemic change.

.b Conversation analysis as a framework to design and to evaluate Computer-Supported Cooperative Learning (CSCL) Environments

Time: 2:15 PM - 3:15 PM

Location: Royal E

Presented by: Patricia Verdines, University of Maryland College Park

This presentation describes a qualitative study conducted to understand the communication behavior and the instructional interactions among instructors, learners, and content in CSCL environments. It also describes the extent to which the systematic analysis of online conversations can provide evidence of learning processes and learning outcomes in those environments.

<http://cb.mty.itesm.mx/cursos/pverdines/>

.c Open and Distance Learning Opportunities and e-Learning Services in Turkey

Presented by: Mehmet Emin Mutlu, Anadolu University

This presentation does not only introduce open and distance learning opportunities for different age groups, from primary school to undergraduate education, in Turkey but also shows some creative applications of e-learning in higher education. Thus, researchers and practitioners who are interested in mass ODL implementations and integration of e-learning into these implementations might find this presentation interesting and advantageous.

.d A Reality Checklist for Active Acceptance

Presented by: Lissa Probus, Old Dominion University; James Marken, Old Dominion University

Agents of Change: Reality Checkers Whether we are navigating change or creating it, change involves loss and we react. The Kubler-Ross grief cycle appears on the surface to offer a productive framework for navigating the disruption inevitably caused by organizational change. Of the cycle's five stages, only acceptance allows for learning. Attendees will discuss the potential for the Kubler-Ross cycle to enhance the success potential of change management projects, as well as a checklist which might aid in achieving acceptance.

.e Transforming a U.S. Online Course to a Cross-National Collaboration: Teaching and Learning Technology Integration Issues with Chinese Students

Time: 2:15 PM - 3:15 PM

Location: Royal E

Presented by: Seung Won Yoon, Western Illinois University; Leanda Hemphill, Western Illinois University

This session reports on the process and outcomes of applying Design-Based Research (Wang & Hannafin, 2006) to adapt a U.S. Issues of Instructional Technology, online course to integrate cross-cultural perspectives. The host program wanted to increase the cross-cultural perspectives of their graduate students who are practicing teachers. A similar course in China was selected for this collaborative effort. We will present the use of online courseware, activities, modifications, and strategies to leverage cross-cultural perspectives.

Poster Sessions

Time: 2:15 PM - 3:15 PM

Location: Royal E & F

36-RF

.a An Emerging Culture of Service within the Research Institution

Presented by: Michele Estes, University of GA

This presentation will introduce the concept of service-learning and describe its emergence as a viable influence on the culture of the research institution. Challenges and enablers to faculty adoption of service-learning and its institutionalization are explored. The presenter will detail the innovative context of one particular research institution that formed an Office of Service-Learning. This session is appropriate for all interested in academic service-learning and change.

<http://mestes.myweb.uga.edu/index.htm>

.b Framework of Designing Scaffold for Self-Regulated Learning In Hypermedia Environments

Presented by: Sukjin Kwon, Hanyang University

Hypermedia is to provide learners with flexible learning management of learning control. Web-based learning environment, which follows the hypermedia requires learners to regulate one's own learning. In this self regulated learning situation, the learners are expected necessarily to use cognitive strategies as well as to plan and to monitor their own cognitive process. Recent research has indicated that learners have difficulties in independent making decisions about what to learn and how to learn it without appropriate self-regulated learning skills. Scaffolds for facilitating self-regulated learning are needed to help independent learners.

.c A Turkish Perspective on Technology Integration: Factors Affecting Preservice Teacher Education Programs

Time: 2:15 PM - 3:15 PM

Location: Royal E & F

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

The goal of this study is to present the main factors affecting technology integration in preservice teacher education programs. The data were collected through questionnaires from 51 deans, 111 teacher educators, 1330 prospective teachers, and 1430 K-12 teachers, and through interviews with 6 teacher educators, 6 prospective teachers, and 6 K-12 teachers in Turkey. The findings indicated society, policies, school, curricular issues, instructor, and student as the main factors that affect technology integration into teacher education programs.

.d The Multimedia Principles Tutorial: A Computer-Aided Instructional Program for Demonstrating Multimedia Learning Principles

Presented by: Benjamin Erlandson, Arizona State University; Christy Alarcon, Arizona State University

The Multimedia Principles Tutorial is a highly interactive, self-instructional tutorial serving as a primer for introducing multimedia design and cognitive theories to graduate students in educational technology. The audience is expected to have knowledge of basic instructional design principles and an awareness of cognitive theories of learning. This presentation describes the functions of the tutorial, summarizes the results from the formative evaluation of the tutorial, and provides practical implications for designing computer-based instruction.

36-SE

Research & Theory Membership Meeting

Time: 2:15 PM - 3:15 PM

Location: Seville

Presented by: Research & Theory Division

Research & Theory Membership Meeting

36-TA

Teacher Education Member Meeting

Time: 2:15 PM - 3:15 PM

Location: Terrace A

Presented by: Teacher Education Division

Teacher Education Member Management

36-TB

Systemic Change Membership Meeting

Time: 2:15 PM - 3:15 PM

Location: Terrace B

Presented by: Systemic Change Division

Systemic Change Membership Meeting

Practicing Media Center Specialists and Pre-service Teachers and Media Specialists

Time: 2:15 PM - 3:15 PM

Location: Terrace C

Facilitator: Lesley S. Farmer, CSULB



36-TC

A Research of Interactive Ambient Space for Storytelling

Presented by: Yu-Chun Liu, Yuan Ze University

Storytelling is a good way for children to learn about common sense such as essential practical knowledge, social value, morality, and ceremonial in the human society. Now there are some groups called "house of storytelling" that improve the style of storytelling by adding the element of interactive technology. Interactive technology is a new method for children to learn unobtrusively and imperceptibly. This paper's goal is changing the one-ending story to Arborescent scenarios.

Asian-American Learners

MIM

Time: 2:15 PM - 3:15 PM

Location: Terrace D

Facilitator: Denise Tolbert, National University

36-TD

Exploring the Role of Education and Educational/ Communications Technologies in Asian-American Learners' Development of Self-Identity

Presented by: DEEPAK SUBRAMONY, UTAH STATE UNIVERSITY

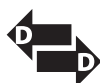
Asian-Americans form one of the most interesting and least researched groups of technology users in the United States today. This study sheds light upon this unique minority population by investigating the culture-mediated interactions between Asian-American learners and educational technologies. Specifically, it ascertains their attitudes towards, and chronicles their experiences with, educational technologies, as a means to exploring the roles education and modern educational technologies play in their development of self-identity as contemporary Asian-American learners.

Kaleidoscope of DD Practices

Time: 2:15 PM - 3:15 PM

Location: Terrace E

Facilitator: David Carbonara, Duquesne University



36-TE

.a Developing Faculty Expertise in Integrating Technology into Teaching and Learning across Campus

Presented by: Milton C. Nielsen, Texas State University; Elizabeth Strand, Texas State University; Michael Spector, Florida State University ; Wilhemina Savenye, Arizona State University

The appropriate integration of technology into university learning and instruction remains a persistent and pervasive problem. Barriers to success include limited instructor time, lack of knowledge and skill with regard to effective instructional uses of technology, and inadequate motivation and support. A well planned, intense, and contextualized workshop using tools now available for specific faculty requirements in a setting in which faculty can develop and test prototypes for their own actual use can overcome barriers and create strong relationships for future development between and among faculty and instructional technology support staff. We will present details of such a workshop along with outcomes of six years that have been conducted with more than 100 faculty.

Integrating Technology for Digital Natives

Time: 2:15 PM - 3:15 PM

Location: Terrace F

Facilitator: Laurie B. Dias, Georgia State University



36-TF

Exploring the Intersection Between Constructivist Pedagogy, Technology Integration, and Academic Standards

Presented by: Jennifer Brill, Virginia Tech University

“Constructivism” and “technology integration” can provoke excitement and anxiety in educators – excitement over the possibilities of new pedagogical approaches or technologies and anxiety over applying such innovations in a classroom. The phrase “academic standards” can quell both excitement and anxiety by overriding thoughts of innovation with “covering content” so that students test successfully. I will present a matrix illustrating the practical relationship between pedagogical and technological innovation and academic standards, standards promoted vigorously by NCLB.

Kaleidoscope of Gaming DD

Time: 2:15 PM - 3:15 PM

Location: Valencia



36-VA

What do Instructional Designers Need to Know about Video Game Development to Enhance Game-Based Learning?

Presented by: Atsusi Hirumi, University of Central Florida; Richard Van Eck, University of North Dakota; Lloyd Rieber, University of Georgia; Robert Appelman, Indiana University

Instructional designers know little about the development of entertaining video games, and entertaining game developers may know little about training, education and instructional design. A panel of established and emerging experts will discuss what instructional designers need to know about video game development, and how to apply instructional design skills and work with game developers to optimize game-based learning. Syllabi of courses designed by panelists will also be shared to illustrate patterns of practice.

Featured Research

Time: 3:30 PM - 4:45 PM

Location: Barcelona

Facilitator: Wilhelmina Savenye, Arizona State University

37-BA

.a Does Your Instruction Rate 9 Stars? First Principles of Instruction and Student Learning Outcomes in Higher Education

Presented by: Ted Frick, Indiana University; Rajat Chadha, Indiana University; Ying Wang, Indiana University; Pamela Green, Indiana University

How are first principles of instruction, student academic learning time, achievement and satisfaction related? We surveyed 140 undergraduate and graduate students from 89 different courses at several universities. Scale reliabilities ranged from 0.74 to 0.97. Correlations among variables ranged from 0.50 to 0.87 and were highly significant. Students were 3-5 times more likely to learn a lot and were satisfied with courses when first principles of instruction were used and students were frequently engaged successfully.

.b Representational Mode and Cognitive Load: Optimizing the Instructional Design of Science Simulations

Presented by: Jan L. Plass, New York University; Minchi Kim, New York University

Simulations represent a special kind of instructional animation, with highly-interactive learner-controlled choice of parameters. We propose that high levels of working memory

load may be responsible for the instructional failure of educational simulations for certain learners. As part of an IES-funded project, an experiment was conducted to examine how representational format of visual information (symbolic versus symbolic plus iconic) and instructional format (exploratory versus worked-out) interact with individual factors (prior knowledge and executive functions) to affect the instructional effectiveness of simulations. High school chemistry students interacted with different versions of a simulation of the ideal gas law. Overall, the data support our theoretical model of how design features interact with individual learner characteristics to affect the instructional effectiveness of simulations.

37-GR

Reaching Every Student in a Digital World: Universal Design for Learning

Time: 3:30 PM - 4:45 PM

Location: Granada

Presented by: David Rose, Center for Applied Special Technology (CAST)

Modern learning sciences (e.g. cognitive science, cognitive neuroscience, etc.) emphasize the diversity that characterizes learners, both within and across domains of learning. Higher education, on the other hand, is primarily characterized by its uniformity: lectures, discussions and textbooks are essentially the same for all students. Universal Design for Learning is emerging as an important approach for meeting the challenge of individual differences, including the challenge of students with disabilities, by using more flexible technologies for teaching and learning. This presentation will present a cognitive neuroscience framework for understanding individual differences in learning at the post-secondary level, and provide some examples and guidelines for using digital learning environments that are effective in meeting the challenge of those differences.

<http://www.cast.org/>

Digital Video Technologies for Teachers Professional Development

Time: 3:30 PM - 4:45 PM

Location: Madrid



37-MA

.a Can They Use It to Learn? Usability Testing with Pre-service Teachers Learning Through Video Cases

Presented by: Ugur Kale, Indiana University; Theano Yerasimou, Indiana University; Thomas Brush, Indiana University

This proposal introduces design, development, and usability testing of a video-based online resource. First, we start with

a discussion of web-based resources in teacher education programs. We then focus on our project that incorporates video-based classroom cases promoting a problem-based historical learning approach. Third, the usability testing protocol of the video cases is presented. Finally, modifications and design principles resulting from the usability testing is discussed.

.b Interaction and Proximity: Content Analysis of Video-based Classroom Cases

Presented by: Ugur Kale, Indiana University

This study employed content analysis to examine video cases of two websites that exemplify social constructivist pedagogies for pre-service teachers. It focused on interaction and physical proximity between students and teachers observed in the videos. The findings showed that video cases focused most on teacher-centered interactions. In terms of proximity, the analysis revealed that reciprocal interaction between students and teacher was most likely to happen when their physical distance from each other was the greatest.

Roundtable Sessions

Time: 3:30 PM - 4:45 PM

Location: Royal E

37-RE

.a Integration of Blended Learning Strategies to an Engineering Problem-Based Learning Course

Presented by: Kyungsun Park, Seoul National University

The purpose of this study is to share design experiences of a blended, problem-based learning(PBL) course funded by the college of engineering in a large Midwestern university. We have been designing a course of Analysis and Design of Energy Efficient Industrial Systems in two modes of delivery: face-to-face and online. The goal of the course is to provide students with practical experience and training in energy efficiency. The blends of modes, modules, and activities of the constructivist learning environment were justified based on analyzing characteristics of diagnosis-solution problems that students would face in the real energy audit process.

.b Self-Regulation of Learners in an Asynchronous Math Course

Time: 3:30 PM - 4:45 PM

Location: Royal E

Presented by: Charles Hodges, Virginia Tech

The emporium model (Twigg, 2003) is an increasingly popular framework used in the redesign of university-level mathematics courses. This research study was conducted to examine the self-regulation strategies used by learners enrolled in a freshman-level, linear algebra course designed using the emporium model. A qualitative methodology was

used. Participants completed guided journal entries and three one-on-one interviews throughout the 15-week spring 2006 semester. A final journal entry was completed in early 2007.

.c Effective Feedback in Second/Foreign Language Writing: Optimizing Available Technological Features for Feedback Delivery

Presented by: Pupung Purnawarman, Virginia Polytechnic Institute and State University

This paper presents findings of previous studies on the effectiveness of feedback provision and confronting research findings of feedback in second/foreign language writing. This paper will present and describe what features of technology would be more effective in providing feedback to improve student writing based on existing theories and practices in second/foreign language writing.

.d Designing an Online Course: What Does It Take?

Time: 3:30 PM - 4:45 PM

Location: Royal E

Presented by: Dazhi Yang, Purdue University

What does it take to design an online course? This paper discusses the question and highlights online course design challenges which can't be easily resolved according to technology-mediated or online course design literature. Initiated from first-hand knowledge of a case study, the discussion is centered on the review of online course design literature, online course designers' challenges and solutions, and online students' feedback on designers' solutions for design challenges. Implications help overcome real-world design obstacles.

Poster Sessions

Time: 3:30 PM - 4:45 PM

Location: Royal E & F

37-RF

.a Shanghai's High School Students' Cognition and Attitude towards Online Pornography

Presented by: Yang Lin, University of Minnesota - Twin Cities

This study examines Shanghai's high school students' cognition and attitude towards online pornography. In order to obtain a comprehensive perspective of this issue, three comparison surveys about cognition and attitude towards online pornography have been conducted in this study: between teachers and students in Shanghai high schools, between male students and female students in Shanghai high schools, and between Shanghai's high school students and Taiwan's high school students.

.b Trust and Performance in Virtual Teams

Presented by: Ana-Paula Correia, Iowa State University

Trust has been identified as a benefit for team-based organizations; however it is essential to investigate how these benefits translate to virtual teams. This poster identifies critical elements and outcomes of trust building in virtual teams as well as describes relationships between them. A mixed method approach was used to guide data collection in order to investigate the relationship between trust and performance in virtual teams. Preliminary findings and future research are discussed.

.c Collaborative Learning in Educational Technology

Time: 3:30 PM - 4:45 PM

Location: Royal E & F

Presented by: Yu-Feng Wu, University of Northern Colorado; Agnes Bey, University of Northern Colorado

The study will research the application of collaborative learning strategy in undergraduate classes of a pre-teacher training program. With the computer-based and multimedia enhanced lessons, students will work collaboratively to improve and re-design an ill-designed PowerPoint presentation. By focusing on the learning outcome and evaluating participants' performance on their assigned projects, the main purpose of this study is to observe and document the effect of the use of collaborative learning in the undergraduate classroom.

.d A Pilot Study: Effects of Collaboration on Preservice Teachers' Self-Efficacy in Creating Video and Web Page

Time: 3:30 PM - 4:45 PM

Location: Royal E & F

Presented by: Michiko Kobayashi, Southern Utah University

A pilot study was conducted to investigate the effect of collaboration on preservice teachers' self-efficacy in technology integration. Forty-two preservice teachers in the instructional technology course were asked to engage in group activities to create short videos and web pages. This pilot study will be concluded in April 2007. The presenter will discuss the results and implication of the study.

37-S1

ISMF Viewings

Time: 4:15 PM - 5:45 PM

Location: Salon 1

Presented by: ISMF STAFF

Screenings of the winning entries for the International Student Media Festival.

37-S2

ISMF Viewings

Time: 3:30 PM - 4:45 PM

Location: Salon 2

Screenings of the winning entries for the International Student Media Festival.

37-S6

ISMF Viewings

Time: 4:15 PM - 5:45 PM

Location: Salon 6

Screenings of the winning entries for the International Student Media Festival.

37-S7

ISMF Viewings

Time: 4:15 PM - 5:45 PM

Location: Salon 7

Screenings of the winning entries for the International Student Media Festival.

37-S8

ISMF Viewings

Time: 3:30 PM - 4:45 PM

Location: Salon 8

Screenings of the winning entries for the International Student Media Festival.

37-SE

Organization & Bylaws Committee

Time: 3:30 PM - 4:45 PM

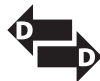
Location: Seville

Presented by: Organization & Bylaws Committee,

Kaleidoscope of DD Tools

Time: 3:30 PM - 4:45 PM

Location: Terrace A



37-TA

Exploring Languages in Instructional Design: Creative Design and Method

Presented by: Luca Botturi, University of Lugano; Todd Stubbs, Brigham Young University

Is ID a science or a craft? Should instructional designers go for effectiveness or beauty? Designing instruction is like making a kaleidoscope out of different pieces: it requires both method and creativity – finding new solutions, and exploiting new tools and resources. In design disciplines, this is empowered

by language, the concepts and signs used to develop and share designs. This panel discussion explores different facets of these issues through one-to-one confrontation and open discussion.

Applying Cognitive Load Theory

Time: 3:30 PM - 4:45 PM

Location: Terrace B

Facilitator: Lesley S. Farmer, CSULB



37-TB

.a Effective Use of Self-explanation Strategy for Efficient Learning: A Cognitive Load Theory Approach

Presented by: Devrim Ozdemir, Virginia Tech

Self-explanation is proven to be an effective strategy by empirical evidence in literature. However, there are some occasions that this particular strategy fails to improve task performance and to foster learning. This presentation attempts to explain the potential reasons of this failure according to Cognitive Load Theory. It will also provide some suggestions which might increase the effectiveness of self-explanation strategies.

.b Do Flashy Interfaces Help? Comparing Learning Efficiency of Different Interface Types based on Cognitive Load Theory

Presented by: Jongpil Cheon, University of Memphis; Michael M. Grant, University of Memphis

The purpose of this study was to examine the efficiency of three different interface types on Web-based instruction: a text-based interface, a graphical interface and a metaphorical interface. In order to determine which interface type reduces cognitive load, learning efficiency scores formulated with performance scores and mental effort levels from 50 undergraduate students were compared. Results indicated there was no difference among the groups in terms of learning efficiency. Based on the results, implications for instructional designers are presented.

Crystal Award Winners

Time: 3:30 PM - 4:45 PM

Location: Terrace C



37-TC

Honoring Excellence in Distance Learning: Showcase of 2007 Crystal Award Winners

Presented by: Anthony Pina, Northeastern Illinois University; Gary R. Morrison, Old Dominion University

Come and see the best and brightest in distance learning courses and projects as we honor the winners of the 2007

Crystal Awards for Excellence in Distance Learning and present examples of award winning courses and projects. This session is sponsored by the AECT Division of Distance Learning.

<http://www.aect-members.org/dld/>

Designing Online Instruction

Time: 3:30 PM - 4:45 PM

Location: Terrace D

Facilitator: Kathryn L. Ley, U Houston Clear Lake



37-TD

.a Investigating Students' Motivation in Asynchronous Online Discussion

Presented by: Kui Xie, Mississippi State University

This study investigates students' motivation in online discussion activities. Participants will be asked to answer questionnaires related to their motivation at the beginning, mid-point, and end of the semester. Students who show significant changes in motivation levels will be interviewed. The results are expected to show students' motivation and their goal orientation change over time. Relationships among motivation, goal orientation, and perceived competence variables will be expected. Different reasons for motivation changes will be identified.

.b Supporting the Distant Student through Motivational Emails

Presented by: Jason Huett, University of West Georgia; Marty Bray, University of West Georgia; Danilo M. Baylen, University of West Georgia

This presentation examines data from the Course Interest Survey (CIS), based on Keller's ARCS Model, and measures a student's level of attention, relevance, confidence, and satisfaction for two studies. Two online groups (one treatment and one control) are compared to a face-to-face class for differences in attention, relevance, confidence, satisfaction and overall motivation. Based on the analysis, this presentation argues that simple, cost-effective, and easy-to-design email messages show potential for addressing distant students' motivational needs.

Instructional Strategies

Time: 3:30 PM - 4:45 PM

Location: Terrace E

Facilitator: JeongMin Lee, Florida State University



37-TE

Teachers' Strategies for Effectively Implementing PBL in the Middle School Classroom

Presented by: Peggy A. Ertmer, Purdue University; Krista D. Glazewski, New Mexico State University; Anne Ottenbreit-Lefwich, Indiana University; Yuksel Goktas, Middle East Technical University

This study examined the specific strategies that five teachers used to address the challenges encountered when using problem-based learning (PBL) in the middle school classroom. Results highlight the effective planning, implementation, and assessment strategies teachers used to mitigate the inherent challenges of a PBL approach. Furthermore, strategies appeared rooted in teachers' strong beliefs in a student-centered teaching approach. Implications for supporting novice PBL teachers' implementation efforts are discussed.

School Change: Theory and Practice

Time: 3:30 PM - 4:45 PM

Location: Terrace F

Facilitator: Jennifer Brill, Virginia Tech University



37-TF

.a Statewide Participation in the Design of 21st Century Technology Support

Presented by: Shirley Campbell, Seton Hill University

Using the wisdom of Pennsylvania educators, the researchers gathered data and used consensus on the findings to form the basis for a report. The results provided in the report, supported through a review of relevant research, are being used to inform schools, districts, universities and the PA Department of Education as they design support for technology in K12 education across the state.

.b School Conditions Fostering the Implementation of a New Technology Curriculum: Development of a Theoretical Framework

Presented by: Ruben Vanderlinde, Ghent University; Johan van Braak, Ghent University

This paper presents a theoretical framework concerning school conditions fostering the implementation of a new technology curriculum in elementary schools in Flanders, the Dutch speaking region of Belgium. The framework highlights the change capacity of schools, a concept referring to the collective competency of a school to bring about effective change. The presented framework is of particular relevance for researchers, schools and policy makers.

Digital Video Technologies for Teachers Professional Development

Time: 3:30 PM - 4:45 PM

Location: Valencia

Facilitator: Judith A. Duffield, Lehigh University



37-VA

.a Title: Enhancing Project-Based On-line Practicum Experiences Through Use of a Digital Video Journal

Presented by: Timothy Frey, Kansas State University

The presentation describes the experiences of the author in the development and delivery of a project-based practicum experience that utilized video journaling to promote in-service teachers' reflection. Attendees will gain an understanding of how the use of video journaling enhanced the on-line practicum experience and facilitated in-service special education teachers' reflection and implementation of evidence-based practices in their classrooms.

.b Implementing a Framework for Reflective Instructional Design with Preservice Teachers

Presented by: Laurie Brantley-Dias, Georgia State University

The authors' aim is to help novice teachers develop as purposeful instructional designers and reflective practitioners. This presentation will briefly describe a reflective instructional design model and report on three related studies that used digital video editing to support preservice teachers' ability to reflect and thus improve their practice.

General Session

Time: 5:00 PM - 6:00 PM

Location: Royal A

38-RA

AECT Annual Membership Meeting

Time: 5:00 PM - 6:00 PM

Location: Royal A

Presented by: Pat Miller, AECT President, KNPB Channel 5 Public Television; Ward Cates, AECT Past President, Lehigh University; Mary C. Herring, President-elect, Univ. of Northern Iowa; Phillip Harris, AECT Executive Director

Join the AECT leadership as we examine the state of the organization and consider initiatives from the past and coming year. Session includes a preview of the 2008 convention, as well as presentations by candidates for President-elect and Board Member-at-Large.

39-RC

University Receptions

Time: 6:30 pm - 8:30 pm

Location: Royal C

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

39-S1

ISMF Viewings

Time: 6:30 PM - 8:30 PM

Location: Salon 1

Screenings of the winning entries for the International Student Media Festival.

39-S2

ISMF Viewings

Time: 6:30 PM - 8:30 PM

Location: Salon 2

Screenings of the winning entries for the International Student Media Festival.

39-S6

ISMF Viewings

Time: 6:30 PM - 8:30 PM

Location: Salon 6

Screenings of the winning entries for the International Student Media Festival.

39-S7

ISMF Viewings

Time: 6:30 PM - 8:30:00 PM

Location: Salon 7

Screenings of the winning entries for the International Student Media Festival.

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Digital Video Technologies for Teachers Professional Development

Time: 8:00 AM - 9:15 AM

Location: Barcelona

Facilitator: Steven J. McGriff, San Jose State University



41-BA

.a Telesupervision: Using Technology to Support and Examine Collaborative Dialogic Experiences for Pre-service Teachers.

Presented by: Joan Mazur, University of Kentucky

As a means of overcoming the “transactional distance” (Moore & Kerasley, 1996) between student teacher, university supervisor and cooperating teacher, this research examines telesupervision from three theoretical perspectives associated with the recent scholarship on collaborative, dialogic learning: (1) domain specific (2) elaboration and (3) co-construction (VanBoxtel, 2004).

.b Assessing the Use of Video Conferencing for Linking Teacher Preparation Programs with K-12 Schools

Presented by: James D. Lehman, Purdue University; Jennifer Richardson, Purdue University

Video conferencing linkages with K-12 schools may help teacher preparation programs broaden opportunities for future teachers to obtain knowledge and skills in areas of critical need such as diversity and technology integration. This study assessed a project, part of a PT3 initiative, that involved the use of video conferencing to connect teacher education classes/candidates with K-12 teachers/students. Perceptions of participating preservice teachers, university faculty, and cooperating K-12 teachers were collected via surveys and interviews.

online programs. Presenters will share their experiences of recent visits to China and interviewing with some distance education leaders. Examples of successful partnership development will be discussed.

.b CMC Online Learning: Challenges and Opportunities Facing American Indian/Alaskan Native Online Education

Presented by: Kathleen Stemmler, Northern Arizona University

CMC online learning provided by public higher educational institutions often mirrors mainstream education. Minimal research exists on American Indians/Alaskan Natives teaching and taking distance learning courses via the web. The potential challenges and opportunities impacting CMC online learning are discussed as they appear in the research. An invitation to American Indian/Native Alaskan and other indigenous peoples to contribute to this round table discussion is encouraged.

41-G2

Building and Sustaining Successful Distance Learning Programs: Principles, Strategies, and Global resources

Time: 8:00 AM - 11:00 AM

Location: Garden Room 2

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

Learn the 10 principles of sustainability for that improve the likelihood that an online program will be financially viable and strategies for recruiting and retaining students, and adjunct faculty. Useful resources for acquiring graphics, images, video (including social networking sites), and other resources for course development will be provided. Audioconferencing will be used to facilitate group discussion

Challenges in Distance Education

Time: 8:00 AM - 9:15 AM

Location: Garden Room 1

Facilitator: Anthony Pina, Northeastern Illinois University



41-G1

.a An Exploration of Key Factors in Development of Partnership Between US-China International Online Programs

Presented by: xiaojing liu, Indiana University

The advancement of Internet technologies helps boost online education and allows educational institutes to build partnerships worldwide. There is a lack of literature that addresses development of the transnational partnerships in online education. This session will explore key factors that influence development of partnerships between US and China

KSET Sessions

Time: 8:00 AM - 9:15 AM

Location: Garden Room 3



41-G3

.a The Current Status and Future Prospects of Corporate e-Learning in Korea

Presented by: Cheolil Lim, Seoul National University; Hyeonmi Hong, Seoul National University

The corporate e-learning in Korea has grown rapidly over the previous six years (2000-2005). The main cause of this heightened interest was not that companies needed to provide high-quality training programs through the Internet but that the government took initiative to transform the state into an information-based society. This paper suggests that in order

to cope with the new competency requirements of employees, corporate e-learning should be guided both by governmental support and by company initiative.

.b A Study on a Structural Equation Model of the Effects of E-learning Perceived by Elementary School Students

Presented by: Innwoo Park, Korea University

The study is aimed to find a model for explaining the factors which influence the effects of e-learning perceived by elementary school students. In order to describe relationships between the factors and finally build a model, a structural equation model is adopted, based on 1,241 responses to a questionnaire.

Challenges in Distance Education

Time: 8:00 AM - 9:15 AM

Location: Granada

Facilitator: Patrick Devey, eConcordia



41-GR

.a Opportunities and Challenges in the Development of Four Dimensions of Online Instructors' Roles: A Phenomenological Study

Presented by: Hee-Young Kim, SUNY Cortland

Framed by Berge's (1995) classification of the multiple roles of online instructors, this phenomenological, experience-based study is aimed at exploring challenges in online instructors' roles, coping strategies that have emerged from their practices, and beliefs about the causes of challenges. To offer opportunities for better understanding that can lead to reform of present practices, the archive of lived challenges in online instruction makes the facts of the online teaching classroom visible to novices as well as experienced online instructors.

.b Strategies for Creating Social Context in an Online Calculus-Based Physics Course

Presented by: Joanna C. Dunlap, University of Colorado at Denver and Health Sciences Center

We developed an online calculus-based introductory physics course, funded by a FIPSE grant. The resulting course serves as a model for distance learning in other fields characterized by complex material requiring multi-step problem solving within a social context. During this session we will describe the strategies used to engage students in social interaction; the collaboration and social simulation tools used; and the technical challenges we overcame.

Evaluating and Managing Programs

Time: 8:00 AM - 9:15 AM

Location: Madrid

Facilitator: Anne Ottenbreit-Leftwich, Indiana University



41-MA

.a How Universities Are Portraying Their School-University Partnerships on the Internet

Presented by: Judith A. Duffield, Lehigh University

Websites provide a window for the world on the work done within a professional development school (PDS) partnership. This session will present the results of a review of PDS websites, including the elements that contribute to the public face they create. A list of specific recommendations for those planning and developing PDS websites will be discussed.

.b The technology course, the methods courses, and the field experience: How PT3 projects attempted to make programmatic changes

Presented by: Drew Polly, UNC-Charlotte; Clif Mims, University of Memphis; Craig Shepherd, University of Georgia; Fethi Inan, University of Memphis

This paper is a follow-up to a continued line of research on the U.S. Department of Education's Preparing Tomorrow's Teachers to Teach with Technology (PT3) initiatives. While previous papers and presentations have focused on various methods to transform teacher education courses, this presentation focuses solely on programmatic efforts that were designed to align technology integration efforts in both universities and K-12 schools.

41-RE

AECT Board Meeting

Time: 8:00 AM - Noon

Location: Royal E

Presented by: AECT Board,

AECT Board Meeting

Research & Theory

Time: 8:00 AM - 9:15 AM

Location: Salon 2

Facilitator: Jared Danielson, Iowa State - Dept. of Veterinary Pathology



41-S2

Integrated Performance Assessment: Linking Individual Development to Industry Standards

Presented by: Tammé McCowin, IPA Research

This session is to share and disseminate research findings, explain the integrated performance assessment (IPA) methodology and larger research plan, and demonstrate how the IPA method can assist instructional technology professionals, employers, and educational organizations with linking individual development to industry standards. Participants will engage in a 30-minute presentation about the literature review and IPA method and a 45-minute interactive demonstration of the instructional systems design inventory tool.

Evaluating Distance Education

Time: 8:00 AM - 9:15 AM

Location: Salon 3

Facilitator: Gary R. Morrison, Old Dominion University



41-S3

Distance Learning Presidential Session: "What Works in Distance Education"

Presented by: Robert M. Bernard, Centre for the Study of Learning and Performance Concordia University; Philip C. Abrami, Centre for the Study of Learning and Performance Concordia University

This study is a systematic review and metaanalysis of the experimental literature of distance education (DE) in which different instructional treatments are compared with each other directly, all within a DE environment. This study, therefore, differs meaningfully from other meta-analyses in this area that have only compared DE to CI.

Impact of Socio-Organizational Factors and the Cultural Divide

Time: 8:00 AM - 9:15 AM

Location: Salon 4

Facilitator: Nancy Hastings, University of West Florida



41-S4

.a Socio-Organizational Factors Affecting the Use of Task Analysis by Instructional Designers in Organizational Settings

Presented by: Darren Brooks,

Task analysis is considered by many researchers as one of the more critical components of the instructional design process. Research on the antecedents that influence the use of task analysis by instructional designers has been limited mainly to descriptive studies. To address the deficiency, a conceptual model is proposed that links organizational factors, role factors, and perceived control to the use of task analysis in a theoretically supported framework. It is argued that organizational and social factors exert more influence on the use of task analysis than formal design processes. Several propositions are presented that form an agenda for future research in task analysis in applied settings.

.b How Can Enterprise Learning Technology Help Bridge the Cultural Divide?

Presented by: Kelly Dwyer, University of Minnesota, College of Education and Human Development

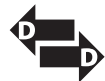
Cultural barriers have a considerable impact on the effectiveness of training, as well as the overall reputation and future productivity of a global corporate training department. It is critically important for the global corporate trainer to be aware of the cultural divide and to develop and utilize technology with a strong cultural intelligence. The goal of this paper is to investigate how enterprise learning technology can bridge the cultural divide in the corporate training environment.

Kaleidoscope of Gaming DD

Time: 8:00 AM - 9:15 AM

Location: Salon 5

Facilitator: Deniz Eseryel



41-S5

.a Pedagogical Foundations of Instructional Games

Presented by: Mansureh Kebritchi, University of Central Florida ; Atsusi Hirumi, University of Central Florida

An increasing number of instructional games are being developed to enhance learning in K-12, higher education, business and industry settings. According to researchers, the implementation of instructional-designed strategies is necessary to design effective instructional games. This

presentation will identify and discuss the pedagogical foundations of 55 recent (2000- 2006) instructional games to guide future instructional game design and research.

.b Finding flow with game-based reflective tools: Instructional game design for adaptive expertise
Presented by: Debbie Denise Reese, NASA-sponsored Classroom of the Future

It is important to teach learners how to think, but it is also important to teach them to find pleasure in effortful cognition. Attending designers and theorists will learn the characteristics of game-based reflective tools and how they teach students to find pleasure in effortful cognition. The authors derive tool characteristics from metaphor, game design, adaptive expertise, and flow theories. They demonstrate a reflective tool prototyped during design of a lunar geology casual game.

.c Wayfinding Affordances for Graphical Virtual Realities: Landmarks, Cues, Dynamic Route Descriptions & Avatar Perspectives:

Presented by: Mary Jo Dondlinger, University of North Texas; Les Lunce, University of North Texas

Graphical virtual realities (GVRs) are becoming increasingly popular as a delivery medium for instruction. However, to leverage the unique affordances of such environments for learning, GVR designers need to incorporate wayfinding mechanisms that aid users in navigating the environment into their designs. This presentation discusses six wayfinding affordances to assist GVR users in constructing mental models in virtual environments, information that useful to both GVR designers and to educators who use GVRs to teach.

K-12 Tech Use: Change Success Stories

Time: 8:00 AM - 9:15 AM

Location: Salon 6

Facilitator: Barbara Rosenfeld, Brooklyn College of the City University of New York



41-S6

.a Look Beyond Technology Access: A Longitudinal Study of Professional Development in Technology Use in Maine Schools and How It Relates to Student Achievement

Presented by: Xiongyi Liu, University of Maine-Orono

Teachers play an important role in effective implementation of instructional technology. This project examined the longitudinal trend in the provision of professional development in technology use for teachers in Maine k-12 schools and how it relates to multiple measures of student achievement and school-related variables such as student enrollment and poverty status. Data were collected via state-wide survey to school principals in 2002 and 2005. Results

provided some support for more professional development in technology use, especially for middle school and high school teachers.

.b Technology and Systemic Change in Education: A Kaleidoscope of Recent Stories and Studies
Presented by: Michelle Kowalsky, Whippany Park High School

As our culture of technology constantly changes, so do our strategies for dealing with change itself. Today, any planning or implementation strategy needs to be continually refined to meet the needs of ever-evolving users and their ever-changing expectations. When technology is used to make our teaching and learning dreams a reality, we revel in the stories and studies of innovations that worked. Come to hear these success stories and try their best practices for yourself.

Connecting Theory & Practice



Time: 8:00 AM - 9:15 AM

Location: Salon 7

Facilitator: Johannes Strobel, Purdue University

41-S7

.a How Do Instructional Designers Use Theory? A Qualitative-Developmental Study of the Integration of Theory and Technology

Presented by: Stephen Yanchar, Brigham Young University; David Williams, Brigham Young University; Brent Wilson, University of Colorado-Denver; Joseph South, Brigham Young University

We will present a study on the interface of theory and technology in instructional design. More specifically, we will report data (drawn from interviews and artifact analyses) on how practitioners use theory in the creation of new instructional technology (e.g., new instructional products or learning environments), on the ways in which theory guides the use of technology (and vice versa), and on the influence of practitioners' theoretical assumptions and tacit knowledge in the design process.

.b Is There a Better -ism? Toward an Alternative Approach to Theory Eclecticism

Presented by: Bruce Gabbitas, University of Georgia; Stephen Yanchar, Brigham Young University

As Instructional Technology has experienced significant developments in terms of the theoretical resources available to researchers and practitioners, it has become common for people to adopt an eclectic approach to theory. However, the underlying assumptions associated with theoretical frameworks are often contradictory. Instructional technologists could benefit from critically evaluating theoretical assumptions and seeking to construct new theories and perspectives. In this presentation we present a framework

for critically examining assumptions and developing new theoretical perspectives.

Evaluating and Managing Courses



Time: 8:00 AM - 9:15 AM

Location: Salon 8

Facilitator: Heather Tillberg-Webb, University of Virginia

41-S8

.a Changing the Kaleidoscope for End-of-Course Surveys

Presented by: David Pedersen, Embry Riddle Aeronautical Univ.

End-of-course surveys are an important and often controversial part of the Kaleidoscope of academic performance assessment. For that reason changes to the process at Embry Riddle Aeronautical University were approached cautiously. After years of discussion, an initiative was begun to migrate from paper-based end-of-course surveys to online surveys. Choosing the appropriate vendor was a challenging, but crucial step in the implementation process. Achieving buy in and acceptance was an even more challenging and critical undertaking.

.b Project Management Solution for Design And Production Of Online Courses

Presented by: M'hammed Abdous, Old Dominion University; Wu He, Old Dominion University

Managing the design and production of online courses is challenging. Inefficient management often leads to issues such as poor course quality and course delivery delays. In an effort to facilitate, streamline and improve the overall design and production of online courses, this paper discusses how we implemented Microsoft Project 2003, based on our online course development framework and online course development models. This paper represents a pioneering attempt to approach online course development from a systematic perspective using Microsoft Office Project Server 2003 (EPM) in a higher education environment.

Kaleidoscope of DD Practices



Time: 8:00 AM - 9:15 AM

Location: Seville

41-SE

.a Collaborative and Sustainable Instructional Design Model for Service Learning

Presented by: Brian Belland, Purdue University; Wen-Hao Huang, University of Illinois at Urbana-Champaign

Service Learning (SL), in which students learn content while performing service in their community, has been used

increasingly in K-12 and university contexts (Seitsinger, 2005). Service or Learning often dominates "SL courses" due to lack of effective front-end analysis and ongoing communication between stakeholders. We developed a new instructional design model to encourage designers of SL courses to link community needs to learning needs and develop communication supports to balance and sustain SL projects.

.b Technological Gravity

Presented by: Jason McDonald, Brigham Young University

When instructional technologists adopt an approach they sometimes do not maintain the quality of the approach that was originally envisioned. In this presentation I describe types of instructional technology practice that exemplify this tendency, or that can help practitioners remain grounded in the essentials of the approaches they adopt. I also describe a technological gravity that helps explain this loss of quality, as well as ways practitioners can avoid this gravity in their own work.

41-TA

HOT Lectures

Time: 8:00 AM - 11:00 AM

Location: Terrace A

Presented by: Ludy (Ludwika) Goodson, Georgia Southern University

Do you want to use lectures for teaching your classes? But do you find that students stop listening? Do you find that they fail to learn the higher order thinking (HOT) that you expect them to learn? If so, this workshop is for you. It will review the research on instructional decisions for organizing HOT lectures, strategies that work to activate HOT students, and the kinds of assignments that produce HOT processes and products.

Affective Factors in ID



Time: 8:00 AM - 9:15 AM

Location: Terrace C

Facilitator: Brian Beatty, San Francisco State University

41-TC

.a Self-Efficacy in Science and Use of Embedded Guidance in Educational Multi-User Virtual Environments

Presented by: Brian Nelson, Arizona State University

In this session, we present an exploratory study into the relationship between student self-efficacy and guidance use in a Multi-User Virtual Environment (MUVE) science curriculum project. We examine findings from middle school students on the combined effects on learning of student self-

efficacy in science and use of embedded guidance messages. In addition, we report on the interplay between levels of self efficacy in science and use of an embedded guidance system in an educational MUVE.

.b Safe and Secure Instructional Settings: How Adult Attachment Theory Informs the Design of Problem Based Learning

Presented by: Melynda Fitt, Utah State University

Problem based learning requires students to explore their kaleidoscope-like environment and to deal with the ambiguity of a constantly shifting world. When savvy instructional designers focus on building secure relationships between the facilitator and student, students will be more comfortable exploring their environment and taking risks. Come see an innovative approach to structuring key relationships in a problem based learning environment as we explore how adult attachment theory elucidates Hmelo-Silver and Barrows' master facilitator strategies.

this survey will give us insight into the needs of specific Instructional Design and Technology organizations and facilitate redesigning our respective curricula to meet these needs.

.b Desktop Recording: An Innovative Way to Deliver High Quality Teaching and Learning

Presented by: Chien Yu, Mississippi State University; Julie Sexton, Mississippi State University

Technology has created enormous opportunities for improving the instructional process. Among many software packages and computer-based applications, the desktop recording technology is emerging as one of the fast growing technologies used in learning and training. The purpose of the presentation is to discuss how desktop recording technology can easily help teachers deliver instructional messages effectively to their target audience, and easily let them create compelling training and presentations for classroom, Web or/ and CD-ROM delivery.

41-TD

Creativity in Educational Technology

Time: 8:00 AM - 11:00 AM

Location: Terrace D

Presented by: Brad Hokanson, University of Minnesota;

Creativity is a skill that can be taught and it is one valuable to business, institutions and nations. Creativity can be developed through extensive effort by learners. This hands-on, high energy-session is based on the lessons learned from teaching creativity. Workshop participants will complete a series of exercises to increase their own creativity, and will also develop activities and directions to encourage creativity in teaching instructional design.

<http://hokanson.cdes.umn.edu/Creativity/>

Global Curriculum and Global Awareness

Time: 8:00 AM - 9:15 AM

Location: Valencia

Facilitator: Sandie H. Waters, Utah State University



International

41-VA

.a Around the World – Crossing International Boundaries

Presented by: Suchita Bhatt,

“Around the World Project” is a kind of program that promotes global awareness and understanding through a combination of videoconferencing, on-line learning projects and discussions, E-mail and other classroom technologies. The main objective of this project is to have the world audience become effective and responsible contributors to problem-solving at the individual, community, national and international levels. The presentation demonstrates the use of various communication technologies in bringing the world together.

Media Production Curriculum and Competencies

Time: 8:00 AM - 9:15 AM

Location: Terrace F



41-TF

.a Identifying Entry-level Multimedia Production Competencies and Skills of Instructional Design and Technology Professionals: Results from a Biennial Survey

Presented by: Bill Sugar, and Abbie Brown, East Carolina University; Lee Daniels, East Tennessee State University

Our study focused on identifying multimedia production competencies and skills on Instructional Design and Technology professionals. We queried current Instructional Design and Technology employers on what skills and competencies that a current graduate needs to have in order to succeed in their respective workplace. The results of

.b SDAIE Online and Intercultural Competence: Theory into a More Flexible Practice for Course Designers

Presented by: Mari Vawn Tinney, Utah State University

This research proof of concept design study examined how I adapted the SDAIE (Specially Designed Academic Instruction in English) model as a guide for designing cross-cultural online learning experiences. SDAIE is designed to overcome cultural and language learning barriers in academic courses for international /ESL students. The presentation will show what the SDAIE component of a low risk environment with guides looks like instantiated online and the benefits Hispanic/Latino

learners reported, along with design recommendations.
marivawn@gmail.com

using transitions and special effects as well as adding sound tracks and narration. A Web-based resource will be made available to participants.
<http://www.nova.edu/~burmeister/aect2007.html>

Kaleidoscope of DD Tools

Time: 9:30 AM - 10:30 AM

Location: Barcelona



42-BA

.a The Design of Collaboration in the Virtual Classroom

Presented by: Ana-Paula Correia, Iowa State University; Niki Davis, Iowa State University

This proposal reports the design and analysis of two online graduate courses for K-12 teachers that were supported by the learning management and delivery system WebCT. Student participation in a range of differently designed forums was analyzed to discover key aspects of the discourse and related pedagogy. Recommendations for the design of online collaboration to increase engagement are made.

.b Instructional Design Processes of Expert Nurse Educators

Presented by: Monty Gross, Jefferson College of Health Sciences

Using a developmental research framework, qualitative research methods were used to collect and analyze data from six expert nurse educators to illuminate how instruction is designed within that culture. Results indicated that the nurses engaged in analysis, design, development, implementation, and evaluation activities; however, consistent with findings from other studies of instructional design processes, they proceeded through these steps in an iterative manner. The research also identified additional factors that they considered when designing instruction.

Creating Multimedia for K-12 Students

Time: 9:30 AM - 10:30 AM

Location: Garden Room 3



42-G3

.a Beyond PowerPoint: Making Effective Presentations

Presented by: Al P. Mizell, Nova Southeastern Univ; Marsha Burmeister, Nova Southeastern University

Teachers and instructional designers will be shown the capabilities and examples of four alternative presentation programs for use in place of PowerPoint (i.e., Windows Movie Maker, Windows Photo Story 3, 3D-Album and Visual Communicator Pro). Photos and video clips may be organized

Instructional Strategies

Time: 9:30 AM - 10:30 AM

Location: Garden Room 4



42-G4

.a Positive Learning and Positive Relationships in One-to-One Laptop Classrooms

Presented by: Robert Campbell, University of British Columbia Okanagan; Jon Rever, Central Okanagan School District, Kelowna, Canada

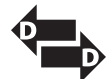
The presenters will discuss the inquiry methods used and results and recommendations elicited from a pilot study of a one-to-one laptop implementation in seventh grade classrooms. Standardized diagnostics were used to measure academic achievement in numeracy and literacy. Interviews and surveys of students, teachers and parents revealed a range of positive social and affective outcomes. The pilot study served as a preliminary investigation to support a large-scale, district-wide laptop initiative.

Kaleidoscope of Design/Creativity Perspectives

Time: 9:30 AM - 10:30 AM

Location: Granada

Facilitator: Amy Adcock, Old Dominion University



42-GR

.a Demystifying Aesthetics: An Examination of the Relationships and Effects of Emotional Design on Learner Cognitive Load

Presented by: Charles Miller, University of Minnesota

The relationships and impacts of perceived aesthetics on the learning experience, specifically cognitive load, were examined. Findings suggest that aesthetic design not only played an important role in reducing learner cognitive load, but also increased participant satisfaction, willingness to continue use, voluntary self-assessment time, and overall task performance. These results provide practical insights for instructional designers who question the value of aesthetic design in the development of instructional software environments.

.b Learners' Positive Emotions as Instructional Design Factors

Presented by: Eun Joon Um, NYU

Research on emotions has been conducted in various academic fields. However, little research on learners' emotions and their

effect on learning performance is available that could guide the design of learning environments. This paper reviewed the existing literature of positive emotions' affect on cognitive process and the possibility of using emotions as instructional design factors, especially in multimedia based learning environment.

Digital Video Technologies for Teachers Professional Development

Time: 9:30 AM - 10:30 AM
Location: Madrid



42-MA

.a Technology and Young Children Interest Forum Proposal

Presented by: Otto E. Benavides, California State University, Fresno

This session examines how to use collaborative inquiry (co-inquiry) to promote professional dialogue among teachers concerning student work. Co-inquiry, a process for facilitating professional dialogue, encourages teachers to meet and discuss classroom learning, analyze student behavior and plan future experiences. This session focuses on the co-inquiry process integrating the tools of video conferencing and using educational blogs in order to enhance the ability of teachers to view classroom documentation and have interactive dialogue across educational settings. The session includes a "live" broadcast from the Fresno State early education center to demonstrate co-inquiry video conferencing using actual classroom research posted on the "Co-Inquiry Blog."

Evaluating Distance Education

Time: 9:30 AM - 10:30 AM
Location: Salon 2



Facilitator: Eun Jung Oh, University of Georgia

42-S2

.a Effects of Facilitation Promoting Cognitive Presence on Student Learning and Satisfaction in an Online Community of Inquiry

Presented by: Nari Kim, Indiana University

The purpose of this study was to examine how the efforts of cognitive facilitation that promotes cognitive presence affect student learning and satisfaction in an online community of inquiry. In the results, high cognitive presence and collaboration are commonly seen as important factors in the success of online learning. Although there were no significant differences in learning, as measured by a simple recall test, the comparison of the raw means show a partial support of the assumptions we made for the high and low cognitive facilitation conditions.

42-S4

Design and Development Award Winners Presentation Session

Time: 9:30 AM - 10:30 AM
Location: Salon 4

Presented by: Elizabeth Boling, Indiana University

Each year, the the Design and Development Division gives out several awards to recognize outstanding achievements in the instructional design field during the annual D&D/RTD luncheon. Come hear this year's winners discuss their award-winning projects during this session. For more information about the D&D Awards program, please visit <http://www.aectmembers.org/dd/blog/>

Simulated Learning Environments

Time: 9:30 AM - 10:30 AM
Location: Salon 6



Facilitator: Chandra Orrill, UGA - LPSL

42-S6

.a High School Students' Use of Chemistry Simulations: Focus on Data Manipulation and Construction of Authentic Explanations

Presented by: Minchi Kim, New York University; Jan L. Plass, New York University

This presentation reports preliminary findings from Year 2 studies of a research project, *Molecules and Minds: Optimizing Simulations for Chemistry Education*, funded by USDOE/IES to investigate the effectiveness of simulations on high school students' chemistry learning and to advance a design framework and principles for chemistry simulations. The focus of this report is an initial investigation involving 11 high school students. Both quantitative and qualitative data were collected including pre- and post-test scores, screen-captures, and video data. 10 out of 11 students showed learning gains after utilizing a simulation about kinetic theory. We examine how the students used a real-life example presented at the beginning of the simulation to guide their inquiry processes and what strategies they employed to utilize the simulations and a corresponding graph. Students demonstrated large increases in scores between pre- and post-test open-ended (short answer) items suggesting that in the learning of chemistry inquiry activities can be fostered by integration of meaningful problems and technology-supported data manipulation.

.b Examining Student and Teacher Perceptions of the Usefulness of Microworlds in Supporting the Learning and Assessment of Computer Networking Problem Solving Skills: An Exploratory Case Study
Presented by: ; Nada Dabbagh, George Mason University

This exploratory case study addressed the challenges associated with the cost and storage of computer networking hardware needed to teach real world computer networking problem solving skills in the classroom by examining student and teacher perceptions of the usefulness of computer-based Microworlds to teach and assess those skills.

Assessment and learning

Time: 9:30 AM - 10:30 AM

Location: Salon 7

Facilitator: David Carbonara, Duquesne University



42-S7

.a The Effects of On-line Essay Scoring on the Improvement of High School Sophomores' Writing

Presented by: Julie Forbess, University of Memphis; Michael M. Grant, University of Memphis

National testing efforts indicate that students are lagging in developing adequate writing skills. Research on the use of word processors to improve writing skills has yielded mixed results at best. The purpose of this study was to determine the effectiveness of an automated online essay scorer in improving the writing of high school sophomores. Regression results found the automated online essay scorer combined with Group membership (experimental or control) explained 40% of variance.

.b The use of Peer Raters to Evaluate the Learning of a Complex Synthesis Task in a Pathology Teaching Program

Presented by: Jared Danielson, Iowa State - Dept. of Veterinary Pathology

It can be difficult to evaluate learning of complex tasks on a large scale in ways that are both valid and practical. This presentation describes the implementation and evaluation of an assessment process for a pathology training program. The presenters will describe the evaluation of a demanding and authentic synthesis task using experts and peer raters. The evaluation process, its feasibility, reliability, and validity will be discussed, as well as potential applications for other contexts.

Creating Multimedia for K-12 Students

Time: 9:30 AM - 10:30 AM

Location: Salon 8



42-S8

.a Pupil-created videos to support language

development: Research-based implementation guidelines

Presented by: Susan McKenney, University of Twente

This study explored how to effectively integrate digital video-making activities in the primary school language arts curriculum. Aiming to identify the characteristics of a viable, legitimate an effective learning scenario, design research was conducted during the iterative process of analysis, prototype design, evaluation, and revision. This session highlights the research and development processes that took place, as well as the substantive and procedural lessons learned.

Social and Cognitive Engagement

Time: 9:30 AM - 10:30 AM

Location: Seville

Facilitator: Shujen Chang, Univ. of Houston Clear Lake



42-SE

.a Analyzing Learners' Collaborative Behaviors Using Activity Theory

Presented by: Hyungshin Choi, Ewha Womans University; Myunghee Kang, Ewha Womans University

The primary goal of the study is to generate a valid coding scheme for analyzing online collaboration based on the activity system. NVivo 2 was used to code the huge amount of online transcripts and the constant comparison method was applied to develop a coding scheme of representing the collaboration process. Facilitating and conflicting factors in the learners' activities of achieving the group learning goal were identified based on activity theory.

.b Developing a Cognitive Presence Scale for Measuring Students' Involvement during e-Learning Process

Presented by: Myunghee Kang, Ewha Womans University

Cognitive presence, sense of being there cognitively, is recently considered as an important factor for students' engagement in e-learning. However, there is no widely accepted quantitative measurement scale for cognitive presence because most studies on cognitive presence have been conducted qualitatively. Therefore, existing theories on cognitive sectors related researches regarding cognitive presence were reviewed and a new measurement scale for cognitive presence was developed. This study attempts to test the reliability and validity of the new measurement scale of cognitive presence with tested against 305 undergraduate students. Three major factors of cognitive presence are found perceived level of: 1) general understanding, 2) knowledge construction, and 3) learning management.

Social Aspects of Learning

Time: 9:30 AM - 10:30 AM

Location: Terrace F

Facilitator: JeongMin Lee, Florida State University



42-TF

.a Examining Processes and Mechanisms for Team Knowledge Construction, Performance and Interaction in a Complex Domain

Presented by: Eric Sikorski, Florida State University; Tristan Johnson, Florida State University

In order to maximize the potential of teams it is necessary to consider the processes that contribute to team learning and performance. We present the results of a study that builds upon team cognition research in the context of a complex cognitive task domain. Data was collected during face-to-face and online team meetings within a Science Education undergraduate class. Preliminary results illustrate the complex relationship between knowledge construction, team performance, and interaction as various dimensions of team cognition.

.b Cross-disciplinary Team Learning: Model and Scale Development

Presented by: Kimfong Lei, Purdue University; Scott Schaffer, Purdue University

The cross-disciplinary team learning (CDTL) model is proposed to explain the evolution of individuals to a synergic team in cross-disciplinary contexts. The conceptual model was empirically validated with a scale. The instrument was developed and administered to 240 college students in an engineering service learning program at a Midwestern university. In this presentation, results of factor analysis and implications for instructional strategies and interventions to support cross-disciplinary teams will be discussed.

At-Risk Learners

Time: 9:30 AM - 10:30 AM

Location: Valencia

Facilitator: Deepak Subramony, Utah State University



42-VA

.a Characteristics of Job Corps Students Revisited

Presented by: Denise Tolbert, National University

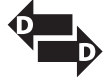
The job corps is the major youth training and employment program authorized by the Job Training & Partnership Act (JTPA). In its nearly 42-year history it has served millions of at-risk youth. A 2001 study investigated characteristics of Job Corps students and their relationship to program completion

and job placement. This session will present results of a follow-up study. This session is most usual for those in public or private organizations who are involved in training at-risk youth.

Kaleidoscope of Design/Creativity Perspectives

Time: 10:45 AM - 11:30 AM

Location: Barcelona



43-BA

Survey of Instructional Development Models

Presented by: Robert Maribe Branch, University of Georgia; Catia Silva Harriman, University of Georgia

The purpose of this session is to offer a framework for selecting instructional development models. The basic idea is that an instructional development process works best when it is matched to a corresponding context. However, educational contexts are often complex and feature complex issues related to teaching and learning. Therefore, effective instructional development models need to be sensitive to different educational contexts and be responsive to complex teaching and learning issues as well.

Knowledge Management

Time: 10:45 AM - 11:30 AM

Location: Garden Room 1

Facilitator: Johannes Strobel, Purdue University



43-G1

Developing an Online Portfolio System as a Multi-Purpose Knowledge Management Tool

Presented by: Seung Won Yoon, Western Illinois University; Hoyet Hemphill, Western Illinois University

This session shares how students in an advanced undergraduate web-development course developed an online portfolio management system. Iterative and elaboration theory design processes were implemented to enhance the students' understanding of relevant content areas and build a modular system where future courses will add additional components addressing different performance needs. Those interested or experienced in developing a system to better manage student development and work sample information are welcomed.

Practicing Media Center Specialists and Pre-service Teachers and Media Specialists

Time: 10:45 AM - 11:30 AM
Location: Garden Room 3



43-G3

Value-Added Digital Library Reference Service Presented by: Lesley S. Farmer, CSULB

Evaluating a possible digital reference resource requires considering a number of criteria beyond those associated with general selection. Even the most cost-effective item is worthless if the equipment and connectivity for using it are prohibitively unavailable. Beyond the content criteria, additional physical criteria should be considered. This session considers the questions -- and answers -- associated with acquiring, processing, and maintaining digital reference sources for libraries, with a focus on school libraries.
www.csulb.edu/~lfarmer

Instructional Strategies

Time: 10:45 AM - 11:30 AM
Location: Garden Room 4



43-G4

Digital Narrative as Curriculum Framework for Gifted and Twice Exceptional Students

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

Regardless of diagnosed limitations, it is becoming commonly accepted that today's learners have such familiarity with the digital domain that digital has become their native and primary form of communication. Resultant changes in perceptual, cognitive, and communicative styles suggest certain mediated instructional strategies that will motivate these digital learners, including those with specific learning disabilities. We will present the results of a research-based curriculum that is founded on story targeting exceptional, gifted and twice-exceptional students.

Connecting Theory & Practice

Time: 10:45 AM - 11:30 AM
Location: Granada
Facilitator: Barbara Lockee, Virginia Tech



43-GR

An Analysis of the Failure of *Evidence* in Educational Research and Practice: In Response to Kirschner, Sweller and Clark

Presented by: Johannes Strobel, Purdue University; Alannah Fitzgerald, Concordia University

Kirschner, Sweller, & Clark's (2006) paper in the Educational Psychologist generated strong waves across the educational technology community. "Evidence for the superiority of guided instruction" (Kirschner, Sweller & Clark, 2006, p. 75) is the general agenda of the paper. The politics of evidence surface as the authors try to align their conceptual argument with the authority of evidence-based inquiry over "minimally guided instructional approaches [that] are very popular [but not proven] and intuitively appealing" (Ibid).

Integrating Technology for Digital Natives

Time: 10:45 AM - 11:30 AM
Location: Madrid
Facilitator: Lee Daniels, E TN State Univ



43-MA

Digital Content Integration Evaluation Project

Presented by: Mary C. Herring, University of Northern Iowa; Sharon Smaldino, Northern Illinois University

A vehicle for addressing the changing educational landscape due to the impact of digital native's changing learning styles is the incorporation of online digital learning materials into the classroom. This project evaluated use of unitedstreaming's digital materials. The evaluators were asked to identify whether the use of unitedstreaming video content met one state's student's needs.

Designing Online Instruction

Time: 10:45 AM - 11:30 AM
Location: Salon 2
Facilitator: Temba C. Bassoppo-Moyo, Illinois State Univ



43-S2

Critical Thoughts on Online Learning Community: Collective Intelligence vs. Individual Intelligence

Presented by: Chih-Hsiung Tu, Northern Arizona University;

Marina McIsaac, Arizona State University; Rick Shearer, Penn State University; Karen Murphy, Texas A&M University; Jennifer Richardson, Purdue University; Fengfeng Ke, University of New Mexico

If one agrees that the values of human learning lie in learning community, it seems to suggest that collective intelligence has more value than individual intelligence. Current trends in online learning community seem to advocate that collaborative work is better than individual work. Will individual creativity (individual intelligence) be replaced by collaborative work (collective intelligence)? This panel discussion invites the scholars, whose expertise is in online learning community, to ponder the critical issues between collective intelligence and individual intelligence in online learning community.

Challenges in Distance Education

Time: 10:45 AM - 11:30 AM

Location: Salon 3



43-S3

No-Nonsense Discussion Guidelines for Enhancing Social Presence in Online Courses

Presented by: Joanna C. Dunlap, University of Colorado at Denver and Health Sciences Center

Engaging online learners in relevant discussions can reinforce and advance their understanding, and enhance social presence to stave off the isolation that some learners experience in online courses. Unfortunately, it is challenging to design and facilitate effective online discussions without being online constantly. To address this challenge, we will share strategies with examples for (a) stimulating and managing discussions, (b) improving teacher and social presence, and (c) managing workload in online courses.

Designing Online Instruction

Time: 10:45 AM - 11:30 AM

Location: Salon 4

Facilitator: David Carbonara, Duquesne University



43-S4

The Effect of Instructor Behaviors in Different Online Learning Environments

Presented by: Maria Schutt, SDSU

Several verbal and nonverbal instructor immediacy behaviors have been associated with cognitive and affective learning. However, researchers have examined instructor immediacy in traditional classrooms and only a few have examined instructor immediacy in distance learning settings. This experimental study used scripted, recorded online sessions

to test the effects of instructor immediacy behaviors (high vs. low) and delivery modality (audio vs. video) on student perception of instructor immediacy, social presence and learning outcomes.

English Second Language Learning

Time: 10:45 AM - 11:30 AM

Location: Salon 5

Facilitator: Lauren Cifuentes, Texas A&M University

43-S5

“MUVE it: Using Second Life for Foreign Language and Culture Instruction”

Presented by: Sabine Reljic, SDSU-USD

Online multiple-user virtual environments such as Second Life offer a non-threatening space for learners to practice a foreign language. The simulated landscape provides a culturally-relevant immersive experience that complements and facilitates the learning process. Meeting language natives is one of the most important value-added offered by SL's online format. Experiential and cognitive theories are discussed. Implementation recommendations are suggested. The presenter will guide attendees through some of the educationally relevant features of SL environment.

Research & Theory

Time: 10:45 AM - 11:30 AM

Location: Salon 6

Facilitator: Michael Grant, The University of Memphis



43-S6

Does Sentence Concreteness Play a Role in Map Learning?

Presented by: Sribhagam Srinivasan, Lamar State College - Orange

This study probes the effects of three independent variables in map-display, namely contiguity, concreteness of location-names and sentence-concreteness, on learning computer-based geographical maps. Four versions of a computerized map were studied: two levels of map-display (contiguous vs. non-contiguous) and two levels of location-name concreteness (concrete vs. abstract). Sentence-concreteness was a within-subject variable. Contiguity was significant for the map-reconstruction measure, sentence-concreteness was significant for the recall measure, and concreteness of location-names was significant for both the map-reconstruction and the inference measures.

Creating Multimedia for K-12 Students

Time: 10:45 AM - 11:30 AM

Location: Salon 8



43-S8

Trends in Elementary School Websites: Content, Techniques, Functions, and Security

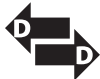
Presented by: Tina Hohlfeld, University of South Florida; Claudia Ruiz, University of South Florida

This research study examined how elementary schools are designing and using their Web presence, comparing current research with previous studies. Using random samples of elementary school websites in 1996, 1998, 2003, and 2007, the researchers used logistic regression to find significant changes in various content, media elements, and maintenance issues. Results of this research are of interest to teachers and administrators involved in communications with parents and the community through school and district websites.

Kaleidoscope of Design/Creativity Perspectives

Time: 10:45 AM - 11:30 AM

Location: Seville



43-SE

A Direction of Instructional Theories for the Convergence of Information and Communication Technologies

Presented by: Nari Kim, Indiana University

Over the past two decades, the development of information and communication technologies (ICT) has changed the educational system to move from teacher-centered pedagogy to learner-centered pedagogy. Nowadays, the new convergence of ICT has requested another reform in education. Therefore, this presentation will examine the impacts of the ICT convergence on the current pedagogy, review the main principles of two current learner-centered instructional theories, and suggest potential modifications of these theories for the new pedagogy.

KSET Session

Time: 10:45 AM - 11:30 AM

Location: Terrace C



43-TC

Major Factors Influencing Effective On/offline learning on the Blended Learning in Higher Education

Presented by: Sang-eun Lee, Seon-young Jang, and Seongik Park, Seoul National University

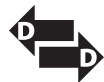
By virtue of advances in network and communication

technologies, higher education could be provided with various innovative instructional methods. Many colleges recently adopt blended learning which combines face-to-face and computer-mediated learning as a promising teaching-learning model. This study tries to find out what factors are influencing effective on/offline learning of blended learning and what differences in factors are between online and offline learning by asking learners and instructors who have experiences blended learning at traditional colleges to identify what aspects of blended learning would be considered to design effective blended learning system.

Kaleidoscope of DD Practices

Time: 10:45 AM - 11:30 AM

Location: Valencia



43-VA

A Systems-Based Mentoring Model of Technology Integration

Presented by: T J Kopcha, San Diego State University

This paper presents an initial evaluation of a systems-based model of technology integration that uses mentoring as the main method of professional development. The model was put in place at an elementary school with 31 teachers and approximately 800 students. Results indicate that teachers under this model feel supported when using technology, show a tendency to increase their use of technology in the classroom, and experience less obstacles to integrating technology into their lessons.

Keynote Speaker

Time: 11:45 AM - 1:00 PM

Location: Garden Room 3

44-G3

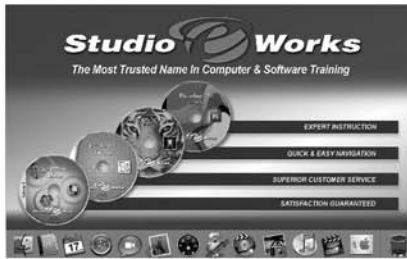
Reflections From the 2007 AECT Convention

Presented by: Stephen Downes

Wednesday's keynote speaker Stephen Downes reflects on his experience through the convention. Attendees will be invited to participate in this interactive session, creating a community of learners who share their convention experiences.

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Call for Proposals:

2008 AECT International Convention

“On the Horizon: Rays to the Future”

Orlando, Florida

Concurrent Sessions: November 6-9

Workshop Sessions: Tuesday, November 5 & Saturday, November 9

Invitation To Present

You are invited to present at the 2008 AECT International Convention in Orlando, Florida and to share your expertise and knowledge with your peers and those new to the field. Major shifts in learning, scholarship, research, and creative expression processes have precipitated a need for discussion and leadership to identify the opportunities these shifts present professionals. The culture of our professional community within this dynamic setting changes daily as does our approaches to learning. 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. Please use this opportunity to connect with your peers at the 2008 convention in Orlando.

This year's convention theme is *On the Horizon*. As part of this theme, proposals may be submitted that include presenting both in real time and simultaneously in Second Life. The view of the horizon represents the current and potential visions of the individual and unique pieces of our profession that, in the light of day, create rays of continuously changing yet integrated patterns of practice. These rays surround both instructors and learners with a new culture of learning, a society growing out of the practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources. Supporting the main theme are five sub-themed “rays”:

(Ray 1) Virtual Worlds and Mobile Learning

(Ray 2) Serious Gaming for Education

(Ray 3) Educational Transformation

(Ray 4) Professional Ethics

(Ray 5) Instructional Design Culture

Thus, we are encouraging proposals that address these five “rays to the future”.

General Information

Proposal Deadlines

Proposals Open – December 3, 2007

Proposals Close – February 16, 2008

Review process timelines will be decided by each division.

Check with division leaders for specific peer review process and dates.

Proposal Process

For a complete electronic proposal submission description, please visit www.aect.org.

To be considered, a complete proposal must be submitted. Presenters are limited (as key presenter) to making no more than two (2) concurrent session presentations during the convention. Presenters are expected to follow the AECT Code of Ethics.

A panel of peer reviewers will read blind proposals. You will receive electronic notification that your proposal has been received and, at the appropriate time, whether it has been accepted for the program. Proposals will be reviewed using the following criteria:

- * Clarity of proposal: how well it is written.
- * Relevance, timeliness, and general interest level of topic.
- * Match to the convention theme(s) and other demands of the program.
- * Suitability for division/affiliate or organization mission and membership.
- * Quality of proposed session's content, organization and format.
- * Length and session type including appropriateness for needs of the convention program.

Notification of results of review process:

You will receive notification from the division/affiliate convention planner whether your proposal has been accepted or rejected after February 16. If accepted, you will be required to complete an Acceptance/Verification Form acknowledging receipt of an acceptance letter and verifying your commitment to make the presentation at AECT 2008, Orlando. It is the responsibility of the key presenter to notify all individuals involved in the presentation as to the status of the proposal. All presenters participating at convention must preregister by September 7, 2008 in order to present.

Funding:

Presenters are required to assume responsibility for all costs associated with the presentation, including handout materials, convention registration, housing costs, and related expenses.

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.

Fee-Based Workshops

As half- or full-day sessions, workshops are intended to provide intense professional development opportunities that result in participants' acquiring new skills. Workshops are targeted to specific interest groups and delivered the day before the convention and on the last day. Persons interested in submitting a workshop proposal should also submit the Workshop Budget and Expense form. No workshop proposal will be considered without these forms.

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, with minimal audiovisual use.

AECT/Second Life Concurrent Sessions

Presenters and their avatars present in a 60-minute session both in RL and SL on key issues in the field related to one of this year's themes and sub-themes. AECT/SL presenters would prepare for presenting in both venues. AECT will provide a presentation room with a facilitator in Orlando and a computer connected to a data projector so attendees can view the AECT/SL simulcast presentation on a large screen. Following the presentation, the onsite facilitator will coordinate live questioning of the presenter in RL and SL. Depending on bandwidth availability at the convention site and at the presenter's site, live questioning may be done using two-way video, two-way audio, email, or chat (such as IM).

Descriptions of AECT Divisions and Affiliates can be found at www.aect.org

Division & Affiliate Index

Design and Development

11-RE Design and Development Division Showcase
22-GR PacifiCorp Design Competition
22-RE.a Connecting Instructional Design to the D...
22-S4.a What Could Instructional Design Learn Fr...
22-TA.a Necessary Bells and Whistles: Designing...
22-TA.b Adding Interactivity to Video with Cue P...
23-RE.a Page Editing Behavior and Collaborative ...
23-RE.h Implications of the Flat World for Evalu...
23-SE Distributed Online Multimedia Learning G...
23-VA Other Stories, Myths, and Fables of Inst...
25-G3 Best Practices for Teaching an Introduct...
25-RE.a Technology Enhanced Learning in Foreign ...
25-RE.b A Comparison among Facilitation Strategi...
25-SE Open Content in Education: The Instructo...
25-VA Commodity, Firmness and Delight: Virtues...
26-GR.a Practical Guidelines for Development and...
26-GR.b The TeamWrite Project: An Analysis of H...
26-RE.a The Effect of Animation in the Design of...
26-RE.b A Comparison of the Learning Benefits of...
26-RE.e Revisiting Narrative Simulation Design a...
26-RF.a Using Artificial Intelligence to Promote...
26-RF.e Design of case-based learning for argume...
26-RF.f Articulating the Role of Culture in Inst...
26-S2.a Relational, Structural, and Semantic Ana...
26-S2.b Improving Data-driven Judgment with Dyna...
26-S5.a Tracking the Development of Response Dis...
26-SE.a Developing Prototypes for Mobile Learnin...
26-SE.b Development of A Responsive Learning Env...
26-TB Learning to Think like Instructional Des...
26-VA.a Making Technology Accessible to Learners
26-VA.b Hybrid Classes with Flexible Participati...
27-RE.a Nine Tactics for Presenting Content Info...
27-RE.b Developing Learning Objects for Blackboa...
27-RF.a A Learner-Centered Instructional Design ...
27-RF.e Strategies Experienced Instructional Des...
27-S7.a The Effect of Discussion based tool vs. ...
27-S7.b Designing a Web-based Bilingual Database...
27-S7.c Teaching systematic reflection to novice...
31-MA PacifiCorp Design and Development Award:...
31-RD Panel Discussion: Creativity in Instruc...
31-RE.e Field Experiences in Instructional Desig...
31-RF.a An Integrated Theoretical Cognitive and ...
32-GR.a Integrating Objectivism and Constructivi...
32-RE.a Development Of Goal Based E-learning Con...
32-RF.a Students' Beliefs About Teaching an...
32-SE.a Developing a Web-Based Peer Tutoring Sys...
32-SE.b Feasibility of Using Gaming Strategies f...
32-VA.a Designing and Assessing Aesthetic Learni...
33-GR What? Go Online?: A Case Study of an Edu...
33-RE.a Maintaining an Undergraduate Program in ...

33-RE.b Interaction and Perception as Key Determ...
33-RE.h Web-based Training to Create Sustainable...
33-SE Using Challenge-Driven Experiential Desi...
33-TB The Connection Log: A Computer-Based Sca...
33-VA Ethics is More than Copyright Laws: Teac...
34-TC.a How to Learn What You Do Not Know: Strat...
34-TC.b Supporting the Development of Instructio...
34-TD.a Educating Students in the Field of Instr...
34-TD.b In Search of Lost Wisdom: An Online Game...
35-GR Design for Learning with Multimedia Prin...
35-RC Different Takes On A Common Design Exper...
35-RE.a Implementation of a Three Phase Rapid Pr...
35-SE Using the RETAIN Model to Build Endogeno...
35-TD Creativity and Design: The Learning Expe...
35-VA Designing Technology for Emergent Litera...
36-GR.a Effects of Agent versus Text Delivered M...
36-GR.b Conflicts in Human-Computer Interactions...
36-RF.d The Multimedia Principles Tutorial: A C...
36-TE.a Developing Faculty Expertise in Integrat...
36-VA What do Instructional Designers Need to ...
37-RE.a Integration of Blended Learning Strategi...
37-TA Exploring Languages in Instructional Des...
41-S5.a Pedagogical Foundations of Instructional
41-S5.b Finding flow with game-based reflective ...
41-S5.c Wayfinding Affordances for Graphical Vir...
41-SE.a Collaborative and Sustainable Instructio...
41-SE.b Technological Gravity
42-BA.a The Design of Collaboration in the Virtu...
42-BA.b Instructional Design Processes of Expert...
42-GR.a Demystifying Aesthetics: An Examination ...
42-GR.b Learners' Positive Emotions as Instructi...
42-S4.a Design and Development Award Winners Pre...
43-BA Survey of Instructional Development Mode
43-SE A Direction of Instructional Theories fo...
43-VA A Systems-Based Mentoring Model of Techn...

Distance Learning

23-S2 Disappearing Students: Drop-out in Dista...
23-TB Is Online Life a Breeze?:Promoting a syn...
24-G1.a Barriers to Hybrid Course Adoption: A Co...
24-G1.b Adventure Learning: Educational, social,...
25-G4 Students' Perceptions and Attitudes Towa...
25-GR Use of Visual Cues in Computer-Mediated ...
25-RE.c Comparing Institutional Approaches to Co...
25-S2 Using Linguistic Analysis to Automate Me...
25-S3 Virtual Vistas: Adolescent Experiences i...
26-RE.c Questions to Ask Before Purchasing a Wec...
26-S3.a The Effects of Active vs. Reflective Lea...
26-S3.b Multi-Scaffolding Environment: An Analys...
27-RE.c Investigation of Online Communication Pa...
27-RE.d Virtual Fieldtrips: Making Distance Seem

27-S4.a The Effect of Team Structure, Cognitive ...
 27-S4.b Groupwork in Online Learning Environment
 27-TA.a The Changing Faces of Distance Education...
 27-TA.b Levering Web2.0 Technologies to Support ...
 27-TB.a AT A DISTANCE: A Model for Distance Educ...
 27-TD.a Learning Strategies for Success in a Web...
 27-TD.b Accessible On-line Learning 101: Univers...
 31-RE.a Who is the Mentor? Examining Online Part...
 31-RE.b Web-Based Intergenerational Interactions...
 31-RF.f Retention of High Quality Faculty in Dis...
 31-TB.a Online Students' Perception of Social Pr...
 31-TC.a Interaction Analysis, Synchronous CMC, &...
 31-TC.b How Day of Posting Affects Growth Patter...
 31-TD Where's the Oscar Award for Outstanding ...
 32-RE.f An Emerging Model of Online Degree Progr...
 32-RF.f Distance Learning Content Rating and Fil...
 32-TB.a Designing Online Instruction that Develo...
 32-TB.b Using Can Peer Feedback in Online Discus...
 32-TC.a Mini – games for e-Learning
 32-TC.b A “Second Life”: Can this Online, Virtua...
 33-RE.I Redesign for Distance-Learning Conversio...
 33-TC Design Strategies for Enhancing Social C...
 33-TD Establishing Participation Requirements ...
 34-RD.a Evaluating The Quality of Asynchronous O...
 34-RD.b Finding a Balance: A Review of Online C...
 34-TB.a Instructor Competencies and Beliefs in a...
 34-TB.b Managing your Web-based Course: Survival...
 35-RE.b Motivation and Self-Regulation in Online...
 35-RE.e Students' Online Interaction Styles and ...
 35-TB Digital Strategies for Collaboration in ...
 35-TC How Do Students' Perceptions of a Synchr...
 36-RE.b Conversation analysis as a framework to ...
 36-RE.e Transforming a U.S. Online Course to a C...
 37-RE.b Self-Regulation of Learners in an Asynch...
 37-RE.d Designing an Online Course: What Does It
 37-TC Honoring Excellence in Distance Learning...
 37-TD.a Investigating Students' Motivation in As...
 37-TD.b Supporting the Distant Student through M...
 41-G1.a An Exploration of Key Factors in Develop...
 41-G1.b CMC Online Learning: Challenges and Oppo...
 41-GR.a Opportunities and Challenges in the Deve...
 41-GR.b Strategies for Creating Social Context i...
 41-S3 Distance Learning Presidential Session: ...
 42-S2.a Effects of Facilitation Promoting Cognit...
 43-S2 Critical Thoughts on Online Learning Com...
 43-S3 No-Nonsense Discussion Guidelines for En...
 43-S4 The Effect of Instructor Behaviors in Di...

Division on Systemic Change

22-S3.a A Tale of Two Districts: Comparing the I...
 25-S4 Systemic Transformation in Decatur: Majo...
 26-G3 Navigating Educational System Transforma

27-RE.e Instigating Large-scale Change in Kentuc...
 35-RE.c Measuring System Structural Properties o...
 36-RE.a Systemic Change in the New Orleans Publi...
 36-RF.a An Emerging Culture of Service within th...
 37-TF.a Statewide Participation in the Design of...
 37-TF.b School Conditions Fostering the Implemen...
 41-S6.a Look Beyond Technology Access: A Lon...
 41-S6.b Technology and Systemic Change in Educat...

Featured Research

27-G1.a Fostering Socioscientific Reasoning in P...
 27-G1.b A Causal Model of Personal and Environme...
 27-S2.a How ID Experts Use Knowledge and Experie...
 27-S2.b Expert Conceptualizations of the Domain ...
 31-SE.a Computer-Mediated Instruction: A Compari...
 31-SE.b Factors Affecting Satisfaction with Onli...
 37-BA.a Does Your Instruction Rate 9 Stars? Fir...
 37-BA.b Representational Mode and Cognitive Load...

ICEM

26-BA The Great Debate - F2F, WWW, or Blended:...
 27-RE.f Collaboration: How to Make a Virtual Tea...
 32-RE.b Teaching within the Kaleidoscope: Factor...

International

25-S5 International Forum
 26-RF.b Media Choice in Learner-to-Instructor In...
 27-RE.g The Effects of a Captivate Instruction o...
 27-RF.f E-Learning: South African Higher Educati...
 27-S3.a Instructional Design for Enhancing Time ...
 27-S3.b An Evaluation Study on the Effectiveness...
 27-S5.a A Study on Analysis of ICT in education ...
 27-S5.b The Development of a National e-Learning...
 27-TC.a Apple Distinguished Educators Global Awa...
 27-TC.b Learning from the Educators: Creating ...
 27-VA.a Understanding High School Students' Read...
 27-VA.b Through Singaporean Eyes: How Young Adul...
 31-RE.c What is the Literature in ETR&D's Intern...
 31-RE.d The Role & Representation of Computer Ba...
 31-TF.a Promoting 21st Century Skills through In...
 32-TF.a Chinese Students' Perceptions of Coopera...
 32-TF.b Crossing Borders While Respecting Bounda...
 33-RE.e Interaction for ESOL class
 33-TE The 'Overcoming Poverty' Project: Case-B...
 34-RB Succeed in Higher Education: Opportuniti...
 36-RE.c Open and Distance Learning Opportunities...
 37-RF.a Shanghai's High School Students' Cogniti...
 41-VA.a Around the World – Crossing Internationa...
 41-VA.b SDAIE Online and Intercultural Competenc...
 43-S5 “MUVE it: Using Second Life for Foreign ...

Division & Affiliate Index

IVLA

- 23-TA Effects of Graphics-First Information Pr...
- 23-TC Title: Visual Literacy and Educational...
- 25-S6 Why You Cannot Afford To Be a Videogame ...

KSET

- 22-RE.b A Study on learning-supporting functions...
- 22-RE.g An Exploration of Supporting Strategies ...
- 23-G2 Impacts Of Wireless Portable Computers I...
- 23-RE.b A Study on the Improvement of Reading Co...
- 26-TD A Case Study on Effectiveness of Ubiquit...
- 27-RF.b A Case Study : Using Tablet PC in Elemen...
- 31-RF.b Theoretical research of attention aware ...
- 32-RF.b Methodological Review of the Knowledge S...
- 35-BA The Effects of Awareness on Group Proces...
- 36-RF.b Framework of Designing Scaffold for Self...
- 41-G3.a The Current Status and Future Prospects ...
- 41-G3.b A Study on a Structural Equation Model o...
- 43-TC Major Factors Influencing Effective On/o...

Management

- 22-RE.c Evolution of Videoconferencing in Brazil...
- 23-RE.c The Changing Patterns of Organization: M...
- 23-S4 Service, Learning, and Reflection: The A...
- 26-S4 Employing Analogous Mappings When Using ...
- 31-RF.c Double Face Model: Developing Age and Co...
- 32-RF.c Archiving Dynamic Web-Content: Considera...
- 32-TE.a Managing Knowledge Work
- 41-S8.a Changing the Kaleidoscope for End-of-Cou...
- 41-S8.b Project Management Solution for Design A...
- 43-G1 Developing an Online Portfolio System as...

MIM

- 26-RE.d Creating a Culture of Technology Through...
- 32-TD.a RadioKids: Student Media Production for ...
- 36-TD Exploring the Role of Education and Educ...
- 42-VA.a Characteristics of Job Corps Students Re

Multimedia Production

- 22-RE.d Developing an Educational Game of Tangra...
- 25-RE.d Utilizing Open Source Technology Solutio...
- 26-S6.a Computer-Based Games as Cognitive, Metac...
- 26-S6.b Formative Research on an Instructional D...
- 27-S6.a Chinese Characters Transforming Through ...
- 27-S6.b Creating and Implementing Conversational
- 31-BA Modding For Serious Play (3rd Instructio...
- 31-RF.d The Use of Talking Head Video in Second ...
- 32-RF.d Enhancing Chinese Language Learning P...
- 33-RE.c Teaching Visual and Message Design: A Mu...
- 41-TF.a Identifying Entry-level Multimedia Produ...
- 41-TF.b Desktop Recording: An Innovative Way to ...

Research & Theory

- 22-S5.a The Fundamental Incompatibility of the I...
- 22-SE.a Conducting Research in Instructional Des...
- 23-G1 Managing Cognitive Load while Teaching H...
- 23-RE.d Research on Distance Education: A Conten...
- 23-S5 Social Capital and Technology Instructio
- 25-G1 Scaffolding Scientific Problem-solving i...
- 25-G2 Learning Designs for Ill-Structured Prob...
- 25-S7 A Review of Motivational Design in Techn...
- 25-TA Problem Based Learning: A Meta Analytic...
- 25-TB A Scaffolding Approach to Inquiry Learni...
- 26-S7.a The Effect of Scaffolding on the Perform...
- 26-S7.b To Order or Not to Order? The Implicati...
- 27-G3 Socratic Seminar
- 31-RE.f Multilevel Model of the Relationship bet...
- 31-RF.e Scaffolding in Ill-Structured Problem So
- 32-RE.c A Framework For Defining & Researching L...
- 32-RE.h Effect of practice in a linear and non-l...
- 32-RF.e The Effect of Self-explanation Prompts a...
- 33-RE.d Media Multitasking: Description of an Em...
- 33-TF LEARN: A Model for Creating Knowledge i...
- 35-RE.f The Influence of Blogging, a Social Comp...
- 35-RE.g Effects of Motivation, Volition, and Bel...
- 37-RE.c Effective Feedback in Second/Foreign Lan...
- 37-RF.b Trust and Performance in Virtual Teams
- 37-TB.a Effective Use of Self-explanation Strate...
- 37-TB.b Do Flashy Interfaces Help? Comparing Lea...
- 41-S2 Integrated Performance Assessment: Linki...
- 41-S7.a How Do Instructional Designers Use Theor...
- 41-S7.b Is There a Better -ism? Toward an Altern...
- 41-TC.a Self-Efficacy in Science and Use of Embe...
- 41-TC.b Safe and Secure Instructional Settings: ...
- 42-S6.a High School Students' Use of Chemistry S...
- 42-S6.b Examining Student and Teacher Perception...
- 42-S7.a The Effects of On-line Essay Scoring on ...
- 42-S7.b The use of Peer Raters to Evaluate the L...
- 42-SE.a Analyzing Learners' Collaborative B...
- 42-SE.b Developing a Cognitive Presence Scale fo...
- 42-TF.a Examining Processes and Mechanisms for T...
- 42-TF.b Cross-disciplinary Team Learning: Model ...
- 43-GR An Analysis of the Failure of *Evidence*...
- 43-S6 Does Sentence Concreteness Play a Role i...

School Media & Technology

- 22-G2.a Theory-based Design: Integrating Scaffol...
- 22-RE.e Protecting Students and Staff from Them...
- 23-S3 Blended Professional Development Model f...
- 25-RE.f Using Think-Alouds in Technology Researc
- 25-RE.I Teaching challenges using educational vi...
- 26-RE.f Troubleshooting Windows Movie-Maker – Te...
- 26-RE.I One Laptop for Each Middle Schooler: Pra...

26-RF.c The Promises of Videoblogging In Educati
 26-TA Portable Learning with Podcasting
 26-TC Anchored Lesson Modules Using Authentic ...
 27-RF.c The Impact of Assistive Technology on Cu...
 31-RE.g EDistrict: From Academic Emergency to Co...
 31-TE.a Gaming Selection Model for K-12 Teachers
 31-TE.b Factors Affecting Teachers' Adoption of ...
 32-RE.d Integrating Arts and Technology:Games an...
 32-RE.e Modding Videogames for Use in the Classr
 32-RE.g Teachers' Perspective of Implementing T...
 33-RE.g To Wiki or not to Wiki; That is the Ques
 34-BA.a Instructional Collaboration: What Pre-se...
 34-BA.b What Media Specialists Really Need to Kn...
 36-TC A Research of Interactive Ambient Space ...
 37-RF.c Collaborative Learning in Educational Te
 37-TE Teachers' Strategies for Effectively Imp...
 42-G3.a Beyond PowerPoint: Making Effective Pres
 42-G4.a Positive Learning and Positive Relations...
 42-S8.a Pupil-created videos to support language...
 43-G3 Value-Added Digital Library Reference Se
 43-G4 Digital Narrative as Curriculum Framewor...
 43-S8 Trends in Elementary School Websites: Co...

SICET

15-MA.a The Learner's Role in Creating Elec...
 15-MA.b Features of Online Publishing and a Mode...
 15-MA.c Supporting A Knowledge Building Communit...
 15-MA.d Scaffolding Instruction for Chinese Heri...
 16-MA.a Blogs in Chinese Higher Education
 16-MA.b Never Too Late: Teachers' First-Hand Pro...
 16-MA.c The Promise of Utilizing Mobile Phones i...
 16-MA.d Involve Students In The Performance Asse...
 17-MA SICET General Session
 21-MA.a Cultural Perspectives on Instructional T...
 21-MA.b A Survey Study about Online Learning Exp...
 22-MA.a Online Group Projects to Enhance Peer In
 22-MA.b Essay Writing in Chinese WebCT Discussio...
 23-MA.a Impact of Online Instruction on Students...
 23-MA.b Does Online Teaching Presence Really Hel...
 25-MA.a Modeling in Information Technology Resea...
 25-MA.b Publish or Perish: Publishing Scholarly...
 26-MA.a Bridging Theory with Design: An ID Model...
 26-MA.b Expanding Classroom Boundaries with Podc
 27-MA.a Blended Learning and Sense of Community:...
 27-MA.b Five Tens and Eighteen Circles: A Chines...
 27-MA.c Study of Sharing Technology of Ontology-...
 27-MA.d The development of the method of collect...
 27-MA.e E-portfolios, Reflective Thinking, And L...

Teacher Education

22-G3.a Using a Co-Inquiry Video Conference as a...
 23-BA Assessing the Dispositions toward Techno...
 23-RE.f Belief Systems of Preservice Teachers ab...

23-RE.g Teaching Preservice Teachers Four Princi...
 24-BA.a The Sustainability of a Hybrid Long-Dist...
 24-BA.b Video and e-Collaborations with Teacher ...
 25-BA Student Response to an ePortfolio Initia...
 25-RE.e Do Wireless Laptops Invite Pedagogical C...
 25-RE.g A Cross-case Analysis of Perceptions of ...
 25-RE.h Perceptions of Value, Usefulness, and th...
 26-RE.g Digi-Journeys: Paths to Reflection
 26-RE.h Non-traditional teachers' technolog
 26-RF.d Integration of Technology By New Teacher...
 27-RE.h Teaching Preservice Teachers Online: Pit...
 27-RE.I Teacher Technology Literacy: Effects of ...
 27-RF.d Universal Design for Learning and Web-ba...
 32-BA.a Electronic Assessment Systems for Accred...
 32-MA.a Tips for Surviving NCATE Using E-Portfol
 33-BA Activities for Integrating Video Games i...
 33-MA Train Wreck or Touchdown? Changing Prac...
 33-RE.f Facilitating Preservice Teachers' Profes...
 34-MA.a Instructional Strategies to Influence Se...
 34-MA.b What are the Technology Integration Visi...
 35-MA A Model for Self Evaluation and Analysis...
 36-BA Dear Professor, I Demand a Response...
 36-MA Teacher Education Goes Into Virtual Scho
 36-RF.c A Turkish Perspective on Technology Inte...
 36-TF Exploring the Intersection Between Const...
 37-MA.a Can They Use It to Learn? Usability Tes...
 37-MA.b Interaction and Proximity: Content Analy...
 37-RF.d A Pilot Study: Effects of Collaboration ...
 37-VA.a Title: Enhancing Project-Based On-line P...
 37-VA.b Implementing a Framework for Reflective ...
 41-BA.a Telesupervision: Using Technology to Sup...
 41-BA.b Assessing the Use of Video Conferencing ...
 41-MA.a How Universities Are Portraying Their Sc...
 41-MA.b The technology course, the methods cours...
 42-MA.a Technology and Young Children Interest F...
 43-MA Digital Content Integration Evaluation P

Training & Performance

22-RE.f Adjunct Teacher Training and Classroom S...
 23-RE.e The Role of Perceived Leadership as Dete...
 25-TC Business Process Experiential Simulation...
 25-TF The Effects Of EPSS Selection Controls o...
 26-TF The Effectiveness of Using Weblogs Portf...
 27-BA The Role of T&P in AECT and the Broader ...
 27-SE.a Creating Online Tutorials with Demonstra...
 27-SE.b Comparing Learner Performance in Limited...
 27-TF Learning Instructional Design by Doing I...
 35-RE.d Improving Team Performance
 35-TF Dynamic Online Performance Support Syste...
 36-RE.d A Reality Checklist for Active Acceptanc
 41-S4.a Socio-Organizational Factors Affecting t...
 41-S4.b How Can Enterprise Learning Technology H... ...

Presenters Index

- Abdous, M'hammed 27-S7.b, 41-S8.b
Abrami, Philip C. 41-S3
Adcock, Amy 26-S5.a, 31-MA, 33-RE.h
AECT, 08-PR, 27-IM
Ahsan, Shakib 33-TE
Alarcon, Christy 36-RF.d
Amankwatia, Tonya 23-S4, 25-RE.e
Andrews, Sandra 32-TC.b
Anglin, Gary J. 22-TB.a
Appelman, Robert 36-VA
Araki, Marci 35-RE.f
Armstrong, Kim 25-TC
Ataizi, Murat 25-S5
Atkinson, Tom 31-RB
Aydin, Cengiz Hakan 26-RF.b, 31-TF.a
Baran, Evrim 26-RF.c
Barclay, Linda 22-S5.a
Bartrom, Linda 32-S6, 33-S6, 35-G4, 37-G1
Bassoppo-Moyo, Temba C. 26-GR.b
Baum-Combs, Liesl 34-MA.a
Baures, Lisa 22-RE.a
Baylen, Danilo M. 25-RE.h, 37-TD.b
Beabout, Brian 36-RE.a
Beatty, Brian 26-VA.b
Bell, Anne 23-S3
Belland, Brian 27-G4, 33-TB, 41-SE.a
Benavides, Otto E. 22-G3.a, 27-TC.a, 42-MA.a
Benson, Angela 27-BA, 32-RE.f, 35-RE.d
Bentley, Joanne 31-TD
Berg, Richard 26-RE.c
Bernard, Robert M. 41-S3
Betts, J David 32-RE.d
Bey, Agnes 37-RF.c
Bhang, Sunhee 22-RE.g, 26-TD
Bhatt, Suchita 41-VA.a
Bishop, MJ 22-TA.a, 31-MA
Blair, Heidi 26-TC
Blevins, Thomas 01-VA, 15-HR
Bolliger, Doris U 25-GR
Botturi, Luca 25-S6, 32-VA.a, 37-TA
Branch, Robert Maribe 31-RD, 43-BA
Brantley-Dias, Laurie 37-VA.b
Bray, Marty 25-RE.h, 37-TD.b
Brill, Jennifer 36-TF
Brooks, Darren 41-S4.a
Brown, Abbie 31-RF.f, 33-RE.c, 34-RD.b, 41-TF.a
Brown, Carol A. 26-TC
Brush, Thomas 37-MA.a
Bruwelheide, Janis 36-RD, 41-G2
Bulu, Saniye Tugba 23-S6, 31-RF.e
Burmeister, Marsha 42-G3.a
Burns, William 16-S2
Byun, Jaehwan 32-RE.e
Cagiltay, Kursat 25-RE.a, 27-VA.a
Campbell, Daniel 25-TC
Campbell, Robert 42-G4.a
Campbell, Shirley 37-TF.a
Carbonara, David 23-BA
Cates, Rex 33-SE
Cates, Ward 22-S6.a, 26-RE.I, 38-RA.a
Chadha, Rajat 37-BA.a
Charsky, Dennis 32-TC.a, 33-BA
Chen, Huei-Lien 15-MA.c, 16-MA.b
Chen, Li-Ling 11-G2, 26-TA, 31-RE.g, 34-RB
Chen, Pearl 15-MA.c, 31-RE.e
Chen, Yu-ching 32-TF.a, 34-RD.a
Cheon, Jongpil 37-TB.b
Cho, Young Hoan 26-RF.e
Choi, Hyungshin 42-SE.a
Chow, Anthony 32-TC.b
Christensen, W. Robert 31-RF.a
Chuang, Hui Ya 32-RF.d
Clinton, Gregory 31-RD, 35-TD
Cole, William 27-RE.e
Corbeil, Joseph Rene 24-BA.a
Cornell, Richard 26-BA
Correia, Ana-Paula 37-RF.b, 42-BA.a
Cropper, Max 31-TD
Crow, Kevin 27-TD.b
Crutchfield, Margie 01-VA
Curaoglu, Orhan 32-RE.g
Curda, LK 26-GR.a
Curless, Todd 23-S6
Curry, John 11-TB, 27-RE.h
Dabbagh, Nada 25-G2, 27-TF, 42-S6.b
Daniels, Lee 41-TF.a
Danielson, Jared 26-RE.b, 42-S7.b
Davidson-Shivers, Gayle 27-BA
Davis, Niki 36-MA, 42-BA.a
Dawley, Lisa 32-RB.a
Deng, Yanrong 35-TB
Devey, Patrick 34-TB.b
Doering, Aaron 24-G1.b, 26-S3.b, 36-GR.b
Donaldson, Ana 23-VA, 33-VA, 41-TD
Dondlinger, Mary Jo 23-SE, 41-S5.c
Downes, Stephen 18-RA.a, 31-RD
Driscoll, Marcy 31-GR
DuBoff, Leonard 32-RC.a, 36-RD, 41-G2
Duffield, Judith A. 41-MA.a
Duffy, Francis 26-G3, 31-VA
Dunlap, Joanna C. 41-GR.b, 43-S3
Durrington, Vance A. 27-RE.c, 37-TD.a
Dwyer, Kelly 41-S4.b
Ebrecht, Betty 26-RF.d

Emerick, Linda 33-RE.I
 Erlandson, Benjamin 35-GR, 36-RF.d
 Ertmer, Peggy A. 27-G1.a, 27-S2.a, 32-TB.b, 34-MA.b, 37-TE
 Eseryel, Deniz 27-S2.b
 Estes, Michele 36-RF.a
 Evans, Amber 27-TB.a
 Evans, Michael A 26-SE.a, 34-MA.a
 Fang, Linda MeiLing 25-S5, 27-VA.b
 Farmer, Lesley S. 43-G3
 Farnsworth, Charles 25-RE.g, 27-RF.c
 Fitt, Melynda 41-TC.b
 Fitzgerald, Alannah 33-TE, 43-GR
 Forbess, Julie 42-S7.a
 Foundation, ECT 36-RB
 Frazier, Sue 31-TC.b
 Free, Wayne 32-G1
 Frey, Timothy 37-VA.a
 Frick, Ted 35-RE.c, 37-BA.a
 Fried, Aaron 35-RE.a
 Gabbitas, Bruce 41-S7.b
 Gannon-Cook, Ruth 25-RE.c
 Gardner, Joni 33-RE.d
 GEDIK, Nuray (Temur) 34-TB.a
 Gibbons, Andrew 35-RC
 Giguere, Paul 24-G1.a
 Glazewski, Krista D. 27-G1.a, 33-TB, 34-MA.b, 37-TE
 Goktas, Yuksel 27-S2.a, 34-TB.a, 36-RF.c, 37-TE
 Gonzalez, Maggie 31-G1, 33-G1, 35-G1
 Goodson, Ludy (Ludwika) 41-TA
 Graham, Charles R 23-RE.g, 33-RE.g, 35-MA
 Grant, Michael M. 25-TD, 37-TB.b, 42-S7.a
 Grbavach, Corey 33-G3
 Grbavach, Thomas 33-G3
 Green, Marybeth 23-RE.f
 Green, Pamela 37-BA.a
 Green, Tim 31-RF.f, 33-RE.c, 34-RD.b
 Gross, Monty 42-BA.b
 Gulick, John 31-G4, 34-S4
 Gunter, Glenda 25-S3, 26-BA, 35-SE, 43-G4
 Guttler, Frank 31-S3
 Halverson, Taylor 34-TC.a
 Hamilton, John 33-GR
 Hannafin, Michael 22-SE.a, 25-G1
 Hargroves, Deborah 31-S7, 33-S5, 34-S5
 Harriman, Jay 22-RE.c
 Harris, Phillip 38-RA.a
 Hartsell, Taralynn 26-VA.a
 Harvey, Douglas 22-S3.a
 He, Jinxia 27-RE.f
 He, Wu 27-S7.b, 41-S8.b
 Hemphill, Hoyet 33-RE.a, 35-TB, 43-G1
 Hemphill, Leaunda 36-RE.e
 Hennessy, Michael G. 32-S8
 Henry-Nease, Renee 25-RE.I
 Herring, Mary C. 15-S8, 26-G2, 32-RB.a, 38-RA.a, 43-MA
 Hew, Khe Foon 27-G4
 Hirumi, Atsusi 11-RE, 25-RE.I, 27-RE.a, 27-RE.f, 32-TF.a, 34-RD.a, 36-VA, 41-S5.a
 Hodges, Charles 37-RE.b
 Hohlfeld, Tina 31-RE.f, 43-S8
 Hokanson, Brad 23-VA, 25-VA, 31-RD, 41-TD
 Hong, Hyeonmi 41-G3.a
 Hooper, Janice 35-TA
 Hooper, Simon 25-VA
 Hsu, Hui-Yin 01-G2, 26-TF
 Hu, Deyu 26-S7.a, 27-RE.b
 Hu, Haihong 27-TD.a
 Hu, Rui 16-MA.d, 27-MA.e
 Huang, Wen-Hao 41-SE.a
 Huang, Wenhao David 32-SE.b
 Huang, Xiaoxia 32-RF.e
 Huett, Jason 25-RE.h, 37-TD.b
 Huff, David 25-TF
 Huh, Jeonghee 23-TA
 Hulme, Stephen 33-RE.g
 Hung, Wei-Chen 26-RE.a
 Hunt, Erin 23-S3
 Ifenthaler, Dirk 26-S2.a
 Inan, Fethi 23-S4, 27-G1.b, 27-G3, 41-MA.b
 Ivins, Tiffany 32-TF.b
 Jang, Seon-young 43-TC
 Januszewski, Al 35-TE
 Jarrett, Andrea 33-S7, 34-S7
 Jeong, Allan 25-S2, 26-S3.a, 27-S7.a, 31-TC.b, 33-TD
 Jin, Sung-hee 22-RE.b, 23-RE.b
 Johari, Abbas 27-RE.g
 Johnson, Amy 22-RE.f
 Johnson, Cary 33-RE.g
 Johnson, Shelley 27-TA.b
 Johnson, Tristan 32-SE.b, 42-TF.a
 Jones, Mark 11-TB
 Jones, Paula 32-TB.a
 Jung, Insung 27-TA.a
 Kale, Ugur 37-MA.a, 37-MA.b
 Kalman, Howard 25-G3
 Kaminski, Karen 11-S2, 17-HR.a
 Kang, Myunghye 27-S5.b, 42-SE.a, 42-SE.b
 Ke, Fengfeng 26-S6.a, 31-RE.b, 43-S2
 Kebritchi, Mansureh 31-TE.b, 41-S5.a
 Keller, John 25-S7, 36-GR.a
 Keller, John 35-RE.g
 Kelsey, Kathleen 23-RE.a
 Kemp, Jerry 22-S6.a

Presenters Index

- Kenny, Dr.Rick 22-S6.a
Kenny, Robert 25-S3, 26-BA, 35-SE, 43-G4
Kim, ChanMin 35-RE.g, 36-GR.a
Kim, Eunmi 31-TB.a
Kim, Hee-Young 41-GR.a
Kim, Meekyoung 31-RF.b
Kim, Minchi 25-G1, 25-G1, 37-BA.b, 42-S6.a
Kim, Minjeong 32-SE.a
Kim, Nari 25-RE.b, 42-S2.a, 43-SE
Kim, Yong 27-S5.b
Kim, Young Rok 27-S5.a
King, Frederick B. 33-MA
Kinuthia, Wanjira 27-RF.f
Klein, James D. 22-SE.a, 27-BA, 31-SE.a
Klinger, Kathleen 32-TD.a
Kobayashi, Michiko 37-RF.d
Koh, Myung Hwa 35-TC
Kolloff, Fred 32-TB.a
Kolloff, MaryAnn 32-TB.a
Kopcha, T J 43-VA
Koszalka, Tiffany A. 26-TB
Kowalsky, Michelle 41-S6.b
Ku, Heng-Yu 25-G4
Kwon, Sukjin 32-RF.b, 35-BA, 36-RF.b
Kymes, Angel 25-RE.f, 27-RE.h
Lai, Feng-Qi 22-MA.a, 26-MA.a, 27-MA.b
Leary, Heather 25-TA
Lee, Gyumin 31-RF.b
Lee, Hwasook 23-RE.e
Lee, In-Sook 23-G2, 27-S3.a
Lee, Jeong Min 26-S3.a, 27-S7.a, 31-TE.a, 33-RE.e
Lee, Sang Joon 32-RF.a
Lee, Sang-eun 43-TC
Leh, Dr. Amy 34-RB
Lehman, James D. 32-TB.b, 41-BA.b
Lei, Kimfong 42-TF.b
Li, Zhigang 23-S6, 27-RE.f, 32-RE.b
Lim, Cheolil 41-G3.a
Lim, Jung 35-RB
Lin, Chu-Ying 22-RE.d
Lin, ChunChen 27-MA.d
Lin, Yang 31-RF.c, 32-RF.f, 37-RF.a
Lindsey, Lee 27-RF.e
Liu, Geping 27-MA.c
Liu, Jianhua 27-RF.a
Liu, Leping 15-MA.b, 25-MA.a
liu, xiaojing 27-S4.a, 41-G1.a
Liu, Xiongyi 41-S6.a
Liu, Ying 27-S4.b
Liu, Yu-Chun 36-TC
Loh, Christian 25-S6, 31-BA, 32-RE.e, 33-S1
Luetkehans, Lara 23-TC
Lunce, Les 41-S5.c
Luterbach, Kenneth 27-S6.b
Ma, Yue 26-RE.a
Marken, James 36-RE.d
Marquez, Rolando 32-RE.b
Martin, Florence 32-RE.h
Martin, Sara 31-G2, 32-G2, 37-G2
Martindale, Trey 23-G3, 33-RE.b
Martinez, Gerardo 31-G3, 32-G3, 34-G3
Mazur, Joan 26-RE.e, 41-BA.a
McCowin, Tammé 41-S2
McDonald, Jason 41-SE.b
McIsaac, Marina 43-S2
McKenney, Susan 22-SE.a, 35-VA, 42-S8.a
McPherson, Sarah 01-G2, 27-RF.d, 32-MA.a
Media, Minorities in 34-TA
Merrill, M.David 11-S4, 31-GR
Miller, Charles 24-G1.b, 25-VA, 36-GR.b, 42-GR.a
Miller, Chris T. 17-HR.a, 27-RE.e
Miller, Dr. Christopher 22-S6.a
Miller, Pat 38-RA.a
Miller, T. Weston 23-RE.c, 27-G3
Mims, Clif 26-G2, 41-MA.b
Mitchell, Douglas 31-S4.a, 34-S6.a
Mizell, Al P. 42-G3.a
Moore, Joi 31-RE.a
Morrison, Gary R. 23-G1, 25-G3, 37-TC
Mosley, Karrie 31-RB
Murphy, Karen 43-S2
Mutchler, Sandy 42-S3.a, 42-S5.a
Mutlu, Mehmet Emin 36-RE.c
Napper, Vicki 11-MA
Narciss, Susanne 27-G4
Needleman, Matt 32-S1, 34-G4
Nelson, Brian 35-GR, 41-TC.a
Neuman, Delia 33-TF
Nielsen, Milton C. 36-TE.a
Niemann, Katherine 33-RE.b
Novemsky, Lisa 36-BA
Oh, Eun Jung 27-S4.b
Orrill, Chandra 29-TA
Ottenbreit-Leftwich, Anne 34-MA.b, 37-TE
Ozdemir, Devrim 37-TB.a
Ozel, Serkan 27-G3
Pan, Cheng Chang 24-BA.a, 26-BA, 27-SE.b
Park, Innwoo 41-G3.b
Park, Kyungsun 37-RE.a
Park, Myeonghwa 23-RE.b
Park, Seongik 31-RF.b, 43-TC
Park, Taeyeol 11-G1, 22-TA.b, 27-SE.a
Park, Yun Jeong 23-TB
Parker, Preston 16-S4, 23-S4, 25-SE, 26-S4, 36-RD

Parrish, Patrick E 32-VA.a, 35-RC
 Parton, Becky Sue 27-RE.d
 Pascoe, Sari 25-S4
 Peck, Kyle 27-G3
 Pedersen, David 41-S8.a
 Perkins, Ross 32-RB.a
 Persichitte, Kay 26-G2, 32-BA.a
 Pina, Anthony 26-RE.d, 37-TC
 Planning Committee, Research Symposium 15-S1
 Plass, Jan L. 37-BA.b, 42-S6.a
 Pociask, Fredrick 23-G1
 Polly, Drew 26-RE.h, 41-MA.b
 Poulin, Russ 22-S6.a
 Prensky, Marc 21-RA, 22-RA
 Probus, Lissa 36-RE.d
 Purnawarman, Pupung 37-RE.c
 Reese, Debbie Denise 41-S5.b
 Reigeluth, Charles M. 22-SE.a, 25-S4, 26-G3, 31-VA
 Reljic, Sabine 43-S5
 Rever, Jon 42-G4.a
 Rezaie, Jaleh 26-S7.b
 Rich, Peter 11-G4
 Richardson, Jennifer 32-TB.b, 33-TB, 34-MA.b, 35-RE.e, 41-BA.b, 43-S2
 Richey, Rita C. 22-SE.a
 Richter, Kurt 25-S4
 Rickert, Greg 23-S2
 Riddle, Johanna 31-S4.b, 34-S6.b
 Rieber, Lloyd 11-BA, 34-TD.b, 36-VA
 Ritzhaupt, Albert 25-BA, 31-RE.f
 Robinson, Rhonda S. 23-TC
 Rose, David 37-GR
 Rosenfeld, Barbara 36-BA
 Ruiz, Claudia 43-S8
 Salisbury, Mark 32-TE.a
 Saran, Murat 25-RE.a
 Satterly, Lynn-Beth 26-TB
 Savenye, Wilhemina 36-TE.a
 Sawyer, Salley 11-S3
 Schaffer, Scott 42-TF.b
 Schaner, Rita L 27-TC.b
 Schatz, Steven 35-TF
 Schatz, Steven C. 33-MA
 Scheick, Amy 25-S3
 Scheinbuks, Julian 26-RE.d
 Schnackenberg, Heidi L. 31-RE.c
 Schuch, Dan 22-GR, 27-BA
 Schutt, Maria 43-S4
 Schwier, Richard 25-G3, 35-RC
 Sexton, Julie 41-TF.b
 Seok, Soonhwa 23-RE.I
 Seyferth, Thelma 25-BA
 Shanti, Willow 25-S2
 Shearer, Rick 43-S2
 Shepherd, Craig 33-RE.f, 41-MA.b
 Shih, Dr. Mei-Yau 34-RB
 Shin, Sanghee 27-S3.b
 Sikorski, Eric 34-TC.b, 42-TF.a
 Silva Harriman, Catia 22-RE.c, 43-BA
 Skinner, Jason 31-TC.a
 Slagter van Tryon, Patricia J 23-S4, 33-TC
 Smaldino, Sharon 11-S7, 26-G2, 27-G3, 33-VA, 43-MA
 Smith, Andrew 23-S6, 26-RE.f, 34-BA.a, 34-BA.b
 Smith, Samuel 33-SE
 Solis, John 22-RE.a
 Sorensen, Christine 26-G2
 Sosulski, Kristen 31-RE.d, 31-RE.d
 South, Joseph 41-S7.a
 Spears, Cameron 26-S2.b
 Spector, Michael 31-GR, 32-SE.b, 35-RC, 36-TE.a
 Srinivasan, Sribhagam 43-S6
 Stansberry, Susan 11-TB
 Stemmler, Kathleen 27-G3, 41-G1.b
 Stephens, Jason 35-RE.b
 Stickman, Ann 27-S2.a
 Strand, Elizabeth 36-TE.a
 Strobel, Johannes 22-G2.a, 32-RF.c, 33-TE, 35-RE.f, 43-GR
 Stubbs, Todd 22-S4.a, 37-TA
 SUBRAMONY, DEEPAK 36-TD
 Sugar, Bill 33-RE.c, 41-TF.a
 Sullivan, Michael 24-BA.a, 26-BA, 27-SE.b
 SUNG, Eunmo 23-RE.b
 Swan, Richard 33-SE
 Talab, Rosemary S. 16-S7, 36-RD, 41-G2
 Thompson, Penny 31-RF.d
 Tinney, Mari Vawn 41-VA.b
 Tolbert, Denise 32-TD.a, 42-VA.a
 Torres, Marco 29-RA, 35-S4, 37-G3
 Tracey, Monica W 32-GR.a
 Tripp, Tonya 35-MA
 Tseng, HungWei 25-G4
 Tu, Chih-Hsiung 25-S5, 34-RB, 43-S2
 Tutty, Jeremy 27-RE.I, 31-SE.a, 32-RE.h
 Um, Eun Joon 42-GR.b
 Vaez, Hossein 26-S7.b
 van Braak, Johan 37-TF.b
 Van Eck, Richard 36-VA
 van Merrienboer, Jeroen 31-GR
 Vanderlinde, Ruben 37-TF.b
 Vega, Eddie 25-RE.d, 31-RE.c
 Veletsianos, George 24-G1.b, 26-S3.b, 36-GR.b
 Verdines, Patricia 36-RE.b
 Visscher, Irene 27-S7.c, 34-TD.a
 Walker, Andrew 25-TA

Presenters Index

Wang, Chun-Min 21-MA.b
Wang, Shiang-Kwei 01-G2, 26-TF, 32-MA.a
Wang, Shuyan 15-MA.a, 16-MA.a, 16-MA.c, 17-MA
Wang, Xiaoxue 21-MA.a
Wang, Ying 37-BA.a
Wang, Yu Wei 26-SE.b
Warren, Scott 23-SE
Watson, William 26-S6.b
Webb, Toni 34-G2, 36-G2, 36-G2
Wells, Amy Tracy 23-S5
Wells, Christopher 22-RE.e
Werner, (Jenny)Lynn 23-RE.d
West, Richard 32-RE.c
Westhoff, Guy M. 24-BA.b
White, Charlie 15-S5
White, William 33-TB
Williams, David 23-RE.h, 41-S7.a
Wilson, Brent 31-RD, 35-RC, 41-S7.a
Wong, Richard 22-S6.a
Worrell, Paige 33-GR
Wright, Vivian H. 26-RE.g
Wu, Hui-Ling 23-S6, 25-TB
Wu, Yu-Feng 37-RF.c
Xie, Kui 26-RF.a, 27-RE.c, 37-TD.a
Yamagata-Lynch, Lisa 11-S7
Yamanaka, Akio 23-S3
Yanchar, Stephen 41-S7.a, 41-S7.b
Yang, Dazhi 35-RE.e, 37-RE.d
Yang, Hao 17-MA, 23-MA.a, 27-MA.a
Yang, Young Sun 32-RE.a
Yeaman, Andrew 11-MA
Yeh, Hsin-Te 25-G4
Yerasimou, Theano 37-MA.a
Yildirim, Zahide 31-SE.b, 36-RF.c
Yoon, Jiyeon 27-RF.b
Yoon, Seung Won 32-RE.f, 35-RE.d, 36-RE.e, 43-G1
York, Cindy S. 27-S2.a
Young, Patricia A. 26-RF.f
Yu, Chien 41-TF.b
Yu, Nai-fen 27-S6.a
Yuen, Steve 16-MA.c, 25-MA.b, 26-MA.b
Zdrojewski, Rob 29-RA, 31-S2, 33-S2, 34-S2, 36-S4
Zhan, Hong 23-MA.b
Zhang, De 15-MA.d, 22-MA.b

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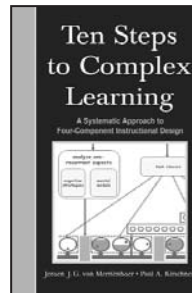
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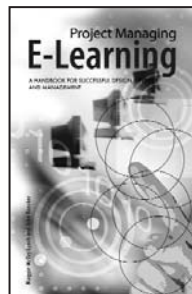
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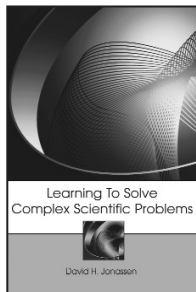
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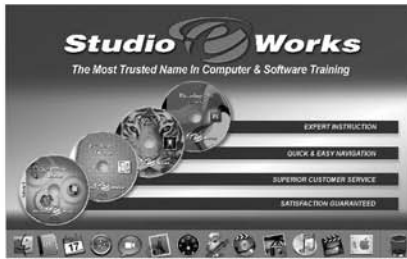
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