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Communications and Technology
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Welcome to the 2008 AECT Convention!

This year's theme, *On the Horizon: Rays of Change*, focuses on the fact that our world is rapidly changing. Hundreds of conference presentations have been slated for this year's International Convention to help you "unpack" the theme's meaning. In terms of both the quantity and the quality of proposals submitted, 2008 is a banner year for AECT - with the strongest and most diverse agenda ever. Offerings like the Design and Development Showcase, a Second Life strand, Featured Research presentations, three outstanding keynote speakers, and study tours are examples of glowing opportunities for your professional growth!

"Rays of Change" are embodied from Virtual Worlds and Mobile Learning, to Serious Gaming for Education, to Educational Transformation, to Professional Ethics, to Instructional Design Culture, as well as within Workshops, Keynote Speakers, and Presidential Sessions... the latest classroom practice and research in the field of educational technology awaits you over the next four days.

This year three "can't miss" evening events are free and open to conference participants. The Wednesday night Division and Affiliate Round-Up Reception will offer you a chance to learn about divisions' and affiliates' conference and yearlong activities and sign up to join members for dinner. Thursday night, the ECT Recognition Reception will offer a chance for AECT members to highlight those who have mentored or provided them leadership opportunities. Friday night's University Receptions will illuminate outstanding programs, people, and opportunities by a number of the university faculty and students. It is always an exciting event!

We would be remiss if we did not thank all division and affiliate planners, submitters, reviewers, volunteers, and AECT office staff for making this conference a success. Please take the time to thank them for the many hours they put in to provide you with a high quality conference.

Mary Herring
University of Northern Iowa
2008 Conference Chair

Ana Donaldson
University of Northern Iowa
2008 Conference Co-Planner

Sharon Smaldino
Northern Illinois University
2008 Conference Co-Planner

Get Connected with AECT.



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

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

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

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



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Convention At-A-Glance

Tuesday, November 4

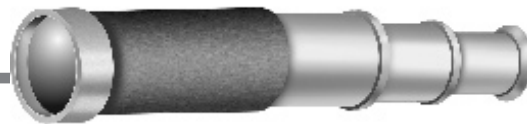
7:00am - 5:00pm • AECT/ISMF Registration Open
7:00am - 5:00pm • AECT Technology Center Open
9:00am - 5:00pm • Professional Development Workshops
1:00pm - 5:00pm • AECT Board of Directors
1:00pm - 5:00pm • AECT Study Tour (FIEA)
5:00pm - 9:00pm • AECT and ect Foundation Joint Board Dinner and Leadership Session

Wednesday, November 5

7:00am - 5:00pm • AECT/ISMF Registration Open
7:00am - 5:00pm • AECT Technology Center Open
8:00am - 6:00pm • ISMF Tour to NASA
8:00am - 5:00pm • International Hospitality Center Open
8:00am - 5:00pm • SICET Conference
8:00am - 12:00pm • AECT Study Tour (IST)
9:00am - 12:00pm • Professional Development Workshops
1:00pm-4:30pm • AECT Governance Meetings
1:00pm - 5:00pm • ect Foundation Board
1:00pm - 5:00pm • Division Board Meetings, AECT Committee Meetings
1:00pm - 4:00pm • Concurrent Sessions
1:00pm - 4:00pm • PacifiCorp Design Competition
1:00pm - 4:00pm • Job Placement Center Open for Accepting Applications and Job Resumes
3:30pm - 4:45pm • First Timer's Orientation Session
4:45pm-6:00pm: • First General Session
Keynote Speaker: • Dr. George Strawn, National Science Foundation
6:00pm - 8:00pm • AECT Welcome Reception

Thursday, November 6

7:00am - 5:00pm • AECT/ISMF Registration Open
7:00am - 5:00pm • AECT Technology Center Open
8:00am - 5:00pm • International Hospitality Center Open
8:00am - 4:30pm • Concurrent Sessions
8:00am - 4:30pm • Roundtable/Poster Sessions
8:00am - 4:30pm • ISMF Workshop
8:00am - 4:30pm • Second Life Presentations
9:00am - 4:00pm • Job Placement Center Open
9:00am - 4:30pm • Graduate Student Center Open
9:15am - 10:15am • AECT Second GeneralSession:
Keynote Speaker: Dr. James Paul Gee, Arizona State University
10:30am - 5:00pm • SICET Conference
10:30am - 4:30pm • Presidential Sessions
11:45am -1:00pm • Design & Development/Research & Technology Division Awards Luncheon
4:45pm - 6:00pm • AECT Member Meeting, Meet the Candidates
6:00pm - 7:00pm • ect Foundation Mentor Reception



(Thursday, November 6 Continued)

- 6:00pm - 9:00pm • ISMF Opening Event - Keynote Speaker, Ice Cream Social, Best of Festival and Judges' Favorite Viewings
- 7:00pm - 8:00pm • International Division Dinner
- 8:00pm - 9:30pm • International Division Annual Auction

Friday, November 7

- 7:00am - 5:00pm • AECT/ISMF Registration Open
- 7:00am - 5:00pm • AECT Technology Center Open
- 8:00am - 5:00pm • International Hospitality Center Open
- 8:00am - 4:30pm • Concurrent Sessions
- 8:00am - 4:30pm • ISMF Workshops
- 8:00am - 4:30pm • Roundtable/Poster Sessions
- 8:00am - 9:15am • Teacher Education/School Media in Technology Breakfast
- 9:00am - 4:30pm • Graduate Student Center Open
- 9:00am - 4:00pm • Job Placement Center Open
- 9:00am - 12:00pm • AECT Foundation Board of Trustees
- 11:45am - 1:00pm • Distance Learning Division Luncheon
- 11:45am - 1:00pm • Past President's Council Luncheon
- 11:45am - 1:00pm • Minorities in Media Luncheon
- 4:45pm - 6:00pm • AECT General Session
Speaker: Dr. Allison Rossett, San Diego State University
- 5:30pm - 9:00pm • ISMF Screenings of Winning Entries (K-5)
- 7:30pm - 9:30pm • ISMF Screenings of Winning Entries (6-College)
- 6:00pm - 8:00pm • Joint University Reception
- 7:00pm - 9:00pm • University of Central Florida Reception

Saturday, November 8

- 7:00am - 12:00pm • AECT/ISMF Registration Open
- 7:00am - 12:00pm • AECT Technology Center Open
- 8:00am - 12:00pm • International Hospitality Center Open
- 8:00am - 11:00am • 2009 National Convention Program Planning Committee
- 9:00am - 12:00pm • Professional Development Workshops
- 8:00am - 11:45am • AECT Concurrent Sessions
- 8:00am - 11:00am • AECT Board meeting
- 8:00am - 1:00pm • International Student Media Festival Awards Presentation

Keynote Speakers

Dr. George Strawn, CIO National Science Foundation



As the National Science Foundation's Chief Information Officer (CIO), Dr. George O. Strawn guides the agency in the development and design of innovative information technology—working to enable NSF staff and the international community of scientists, engineers, and educators to improve business practices and pursue new methods of scientific communication, collaboration, and decision-making.

More specifically, the CIO's primary objectives are to:

- Ensure that information technology is acquired and information resources are managed effectively;
- Develop, maintain and facilitate a sound and integrated information technology architecture; and
- Promote the effective and efficient design and operation of all major information resources management processes for the agency, including improvements to work processes.

Since joining the National Science Foundation (NSF) in 1991, Dr. Strawn has served NSF in numerous roles. For the past four years (1999-2002), prior to his appointment as CIO, Dr. Strawn worked in the Directorate for Computer and Information Science and Engineering (CISE), serving three years as the Executive Officer and one year as the Acting Assistant Director. From 1995 through 1998 he was Director of the CISE Division of Advanced Networking Infrastructure and Research where, among other things, he led NSF's efforts in the Presidential Next Generation Internet Initiative, an initiative that created the first national high performance network test bed.

Dr. James Paul Gee, Mary Lou Fulton College of Education



Dr. Gee is a Mary Lou Fulton Presidential Professor of Literacy Studies at Arizona State University and a member of the National Academy of Education. His book *Sociolinguistics and Literacies* (1990) was one of the founding documents in the formation of the "New Literacy Studies", an interdisciplinary field devoted to studying language, learning, and literacy in an integrated way in the full range of their cognitive, social, and cultural contexts. His book *An Introduction to Discourse Analysis* (1999) brings together his work on a methodology for studying communication in its cultural settings, an approach that has been widely influential over the last two decades. His most recent books deal with video games, language, and learning. *What Video Games Have to Teach Us About Learning and Literacy* (2003) argues that good video games are designed to enhance learning through effective learning principles supported by research in the learning sciences. *Situated Language*

and Learning (2004) places video games within an overall theory of learning and literacy and shows how they can help us in thinking about the reform of schools. Professor Gee has published widely in journals in linguistics, psychology, the social sciences, and education.

Keynote Speakers

Dr. Allison Rossett, San Diego State University

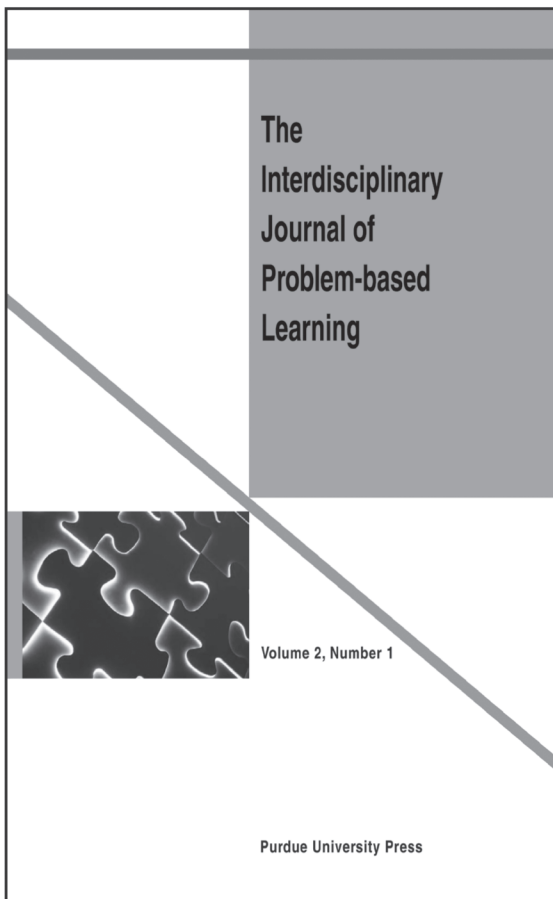


Dr. Rossett, long time Professor of Educational Technology at San Diego State University, is in the HRD Hall of Fame of Training magazine, was recently a member of the ASTD International Board of Directors, and was honored by selection as an International Society for Performance Improvement (ISPI) Member-for-Life. Recipient of ASTD's 2002 award for lifelong contributions to workplace learning and performance, Allison recently co-authored Job Aids and Performance Support: Moving from Knowledge in the Classroom to Knowledge Everywhere.

Rossett edited The ASTD E-Learning Handbook: Best Practices, Strategies, and Case Studies for an Emerging Field. She completed a white paper for the American Management Association, Blended Learning Opportunities. She is the author of four award-winning books, including Beyond the Podium: Delivering Training and

Performance to a Digital World and First Things Fast: A Handbook for Performance Analysis.

Prior award-winning books are Training Needs Assessment, and A Handbook of Job Aids. Some of Allison Dr. Rossett's recent articles are "Performance Support Tools: Delivering Value When and Where Needed," "Moving Your Class Online," "Confessions of a Web Dropout," and "Training and Organizational Development, Siblings Separated at Birth." She has conducted research and published articles on needs analysis, learner engagement, performance-centric approaches, and persistence in online learning. Her client list includes IBM, HP, the Getty Conservation Institute, Fidelity Investments, Deloitte Consulting, BP, the IRS, Amgen, Royal Bank of Scotland, National Security Agency, the Veteran's Administration, Satyam, and several e-learning start-ups.



The Interdisciplinary Journal of Problem-based Learning (IJPBL)

publishes relevant, interesting, and challenging articles of research, analysis, or promising practice related to all aspects of implementing problem-based learning (PBL) in K-12 and post-secondary classrooms. IJPBL is published by Purdue University Press.

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Presidential Sessions

What should be the purpose of education in the United States and how can systemic change help achieve that purpose?

2:15 PM - 3:15 PM, Thursday, Nov. 6th

The Co-Directors of AECT's FutureMinds initiative have announced that Dr. G. Thomas Houlihan will be presenting a Presidential Session. Dr. Tom Houlihan is President/CEO of his own firm specializing in organizational improvement and leadership in education. He previously served as Executive Director of the Council of Chief State School Officers, serving in that national leadership role since 2001. Prior to serving CCSSO, Tom served as President/CEO of the North Carolina Partnership for Excellence.

Dr. Houlihan also served as Senior Education Advisor to Governor James B. Hunt, Jr., Governor of North Carolina. He is the first educator in history to hold Cabinet level status in a North Carolina Governor's administration. Dr. Houlihan was selected "Superintendent of the Year" in North Carolina and was one of four finalists for national "Superintendent of the Year." He has also been honored by his alma maters, Indiana University and North Carolina State University, as a distinguished alumni award winner for contributions to education. Dr. Houlihan has written three books and published over 200 professional and news media articles.

Presented by: Dr. G. Thomas Houlihan

Putting the "Public" ; Back in Publication: A Call for Design Research in Educational Technology

8:00 AM - 9:00 AM, Thursday, Nov. 6th

This presentation is a call for action in the educational technology research community to adopt design research methods more widely so that the public good realized from our research increases to a socially responsible level. Specific strategies for engaging faculty members, doctoral students and practitioners in design research agendas will be described. Special Research and Theory Division/Presidential Sponsored Session

Presented by: Thomas Reeves, University of Georgia

Labels DO Matter! A Critique of AECT's Redefinition of the Field

10:30 AM - 11:30 AM, Thursday, Nov. 6th

AECT has recently (yet again!) redefined our field, reverting back to the use of the term 'educational technology'. We argue that this recent change is problematic because the labels we use to define ourselves ARE CRITICALLY important. This change is likely to confuse practitioners in corporate and higher-ed settings in particular. We offer a review of job postings, program titles, and listserv discussions to support our case.

Presented by: Patrick Lowenthal and Brent Wilson, University of Colorado Denver

Presidential Sessions

On the Horizon of Teacher Education: Unique and Innovative Approaches to the Technology Integration Service Course

1:00 PM - 2:00 PM, Thursday, Nov. 6th

In this interactive session, panelists and participants will engage in a sharing session regarding unique and innovative approaches to the technology integration service course for preservice teachers offered by educational technology faculty. To begin, panelists will detail the content, instructional and delivery strategies, and challenges of keeping the course(s) integral and relevant to the teacher education curriculum. Participants are encouraged to bring their own syllabi, examples, best practices and questions to participate in the discussion.

Panelists: Clif Mims, University of Memphis Copresenter(s): Drew Polly, UNC-Charlotte; Lisa Yamagata-Lynch, Northern Illinois University; Amy Scheik, University of Central Florida; David Carbonara, Duquesne University; John Curry, Oklahoma State University

Presented by: Lara Luetkehans, Northern Illinois University

Discussion of Educational Technology: A Definition with Commentary (Part 1)

9:15 AM - 10:15 AM, Friday, Nov. 7th

This panel discussion will focus on the book: Educational Technology: A Definition with Commentary. The book chapter authors will discuss its evolution as well as exploring its relationship to the field of practice and theory.

Presented by: Ana Donaldson, University of Northern Iowa; Sharon Smaldino, Northern Illinois University; Elizabeth Boling, Indiana University; Robert Branch, University of Georgia; Mike Molenda, Indiana University (retired); Alan Januszewski, SUNY - Potsdam

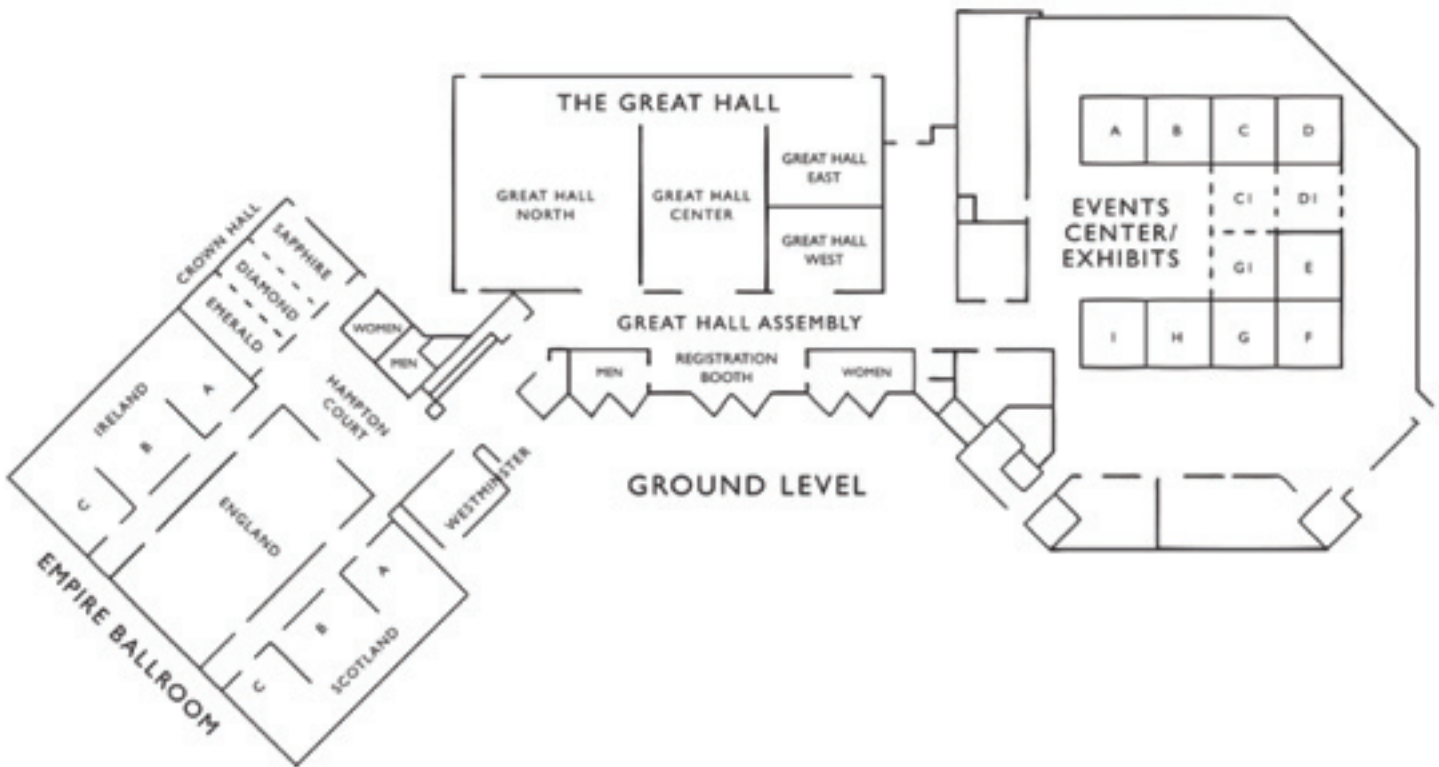
Discussion of Educational Technology: The Definition in Action (Part 2)

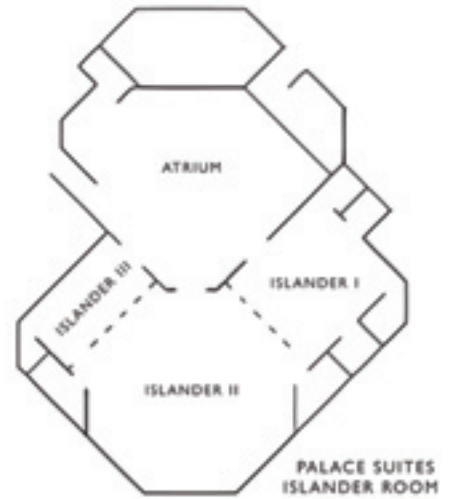
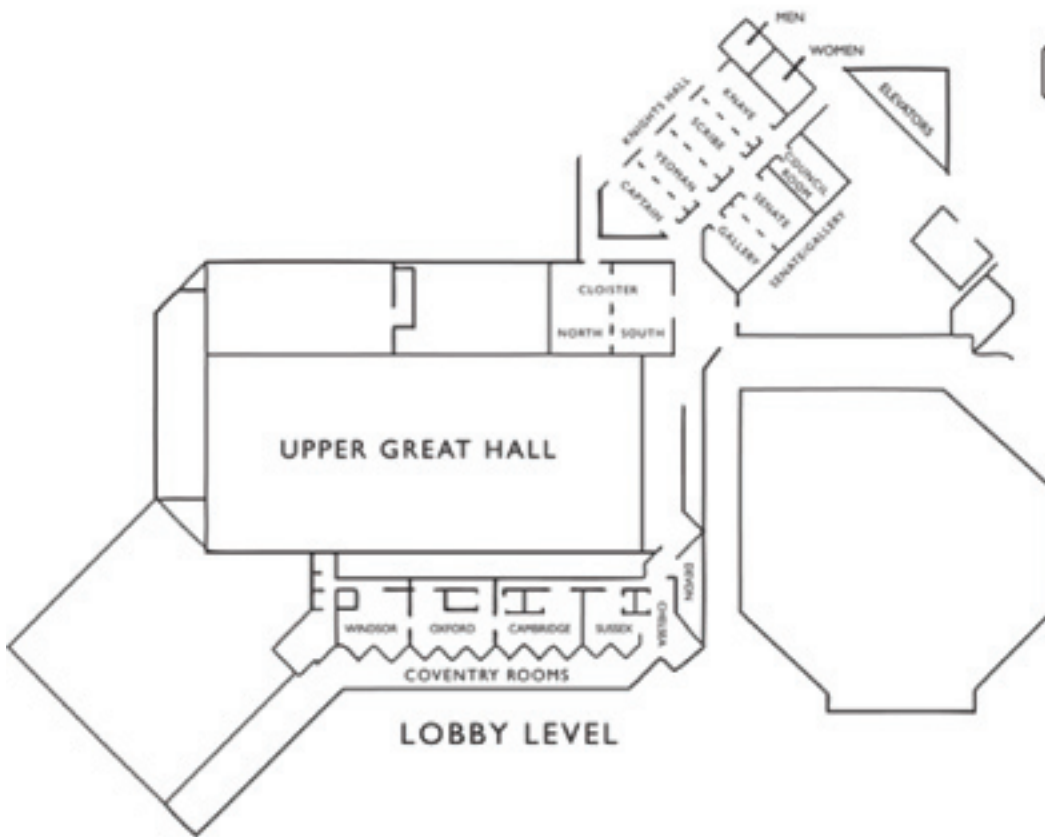
10:30 AM - 11:30 AM, Friday, Nov. 7th

The new definition for the educational technology field has required a revised perspective within many institutions' curriculum. Several professors currently incorporating the text "Educational Technology: The Definition in Action" will share their instructional strategies and observations. Attendees will be asked to share their own experiences and questions to the discussion.

Presented by: Ana Donaldson, University of Northern Iowa; Sharon Smaldino, Northern Illinois University; Clif Mims, University of Memphis; Monica Tracy, Wayne State University; Rhonda Robinson, Northern Illinois University

Hotel Map





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.

AECT Registration Desk and Hours

The AECT and ISMF Registration, located in the Hampton Court Booth

Monday	November 3	12:00 pm – 7:00 pm
Tuesday	November 4	7:00 am – 5:00 pm
Wednesday	November 5	7:00 am – 6:00 pm
Thursday	November 6	7:00 am – 6:00 pm
Friday	November 7	7:00 am – 4:00 pm
Saturday	November 8	7:00 am – 12:00 pm

Program Updates

All events, presentations, workshops, meetings are subject to change. The daily addendum “Extra 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 – Westminster 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 Hampton Court Booth. 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 – Westminster

Please check in at the Convention Evaluation Desk in the Westminster Room, located near the registration desk and pick up your convention facilitator’s packet as soon as you can, but no later than one-hour prior to the beginning of the session you are assigned to facilitate. This will assure us you have arrived!

The office is open each day at 7:00 am, Tuesday through Saturday.

Technology Center – Westminster

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 – Hampton Court

The AECT International Hospitality Center is a welcome center open to all international convention attendees. The hospitality center is located in Hampton Court 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.

Study Tours

All buses for study tours depart from the convention center Great Hall Assembly Driveway, located on the convention center ground level.

Tuesday, 1pm-5pm,

Florida Interactive Entertainment Academy

Board bus at 12:45pm. Ticket is required and will be collected at time of boarding.

Wednesday, 8am-12pm,

Institute for Simulation and Training

Board bus at 7:45am. Ticket is required and will be collected at time of boarding.

Wednesday, 9am-5:30pm,

ISMF Educational Tour to Kennedy Space Center

Board bus at 7:30am. Ticket is required and will be collected at time of boarding.

Graduate Student Center – Devon 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:
Thursday, 10:30am-11:30am, 2:15pm-4:30pm;
Friday, 9:15am-11:30am and 1:00pm-4:30pm.

AECT Educational Partners Tabletop Exhibits – Hampton Court

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 are open Wednesday through Friday during normal operation hours. Publisher tables are located in the convention center Hampton Court area.

Participating educational partners with displays are Savannah College of Art and Design, Taylor and Francis, Springer Publications.

Job Placement Center – Chelsea 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 convention center Hampton Court Booth. 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 – Hampton Court

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 located in the convention center Hampton Court.

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 Orlando.

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), study tour tickets and workshop tickets 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 for meal events. Tickets will be collected at the door. For future reference: You can save time and assure availability by pre-purchasing your meal tickets through the online pre-registration.

11th Hour Business Center

The 11th Hour Business Center at the Buena Vista Palace Hotel, located in the convention center, lobby level on the right at the top of the escalators. The office professionals are staffed Monday through Friday, 7am-6pm and Saturday and Sunday 7am-2pm. The executive Business 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.

Concierge Desk

Located on the hotel's lobby level, the Concierge Desk has a wealth of information waiting you. Tickets to all Orlando attractions are available, the staff will recommend restaurants and will even make your restaurant reservations, maps, brochures of area attraction are also available.

Transportation

- **Walt Disney World Theme Parks** - Continuous complimentary shuttle, on the half hour, to all Disney Theme Parks. Buses depart from the hotel first floor. Use the elevators located in the hotel main lobby down to the hotel 1st floor and follow signs to Disney Transportation. Buses will begin operating one hour prior to park opening and will run one hour after the close of the last park. Stop by the concierge desk, located in the hotel main lobby, for park opening and closing information.

- **Orlando International Airport** - Mears Transportation (407) 423-5566
The cost for shared shuttle service to the Buena Vista Palace Hotel is \$32 per person roundtrip and \$19 per person one way. All major credit cards accepted.

Drive time: 20-30 minutes.

- Taxi Service is approximately \$42 per taxi. All major credit cards accepted.

Parking

Self Parking is available at no charge. Valet Parking is available at \$16 per day. All parking is located outdoors. The staff at Buena Vista Palace Hotel is committed to ensuring they meet and exceed all of the requirements for the Americans with Disabilities Act. Their 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 Buena Vista Palace, we want to make sure all our guests are able to take advantage of every activity the hotel has to offer.

General Information

Internet Services

Stay connected at the Buena Vista Palace with fast and reliable Internet service.

Guest Rooms, High-Speed Internet - Wired and Wireless. Fee \$10.95 for a 24-hour period in guest rooms.

Guest Services Center, computers are available for guests to check their e-mail at no cost. The Guest Services Center is located on the hotel 1st floor. Take the elevator from the hotel main lobby to the 1st floor.

AECT Volunteers

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
- **AECT Job Placement Center**
Sherry Paul, Friend of AECT
- **International Hospitality Center**
Luca Botturi, University of Lugano, Switzerland
- **Graduate Student Center**
Rick West, University of Georgia.

Planning Committee

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AECT President-elect, University of Northern Iowa
- **Sharon Smaldino**
National Convention Co-Chair, Northern Illinois Univ.
- **Ana Donaldson**
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- **Atusi Hirumi**
Local Representative, University of Central Florida
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- **Research & Theory Division**
David Moore, Ohio University
- **Distance Learning Division**
Christopher Miller, Moorehead State University
- **Division on Systemic Change**
Frank Duffy, Galluadet University Division
- **International Division**
Abbas Johari, Cameron University
- **School Media in Technology**
Andrew Smith, Georgia State University
- **Management Division**
Johannes Strobel, Concordia University
- **Multimedia Production Division**
Christian Loh, Southern Illinois University, Carbondale
- **Teacher Education Division**
Drew Polly, University of North Carolina, Charlotte
- **Training and Performance Division**
Joi Moore, Missouri State University
- **International Visual Literacy Association**
Tom Hergert, St. Cloud State University
- **Korean Society for Educational Technology**
Nari Kim, Indiana University
- **Minorities in Media**
Patricia Young, University of Maryland, Baltimore County
- **New England Educational Media Association**
Charlie White, Past Executive Director, NEMA
- **Society of International Chinese in Educational Technology**
Yuxin Ma, Louisiana State University
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Larry Vernon, AECT Electronic Services
Lois Freeland, AECT Convention Services
Ronna Papesch, ISMF Festival Planner
Barbara Addie, Administrative Assistant

AECT 2008 Convention Interns

Rick West, Strohbahn Intern



Richard (Rick) West graduates in May from the University of Georgia. His research focuses on the development of communities of learning / practice/ innovation, collaborative online learning, and program evaluation methods. Rick has been an AECT member for five years and currently serves as the GSA representative to the AECT Board.

JeongMin Lee, Cochran Intern



JeongMin Lee is a doctoral candidate in instructional systems at Florida State University. Her primary research interest pertains to learning in complex domains and has focused on how to support progress of learning with regard to complex problem solving. She also conducts research on the design of technology facilitated learning.

Raymond Pastore, Cochran Intern



Ray Pastore is a Ph.D. candidate at Penn State University in Instructional Systems. He has six years of instructional design experience, which includes extensive corporate experience and a masteris degree in instructional technology. His current research focuses on multiple representations and metacognitive strategies that support learning from a multimedia environment.

Mengqiao Xu, Cochran Intern



Mengqiao Xu is currently an Ed.D. candidate in educational technology at Northern Illinois University. She worked as a graduate research and technology assistant for a PT3 project and NIU partnership projects, and is currently teaching an undergraduate course on integrating technology into the elementary classroom at NIU.

Cindy York, Cochran Intern



Cindy York is a doctoral candidate in the Educational Technology program at Purdue University. Her main research interests include instructional design, online learning, technology integration, and pre-service teacher education. Her dissertation examines instructional design heuristics. She plans on graduating in May 2009 and pursuing a faculty position at a research university.

AECT Intern Program Coordinators:

Sandie H. Waters, Utah Valley University
Clif Mims, University of Memphis.

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- **Watercress Grill** is open daily for breakfast and lunch.
- **Watercress Pantry Shop** is open daily, offers fresh baked pastries, sandwiches fare. The Watercress Grill and Watercress Pantry Shop is located on the hotel 1st floor. Take elevator down from the hotel main lobby (also referred to as the hotel 3rd floor).
- **Outback Restaurant** is open daily for dinner serving prime steak and fresh seafood.
- **Kooks Sports Bar**, open daily, serving good food, sandwiches, snacks and beverages while watching your favorite sports.
From the main hotel lobby, proceed down the hall past the concierge desk until you see the fish tanks. There, take the special elevator down to the 1st floor to the Outback Restaurant and Kooks Sports Bar.
- **Castaway Grill and Shipwreck Bar** serves tropical drinks, hamburgers, hot sandwiches and salads poolside. Take elevators from the hotel main lobby to 1st floor and follow signs to the pool area and Islander Building.

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- Fulton's Crab House, Seafood Cuisine
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- McDonalds, American Cuisine*
- Ghirardelli Soda Fountain/Chocolate Shop, American Cuisine*
- Wolfgang Puck® Express – Marketplace*

Disney Pleasure Island

- Ragland Road Irish Pub and Restaurant, Irish Cuisine

Disney West End Restaurants

- Bongo's Cuban Café, Cuban Cuisine
- House of Blues, Southern and American Cuisine
- Planet Hollywood, American Cuisine
- Wolfgang Puck Café, California Cuisine
- T-Rex Café, Opening Fall 2008
- Wolfgang Puck® – West End

Restaurants located in the Crossroads Center about one mile from hotel:

- **Johnnie's Hideaway**, 12551 State Rd 535, Lake Buena Vista, FL (407) 827-1111
- **T.G.I. Friday's**, 12543 State Road. 535, Lake Buena Vista, FL (407) 827-1020
- **Buffalo's Wild Wings**, 12511 State Road 535, Lake Buena Vista (407) 827-0444
- **Uno's Pizza**, 12553 State Road-535, Lake Buena Vista, FL (407) 827-1212
- **Fuddruckers**, 12535 State Road 535, Lake Buena Vista, FL (407) 778-1934
- **MacDonald's**, 12549 SR 535, Lake Buena Vista, FL (407) 827-1030
- **Burger King**, 12491 S Apopka, Lake Buena Vista, FL (407) 239-0565
- **Quiznos Sub**, 12515 S. Apopka Vineland Rd, Lake Buena Vista, FL (407) 827-1110

Restaurants located approximately 1.4 miles from hotel:

- **Chili's Restaurant**, 12148 S. Apopka Vineland Rd., Lake Buena Vista, FL (407) 239-6688
- **Joe's Crab Shack**, 12124 S Apopka Vineland Rd, Lake Buena Vista, FL. (407) 465-1895
- **Macaroni Grill**, 12148 S. Apopka Vineland Rd., Lake Buena Vista, FL (407) 239-6676
- **Shoneys Restaurant**, 12204 S Apopka Vineland Rd., Lake Buena Vista, FL (407) 239-5416
- **Sizzler's**, 12195 S. Apopka Vineland, Lake Buena Vista, FL (407) 238-1552
- **Vallarta Mexican Grill 2**, 12167 S Apopka Vineland Rd, Lake Buena Vista, FL (407) 238-5300
- **Steak and Shake**, 12163 S Apopka Vineland Rd, Lake Buena Vista, FL (407) 238-9550
- **Giordano's Italian Restaurant & Pizzeria**, 12151 S. Apopka-Vineland Rd. FL (407) 239-8900
- **Olive Garden**, 12361 Apopka Vineland Road, Lake Buena Vista, FL (407) 239.6708
- **Black Angus Steakhouse**, 12399 S Apopka Vineland Road, (407) 239-4414
- **IHOP Restaurant**, 12400 S Apopka Vineland Rd, Lake Buena Vista, FL (407) 239-0909

Local Restaurants

Restaurants located approximately 1.7 mile from hotel:

- **Fortune Chinese Food**, 8607 Palm Parkway, Lake Buena Vista, FL (407) 239-4999
- **Crab House**, 8496 Palm Parkway, Lake Buena Vista, FL (407) 239-1888
- **Havana's Café Cuban Cuisine**, Palm Pkwy Lake Buena Vista, FL (407) 238-5333
- **Wasabi Restaurant**, Palm Parkway, Lake Buena Vista, FL (407) 239 7256
- **Kitty O'Shea's Irish Pub**, 8470 Palm Parkway, Lake Buena Vista, FL (407) 238 9769
- **Kobe Steak House**, 8460 Palm Parkway, Lake Buena Vista, FL (407) 239-1119
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- **Carving Station Steak House**, 8594 Palm Parkway, Lake Buena Vista FL (407) 593-5049
- **Dominos Pizza**, 8542 Palm Parkway, Lake Buena Vista FL (407) 239-1221
- **Pizza Hut**, 8501 Palm Parkway; Lake Buena Vista, FL (407) 239-6900

Grocery Stores, Drug Store, US Post Office, FEDEX

- **Goodings Grocery** – Located in Crossroad Center (407) 827-1200 Open 24 hours. Located at the end of Hotel Plaza Blvd & SR535
- **Winn Dixie Grocery** (407) 778-1934 11957 S Apopka Vineland Road, Lake Buena Vista, FL
- **Walgreens Pharmacy**, 2100 S Apopka Vineland Rd, Lake Buena Vista, FL (407) 238-0600
- **FEDEX**, 12181 S Apopka Vineland Rd, Lake Buena Vista, FL(407) 465-0085
- **US Post Office**, 12133 S Apopka Vineland Rd, Lake Buena Vista, FL(407) 351-2492
- **ABC Liquors**, 11951 S. Apopka Vineland Road, Lake Buena Vista, FL (407) 239-5422
- **ABC Liquors**, 8568 Palm Parkway, Lake Buena Vista, FL (Vista Center) (407) 239-5422



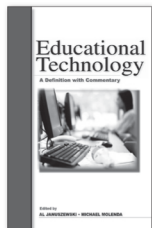
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This book presents a definition of the field of study and practice known as educational technology or instructional technology. It reflects the collaborative efforts of all members of the AECT Definition and Terminology Committee.

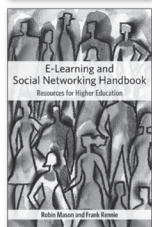
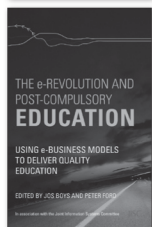
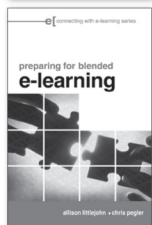
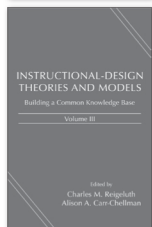
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Handbook of Research on Educational Communications and Technology

Edited by **J. Michael Spector, M. David Merrill, Jeroen van Merriënboer** and **Marcy P. Driscoll**

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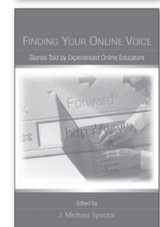
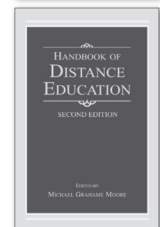
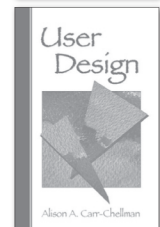
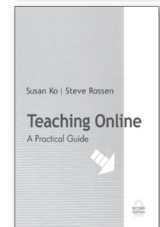
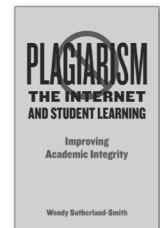
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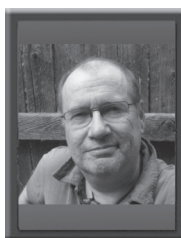
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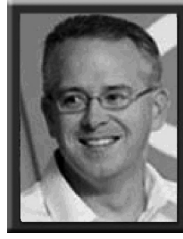
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AECT and ect Foundation Awards

AECT AWARDS

Distinguished Service Award

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

Special Services Award

Honoring notable service to AECT.

ect FOUNDATION AWARDS

Carl F. and Viola V. Mahnke Multimedia Award

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

Dean and Sybil McClusky Research Award

Honoring 2 outstanding doctoral research proposals in educational technology

ETR&D Young Scholar Award

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

James W. Brown Publications Award

Honoring outstanding publication

Masters Scholarship Award

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

Qualitative Research Award

Honoring the best qualitative research in educational communications and technology

Richard B. Lewis Memorial Award

Honoring outstanding school district (public or private)

Robert deKieffer International Fellowship Award

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

Young Research Award

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

Robert M. Gagne Instructional Development Award

Honoring an outstanding project in instructional development

ect Mentor Scholarship Award

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

ect Diamond Mentor Award

Honoring mentors in the field

School Media Specialist of the Year Award

Honoring outstanding school media specialist

ect FOUNDATION SCHOLARSHIPS

McJulien Minority Graduation Scholarship Award

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

Mentor Endowment Scholarship

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

Convention Interns

Strobehn and Cochran Interns

Division Awards

Distance Learning Division Crystal Award

PacifiCorp – Design & Development Award

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.

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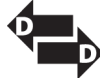
You can buy them at
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Drawing will be at the ect Foundation Celebration
Thursday, November 6, 6-7pm

You must be present to win!

AECT Division Highlights

Design and Development



Join The Design and Development Division (D&D) in participating in our exciting programs. The D&D Division promotes the quality and effectiveness of teaching and learning through the acquisition and application of knowledge, skills, and dispositions in order to design conditions for learning, develop instructional materials and experiences, and evaluate the adequacy of instruction and learning. Uniting our mission with the focus of this year's conference, the D&D Division delivers a multitude of opportunities for members to experience research and practice with over 62 concurrent, roundtable, and poster sessions and to collaborate and socialize with other members. Here are some of the highlights:

- **Wednesday Afternoon:** celebrate the 5th Anniversary of the PacifiCorp Design and Development Award Competition
- **Wednesday Evening:** Stop by the D&D table 'The Round-Up' and sign up for the division dinner immediately following the reception at Bongo's Cuban Cafe.
- **Thursday Afternoon:** The D&D/R&T Awards Luncheon at 11:45am with our membership meeting immediately following at 1:00pm. Head over to the Great Hall center for the D&D Showcase to see the exciting changes in D&D practice.
- **Friday:** Don't miss our division sponsored Presidential Sessions.
- **10:30am** in Event Center G 1-E. join a panel of distinguished researchers as they discuss 'Design is Not Systemic: Alternative Perspectives on Design'.
- **1:00pm** in Event Center C1-D1, join the discussion of the iFuture Directions of Instruction Design Theory and Practice: Reflections from Leaders in the Field.î

Whether you have been a division member for years, or are a new member to AECT and interested in learning more, this is the year to check out D&D!



Monica W. Tracey
Design and Development Program
Planner

Distance Learning Division



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

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



Christopher T. Miller
Distance Learning
Program Planner

Division on Systemic Change



This year's program for the Division on Systemic Change has a sharp focus on important aspects of systemic change in school systems. Each presentation was carefully selected to align with that focus. Our session topics include, for example, iLarge Scale Innovations in Dutch Secondary Education: The Voice of School Managers, Teachers, Parents and Students,î iNew Ways to Measure Systemic Change: Map & Analyze Patterns & Structures Across Time (MAPSAT),î iThe Future of Systemic Educational Change - Across Two Horizons,î and iCharacteristics of High Capacity, Semi-Autonomous Systemic Change Teams: Leaders ñ Are You Prepared For This?î We also have an exciting and important Presidential Session scheduled. Dr. G. Thomas Houlihan, the retired executive director of the Council of Chief

(Division on Systemic Change continued)

State School Officers and a member of the AECT FutureMinds Advisory Board will be speaking about what he thinks the purpose of education should be in the U.S. and talk about how he thinks systemic change can help achieve that purpose. Dr. Houlihan's Presidential Session will be between 2:15 and 3:15 P.M. on Thursday, November 6th in the Great Hall, West



Francis Duffy,
Division on Systemic Change
Program Planner

International Division



The International Division (ID) facilitates communication and communities among educational technology professionals and students worldwide and promotes interactions and support to each other that transcend international boundaries and cultural lines.

The division mentors and fosters educational endeavors and coordinates communications with sister associations around the world. ID administers several awards, including the Roberts DeKieffer International Fellowship award from the AECT Foundation.

Along with the International Division's many interesting roundtable and concurrent sessions offered this year, check out the International Forum (Thursday, 1:00-2:00pm, Event Center A) which highlights research and development projects from several countries.

Please stop by the division's International Hospitality Center throughout the conference in the BVP Board Room to meet your international colleagues and students. Join with us in the Captain room, on Thursday, for the famous International Dinner (7:00-8:00pm) & Auction (8:00-9:00 pm) to meet your friends and international colleagues at this annual event. It's a great opportunity to network with AECT's International members and friends.

The ID's membership meeting meets at 11:45 on Thursday in the Event Center A. We would love to see you there! Thanks in advance.



Abbas Johari, Ph.D.
International Division
Program Planner

Management Division



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

Johannes Strobel, Convention Planner

Multimedia Production Division **M+P**

The Multimedia Production Division's (MPD) received many excellent proposals this year (the numbers were up markedly from past years.) Since "games and simulations" is one of the 5 Themes (Rays) for this year's conference, there were considerably more proposal related to serious games and simulations than the more traditional ones that are multimedia and production oriented. We have seven 60-minute themed sessions (each consisting of two 30-minute presentations), and a wide variety of roundtable presentations. MPD presenters come from around the world, as there is good international representation among the MPD members.

This is the third year for the Multimedia Production Division annual awards, which was started in 2006. The categories of award include:

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

This year, our MPD Membership Meeting will be held on Nov 7 (FRI), at 11.45am-12:45pm, in the "CAPTAIN" room. Existing MPD members (*Multimedia Production continued*)

are welcome to join us. We would like to extend the invitation to all other AECT members who are interested in producing multimedia (including games and simulations) to enhance teaching and learning. Since there is no restriction to how many divisions you can belong to, do come and join us.



Christian "Sebastian" LOH
Multimedia Production Division
Program Planner

AECT Division Highlights

School Media & Technology



Provides leadership in educational communications and technology by linking professionals holding a common interest in the use of educational technology

Andrew Smith, Convention Planner

Teacher Education Division



The Teacher Education Division (TED) promotes theory, research and practice in support of the development of knowledge, skills, and dispositions of educators who create effective learning environments for diverse learners through the integration of technology. At this year's conference, TED is offering 25 hours of concurrent sessions, 11 roundtable and 10 poster sessions. Many of these great sessions showcase the integration of emerging technologies in a variety of learning environments, including game-based learning and the creative use of blogs and wikis. Specifically, we are sponsoring:

- A fireside chat with Keynote Speaker James Gee, immediately after his presentation on November 6 at 10:30 a.m. in Ireland A.
- A practitioner showcase that provides a demonstration and discussion of tools used in educational technology courses. It will be held on November 7 at 9:15 a.m. in Islander II.
- A breakfast with the School Media Technology Division on November 7th from 8-9 a.m. in the Veranda Room. This will provide a great chance to build professional relationships and discuss collaboration opportunities for those involved.
- A panel examining Teacher Education issues for the 21st Century on November 7 at 1:00 p.m. in Oxford.

We encourage you to attend our division meeting on November 6th at 3:30 in Islander I. The meeting will provide opportunities for networking and discussion of Teacher Education issues and topics of interest.



Drew Polly
TED Program Planner

Training & Performance Division



Training & Performance (T&P) Division serves members from government, business and industry, medical, and academic communities. Members are training, performance, and education professionals interested in applying current theory and research to workplace training and performance improvement initiatives. The 2008 convention offers a myriad of research and practice oriented sessions that focus on training strategies in face-to-face and online learning environments. Additional areas of interest will be strategies for online collaborations, team building, and argumentation. Several T&P program highlights include:

Four paper presentations with discussants on Thursday.

Allison Rossett, one of the convention keynote speakers, will present "Job Aids and Performance Support: Moving from Knowledge in the Classroom to Knowledge Everywhere" at 8am on Friday. The T&P Advisory Board, consisting of experts in the field, will discuss "Factors Currently Affecting Training and Performance Practitioners" in an open forum setting at 10:30am on Friday

Please review the convention program for the T&P Social Event at 6pm on Wednesday and the membership meeting at 3:30pm on Thursday. All of the T&P sessions provide opportunities for members to interact with leaders in the training and performance discipline, and to share ideas regarding current trends and future directions.



Joi L. Moore
Training & Performance
Convention Planner

Participating Organizations

International Council for Educational Media **ICEM**

International Council for Educational Media (ICEM) is AECT's direct link to UNESCO and the world. Since 1950, ICEM has dedicated itself to providing an international platform for professionals in educational media to interact on individual, organizational, and cultural levels with the goal of advancing education. Interested individuals around the world are invited to join ICEM as the Council continues its international work of linking academics, educators and media professionals in promoting the use of technology in education.

Cheng-Chang (Sam) Pan,
AECT/ICEM Conference Planner

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.

We look forward to seeing you all at the KSET night at 7:00 on Thursday in Buffalo's Wild Wings (12511 State Road 535, Lake Buena Vista 407-827-0444).



Nari Kim
AECT/KSET Conference Planner

The Society of International Chinese in Education Technology **SICET**

This year, SICET sponsors a general session and 15 presentations. The general session will report the progress achieved last year, discuss the activities planned for next year, and share information on how to get involved in international exchange such as summer fellowship trips to the universities in Mainland China. The 15 presentations include various topics related to virtual worlds and mobile learning, serious gaming, web 2.0, technology integration, and instructional design consultation. The international flavor of SICET is reflected in presentations that examine instructional design offshore outsourcing and investigate the use of emerging technologies such as cell phones and Second Life in learning Chinese or English as a Second Language.

Please join us at the SICET membership meeting at 1pm Wednesday in the Great Hall East.



Yuxin Ma
SICET Program Planner

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.

Patricia Young
MIM Program Planner

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.

Thomas Hergert
IVLA Program Planner

New England Educational Media Association

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.

Charlie White
NEEMA Program Planner

Graduate Student Center

The Graduate Student Center will be open Thursday and Friday 8:00 am to 4:30. Rick West, AECT Board Representative for the Graduate Student Assembly has planned a wide range of issues of interest for Graduate Students.

Thursday:

- 8:00am-9:15am - Graduate Student Center Opens
- 10:30am-11:30am - "Getting started as a consultant" Monica Tracy of Wayne State University.
- 1:00pm-2:00pm - "Graduate Student Assembly General Meeting" presented by the Graduate Student Assembly
- 2:15pm-3:15pm - "Keys to effective design: Panel of Pacificorp finalists" by Scott Shaffer (Purdue) and Tristan Johnson (Florida State University)
- 3:30pm-4:30pm - "Secrets to seeking, getting, and succeeding in college and university faculty positions" Michael Hannafin (University of Georgia), Susan Land (Pennsylvania State University), Peter Rich (Brigham Young University), and Kevin Oliver, (North Carolina State University)

Friday:

- 8:00am-9:15am "What you can do for AECT and what AECT can do for you" President Mary Herring and President-elect Michael Spector
- 9:15am-10:15am "Advice for success in graduate school" presented by the 2008 ECT Interns
- 10:30am-11:30am "FutureMinds: What's happening and how you can get involved" presented by Charles Reigeluth, Indiana University and Francis Duffy from Gallaudet University
- 2:15pm-3:15pm "Instructional Design for Distance Education" by Barbara Lockee, Virginia Tech
- 3:30pm-4:30pm "Big Ideas from Design in Other Fields" Andrew Gibbons, Brigham Young University

Wednesday

10:00 AM - 12:00 PM

12-EF 'SICET Board of Directors'
Event Center F

1:00 PM - 3:15 PM

15-GE 'SICET General Session'
Great Hall East

3:30 PM-5:00 PM

17-GE 'SICET Board of Directors'

Thursday

10:30 AM - 11:30 AM

23-E2 Educational Transformation
Event Center G1-E

- .a 'Apply Wikis to Team Project in the University Classrooms'
- .b 'The Impact of Blogfolios on Student's Perceived Learning and Satisfaction'

11:45 AM - 12:45 PM

24-E2 Virtual Worlds and Mobile Learning
Event Center G1-E

- .a 'Language Tasks for ESL Students in a Virtual World: A Study Framework'
- .b 'Formative Evaluation of A Game-based Learning Environment'

1:00 PM - 2:00 PM

25-E2 Instructional Design Culture
Event Center G1-E

- .a 'Exploring Meaning of Being Ethical in Instructional Technology Consulting'
- .b 'Training and Development Professionals' Perceptions of Offshore Outsourcing'

(Thursday continued)

2:15 PM - 3:15 PM

26-E2 Educational Transformation
Event Center G1-E

- .a 'Adopting Cell Phones in EFL Teaching and Learning'
- .b 'Developing Online Chinese Language Courses-Pedagogical and Technical Considerations'

3:30 PM - 4:30 PM

27-E2 SICET Roundtables
Event Center G1-E

- .a 'Enhancing Online Learning with Standards and Technologies: It's Here, It's Working'
- .b 'The Design of Modeling and Coaching Scaffolds in an Electronic Educational Game'
- .c 'Web 2.0 Tools Used in an Online Class'

4:45 PM - 5:45 PM

28-E2 SICET Roundtables
Event Center G1-E

- .a 'Virtual Robotics in an Electronic Educational Game'
- .b 'The experience of preservice teacher's use of digital video technology in their professional development: a literature review'

28-E2 Poster Sessions
Event Center G1-E

- .p 'Managing an Instructional Technology Research Project: Personal Experience from Students'
- .p 'Learning Computer Basics and its Influences upon Pre-service Teachers'

01-EA

NCATE/AECT Specialty Program Approval (SPA) Training

Time: 9:00 AM - 4:00 PM

Location: Event Center A

Presented by: Tom Blevins, Bluefield State College

Contributor(s): Margie Crutchfield, NCATE

Training provided by NCATE and AECT on using program review procedure/process in submitting program reviews using AECT standards. Attendees can be trained to become AECT program reviewers. Learn about new NCATE initiatives.

01-EB

A Low Cost and User Friendly Approach to an Educational Gaming and Simulation Course

Time: 9:00 AM - 4:00 PM

Location: Event Center B

Presented by: Albert Ritzhaupt, University of North Florida

Contributor(s): Steve Downey, University of South Florida

This is an educator-to-educator workshop designed to provide faculty members in educational technology a suite of low-cost, user-friendly software tools for the development of educational gaming and simulation courses. Attendees of this workshop will engage in hands-on exercises using 3D modeling tools and a AAA game engine that will result in the construction of a simple 3D game. Additionally, this workshop will provide instructional resources to assist educators in successfully creating their own courses.

01-EF

5 Star Course Design: Hands on Evaluation & Re-Design for Educational Transformation

Time: 9:00 AM - 4:00 PM

Location: Event Center F

Presented by: Joanne Bentley, Utah State University

Contributor(s): Max Cropper, Utah State University; Joel Gardner, Utah State University

Learn to evaluate your existing course and redesign a new course using Merrill's First Principles of Instruction. We teach participants the 5 Star process, then based on workshop evaluations they will redesign their own course. Keen participants will leave with completed design documents, confidently prepared to tackle redevelopment tasks. Participants are encouraged to bring their laptops and/or printed syllabi of the course they want to improve and/or redesign.

01-EH

Creating Instructional Content with iLife Applications

Time: 9:00 AM - 4:00 PM

Location: Event Center H

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

This workshop will cover the use of the iLife '08 suite to create educational content. Attendees will learn how to use iMovie, iPhoto, iTunes, GarageBand and iDVD. Participants will create a podcast using still pictures and digital video specially prepared for this workshop. Participants will receive a rubric for evaluating their projects. Examples of projects created by elementary and high school students will be shared.

01-EI

Become an Active Web 2.0-er

Time: 9:00 AM - 4:00 PM

Location: Event Center I

Presented by: Leigh Zeitz, University of Northern Iowa; Lois Lindell, University of Northern Iowa

Today's Web is interactive. Today's students live in a Web 2.0 world and you will better address their needs if you know how to participate in today's interactive web. Explore the basics of podcasting/podcatching, blogging, wiki-ing, and more. You will actually record and post a podcast. You will create a blog and explore a variety of possible applications. You will experience the educational possibilities of the new web technology and it will change your life!

01-SX

Highly Interactive Model-based Assessment Tools and Technologies (HIMATT)

Time: 9:00 AM - 12:00 PM

Location: Sussex

Presented by: J. Michael Spector, Florida State University; Dirk Ifenthaler, University of Freiburg; Pablo Pirnay-Dummer, University of Freiburg

Contributor(s): Norbert Seel, Florida State University

This workshop involves tools for assessing learning and performance in complex, problem-solving domains. Three integrated tools will be discussed and demonstrated. Participants will have an opportunity to refine a research design and apply the tools in a research setting by conducting a mock experimental study. The tools elicit problem conceptualizations from subjects as annotated causal concept maps or in open text form and provide analysts with comparisons of two representations with regard to six metrics.

01-WI**Controlling Website Layout and Design with Cascading Style Sheets****Time:** 9:00 AM - 12:00 PM**Location:** Windsor**Presented by:** Peter Rich, Brigham Young University

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).

04-ST**Study Tour - Florida Interactive Entertainment Academy****Time:** 1:00 PM - 5:00 PM**Location:** Florida Interactive Entertainment Academy**Presented by:** Ana Donaldson, University of Northern Iowa

The Florida Interactive Entertainment Academy provides graduate students with the skills to succeed in interactive entertainment industries like gaming and film. FIEA offers an immersive, project-based education that is as active as it is interactive. It brings together a unique partnership between the University of Central Florida, the video game industry, and the state of Florida. Students team up to work as producers, programmers, and artists on real-world projects.
<http://www.fiea.ucf.edu/>

05-WI**Introduction to Flash Video: Interacting with Video in Adobe Flash****Time:** 1:00 PM - 4:00 PM**Location:** Windsor**Presented by:** Taeyeol Park, Georgetown University

Participants in this workshop will review the basics of Flash Video and learn how to import and encode video using Adobe Flash, and how to add interactivity to video with cue point and ActionScript. Participants will benefit from hands-on instruction of skills that could be applied to the integration of video with instructional web/multimedia content.

11-E2**Tuning Your Presentation: Making the Most of Your Chance to Show and Tell Your Story****Time:** 9:00 AM - 12:00 PM**Location:** Event Center G1-E**Presented by:** Thomas Hergert, St. Cloud State University**Contributor(s):** Amy Bradshaw, University of Oklahoma

This workshop will be directed primarily toward presenters who have had proposals accepted to the 2008 AECT Conference. As an introduction, we will present some general and basic guidelines on visual literacy issues, including examples from our own work and the work of our IVLA colleagues. We will review relevant literature and best practices on visual communication and presentation, and we will lead a discussion interacting with the attendees as a group.

11-EA**Getting Your Game On for Non-Gaming Teachers****Time:** 9:00 AM - 12:00 PM**Location:** Event Center A**Presented by:** Susan Stansberry, Oklahoma State University; John Curry, Oklahoma State University**Contributor(s):** Elizabeth Simpson, University of Wyoming

This workshop is designed for teachers at all levels to sit down with commercial-off-the-shelf (COTS) games and be guided through identifying national content area standards, designing innovative lessons to bring a game into the classroom, and developing assessments to track student learning. Products and ideas will be shared on a wiki to continue the conversation and effort to integrate COTS games into classrooms. Participants need to bring their own computer and excitement for trying something new!

11-EB**Creating Dynamic Database-Driven Web Sites with Dreamweaver****Time:** 9:00 AM - 12:00 PM**Location:** Event Center B**Presented by:** Lloyd Rieber, University of Georgia

This workshop will demonstrate how to use Dreamweaver to create a dynamic web site that saves, updates, and displays information from an online database. A range of examples will be presented from an online graduate course (on the topic of instructional design) that extensively uses dynamic content in its web site. No prior knowledge about databases is needed, but participants should already be competent and comfortable using Dreamweaver to create static pages.
<http://it.coe.uga.edu/~trieber/aect2008/index.html>

11-EC

NVivo 8.0: An Overview and Introductory Training

Time: 9:00 AM - 12:00 PM

Location: Event Center C

Presented by: Ross A Perkins, Virginia Tech; Nertha Nyirongo, Virginia Tech

Researchers in instructional technology who are using qualitative modes of inquiry can collect an enormous amount of data in their studies. It is imperative to keep those data organized for purposes of analysis. NVivo, a product by QSR International, is one tool that helps with both organization and analysis. This 3 hour session will introduce novices to the software, and get them started in using it for their own projects.

11-EH

Could I Create a Rubric that Helps Instructional Designers, Professors and Students?

Time: 9:00 AM - 12:00 PM

Location: Event Center H

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

Congruence between objectives and assessment is a critical factor when determining the quality of an instructional design. Rubrics provide an effective method of establishing and demonstrating congruence for all the stakeholders: instructional designer, teaching instructor and the students. This half day workshop gives participants a hands-on opportunity to think critically by constructing a rubric to meet a specified course objective. Participants will see examples of rubrics applied in a blended learning course.

11-ST

Study Tour - Institute for Simulation and Training

Time: 8:00 AM - 12:00 PM

Location: Institute for Simulation and Training

41-CE

Learning to Think with a Pencil: Design Drawing & Sketching

Time: 9:00 AM - 12:00 PM

Location: Cambridge

Presented by: Todd Stubbs, CTL; Andrew Gibbons, Brigham Young University

People who can draw are sometimes regarded as gurus with mystic skills that magically allow them to represent objects and ideas visually. The reality is much more mundane: thinking with a pencil is a skill that can be learned and people who are good at it have just practiced a lot.

In this workshop participants will be taught the basics of design sketching and drawing—that is, thinking with a pencil—absolutely no artistic skill required!

41-KE

Web 2.0 for Teaching and Learning

Time: 9:00 AM - 12:00 PM

Location: Knave

Presented by: Shelley Johnson, VP of Training and Instructional Design; Tom Caswell, Utah State University

Contributor(s): Marion Jenson, Utah State University

This hands-on workshop will provide an overview of Web 2.0 technologies and their implications for teaching and learning. Characteristics of these emerging technologies will be discussed and demonstrated. Attendees should come expecting to be immersed in Web 2.0 experiences, engaging with systems that support learners in new and innovative ways. Real world educational problems will be discussed looking to emerging technology for solutions.

<http://shelleylyn.com>

41-SE

Creativity in Educational Technology

Time: 9:00 AM - 12:00 PM

Location: Scribe

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

Creativity is a skill that can be taught and it is one that is 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/creative/>

41-YN

Games for your PK-8 Classroom

Time: 9:00 AM - 12:00 PM

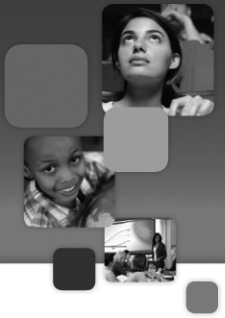
Location: Yeoman

Presented by: Judy Donovan, Indiana University Northwest

Contributor(s): Jodie Reminder, Indiana University

Northwest; Delia Pass, Smyrna Frove Elementary

Participants will examine educational use of games and find out how teachers are using games to enhance teaching. Presenters will demonstrate how to use each site with students and also match the site to elementary (PK-8) curriculum standards. Participants will receive a CD with all games classified by grade level and subject area, in addition to a handout which includes a blog address at which all the games are described, with links to the game sites.



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AECT Governance Meetings

AECT EXECUTIVE MEETINGS

- **AECT BOARD OF DIRECTORS**
Tuesday, 1:00 PM - 5:00 PM, Scribe
Saturday, 8:00 AM - 11:00 AM, Cloister South
- **ECT Foundation Board of Trustees Meeting**
Tuesday, 1:00 PM - 5:00 PM, BVP Board Room
Friday, 9:00 AM - 12:00 PM, BVP Board Room

AECT EDITORIAL BOARDS

- **ETR&D Editorial Boards for Development and Research Joint Meeting**
Friday, 1:00 PM - 2:00 PM, Event Center G1-E
- **Tech Trends Editorial Board**
Wednesday, 10:30 AM - 11:30 AM, BVP Board Room
- **Quarterly Review of Distance Learning**
Wednesday, 1:00 pm - 2:00 pm, Senate

DIVISION GOVERNANCE MEETINGS

- **Design & Development Division Board of Directors**
Wednesday, 3:30 PM - 4:30 PM, Captain
- **Distance Learning Division Board of Directors**
Wednesday, 2:15 pm - 3:15 pm, Captain
- **Division on Systemic Change Board of Directors**
Wednesday, 1:00 PM - 2:00 PM, Event Center I
- **International Division Board of Directors**
Thursday, 3:30 pm - 4:30 pm, Parlor Yeoman
- **Management Division Board of Board of Directors**
Wednesday, 1:00 PM - 2:00 PM, Knave
- **MIM Board Meeting**
Wednesday, 3:30 PM - 4:30 PM, Ireland A
- **MultiMedia Division Board of Directors**
Wednesday, 2:15 pm - 3:15 pm, Yeoman
- **Research & Theory Division Board of Directors**
Wednesday, 1:00 PM - 2:00 PM, Captain
- **School Media & Technology Division Board of Directors**
Wednesday, 1:00 PM - 2:00 PM, Yeoman
- **Teacher Education Division Board of Directors**
Wednesday, 2:15 pm - 3:15 pm, Event Center I
- **Training & Performance Division Board of Directors**
Wednesday, 3:30 PM - 4:30 PM, Senate

COMMITTEE MEETINGS

- **2008 Convention Evaluation Committee**
Wednesday, 2:15 PM - 3:15 PM, Event Center G
- **2009 National Convention Planning Committee**
Saturday, 8:00 AM - 11:00 AM, Island II
- **2010 AECT Research Symposium Committee**
Wednesday, 3:30 PM - 4:30 PM, Cambridge
- **Advocacy Committee**
Wednesday, 1:00 PM - 2:00 PM, Event Center G
- **Advocacy Committee**
Wednesday, 1:00 PM - 2:00 PM, Event Center G
- **AECT Membership Committee**
Wednesday, 2:15 PM - 3:15 PM, BVP Board Room
- **Awards Committee**
Wednesday, 1:00 PM - 2:00 PM, BVP Board Room
- **Curriculum Committee**
Wednesday, 2:15 - 3:15 pm, Senate
- **Definition and Terminology Committee**
Thursday, 8:00 AM - 9:00 AM, BVP Board Room
- **Distance Education Standards**
Friday, 10:30 AM - 11:30 AM, Islander III
- **Electronic Service Committee**
Wednesday, 2:15 - 3:15 pm, Event Center F
- **History and Archives Committee**
Wednesday, 3:30 PM - 4:30 PM, Gallery
- **Intellectual Property Committee**
Wednesday, 2:15 - 3:15 pm, Knave
- **Leadership Development Committee Meeting**
Wednesday, 8:00 AM - 9:00 AM, Event Center H
- **Nominating Committee Meeting for 2010 elections**
Wednesday, 1:00 PM - 2:00 PM, Event Center F
- **PIDT 2009 Planning Meeting**
Wednesday, 1:00 PM - 2:00 PM, Oxford
- **Professional Ethics Committee**
Wednesday, 1:00 PM - 2:00 PM, Gallery
- **Publications Committee Meeting**
Wednesday, 3:30 PM - 4:30 PM, 3:30 PM - 4:30 PM
- **Second Life Committee**
Friday, 11:45 AM - 12:45 PM, Event Center I
- **Standards Committee**
Wednesday, 2:15 PM - 3:15 PM, Scribe



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Career Symposium

Time: 8:00 AM - 5:00 PM

Location: Cloister North & South

Facilitator: Chandra Orrill, University of Georgia

01-CN

Building a Technology Research Agenda An Early Career Symposium (Part 1)

Presented by: Faculty Members, University of Georgia

The Early Career Symposium is a one and a half day symposium, sponsored by the National Science Foundation and organized by faculty members at the University of Georgia, that is focused on developing a research community and support young scholars in refining their technology-rich research agendas. Participants will have the opportunity to work with two mentors and attend three panel discussions during the day and a half opportunity. This symposium is for advanced doctoral students and early career faculty selected through a competitive application process.

<http://aect.org/events/orlando/csbrochure.pdf>

01-EA

NCATE/AECT Specialty Program Approval (SPA) Training

Time: 9:00 AM - 4:00 PM

Location: Event Center A

Presented by: Tom Blevins, Bluefield State College

Contributor(s): Margie Crutchfield, NCATE

Training provided by NCATE and AECT on using program review procedure/process in submitting program reviews using AECT standards. Attendees can be trained to become AECT program reviewers. Learn about new NCATE initiatives.

01-EB

A Low Cost and User Friendly Approach to an Educational Gaming and Simulation Course

Time: 9:00 AM - 4:00 PM

Location: Event Center B

Presented by: Albert Ritzhaupt, University of North Florida

Contributor(s): Steve Downey, University of South Florida

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01-EF

5 Star Course Design: Hands on Evaluation & Re-Design for Educational Transformation

Time: 9:00 AM - 4:00 PM

Location: Event Center F

Presented by: Joanne Bentley, Utah State University

Contributor(s): Max Cropper, Utah State University; Joel Gardner, Utah State University

Learn to evaluate your existing course and redesign a new course using Merrill's First Principles of Instruction. We teach participants the 5 Star process, then based on workshop evaluations they will redesign their own course. Keen participants will leave with completed design documents, confidently prepared to tackle redevelopment tasks. Participants are encouraged to bring their laptops and/or printed syllabi of the course they want to improve and/or redesign.

01-EH

Creating Instructional Content with iLife Applications

Time: 9:00 AM - 4:00 PM

Location: Event Center H

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

This workshop will cover the use of the iLife '08 suite to create educational content. Attendees will learn how to use iMovie, iPhoto, iTunes, GarageBand and iDVD. Participants will create a podcast using still pictures and digital video specially prepared for this workshop. Participants will receive a rubric for evaluating their projects. Examples of projects created by elementary and high school students will be shared.

01-EI

Become an Active Web 2.0-er

Time: 9:00 AM - 4:00 PM

Location: Event Center I

Presented by: Leigh Zeitz, University of Northern Iowa; Lois Lindell, University of Northern Iowa

Today's Web is interactive. Today's students live in a Web 2.0 world and you will better address their needs if you know how to participate in today's interactive web. Explore the basics of podcasting/podcatching, blogging, wiki-ing, and more. You will actually record and post a podcast. You will create a blog and explore a variety of possible applications. You will experience the educational possibilities of the new web technology and it will change your life!

01-SX

Highly Interactive Model-based Assessment Tools and Technologies (HIMATT)

Time: 9:00 AM - 12:00 PM

Location: Sussex

Presented by: J. Michael Spector, Florida State University; Dirk Ifenthaler, University of Freiburg; Pablo Pirnay-Dummer, University of Freiburg

Contributor(s): Norbert Seel, Florida State University

This workshop involves tools for assessing learning and performance in complex, problem-solving domains. Three integrated tools will be discussed and demonstrated. Participants will have an opportunity to refine a research design and apply the tools in a research setting by conducting a mock experimental study. The tools elicit problem conceptualizations from subjects as annotated causal concept maps or in open text form and provide analysts with comparisons of two representations with regard to six metrics.

01-WI

Controlling Website Layout and Design with Cascading Style Sheets

Time: 9:00 AM - 12:00 PM

Location: Windsor

Presented by: Peter Rich, Brigham Young University

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).

04-ST

Study Tour - Florida Interactive Entertainment Academy

Time: 1:00 PM - 5:00 PM

Location: Florida Interactive Entertainment Academy

Presented by: Ana Donaldson, University of Northern Iowa

The Florida Interactive Entertainment Academy provides graduate students with the skills to succeed in interactive entertainment industries like gaming and film. FIEA offers an immersive, project-based education that is as active as it is interactive. It brings together a unique partnership between the University of Central Florida, the video game industry, and the state of Florida. Students team up to work as producers, programmers, and artists on real-world projects.

<http://www.fiea.ucf.edu/>

05-SE

AECT Board of Directors

Time: 1:00 PM - 5:00 PM

Location: Scribe

05-WI

Introduction to Flash Video: Interacting with Video in Adobe Flash

Time: 1:00 PM - 4:00 PM

Location: Windsor

Presented by: Taeyeol Park, Georgetown University

Participants in this workshop will review the basics of Flash Video and learn how to import and encode video using Adobe Flash, and how to add interactivity to video with cue point and ActionScript. Participants will benefit from hands-on instruction of skills that could be applied to the integration of video with instructional web/multimedia content.

09-CN

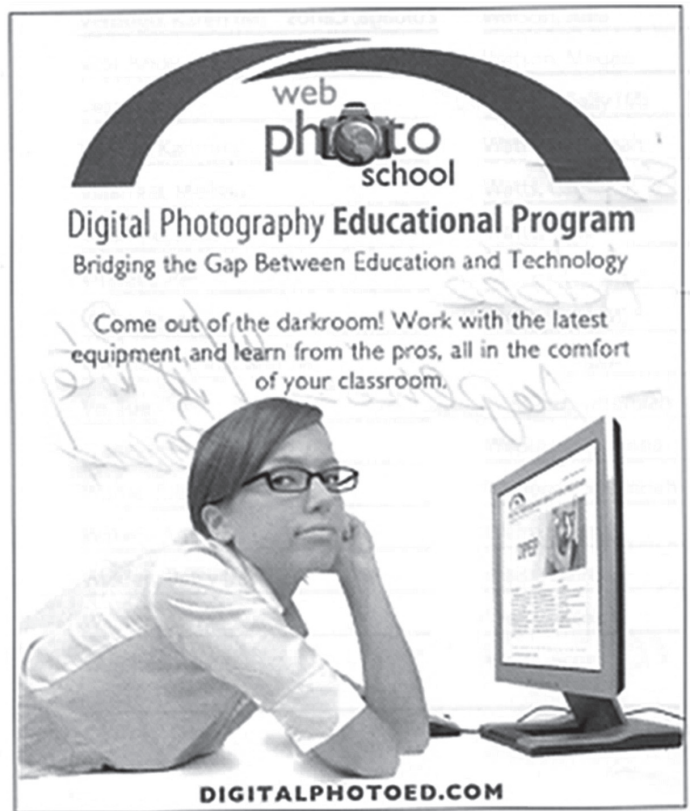
AECT Leadership Dinner and Meeting

Time: 6:00 PM - 9:00 PM

Location: Cloister North

Presented by: Christopher T. Miller, Morehead State University

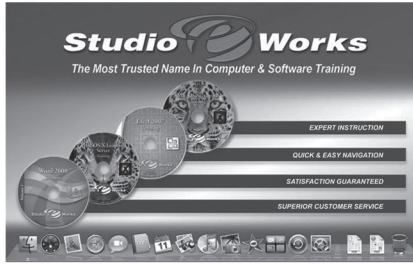
The Leadership Meeting will be 6 PM - 7 PM with the Dinner following the meeting.



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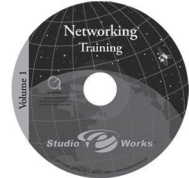
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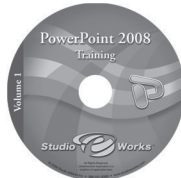
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11-CN

Building a Technology Research Agenda An Early Career Symposium (Part 2)

Time: 8:00 AM - 12:00 PM

Location: Cloister North & South

Presented by: Faculty Members, University of Georgia

Facilitator: Chandra Orrill, University of Georgia

The Early Career Symposium is a one and a half day symposium, sponsored by the National Science Foundation and organized by faculty members at the University of Georgia, that is focused on developing a research community and support young scholars in refining their technology-rich research agendas. Participants will have the opportunity to work with two mentors and attend three panel discussions during the day and a half opportunity. This symposium is for advanced doctoral students and early career faculty selected through a competitive application process.

Contact Dr. Chandra Orrill (corrill@uga.edu) for further information.

<http://aect.org/events/orlando/csbrochure.pdf>

11-E2

Tuning Your Presentation: Making the Most of Your Chance to Show and Tell Your Story

Time: 9:00 AM - 12:00 PM

Location: Event Center G1-E

Presented by: Thomas Hergert, St. Cloud State University

Contributor(s): Amy Bradshaw, University of Oklahoma

This workshop will be directed primarily toward presenters who have had proposals accepted to the 2008 AECT Conference. As an introduction, we will present some general and basic guidelines on visual literacy issues, including examples from our own work and the work of our IVLA colleagues. We will review relevant literature and best practices on visual communication and presentation, and we will lead a discussion interacting with the attendees as a group.

11-EA

Getting Your Game On for Non-Gaming Teachers

Time: 9:00 AM - 12:00 PM

Location: Event Center A

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

Contributor(s): Elizabeth Simpson, University of Wyoming

This workshop is designed for teachers at all levels to sit down with commercial-off-the-shelf (COTS) games and be guided through identifying national content area standards, designing innovative lessons to bring a game into the classroom, and developing assessments to track student learning. Products and ideas will be shared on a wiki to continue the conversation and effort to integrate COTS games into classrooms. Participants need to bring their own computer and excitement for trying something new!

11-EB

Creating Dynamic Database-Driven Web Sites with Dreamweaver

Time: 9:00 AM - 12:00 PM

Location: Event Center B

Presented by: Lloyd Rieber, University of Georgia

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

<http://it.coe.uga.edu/~lrieber/aect2008/index.html>

11-EC

NVivo 8.0: An Overview and Introductory Training

Time: 9:00 AM - 12:00 PM

Location: Event Center C

Presented by: Ross A Perkins, Virginia Tech; Nertha

Nyirongo, Virginia Tech

Researchers in instructional technology who are using qualitative modes of inquiry can collect an enormous amount of data in their studies. It is imperative to keep those data organized for purposes of analysis. NVivo, a product by QSR International, is one tool that helps with both organization and analysis. This 3 hour session will introduce novices to the software, and get them started in using it for their own projects.

11-EH

Could I Create a Rubric that Helps Instructional Designers, Professors and Students?

Time: 9:00 AM - 12:00 PM

Location: Event Center H

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

Congruence between objectives and assessment is a critical factor when determining the quality of an instructional design. Rubrics provide an effective method of establishing and demonstrating congruence for all the stakeholders: instructional designer, teaching instructor and the students. This half day workshop gives participants a hands-on opportunity to think critically by constructing a rubric to meet a specified course objective. Participants will see examples of rubrics applied in a blended learning course.

11-HC

International Hospitality Center

Time: 8:00 AM - 5:00 PM

Location: Hampton Court

Presented by: International Division,

-

11-ST

Study Tour - Institute for Simulation and Training

Time: 8:00 AM - 12:00 PM

Location: Institute for Simulation and Training

Presented by: Ana Donaldson, University of Northern Iowa

IST is one of the nation's leading research centers for simulation, training, modeling, virtual, augmented, and mixed reality research for both defense and commercial applications. Involving students in real-world research has resulted in numerous undergraduate and graduate student research positions. IST is helping to define the future of simulation and training and is charged with identifying new directions for this technology.

<http://www.ist.ucf.edu/overview.htm>

12-EF

SICET Board of Directors

Time: 10:00 AM - 12:00 PM

Location: Event Center F

Presented by: SICET Board,

SICET Board of Directors Meeting

15-BR

ect Foundation Board of Trustees

Time: 1:00 PM - 5:00 PM

Location: BVP Board Room

Presented by: Deborah Anthony, Hewlett Packard

ect Foundation Board of Trustees Meeting

15-CA

Research & Theory Division Board Of Directors

Time: 1:00 PM - 2:00 PM

Location: Captain

Presented by: Jared Danielson, Iowa State University

Research & Theory Division Board Of Directors Meeting

Educational Transformation



Time: 1:00 PM - 2:00 PM

Location: Event Center C1-D1

Facilitator: Nandita Mani, Wayne State University

15-E1

.a Adaptation and Distance Delivery of Instructional Technology Programs for Developing Countries

Presented by: Barbara Lockee, Virginia Tech; Nertha Nyirongo, Virginia Tech; Ross A Perkins, Boise State University; Mapopa Sanga, Virginia Tech; John Burton, Virginia Tech

Contributor(s): Simeon Gwayi, Virginia Tech

Malawi is a country that could greatly benefit from the increased use of technology, but lacks the technical and human infrastructure to fully utilize technology as a piece of its educational solutions. This presentation will focus on a collaborative international project in which distance courses were re-purposed for use in Malawi. Lessons learned and broader implications will be presented and discussed.

.b Digitizing Ecological Sustainability: Lessons from the "Swiss International Teachers Program"

Presented by: Ross A Perkins, Virginia Tech

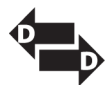
The Swiss International Teachers' Program (SITP) is a three-week program for teachers from Switzerland, South Africa, Vietnam, Brazil, and the U.S. The participants learn about issues related to ecological sustainability. This year, for the first time, participants will use tools to create digital artifacts. The session will address issues related to ICT implementation in the project, as well as demonstrate some of the media that was created.

Professional Ethics

Time: 1:00 PM - 2:00 PM

Location: Event Center B

Facilitator: Dee Fabry, Dallas Facilitator



15-EB

Ethics in Educational Technologies: the Case of Adaptive Hypermedia Systems

Presented by: Luca Botturi, University of Lugano

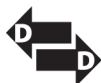
The scope of this study are the ethical issues involved in the use of intelligent system and devices in teaching and learning, with a focus on Adaptive Hypermedia Systems (AHS), and tries to answer the question: "What are the specific ethical issues with which we are confronted when integrating intelligent or autonomous systems in teaching and learning?" The session will present three case studies of AHS in higher education, and analyze them with the guidance of some principles from the AECT Code of Ethics.

Featured Research

Time: 1:00 PM - 2:00 PM

Location: Event Center C

Facilitator: Julie Moustafa, Old Dominion University



15-EC

.a Reclaiming an Alternative Paradigm for Instructional Technology Research: Lessons from the Payne Fund Studies

Presented by: Xudong Zheng, Department of Education, Nanjing University

Using the Payne Fund Studies as a focus, I will explore the implications from this project for Instructional Technology research and call for building an alternative paradigm for our field. The historical background is introduced first, and then the features of Payne Fund Studies are discussed. In the end, the lessons are explored in contrast to what the professionals in communications have learned from this project.

.b Transforming language e-assessment through a lens of design-based research

Presented by: Charles Miller, University of Minnesota
Contributor(s): Simon Hooper, Penn State University

To address the challenges of effectively assessing and documenting American Sign Language (ASL) learner performance, we designed and developed the Avenue ASL e-assessment environment: an integrated software system to capture, evaluate, and manage ASL learner performance. In this paper, we use a lens of design-based research to examine how the theoretical foundations of the project have been enhanced through an iterative continuation of theory, design, and implementation research.

Educational Transformation

Time: 1:00 PM - 2:00 PM

Location: Event Center D



15-ED

.a Online Support for Intentional, Teacher Community of Practice

Presented by: Aaron Powell, Virginia Tech

Community of practice (CoP) characterizes the changing culture of instruction, facilitating learning through social networks, but there are challenges, for which this mixed-methods, case study examined potential solutions. Community technology, Sakai, was introduced to a teacher cohort cooperatively working on an authentic course project - the design and development of a literacy support website. The study explored what activities emerged with the technology and what impact they had on the CoP and individual learning.

.b A Case Study of Higher Education Faculty's Professional Development: What Helps Make Technology Integration Successful?

Presented by: Ling Wang, Nova Southeastern University
Contributor(s): Chaoyan Dong, New York University

Although online course management systems have been widely used in higher education institutions, the major use is restricted to content presentation. This reflects, in part, the

faculty members' limited vision of technology use. Professional development has the potential to improve and transform technology use, and increase its scope. We used the case study design and collected multiple data sources from all stakeholders involved in a professional development program at a private university on the east coast. We examined the process of professional development, developed strategies of reaching the transformational stage of technology integration, and determined the factors critical to successful professional development.

15-EF

Nominating Committee Meeting for 2010 elections

Time: 1:00 PM - 2:00 PM

Location: Event Center F

Presented by: Ward Cates, Lehigh University

15-EG

Advocacy Committee

Time: 1:00 PM - 2:00 PM

Location: Event Center G

Presented by:

Contributor(s): Tom Halverson, Indiana University

Advocacy Committee Meeting

Virtual Worlds and Mobile Learning

Time: 1:00 PM - 2:00 PM

Location: Event Center H

Facilitator: Jason Huett, University of West Georgia



15-EH

.a Factors Affecting Non-traditional Distance Learners' Retention and Attrition: Two Sides of the Same Coin to Polish

Presented by: Seung Won Yoon, Western Illinois University

Contributor(s): Larry Tingley, Western Illinois University; Jane Woerly, Western Illinois University

This study examined how variables (i.e., learner characteristics, skills/knowledge, external environments, and institutional experiences) were impacting degree-seeking nontraditional students' retention/attrition. In so doing, existing dropout models were reviewed for conceptual and methodological clarifications. Data were collected from about one thousand students at a state university. Distance education administrators, nontraditional students, and student support personnel will benefit the most from study findings.

15-EI

Division for Systemic Change Board of Directors Meeting

Time: 1:00 PM - 2:00 PM

Location: Event Center I

Presented by: Jennifer Brill, Virginia Tech

Division for Systemic Change Board of Directors Meeting

15-KE

Management Division Board of Board of Directors

Time: 1:00 PM - 2:00 PM

Location: Knave

Presented by: Karen Kaminski, Colorado State University

15-SE

Accreditation Committee

Time: 1:00 PM - 2:00 PM

Location: Scribe

Presented by: Tom Blevins, Bluefield State College

15-SN

Quarterly Review of Distance Education Editorial Board

Time: 1:00 PM - 2:00 PM

Location: Senate

Presented by: QRDE Board,

15-YN

School Media & Technology Board of Directors

Time: 1:00 PM - 2:00 PM

Location: Yeoman

Presented by: Heidi Blair, East Carolina State University

16-CA

Distance Learning Board of Directors

Time: 2:15 PM - 3:15 PM

Location: Captain

Presented by: Gary Morrison, Old Dominion University

SICET General Session



Time: 1:00 PM - 3:15 PM

Location: Great Hall East

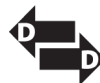
15-GE

SICET General Session

Presented by: SICET Speaker, SICET

The general session will report the progress achieved last year, discuss the activities planned for next year, and share information on how to get involved in international exchange such as summer fellowship trips to the universities in Mainland China.

Instructional Design Culture



Time: 1:00 PM - 3:00 PM

Location: Great Hall West

Facilitator: James Marken, Old Dominion University

15-GW

PacifiCorp Design and Development Award Competition

Presented by: James A. Marken, Old Dominion University

The fifth annual PacifiCorp Design and Development Award competition, co-sponsored by PacifiCorp and the Design and Development Division, is a competition to promote innovative design-and-development approaches to adult learning and performance-improvement problems by graduate students working with mentors in the Design and Development Division of AECT. In this session the three finalist teams make their presentations to the panel of judges, who will then select the winner. Come see innovative design-and-development in action!

15-GY

Professional Ethics Committee

Time: 1:00 PM - 2:00 PM

Location: Gallery

Presented by: Vicki Napper,

Instructional Design Culture



Time: 2:15 PM - 3:15 PM

Location: Event Center A

Facilitator: Karen Murphy, Texas A&M University

16-EA

.a Learning Visual Culture and Literacy in an Online Image Gallery

Presented by: Lauren Cifuentes, Texas A&M University; Sanser Bulu, Texas A&M University

An online photo gallery named Seeing Culture was developed to build students' visual literacy. The researchers address the following: (1) What assignments in online photo-galleries can be used to broaden students' understandings of visual culture? (2) What added value did the social-constructivist online environment provide for students? (3) To what degree and in what ways did the Web 2.0 technology encourage

negotiation of meaning among learners? And, (4) How did students construct new meaning and inclusive interpretations from visual images?

.b Does Culture Matters? Relationship between Sense of Community and Cognitive Learning in Online Learning Environments

Presented by: Cengiz Hakan Aydin, Anadolu University

Experts agree on significance of investigation the sense of community in various settings in order to be able to fully understand its impact on learning. Based on this idea, in two different studies conducted in an eastern-oriented culture, relationship between online learners' perceptions of sense of community and cognitive learning was examined. The results supported the results of similar studies conducted in western cultures. This presentation might especially be beneficial for those researcher and instructional designers who are interested in social aspects of online learning.

Educational Transformation

Time: 2:15 PM - 3:15 PM

Location: Event Center B

Facilitator: Eieen Dittmar, Capella University



16-EB

.a Leveraging Technology to Encourage Student Reflection on Primary Source Letters

Presented by: Kevin Oliver, North Carolina State University

Contributor(s): John Lee, North Carolina State University; Carl Young, North Carolina State University

This presentation will showcase a new Web resource with relevant content and technology intersections designed to engage middle and high school students in meaningful analysis of primary source documents. The presentation is aligned with the third conference "ray" on "educational transformation," as it addresses how educators can leverage technology to help students transform static primary source content into several new reflective media forms: maps, diaries, genealogical trees, digital documentaries, oral histories, and more.

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

.b Instructor Support Design: Designing with Technological Pedagogical and Content Knowledge (TPACK)

Presented by: Aaron Doering, University of Minnesota; Charles Miller, University of Minnesota

Contributor(s): George Veletsianos, University of Minnesota; Cassie Scharber, University of Minnesota

In this presentation we will discuss the design, implementation and teacher perceptions of an online learning environment entitled Geothentic whose design was based on the theoretical foundation of technological pedagogical and content knowledge (TPACK). The investigation into this multi-scaffolded environment revealed teachers' requests for

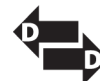
learning environments to be teacher focused for successful integration of inquiry-based learning within the K-12 classroom.

Instructional Design Culture

Time: 2:15 PM - 3:15 PM

Location: Event Center C

Facilitator: Todd Curless, Nova Southeastern University



16-EC

.a Visual Instructional Design Languages for Creative Thinking: A New Glimmer on the Horizon

Presented by: Todd Stubbs, CTL; Luca Botturi, University of Lugano

Instructional design demands creativity to respond to continuously changing contexts and challenges. To design, we creatively imagine solutions, and then represent them—often visually. These representations and visualizations allow us to re-think solutions, improve them, fine-tune them and share them. The use of visual design languages in Instructional Design is a rising trend. This presentation will familiarize participants in the emerging use and study of Visual Instructional Design Languages.

<http://www.igi-pub.com/reference/details.asp?id=7005>

.b Narrative, stories, myths, and fables in instructional design

Presented by: Brad Hokanson, University of Minnesota

Contributor(s): George Veletsianos, University of Minnesota

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.

Educational Transformation

Time: 2:15 PM - 3:15 PM

Location: Event Center D

16-ED

.a Evaluating Future Educational Technologists' Readiness toward Online Instruction: An Application of Ajzen's Theory of Planned Behavior

Presented by: ; Yue Ma, Northern Illinois University

Contributor(s): Wei-Chen Hung, Northern Illinois

University; James Lockard, Northern Illinois University

This study adopted Ajzen's Theory of Planned Behavior as a theoretical framework, and used its four constructs (attitude,

subjective norm, perceived control, and intention) to evaluate 119 educational technology doctoral students' readiness for online instruction. A content analysis approach was used to analyze the data collected. Results showed that both attitudinal and perceived control factors affected respondents' readiness and willingness to adopt online instruction. Results also indicated that there was a need to provide curriculum support and learning opportunities focusing on online pedagogy and assessment of online learning.

.b Using Ubiquitous Internet Technologies in Programming Education

Presented by: Hakan Tuzun, Hacettepe University

In this study, ubiquitous Internet tools utilized in an undergraduate introductory computer programming course at a large state university in Turkey is examined. The framework for using these tools was conceptualized as "Programming 2.0," which was inspired by "Web 2.0" principles and practices. The focus of the study is not on the tools, but the pedagogical principles followed to transform the course and the impact of these principles on the context.

16-EF

Electronic Service Committee

Time: 2:15 PM - 3:15 PM

Location: Event Center F

Contributor(s): Nathan Lowell, University of Northern Colorado; Donal Little, Syracuse University

16-EG

Convention Evaluation Committee

Time: 2:15 PM - 3:15 PM

Location: Event Center G

Presented by: John Paul, Retired, University of San Diego

16-EI

Teacher Education Division Board of Directors

Time: 2:15 PM - 3:15 PM

Location: Event Center I

Presented by: Laurie Dias, Georgia State University

16-KE

Intellectual Property Committee

Time: 2:15 PM - 3:15 PM

Location: Knave

Presented by: Rosemary Talab, Kansas State University

16-SE

Standards Committee

Time: 2:15 PM - 3:15 PM

Location: Scribe

Presented by: Kay Persichitte, University of Wyoming

16-SN

Curriculum Committee

Time: 2:15 PM - 3:15 PM

Location: Senate

Presented by: Curriculum Committee

Curriculum Committee Meeting.

16-YN

MultiMedia Production Division Board Meeting

Time: 2:15 PM - 3:15 PM

Location: Yeoman

Presented by: Abbie Brown, University of Memphis

17-CA

Design and Development Board Of Directors

Time: 3:30 PM - 4:30 PM

Location: Captain

Presented by: Tiffany A. Koszalka, Syracuse University

17-E1

AECT First-Timer's Orientation

Time: 3:30 PM - 4:30 PM

Location: Event Center C1-D1

Presented by: Ana Donaldson, University of Northern Iowa; Sharon Smaldino, Northern Illinois University; Mary Herring, University of Northern Iowa

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 ect Foundation, 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-EF

Graduate Student Assembly

Time: 3:30 PM - 4:30 PM

Location: Event Center F

Presented by: Richard West, University of Georgia

GSA Meeting

17-GE

SICET Board of Directors

Time: 3:30 PM - 5:00 PM

Location: Great Hall East

Presented by: SICET Board,

SICET Board of Directors Meeting

17-GY

History and Archives Committee

Time: 3:30 PM - 4:30 PM

Location: Gallery

Presented by: Rebecca P. Butler, Northern Illinois University
History and Archives Committee

17-SE

Publications Committee

Time: 3:30 PM - 4:30 PM

Location: Scribe

Presented by: Rhonda Robinson, Northern Illinois University
Publications Committee Meeting

17-SN

Training & Performance Division Board of Directors

Time: 3:30 PM - 4:30 PM

Location: Senate

Presented by: Nancy Hastings, University of West Florida
Training & Performance Division Board of Directors Meeting

17-YN

International Division Board of Directors

Time: 3:30 PM - 4:30 PM

Location: Yeoman

Presented by: Lauren Cifuentes, Texas A&M University
International Division Board of Directors Meeting

Keynote Address

Time: 4:45 PM - 5:45 PM

Location: Great Hall North

18-GN

Dr. George Strawn

Presented by: Dr. George Strawn, CIO National Science Foundation

As the National Science Foundation's Chief Information Officer (CIO), Dr. George O. Strawn guides the agency in the development and design of innovative information technology—working to enable NSF staff and the international community of scientists, engineers, and educators to improve business practices and pursue new methods of scientific communication, collaboration, and decision-making.

Round-Up Reception

Time: 6:00 PM - 7:30 PM

Location: Great Hall Center

19-GC

AECT Division and Affiliate Round-Up Reception

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 meet and welcome AECT convention first timers. Each AECT Division and/or Affiliated Organizations will be represented to answer questions regarding division/affiliated organizations planned for the upcoming year. Many dinner groups will form after the reception to carry on the evening.

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21-BR

Definition and Terminology Committee

Time: 8:00 AM - 9:00 AM

Location: BVP Board Room

Presented by:

Contributor(s): Joann Flick, Agency for Instructional Technology

Definition and Terminology Committee Meeting

Educational Transformation

Time: 8:00 AM - 9:00 AM

Location: Captain

Facilitator: Barbara Rosenfeld, Brooklyn College



21-CA

One-to-One Computing can Change How and What Teachers Teach

Presented by: Kyle L. Peck, Penn State University; Robin Clausen, Penn State University

This session describes year one results of Pennsylvania's "Classrooms for the Future" program, a high-school reform program that involves one-to-one access to laptop computers in the classroom. Results from surveys, observations, and interviews reveal that the program has significantly: reduced the time teachers spend lecturing; increased the time teachers spend with individuals and groups; increased the attention paid to "21st Century Skills;" increased the "authenticity" of assignments and student activities; and increased constructivist practices.

Instructional Design Culture

Time: 8:00 AM - 9:00 AM

Location: Cambridge



21-CE

.a A Graphic Design Tutorial for Multimedia Developers

Presented by: Kristi Leonard, University of Georgia

This session will introduce attendees to the online Graphic Design Tutorial for Multimedia Developers that was developed to educate instructional designers, multimedia developers, and visual literacy professionals in the basics of design principles and elements, typography, and color theory. Upon completion of the online tutorial, participants will have the knowledge to make appropriate graphic design choices and the ability to communicate these choices to their clients, students, or colleagues.

.b Integrating visual media into online discussions

Presented by: Thomas Hergert, St. Cloud State University

This presentation will explore options for using visual media in online discussions in hybrid and fully online courses. We will look at structures, strategies, and techniques to build, use, and analyze visuals in large and small group discussions. Visuals within the D2L course management system's Discussion tools will illustrate ideas and practices. We'll see uses in diverse disciplines, with varying levels of courses, and with different class/group sizes.

<http://web.stcloudstate.edu/trhergert/AECT2008>

Graduate Student Center

Time: 8:00 PM - 4:30 PM

Location: Devon

Facilitator: Jesse Strycker, Indiana University

21-DN

Graduate Student Center (morning session)

Presented by: Monica Tracey, Wayne State University

The Graduate Student Center will be open Thursday 8:00 am to 4:30. Rick West, AECT Board Representative for the Graduate Student Assembly has planned a wide range of issues of interest for Graduate Students.

- **8:00am-9:15am** - Graduate Student Center Opens
- **10:30am-11:30am** - "Getting started as a consultant"
Monica Tracy of Wayne State University

Serious Gaming for Education

Time: 8:00 AM - 9:00 AM

Location: Event Center C1-D1

Facilitator: Kannan AMR,



21-E1

.a Creating a Serious Game World Together: A Multi-site Effort

Presented by: Christian Loh, Southern Illinois University Carbondale; Rick van Eck, University of North Dakota; Amy Adcock, Old Dominion University

Three instructors and their students in graduate instructional game design courses at three universities partnered to explore designing serious games using game-appropriate learning objectives. The unexpected result was the transformation of the standalone game platform into a multiplayer online game. Development process and lessons learned will be shared, as will recommendations and guidelines for future serious

game design. We invite all who are interested in producing (multiplayer online) serious games to join in the effort.

.b Firehouse 911: A Serious Game

Presented by: Jason Underwood, Northern Illinois University; Scott Fleming, Northern Illinois University; Aline Click, Northern Illinois University

This presentation will describe Firehouse 911, a serious game developed for a local municipal fire department. Designed to be played by firefighters and non-firefighters alike, this game strives to create engaging and accessible scenarios that express the basic principles of the fire service, introduce player/learners to basic tactics and strategy, and provide a sense of the often fun, unpredictable nature of the fire/EMS service.

Educational Transformation

Time: 8:00 AM - 9:00 AM

Location: Event Center A

Facilitator: Judith A. Duffield, Lehigh University



21-EA

.a Does it Work?: Building Methods for Understanding Effects of Professional Development

Presented by: Chandra Orill, University of Georgia

This presentation will share the research design and preliminary findings of a multi-million dollar grant designed to examine the impact of professional development on both teachers' practices and student learning outcomes. Issues related to researching professional development will be highlighted.

.b A Professional Development Strategy for K-12 Technology Integration

Presented by: Judith A. Duffield, Lehigh University
Contributor(s): Jennifer Henninger, Farmersville Elementary; Jennifer Eisenhart, Farmersville Elementary

This presentation will describe a strategy for providing small, in-school workshops during the school day. Since the workshops are provided by teachers or district consultants who are daily or frequently in the building, these teachers and consultants are more available for supporting the teachers. The teachers determine the workshop topics, so they are more likely to be immediately relevant. Data related to the effectiveness of this training strategy on actual classroom use will be presented.

Instructional Design Culture

Time: 8:00 AM - 9:00 AM

Location: Event Center B

Facilitator: Eunjung Oh,



21-EB

Beliefs, Emotions, and Academic Success: Viewing Online Distance Learning Through the Lens of Social Cognitive Theory

Presented by: Anthony Artino, University of Connecticut

This study examined online distance learning from a social cognitive perspective. Participants (N = 481) completed a survey that assessed their motivational beliefs (self-efficacy and task value); negative emotions (boredom and frustration); and several outcomes that included their use of self-regulated learning (SRL) strategies, satisfaction, and continuing motivation. Results indicate that students' beliefs and emotions during online learning are related, in important ways, to their SRL behaviors and other adaptive outcomes. Educational implications are discussed.
<http://www.artino.org/>

Instructional Design Culture

Time: 8:00 AM - 9:00 AM

Location: Event Center C

Facilitator: Anthony Pina, Sullivan University System



21-EC

.a A Three Component Framework for Balancing Pedagogy and Technology in E-Learning Design

Presented by: Nada Dabbagh, George Mason University; Shahron Williams Van Rooij, George Mason University

In this presentation, we describe a three component model or framework that supports the effective integration and subsequently the balancing of pedagogy and technology when designing e-Learning tasks. We provide an example of how the model was used to integrate project management principles as a scaffolding strategy to ensure the successful completion of a collaborative project using tools focused on social interactions, information sharing, and content generation and aggregation.

.b Using the Jigsaw Model to Facilitate Cooperative Learning in an Online Course

Presented by: Rob Weidman, Lehigh University; MJ Bishop, Lehigh University

A qualitative case study examined a six-week online higher education literature course that incorporated three Jigsaw activities. The study focused on four characteristics

of cooperative learning: interdependence, individual accountability, development of social skills, and promotive interaction. Analysis of online questionnaires, transcripts from interviews, and course documents revealed that the Jigsaw activities yielded mixed results with regard to these characteristics. The implications of these findings for the design of online cooperative learning activities will be discussed.

Virtual Worlds and Mobile Learning

Time: 8:00 AM - 9:00 AM

Location: Event Center D

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



21-ED

Podcasting to Enhance Online Learning: A Comparison Among A Faculty Research Group's Experiences with Incorporating Digital Audio and Video into their Distance Instruction

Presented by: Abbie Brown, East Carolina University; William Sugar, East Carolina University; Carol Brown, East Carolina University; Kenneth Luterbach, East Carolina University; Heidi Blair, East Carolina University

Contributor(s): Bethann Fine, East Carolina University

This is a report on the activities of eleven faculty members currently experimenting with podcasting technologies to support their online instruction. The group describes its experiments with digital audio and video podcasts, and discusses implications for the design of online instructional activity.

Instructional Design Culture

Time: 8:00 AM - 9:00 AM

Location: Event Center F

Facilitator: Salley Sawyer, University of Nevada, Las Vegas



21-EF

.a Putting the Horse before the Cart: Evolution of a "Train-The-Online-Trainer" Program

Presented by: Hong Lin, Oklahoma State University

Literature documented that an effective "Train-the-Online-Trainer" program requires a distinction between technology training and technology integration. With this caveat in mind, this presentation chronicles in detail the milestones, challenges, and administrative issues of planning and implementing certificate and training programs for online instructors.

Instructional Design Culture

Time: 8:00 AM - 9:00 AM

Location: Event Center G

Facilitator: Steven J. McGriff, Discussant, San Jose State University



21-EG

.a Establishing a Competency Model for the e-Learning ISD

Presented by: Daniel Campbell, Vangent Inc.

This session will present the findings of a mixed-method study which determined whether differences exist between the current International Board of Standards for Training, Performance, and Instruction (IBSTPI) Instructional Systems Design (ISD) competencies and the competencies for the e-learning Instructional Systems Designer (ISD) which was defined as: using systems model to design, develop, and deploy asynchronous, non-facilitated CBT and WBT solutions to human performance problems. This study also established an e-learning ISD specific competency model.
www.dancampbell.us

.b A Model-Based Approach to Mapping Task Descriptors onto Learning Objectives and Strategies

Presented by: Eric Sikorski, Florida State University; JeongMin Lee, Florida State University; Elena Novak, Florida State University

Contributor(s): Chanhee Son, Florida State University; Anitha Sagadevan, Florida State University; Ying Yang, Florida State University

We report a model-based approach to align task categories onto learning objectives and instructional strategies. The alignment model includes four task categories (perceptual, cognitive, motor and communication) and nine task types (visual, numerical analysis, information processing, fine motor, continuous fine motor, light gross motor, heavy gross motor, oral communication, and written communication) (Leberiere et al., 2002). Task descriptors and Merrill's (2002) principles of instruction are used to prescribe appropriate strategies.

21-EH

Leadership Development Committee

Time: 8:00 AM - 9:00 AM

Location: Event Center H

Presented by: Christopher T. Miller, Morehead State University

Leadership Development Committee Meeting

Educational Transformation

Time: 8:00 AM - 9:00 AM

Location: Event Center I

Facilitator: Glenda Crawford, Elon University



21-EI

.a The Loss of a Sonata Unwritten¹: MED 562

Presented by: Dr. Glenda Crawford, Elon University

Contributor(s): Cleo Magnuson, Elon University

This presentation traces MED 562: Foundations in Gifted Education from its collaborative design and development by the instructional designer and instructor through to its delivery and evaluation. This blended learning course was delivered via Blackboard with two face-to-face sessions on site at the University. Course goals, objectives, content, assignments with rubrics, and assessments will be discussed. Essential questions, discussion boards, the use of group assignments (role play), and seminal law cases will also be shared.

.b The Frequency and Effectiveness of Technology Integration among Beginning K-8 Teachers

Presented by: Wynter Rose,

This study attempted to assess the current state of technology integration, primarily the use of technology tools, among beginning teachers and the implementation of the ISTE technology standards in preservice teacher education programs. An emphasis on direct observation of beginning teachers resulted in a realistic assessment of whether teachers are effectively integrating technology after graduating from a preservice program that has attempted to make improvements in the integration of technology.

Presidential Session

Time: 8:00 AM - 9:00 AM

Location: Emerald



21-EM

Putting the “Public” Back in Publication: A Call for Design Research in Educational Technology

Presented by: Thomas Reeves, University of Georgia

This presentation is a call for action in the educational technology research community to adopt design research methods more widely so that the public good realized from our research increases to a socially responsible level. Specific strategies for engaging faculty members, doctoral students and practitioners in design research agendas will be described. Special Research and Theory Division/Presidential Sponsored Session

Roundtable Sessions

Time: 8:00 AM - 9:00 AM

Location: Great Hall East

21-GE

.b Information and Communication Technology (ICT) Teachers’ Perceptions of Teaching: Preservice and Inservice

Contributor(s): Recep Cakir, Middle East Technical University; Soner Yildirim, Middle East Technical University; Alysia D. Roehrig, Middle East Technical University

The purpose of this study was to investigate preservice and inservice Information and Communication Technology (ICT) teachers’ perceptions about teaching. To understand their perceptions of the role of ICT teachers and their personal satisfaction with the profession, a questionnaire was administered to 1568 preservice and 104 inservice ICT teachers in Turkey. Results revealed that preservice and inservice teachers’ perceptions of teaching were generally positive about ICT teaching. Although there were significant differences between preservice teachers in different years of preparation, no statistically significant difference was observed between pre and inservice teachers in terms of their perceptions. Interviews employed to gain in-depth understanding of teachers’ perceptions supported the survey results.

.c Psychophysiological Measures of Cognitive Load in Educational Technology Research

Time: 8:00 AM - 9:00 AM

Location: Great Hall East

Presented by: Pavlo (Pasha) Antonenko, Oklahoma State University

Psychophysiological measurement of cognitive load is based on the assumption that changes in various bodily processes and states covary with changes in cognitive load. A major advantage of psychophysiological measures is the continuous availability of bodily data, which allows load to be measured at a high rate and fine granularity. While reliability of psychophysiological measures still needs to be established, these methods seem especially promising for dynamic assessment of cognitive load in learning tasks that involve use of technology.

.d How does current research in neurobiology contribute to our understanding of learning and cognition?

Time: 8:00 AM - 9:00 AM

Location: Great Hall East

Presented by: Theresa Becker,

Current research in neurobiology is both changing the way we understand how the brain functions and affirming certain long held beliefs. Neural networks, both artificial and biological

(Roundtable Sessions continued)

are offering researchers a better understanding of memory and cognition. Our increased understanding of the biological processes involved in brain functioning have significant implications for teaching and learning. This emerging knowledge should help educators design brain based learning strategies and tailor instruction to meet individual student needs.

.e The “Five C’s of Engaging Students” in Problem-based Science Inquiry

Time: 8:00 AM - 9:00 AM

Location: Great Hall East

Presented by: Andrea J. Harmer, Lehigh University & Kutztown University

This study was intended to broaden the understanding of middle-school learners’ engagement during Web-based science inquiry, couched in an authentic community problem. The inquiry design allowed for collaboration with research scientists working on the same problem, using the same instruments. The researcher summarized source material, prepared plant and soil samples from the “Gap” for analysis by the students through remote access to an electron microscope, and developed an introduction to nanoscience and nanotechnology.

.f Quality Assurance for Online Courses

Time: 8:00 AM - 9:00 AM

Location: Great Hall East

Presented by:

Contributor(s): RENEE Graham, Saint Leo University

If you write or are responsible for online courses, this presentation, Quality Assurance for Online Courses, is for you. What is the most efficient way to make sure your course is a quality product? You will learn a system by which you can review a course with an editorial eye, and will receive handouts of the forms used in that process. Questions of copyright law regarding online education will also be addressed.

.g Visual Literacy in Web and Learning 2.0 Environments

Time: 8:00 AM - 9:00 AM

Location: Great Hall East

Presented by: Maria D. Avgerinou, DePaul University

Visual Literacy has been identified as the essential literacy by the Partnership for 21st century skills. With the advent of Web and Learning 2.0, it is timely and critical to begin a systematic dialogue toward revisiting and revamping visual literacy’s definition, scope, purposes, skills, and applications so that visual literacy can indeed prove the most essential literacy of the 21st century.

.h Global Perspective of Technology Integration Issues in K12 Schools: U.S. and Chinese Graduate Students Collaboration

Time: 8:00 AM - 9:00 AM

Location: Great Hall East

Presented by: Leanda Hemphill, Western Illinois University; Seung Won Yoon, Western Illinois University; Hoyet Hemphill, Western Illinois University

Contributor(s): Lixin Zhang, Hebei University

U.S. and Chinese graduate students collaboratively examined K-12 technology integration issues. Student-developed scenarios and presentations addressed common issues of equitable access, ethnics, copyright laws, healthy use, and intercultural awareness. Data were collected and analyzed on students’ attitudes towards collaboration and online learning, and their understanding of the issues from a global perspective. Reflections on the course development, scheduling, and group processes will also be provided.

.I Effective Tutoring in an Online Program

Time: 8:00 AM - 9:00 AM

Location: Great Hall East

Presented by: Buket Kip, Anadolu University

This presentation covers the details of an e-tutoring system and personal experiences of an e-tutor in an online program. Information Management Program is a completely online associate program that includes heavy e-tutor support for learners. Synchronous and asynchronous tutoring is provided by 60 advisors almost 7 days a week 24 hours a day. As one of these tutors, I have been tutoring for five years. Creating a personal frequently asked questions database, use of whiteboard, saving and sharing communications are among the lessons I learnt to support my students better. I believe that this presentation might especially help those who design online courses or develop online curriculum.

.j Using GPS Receiver in a School Yard to Support an Inquiry and Problem-based Interdisciplinary Unit for 5th and 6th Grade Students

Time: 8:00 AM - 9:00 AM

Location: Great Hall East

Presented by: WEI LIU, Purdue University

A brief instruction on GPS receiver will be given. An example of how one educator used a Global Positioning System (GPS) in the school yard to support an inquiry and problem-based interdisciplinary unit for 5th and 6th grade students is provided. The study indicated that GPS receivers can be used to assist students and teachers in establishing and promoting a rich context for inquiry and problem-solving skills.

.k Catalyst for Change: Collection Mapping and Analysis

Time: 8:00 AM - 9:00 AM

Location: Great Hall East

Presented by: Savan Wilson, University of South Alabama; Mary Ann Robinson, University of South Alabama

Collection Mapping is important to develop a method of collection building based primarily on curricular needs. The presentation will show how the Excel program can be used to collect, organize, and present information about the collection. This process can result in additional funding based on realized needs.

Poster Sessions

Time: 8:00 AM - 9:00 AM

Location: Great Hall East

21-GE

.p Game-Based Learning for Soft Skills and Cooperative Strategies

Time: 8:00 AM - 9:00 AM

Location: Great Hall East

Presented by: Vincent Flango, General Dynamics IT

Two of the challenges faced in meeting the new paradigm of game-based learning and simulations: how to incorporate this new technology when our clients are primarily involved in soft skills training, and how to integrate cooperative principles in a virtual, constructive environment. We had achieved major success with several online soft-skills training performance and support system that utilized small cooperative groups per computer. Using cooperative strategy with implementation of new course-level game-based training for the same client meant new challenges and adjustments.

.p Effects of a Series of Educational Computer Games on Achievement and Motivation

Time: 8:00 AM - 9:00 AM

Location: Great Hall East

Presented by: Mansureh Kebritchi, University of Central Florida; Atsusi Hirumi

Few empirical studies have gathered data on the effect of educational or serious games in the context of formal K-12 setting. This presentation presents the results of an experimental study conducted with 193 high school students to identify the effects of a series of mathematics educational games on the participants. The findings help educators and instructional designers better understand effects of educational games as new rays of change in K-12, higher education and industry settings.

.p Project Based Learning in Reforming High Schools: Transforming Culture and Instruction?

Time: 8:00 AM - 9:00 AM

Location: Great Hall East

Presented by: Jason Ravitz, Buck Institute for Education

A national survey of project based learning (PBL) in US high schools included teachers in several major reform networks. Findings highlight the role of PBL in reform settings, different teacher perceptions and practices, and their relationship to espoused conditions and principles that do not specify an instructional approach, such as teacher leadership, student personalization, technology integration and community engagement. Another national survey provides baseline data and was partially replicated to support this study.
<http://tinyurl.com/2w42mt>

.p Examining Students' Achievement and Attitudes in Computer Technology Learning by Cognitive Styles and Social Interdependence

Time: 8:00 AM - 9:00 AM

Location: Great Hall East

Presented by: Hua Bai, State University of New York at Potsdam

This study examined the effects of cognitive styles and social interdependence on students' achievement and attitudes in computer technology learning. It was found that those who had field-independent cognitive styles and worked in nonexistent social interdependence conditions had higher achievement scores than those who had field-dependent cognitive styles and worked in positive social interdependence conditions. Overall, the participants preferred to work in nonexistent social interdependence conditions when learning computer technology no matter what cognitive styles they have.

.p PETS: Four Ways to Think About Technology Use in Education

Time: 8:00 AM - 9:00 AM

Location: Great Hall East

Presented by: Betty Ebrecht, University Northern Colorado

This session will help answer the question: How are you using technology in instruction? Technology must be used effectively to create opportunities for learning and to promote student achievement. By using this simple framework, teachers are productively able to think about their use of technology when planning, designing, developing, and implementing their instruction. Teachers, Administrators, and Technology directors benefit from using this simple and effective way to consider technology use in education in four distinct ways: Personal, Enhance, Teach, and Support. As we explore each area, audience participation adds to the list of technology resources for each category.

.p Developing Teachers' TPACK through Professional Development: The Case of WebQuest Creation

Time: 8:00 AM - 9:00 AM

Location: Great Hall East

Presented by: Drew Polly, UNC-Charlotte; Leigh Ausband, UNC Charlotte

This presentation shares the results of a qualitative study about a professional development project that focused on improving teachers' technology integration skills through the design and implementation of WebQuests.

Instructional Design Culture

Time: 8:00 AM - 9:00 AM

Location: Gallery

Facilitator: Chun-Min (Arthur) Wang, National Hsinchu U. of Ed.



21-GY

.a Effectiveness Indicators of U-learning Initiatives: A Case of Korea's Experimental Schools

Presented by:

Contributor(s): In-Sook Lee, Sejong University; Seungyeon Han, Hanyang Cyber University

There have been various efforts to integrate u-learning into the school curriculum for last decade. Korea's Ministry of Education has implemented u-learning experimental schools for three years since 2007. This study identified indicators of effectiveness of u-learning project and evaluated first year's achievement of 10 u-learning experimental schools (three elementary schools, three middle schools, and four high schools) in Korea.

.b Effects of Implementing Wiki in an EFL class

Presented by: Yu-ching Chen, Kao Fong College

Contributor(s): Lea Witta, University of Central Florida

Wiki is believed to promote collaborative writing, providing open-editing, and encouraging multiple modalities to facilitate learning. However, there is very limited number of experimental research to support the effect of applying wikis on learning (Mattison, 2003). This study was designed to investigate the effect of implementing cooperative learning in an English as Foreign Language (EFL) college course using wiki and to document the changes of students' attitude toward language learning.

Utility of Technological Progressions of Learning Management Systems.

Presented by: Dirk Ifenthaler, Department of Educational Science

The rapid progress of computer technology has introduced a new culture of innovative teaching and learning in schools, higher education, and lifelong learning. Learning management systems (LMS) in particular integrate interactive learning environments, administration and facilitate customized online instructional materials. We argue that the use of LMS is predominantly content oriented and fails to promote meaningful learning environments. The quantitative research study focused on 133 blended learning courses implemented in Moodle, with a total of 3643 students enrolled. Additionally, 10 expert interviews were conducted. The findings indicate that most of the instructors use the LMS for sharing documents and do not use its technological and instructional advantages. With this instructional regression in mind, we discuss the necessity of a taxonomy of LMS features with regard to teaching and learning.

.b Re-designing a Course Management System to Enhance a Course Simulation

Presented by: Dennis Charsky, Ithaca College; Mary Lou Kish, Ithaca College

Contributor(s): Jessica Briskin, Ithaca College; Kira Walsh, Ithaca College; Sarah Hathaway, Ithaca College; Nic Barajas, Ithaca College

Course management systems (CMS) in higher education are the most popular mechanism for delivering online courses and propelling face to face courses to include various online components. The authors collaborated on a project that used a CMS to enhance the authenticity of a course simulation. Three solutions were used to enhance the authenticity of the course simulation: a mock company intranet with communication and support tools, and mock client website.

21-HC

International Hospitality Center

Time: 8:00 AM - 5:00 PM

Location: Hampton Court

Presented by: International Division,

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Instructional Design Culture

Time: 8:00 AM - 9:00 AM

Location: Ireland A

Facilitator: Kelly Unger, Wayne State University



21-IA

Educating Learners to be Adaptive, Agile Thinkers

Presented by: millie abell, us army headquarters training & doctrine command; Richard DiNinni, University of Southern California

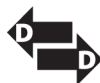
The military must produce leaders capable of operating within today's rapidly changing environment, often with less time for schoolhouse instruction. For this reason, the Army is investigating strategies for efficiently educating adaptive, agile thinkers. This presentation offers three evidence-based strategies having the potential to make education more powerful: (1) rich context using immersive technology-based

Educational Transformation

Time: 8:00 AM - 9:00 AM

Location: Islander II

Facilitator: Darryl Draper, Penn State University



21-I2

.a Implementation of Web-enhanced Features for Successful Teaching and Learning. The

scenarios; (2) Guided Experiential Learning (GEL) design to ensure far transfer, and (3) learning self regulation skills for deeper understanding.

21-IB

Evaluating SL Course Experience: A Learner's Evaluation and Faculty Response

Time: 8:00 AM - 9:00 AM

Location: Ireland B

Presented by: Alice Bedard-Voorhees, Office of Innovations for Teaching and Learning; Lisa Dawley, Dept. of Ed. Tech, Boise State University

Publications about educational experiences in Second Life generally have provided reportage about events and uses, and only a small amount about teaching and learning. . Additionally, existing evaluation remarks little about the offering relative to the institutional framework to which it belongs. A faculty-learner shares their resulting dialogue about a course evaluation based on Badrul Khan's Flexible E-Learning Model. This session will be simulcast from the conference into Second-Live to artifacts illustrating various observations.

Instructional Design Culture

Time: 8:00 AM - 9:00 AM

Location: Ireland C

Facilitator: Claudius Rodgers, Indiana University



21-IC

.a Developing Web-Based Content Containing Mathematical Expressions

Presented by: Charles Hodges, Virginia Tech

The development of mathematical content for display on the WWW is not an easy task. This research was conducted in the summer of 2007 to ascertain the current tools and technologies used by mathematicians to develop web-based materials containing mathematical expressions. A web-based survey was used to collect information from an international group of 74 mathematicians. Content analysis revealed a consistent desire to use certain technologies and a general lack of understanding regarding web accessibility.

.b Towards Model Based Knowledge Management. A New Approach to the Assessment and Development of Organizational Knowledge.

Presented by: Pablo Pirnay-Dummer, University of Freiburg; Andreas Lachner, University of Freiburg

Knowledge Management has gained attention in the past decades. On the basis of the theories of distributed cognition and mental models, we introduce a new approach of knowledge management. It takes the individual and

organizational aspects of knowledge to support organizational modeling. A pilot study on externalization methods was conducted via a new instrument, called T-MITOCAR. The results show that T-MITOCAR can serve as a basis for developing organizational assessment instruments.

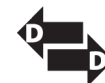
http://elena.ezw.uni-freiburg.de/pablo/PirnayDummerLachner_KE_Prop_AECT2008.pdf

Instructional Design Culture

Time: 8:00 AM - 9:00 AM

Location: Knave

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



21-KE

.a Improving Teaching in the Academy: Online Professional Development Community for Graduate Teaching Assistants

Presented by: Pat Hardre, University of Oklahoma; John S. Madden, University of Oklahoma

Contributor(s): Danny Johnson, University of Oklahoma; Giffene Charles, University of Oklahoma

Creating an online community is not an easy process but the results can be amazing! This session will cover the creation of an online system designed to provide foundational professional development for Graduate Teaching Assistants at a major University. The session will cover the creation, implementation and evaluation of the learning community as well as a discussion of the data collected during the two-year creation process, as well as ongoing design and development plans.

.b Cognitive Modeling and Technology Supported Grading: A Scalable Approach that Meets the Needs of a Large Enrollment Course

Presented by: Khusro Kidwai, Pennsylvania State University

This poster will display a unique approach to addressing the grading needs of a large enrollment undergraduate course in energy conservation and environmental protection. We will demonstrate how cognitive modeling techniques and technology were used to develop a system for grading class projects that are designed to measure higher order learning. We will show how our approach allows for extremely efficient and high quality grading, at the same time making the grading process highly scalable.

Instructional Design Culture

Time: 8:00 AM - 9:00 AM

Location: Oxford

Facilitator: Penny Thompson, Michigan State University



21-OD

.a Making a Significant Difference: A Goal-Driven Approach to Improving Teaching & Learning with Technology

Presented by: Jonathan Mott, Brigham Young University; Stephanie Allen, Brigham Young University

Contributor(s): Larry Seawright, Brigham Young University

Far too often, instructional technology projects yield “no significant difference” in student learning or performance. Instructional technology solutions can help educational institutions achieve substantive teaching and learning improvement if they are theoretically grounded, focused on achieving clear goals, (using one or more of the five Sloan-C Pillars of Quality), designed to accomplish those goals, and evaluated based on their attainment of those goals.

.b A New Option for Instructional Technology Researchers: Using Design-Based Research (DBR) to Guide Development and Validation of a Web-based Module

Presented by: Oma Singh, University of South Florida

This study applies a design-based research (DBR) approach to develop and validate a web-based module that improves metacognitive learning strategies among learners in higher education. A systematic process: ADDIE (Analysis, Design, Development, Implementation, Evaluation) is utilized in the study to guide the development of the module. This presentation provides insights to educational researchers and instructional designers about a different way to investigate web-based development that results in information that is socially relevant to instructional designers.

discuss how 137 students and 8 faculty members at a research university in the Midwest perceived the use of podcasts, (2) explore important trends on administrative support, distribution methods, and overall strategy adopted by 10 universities with formal podcasting initiatives, and (3) present practical suggestions of how to effectively integrate podcasts into the teaching and learning process.

.b Technology Integration in the College Classroom—A Baker’s Dozen Frugal but Promising Strategies

Presented by: Keith Hopper, Rebecca Hendricks, Southern Polytechnic State University

Educational technology integration in higher education consumes enormous resources but with little evidence of efficacy, due in large measure to lack of vision or a cohesive strategy, and confusion between information-communication technologies and educational technologies. Instructors perceive formidable technical skills in undergraduate students, untapped in an instructional role, but this may be unfounded. This paper proposes a technology integration framework comprising three broad principles, and suggests thirteen corresponding strategies, most of which are comparatively frugal.

Instructional Design Culture

Time: 8:00 AM - 9:00 AM

Location: Senate

Facilitator: Berhane Teclehaimanot, University of Toledo, Toledo, Ohio



21-SN

.a An Investigation of Students’ and Instructors’ Perspectives of ICT Use in Higher Education

Contributor(s): Turkan Karakus, Middle East Technical University; Ismahan Arslan Ari, Middle East Technical University; Erman Uzun, Middle East Technical University; Ali Gok, Middle East Technical University; Kursat Cagiltay, Middle East Technical University

Recognizing perspectives of the members of university ensure quality and success of ICT implementation. This study aims to compare and define some issues related ICT use and expectations of students and instructors. 1282 undergraduate students and 211 instructors were participated in surveys. Results showed that instructors have low expectancy while students have a higher expectancy related bringing of ICT in education. Students want online technologies while instructors believe that important need is classroom technologies.

.b Cultural Challenges for Communities of Practice: Training International Faculty in Instructional Design

Presented by: Miriam Larson, Phyllis Newbill, Virginia Tech

The fame of successful faculty development programs in the U.S. can result in contracts for foreign faculty development. However, building a cross-cultural community of practice requires consideration of differences in culture and values.

Educational Transformation

Time: 8:00 AM - 9:00 AM

Location: Scribe



21-SE

.a Lesson on Demand!: Mobilizing Classroom Learning with Podcasts

Presented by: Kay Kyeongju Seo, University of Cincinnati; Andy Curran, University of Cincinnati

Contributor(s): Chris Collins, University of Cincinnati; Nancy Jennings, University of Cincinnati

Audio and video podcasting are new technologies that are rapidly gaining popularity. In this presentation, we will (1)

This presentation will detail experiences from a three-week instructional design workshop for university faculty from a conservative Middle Eastern country. The designer/facilitators will share results from workshop evaluations and the successful strategies used to bridge gaps in culture and values.

Educational Transformation

Time: 8:00 AM - 9:00 AM

Location: Sapphire



21-SP

Recruiting and Educating Library Media Specialists Through the IMLS Laura Bush Program: A Case History

Presented by: Delia Neuman, Drexel University

A three-year grant from the Institute of Museum and Library Services is funding the preparation of eight library media specialists for the District of Columbia Public Schools. This presentation tells the story of that project--including goals, procedures, activities, rewards, crises, and lessons learned. Ultimately--despite a range of political, managerial, and pedagogical challenges--the project promises to be a success.

Educational Transformation

Time: 8:00 AM - 9:00 AM

Location: Yeoman

Facilitator: Ross A Perkins, Virginia Tech



21-YN

.a Is School Level Writing Achievement Related to the Integration of Technology? A Longitudinal Study over Four Years

Presented by: Tina Hohlfeld, University of South Florida; Ann Barron, University of South Florida

Contributor(s): James White, Jeffrey Kromrey, Elizabeth Shaunessy, University of South Florida

Multilevel models for repeated measures were used to examine the relationship among technology integration indicators and school level writing achievement in Florida public schools (N=2,514) at four points of time, while controlling for school level moderating variables (elementary, middle, and high school levels, demographics, and learning environment). Factor analysis was used to form composites for access to student software, frequency of use by teachers and students, and technical support, learning environment, and teacher qualifications.

.b The Impact of Goal Messaging and Goal Orientation on a Web-based Tutorial

Presented by: John M. Bunch,

The current study integrates current general models of cognition and situated learning, Locke & Latham's (2002) Goal Setting Theory, and Kahenman & Tversky's Prospect Theory (1979) to create goal messaging statements intended

to influence the value of effort exerted by a learner toward a performance goal. While the study supports the efficacy of goal messaging, such manipulations must be made in light of the goal orientations a learner brings to the instructional setting.

Keynote Address

Time: 9:15 AM - 10:15 AM

Location: Great Hall North

22-GN

Dr. James Paul Gee

Presented by: Dr. James Paul Gee, Arizona State University

Dr. Gee is a Mary Lou Fulton Presidential Professor of Literacy Studies at Arizona State University and a member of the National Academy of Education. His book Sociolinguistics and Literacies (1990) was one of the founding documents in the formation of the "New Literacy Studies", an interdisciplinary field devoted to studying language, learning, and literacy in an integrated way in the full range of their cognitive, social, and cultural contexts.

23-BR

Tech Trends Editorial Board

Time: 10:30 AM - 11:30 AM

Location: BVP Board Room

Presented by: Sharon Smaldino, Northern Illinois University

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Educational Transformation

Time: 10:30 AM - 11:30 AM

Location: Captain

Facilitator: Paul Kirschner, Utrecht University



23-CA

.a The Future of Systemic Educational Change - Across Two Horizons

Presented by: Hoyet Hemphill, Western Illinois University; Leaunda Hemphill, Western Illinois University

Contributor(s): Lixin Zhang, Hebei University

This concurrent session will discuss a recent proposal for educational reform in K-12 education in China, and a proposal for transformational systemic change that was implemented last year by AECT, call the Futureminds Initiative. The session will discuss the similarities and contrast between the initiatives in the two countries in terms of historical context and current economic and cultural issues. The last third of the session will be left for discussion and questions.

.b The Use of Virtual Workshops: A Study of Innovations in the Systemic Change Process

Presented by: Claudius Rodgers, Indiana University

In this presentation I discuss the results of a study of the innovative use of technology to facilitate learning within the systemic change initiative. This initial case we refer to as a virtual workshop, and it allows further understanding of the use of web based learning environments within the context of systemic change. This study serves as a formative evaluation of the use of such workshops while simultaneously constructing a model for future virtual workshop design and implementation.

Virtual Worlds and Mobile

Learning



Time: 10:30 AM - 11:30 AM

Location: Cambridge

Facilitator: Carol A. Brown, East Carolina University

23-CE

.a Open Source and Free Resources for Educators

Presented by: Odin Jurkowski, University of Central Missouri

Are budgets tight? Do you have a hard time finding software and online resources to use in the classroom? Tools that students can also access from home? Is compatibility and consistency an issue? This session will cover many of the basic open source software programs and online resources that educators can get for free.

.b Web 2.0: Gizmos, Gadgets and Widgets

Presented by: Leigh Zeitz, University of Northern Iowa

Lookin' for cool stuff to make your Web 2.0 experience more fun/educational? Dr. Z will share some gadgets, gizmos, websites and software that will add multiple dimensions to exploring the new Web. He will engage you in the process of making the Web an interactive opportunity that will benefit both you and your students. Bring your laptop along and you can surf Web 2.0 along with Dr. Z. It will be an interactive experience that will bring you to a new level of understanding.

Educational Transformation



Time: 10:30 AM - 11:30 AM

Location: Council

Facilitator: Brian Belland, Utah State University

23-CO

.a How to Examine Mediating Processes of Interventions?: Using Structural Equation Modeling in Experimental Research

Presented by: Hyeon Woo Lee, Kyu Yon Lim, The Pennsylvania State University

As current technology-enriched learning environments and theoretical constructs involved in instructional design become more sophisticated and more complex, a need arises for equally sophisticated analytic methods to research these environments, theories, and models. Thus, this paper introduce an alternative approach for analyzing data arising from experimental studies using structural equation modeling (SEM) procedures which can formulate and test theories regarding how the interventions affect the observed outcomes and compares it with traditional MANCOVA design.

.b A Computerized Method to Assess the Effects of Incubation Activities on Problem Solving Ability.

Presented by: SungAe Yoo, Texas A&M University

Contributor(s): Ronald Zellner, Texas A&M University

The current study introduces a computerized technique that was developed and implemented to examine the effects of incubation (interruption) tasks on problem solving. This computerized technique provided effective assessment of cognitive phenomena associated with problem solving such as incubation, fixation and insight. In the present study the technique was used to generate problem solving sessions and measure subjects' performance patterns, accuracy, and efficiency. The findings and implications, based on 185 undergraduate subjects, are discussed.

23-E1

Invited Panel: Grant Management

Time: 10:30 AM - 11:30 AM

Location: Event Center C1-D1

Presented by: Johannes Strobel, Purdue University; Chandra Orill, University of Georgia; Jennifer Richardson, Purdue University; Les Moller, University of South Dakota

Given the the very well-attended and successful grant writing workshop sponsored by NSF and organized by University of Georgia, the management division provides with this panel an additional opportunity for professional development in regards to grants. The members of this panels focus on strategies and lessons learned from grant management. Too often new faculty members or new corporate employees find themselves in a position to manage funding (be it start-up or grants), plan budgets and spend the money. Too often, they are ill-prepared, especially when the terminology and culture of their organization is new to them. The audience for these panels are graduate students, junior faculty who find themselves in managerial roles that involve financial responsibilities.

Educational Transformation

Time: 10:30 AM - 11:30 AM

Location: Event Center G1-E

Facilitator: Hong Zhan, Northern Arizona University

SICET

23-E2

.a Apply Wikis to Team Project in the University Classrooms

Presented by: Chun-Min Wang,

The purpose of this study is to investigate the teaching strategy and assessment method regarding using wikis in the university classrooms. Two undergraduate classes with same instructor and subject were chosen to compare the students' satisfaction with different team writing regulations and assessment methods. By analyzing the survey and the results from the followed-up interviews, the study intends to provide valuable suggestions for the instructors who are interested in applying wikis efficiently in their classrooms.

.b The Impact of Blogfolios on Student's Perceived Learning and Satisfaction

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

Contributor(s): Steve C. Yuen, The University of Southern Mississippi

The purpose of this study is to examine the impacts of using blogfolios (weblog-portfolio) on students' perceptions of learning and satisfaction with instruction. Specifically, the study attempts to answer the following research questions: 1. What are students' perceptions on interaction (overall interaction, student-to-instructor interaction, and student-to-student interaction) before and after using blogfolios? 2. What are the impacts of blogfolio activities on students' perceived learning?

23-EA

Supporting the Use of Emerging Technologies in Schools: Research and Implications

Time: 10:30 AM - 11:30 AM

Location: Event Center A

Presented by: Anne Ottenbreit-Leftwich, Indiana University

Contributor(s): Thomas Brush, Indiana University

This presentation shares the background and findings of a multi-million dollar study being conducted at Indiana University about the most effective ways to support the use of emerging technologies in K-12 schools.

Educational Transformation

Time: 10:30 AM - 11:30 AM

Location: Event Center B

Facilitator: Heidi Blair, East Carolina University



23-EB

.a Systemic Change around a Common Pedagogical Model: Faculty Involvement and Adoption

Presented by: Claudia Ruiz, Saint Leo University

This session describes the systemic change undertaken by a university involving the incorporation of a common pedagogical framework. This presentation will provide participants with an understanding of how faculty teaching online courses have adopted the model, and how they are involved on the ongoing systemic change.

.b Do Students Want to Be the Center in Student-centered Learning Environments? Implications for the Design and Implementation

Presented by: Sang Joon Lee, University of Georgia; Robert Branch, University of Georgia

Due to different approaches to teaching and learning in student-centered learning environments, students may feel uncomfortable and find themselves ill-prepared to learn in the new environments. This qualitative study investigated students' beliefs about teaching and learning in relation to their perceptions of the *Studio Experience*, a student-centered learning environment. This study also examined whether students' beliefs and their perceptions changed through their experiences in the *Studio*. Findings and implications of this study will be presented.

23-EC

Proactive Copyright Compliance

Time: 10:30 AM - 11:30 AM

Location: Event Center C

Presented by: Rebecca P. Butler, Northern Illinois University

This presentation is designed as a basic "how to" on creating and maintaining a copyright compliance program in a school/school district. Because the library media specialist is often the individual dealing with copyright compliance on a day-to-day basis, it is inherent that s/he be proactive in this area. This presentation defines copyright compliance, covers who the experts are, and discusses policies and procedures for creating and maintaining a copyright compliant school and/or district.

Instructional Design Culture

Time: 10:30 AM - 11:30 AM

Location: Event Center F

Facilitator: Angela Benson, The University of Alabama



23-EF

.a The Right Performance Support Solution

Presented by: Vincent Flango, General Dynamics IT

Contributor(s): Maria McMeans, General Dynamics IT

New technology has allowed more options than ever before on improving performance: online training, training performance support systems, instructor-led training, electronic or integrated performance support systems, or online job aids. The challenge many organizations face is choosing the appropriate solution for the specific need. Standard instructional models are not designed to distinguish between determining noninstructional and instructional performance support, and do not consider the realities and constraints imposed by organizations. We will share how we met these challenges.

.b Learning Content Managements Systems: When Business Considerations and Pedagogy Collide

Presented by: Daniel Campbell, Vangent Inc.; Kim

Armstrong, The Boeing Company

In this concurrent session we will present a case study of a Fortune 500 organizations' experience in implementing an enterprise-wide Learning Content Management System (LCMS). We will describe how the realities of content development in an LCMS environment clashed with the stakeholders' expectations and describe how working together, the organization and a third party content developer were able to craft solutions to meet the needs of all stakeholders.

www.dancampbell.us

Instructional Design Culture

Time: 10:30 AM - 11:30 AM

Location: Event Center G

Facilitator: Tristan Johnson, Florida State University

23-EG

.a Designing Far Transfer for Technology Adoption: A Model for Faculty Development

Presented by: Karen Kaminski, Colorado State University;

Doris Bolliger, Univeristy of Wyoming

We present findings from a longitudinal study which includes interviews conducted with faculty at a large research university about a series of professional development workshops offered on campus in 1999 and 2001 called Technology, Learning, and the Classroom. We focus on how

adoption was achieved through factors such as motivation, content and context of the training, and resources and support. Based on our analysis, we propose a design model that deliberately embeds critical far transfer mechanisms.

.b Analysis of Computer Supported Collaboration Software to Support Diverse Teams

Presented by: Lisette Reyes, Purdue University

Contributor(s): Scott Schaffer, Purdue University

The purpose of this presentation is two-fold: 1) to share design principles for development of learning, knowledge-building and performance support; and 2) to present the results obtained from assessing the fit of these principles across three collaborative software products. Recommendations will be focused on development of research-based guidelines that inform the design, selection, and evaluation of collaborative tools aimed at supporting project teams.

Educational Transformation

Time: 10:30 AM - 11:30 AM

Location: Event Center H



23-EH

.a Analyzing What Happens in a Face-to-Face College Course to Determine Which Strategies Could be Enhanced Online

Presented by: Trey Martindale, University of Memphis; William Sugar, East Carolina University

Contributor(s): Frank Crawley, East Carolina University

With the increasing number of online college courses, experienced instructors are now teaching online, and converting their well-established face-to-face teaching strategies into an online environment. To better understand this transition, we analyzed the practice of one senior professor and his face-to-face teaching strategies. This single-case study gave us insight into what happens in a face-to-face course, and how current and emerging online tools could replicate and enhance these instructional strategies.

<http://teachable.org/presentations/>

.b Online mentoring and social networking as a means of retaining new teachers

Presented by: Carmen Weaver, University of Memphis; Trey Martindale, University of Memphis

Teaching can be a difficult profession, and teachers have been leaving the profession at an inordinate rate in recent years. Mentoring and professional development for new teachers has proven effective in reducing teacher turnover. In this session we will review innovative online mentoring and social networking projects for teachers, including our own multi-state project--Teachers Learning in Networked Communities (TLINC). This project is funded by a multi-year U.S. Department of Education grant.

Serious Gaming for Education

Time: 10:30 AM - 11:30 AM

Location: Event Center I

Facilitator: Valerie Amber, National University



23-EI

.a Teaching a New Era: Using Technology to Prepare for The Diverse Classroom

Presented by: Valerie Amber, National University

Online learning environments are no longer restricted to two-dimensional formats with linear text and threaded discussions. Novel technologies--including avatars, podcasts, and multimedia experiential learning activities--give educators an opportunity to exercise their passion for the art of teaching while engaging students and meeting curriculum guidelines. This presentation showcases the use of these technologies in an online teacher credential course and examines the impact on student learning

.b Blending Online Components to Traditional Instruction: Technology as Lever for Teacher Education

Presented by: Hong Lin, Oklahoma State University

This study investigated the effectiveness of using online instruction as a supplement to a face-to-face introductory technology education course. The analysis of the data, collected from 46 pre-service teachers, indicates that instruction, when combined with traditional face-to-face and online components, can complement each single delivery mode. However, the blended approach adopted in this study also brought some unexpected challenges for both students and the instructor. This paper presents insightful recommendations for teacher educators who would like to explore or adopt this approach.

pedagogical practices. Further, this presentation is intended to stimulate reflections on key strategies to foster active, learner-centered environments in the classroom.

.b Implementing Inquiry Learning in Technology Preparation for Pre-service Teachers – A Preliminary Case Study

Time: 10:30 AM - 11:30 AM

Location: Great Hall East

Presented by: Ying Wang, Indiana University

Contributor(s): Anne Leftwich, Indiana University

This paper reports a case study of implementing inquiry learning in a technology preparation course for pre-service teachers, focusing on the instructor's guidance strategies and students' reaction to the approach. Class observations and interviews were conducted for the study. In addition, instructional materials and student works were collected and analyzed. Results of data analysis indicated the potential of implementing inquiry learning in technology preparation for pre-service teachers and different guidance strategies that instructors may provide to assist students' learning.

.c Technology Awareness and Access: Connecting Schools, Community and Parents

Time: 10:30 AM - 11:30 AM

Location: Great Hall East

Presented by: Tina Hohlfield, University of South Florida; Albert Ritzhaupt, University of North Florida; Ann Barron, University of South Florida

Community and parent involvement in schools is a well-documented antecedent to student success, yet educators find it especially challenging to increase involvement with members of diverse communities. One solution may be the use of technology. This study uses statewide data collected from the 2003-04 to 2006-07 school years to investigate significant trends and differences between high and low socio-economic schools in how schools provide technology awareness and access services to community members and parents.

Roundtable Sessions

Time: 10:30 AM - 11:30 AM

Location: Great Hall East

23-GE

.a Transforming Teacher Education Programs through Technology and Learner-Centered Pedagogy

Presented by: Jared Keengwe, University of North Dakota

This presentation explores a model that could improve teacher education programs with a focus on two instructional approaches: (a) Providing active learning environments; and (b) Integrating technology into classroom instruction. This presentation examines the need for teachers to provide intellectually powerful, learner-centered, and technology-rich environments for students without undermining sound

.d Analysis of Articles published in Educational Technology Research in ETR&D (ECTJ, AVCR): Volume 1 - 2007

Time: 10:30 AM - 11:30 AM

Location: Great Hall East

Presented by: Gary J. Anglin, University of Kentucky; Gary Morrison, Old Dominion University ; Jennifer Maddrell, Old Dominion University

Contributor(s): Soraya Cooper, University of Kentucky

The primary purpose of this study is to determine the types of articles that have been published in ETR&D (ECTJ, AVCR) over the tenure of the journal. A secondary purpose is to examine the types of technology's of instruction that were studied across the life of ETR&D

(Roundtable Sessions continued)

.e Design and Development of Prompt Scaffolds

Time: 10:30 AM - 11:30 AM

Location: Great Hall East

Presented by: Saniye Tugba Bulu, Middle East Technical University; Sanser Bulu, Texas A&M University

Contributor(s): Susan Pedersen, Texas A&M University

Throughout the literature, prompts have been incorporated into software programs or written curriculum materials, or provided by peers and teachers. In the literature, use of prompts falls mainly into two categories: domain-general and domain-specific. This presentation will review research findings on the use of domain-general and domain-specific prompt to cope with the cognitive and metacognitive challenges of problem solving. Moreover, development of prompts to be used with a problem-based hypermedia learning environment will be discussed.

.f An Investigation of the Effects of Model-centered Instruction in Individual and Collaborative Contexts: The Case of Acquiring Instructional Design Expertise

Time: 10:30 AM - 11:30 AM

Location: Great Hall East

Presented by: Hyewon Kim, Florida State University; J. Michael Spector, Florida State University

The purpose of this study was to examine the effect of model-centered instruction in individual and collaborative contexts on novice learners' acquisition of an instructional design expertise. This study investigated the effect of presenting an expert model and applying a cognitive apprenticeship model in collaborative and individual contexts on general knowledge of instructional design, on mental model development with regard to instructional design, and on lesson plan development in the context of an instructional design.

.h Face-to-Face Support for Distance Learners in a Mega University

Time: 10:30 AM - 11:30 AM

Location: Great Hall East

Presented by: Kamil Cekerol, Anadolu University

This presentation is about one of the most crucial aspects of an open and distance learning: student support. It intends to reveal the results of an evaluation study in which perceptions of the learners about the face-to-face support service were investigated. The presentation provides not only results of a study but also introduce a successfully implemented learner support model for large number of distance learners. So, it might be beneficial for the audiences who are interested in management of ODL.

.I Getting Ready for the Exams in Distance Education: Design and Development of Online Trial Exams

Time: 10:30 AM - 11:30 AM

Location: Great Hall East

Presented by: Rusen Yilmaz, Anadolu University

Anadolu University as a distance education provider to large number of students has one of the largest exam system in the

World. Three times a year it organizes centralized exams through-out Turkey, Europe and the Turkish Republic of Northern Cyprus. One of the support system the University provides to its students is trial exams, entitles as e-Exam. Students can logon to e-learning portal and take a trial exam on the Internet anytime and anywhere they want. This presentation intends to give insight about design, production and maintenance of e-Exam.

.j Watch Those Student Stars Shine: Starting Your Own State Student Media Festival

Time: 10:30 AM - 11:30 AM

Location: Great Hall East

Presented by: Susan Stansberry, John Curry, Pavlo (Pasha) Antonenko, Oklahoma State University

In 2005, the Educational Technology department at Oklahoma State University recognized the need for K12 student media producers to have a state-level outlet for their productions. The Oklahoma State Student Media Festival (OKSMF) was born and quickly became incredibly successful! The purpose of this session is to share lessons learned with other states or organizations who might be interested in undertaking a similar endeavor.

<http://oksmf.net>

Roundtable Sessions

Time: 10:30 AM - 11:30 AM

Location: Great Hall East

23-GE

.p Scanner Magic

Presented by: Barbara Michels, Missouri State University ; Ching-Wen Chang, Missouri State University ; Annice McLean, Missouri State University

You won't believe what you can do with a scanner! For paper and 2-D only? Not anymore! See how you can use scanned objects in teaching and learning. Yes, you can scan 3-D objects. . . really!! And create worksheets, brochures, webpage images, instructional guides, illustrations, and ???? as far as your imagination will take you! See what others have created and take away a magic box of new ideas and teaching treasures.

.p 150 Courses in 18 Months

Time: 10:30 AM - 11:30 AM

Location: Great Hall East

Presented by: Susan Colaric, Saint Leo University; Ophelia Frazier-Brown, Saint Leo University

Project planning is an integral part of any large scale instructional design project. Due to contractual obligations ending, Saint Leo University needed to design and develop 100 undergraduate classes in an 18 month period. Prior to the development of the undergraduate program and in order to test the pedagogical model that was developed as well as the planned instructional design processes, 50 courses from the MBA program were piloted. This session will discuss the

project details including development of the model, faculty contracting, course development schedules, and project tracking.

.p Online Instructional Tools to Support Blended Attendance for On-Campus Students: Benefits and Traps Found in a Large Engineering Course

Time: 10:30 AM - 11:30 AM

Location: Great Hall East

Presented by: Dan Cernusca, Missouri University of Science & Technology

Contributor(s): Dough Carroll, Missouri University of Science & Technology

A large engineering course was offered with two enrollment options: face-to-face and online participation either synchronous, or asynchronous. One online instructional tool was introduced to support this format of this course. Due to the novelty of this approach for both the instructor and students, the overall research questions were exploratory. Findings suggest that students are attracted by the flexibility and convenience of online learning but tend to overestimate their ability to self-regulate own learning.

.p From Mentoring to Co-mentoring: A Faculty Technology Mentoring Experience

Time: 10:30 AM - 11:30 AM

Location: Great Hall East

Presented by: Evrim Baran, Iowa State University

This presentation targets teacher educators in higher education settings who are interested in developing technology mentoring environments for students and faculty. Findings of this case study showed that faculty member and graduate student enhanced their technology integration expertise with co-mentoring model which depended on cultural and social factors, shared negotiations, shared sense of common goals, mutual trust and collaborative learning.

.p A Case for Multimedia-Supported Peer-Review: Toward a Cultural-Historical Approach to Professional Development Design for In-Service Teachers of Hispanic Immigrant Youth

Time: 10:30 AM - 11:30 AM

Location: Great Hall East

Presented by: Gabrielle Garner, University of Georgia

In this paper, cultural-historical and constructivist theoretical approaches provide the basis for a set of recommendations for altering the design focus of a professional development program for teachers of Hispanic immigrant youth. The new design model features the integration of blogging for the purpose of peer-review and self-evaluation among teachers. A systems-based approach to the integration of this practice is expected to lay the groundwork for its sustainable development.

Presidential Session

Time: 10:30 AM - 11:30 AM

Location: Great Hall West

23-GW

Labels DO Matter! A Critique of AECT's Redefinition of the Field

Presented by: Patrick Lowenthal, University of Colorado Denver; Brent Wilson, University of Colorado Denver

AECT has recently (yet again!) redefined our field, reverting back to the use of the term 'educational technology'. We argue that this recent change is problematic because the labels we use to define ourselves ARE CRITICALLY important. This change is likely to confuse practitioners in corporate and higher-ed settings in particular. We offer a review of job postings, program titles, and listserv discussions to support our case.

Instructional Design Culture



Time: 10:30 AM - 11:30 AM

Location: Gallery

Facilitator: Zuo Chen Zhang, The University of Windsor

23-GY

.a Educational Transformation: Our Experiences as Change Agents in the Field of Multimedia

Presented by:

Contributor(s): Ella Black, Ella Black, Polytechnic of Namibia; Perien Boer, Teachers College, Columbia University

This paper discusses the shifts that embodied the teaching approaches for a Journalism course at the Polytechnic of Namibia. While the course has been taught for many years, we discovered that approaches and pedagogies need change to fully support the process of designing interactive systems and to support Vision 2030. The broader context of the course went beyond academic development; it became the impetus for streamlining the course from a technology-centered driven focus to a learner-centered focus.

.b Selection of Learning Management Systems Based in a Pedagogical Approach

Presented by: Jesus Salinas, Universidad de las Islas Baleares

Contributor(s): Barbara de Benito, Universidad de las Islas Baleares

We present an instrument of selection of Learning Management Systems based on pedagogical criteria. We designed a tool aimed at decision making about the technology required for implementing learning strategies, keeping in mind this three points of view: pedagogical, technical and organizational. For determining the indicators and criteria to have in mind we have researched the contexts and didactic situations where teachers work as well as the used learning strategies.

Educational Transformation

Time: 10:30 AM - 11:30 AM

Location: Islander I

Facilitator: Ross A Perkins, Boise State University



23-11

.a The use of Computer as a Proxy for Information and Communication Technology

Presented by: Marleen Evers, K.U.Leuven; Jan Elen, K.U.Leuven; Frederick Kwaku Sarfo, University of Education, Winneba, Kumasi Campus; Geraldine Clarebout, K.U.Leuven

An increased interest has been shown in information and communication technology (ICT) usage of teachers and students. Different ICT monitors have been constructed (e.g. Unesco, 2006). These monitors aim at getting insight in ICT usage and ICT integration in education over a large group of schools, teachers and students. In this monitors ICT is often replaced by the word 'computer'. The question addressed in this contribution is whether 'computer' is a good proxy for ICT.

.b ICT-integration: What's in a Name?

Presented by: Marleen Evers, K.U.Leuven; Jan Elen, K.U.Leuven; Geraldine Clarebout, K.U.Leuven
Contributor(s): Johan van Braak, U.Gent; Ilse Sinnaeve, U.Gent

In literature different opportunities of ICT in education have been described (e.g. Becta, 2006; Semenov, 2005). The assumption that ICT can lead to positive effect in education is often based on this literature and its research. However, the positive effect are not self-evident, it dependence on the adequate ICT-integration in education (Higgins, 2003). In this contribution, the research on ICT-integration is reviewed to come to a meaningful definition of ICT-integration that can guide further research.

23-12

2009 Committee Meeting for the Pacificorp Competition

Time: 10:30 AM - 11:30 AM

Location: Islander II

Facilitator: James A. Marken, Old Dominion University

23-1A

Gaming: Implications for Teacher Educators

Time: 10:30 AM - 11:30 AM

Location: Ireland A

Presented by: Dr. James Paul Gee, Arizona State University

Keynote speaker James Gee will follow his keynote by participating in an interactive discussion about implications of gaming for teacher educators and K-12 stakeholders.

23-1B

On the Horizon: Web3D

Time: 10:30 AM - 11:30 AM

Location: Ireland B

Presented by: Tom Atkinson, University of Central Florida; Chuck Hamilton, IBM, Learning and New Media Program Manager; John Lester, Operations Director, Linden Lab; Larry Johnson, CEO, New Media Consortium; Claudia L'Amoreaux, Education Programs Manager, Linden Lab

An in-world panel of leading virtual world developers and educators will discuss designing virtual environments for learning and the future of universal standards of interoperability.

Time: 10:30 AM - 11:30 AM EST **Date:** 11/6/08

Location: AECT-SL Headquarters (<http://slurl.com/secondlife/Eduisland/110/171/34>)

Note: Click the Download Handout to read more about the presenters

Professional Ethics

Time: 10:30 AM - 11:30 AM

Location: Ireland C

Facilitator: Nandita Mani, Wayne State University



23-1C

.a Resuming the Conversation: How Should Instructional Designers Be Educated?

Presented by: Tiffany A. Koszalka, Syracuse University; Deniz Eseryel, University of Oklahoma; Yiyang Wu, Syracuse University

Contributor(s): Audrey Forbes, Syracuse University; Liangyue Lu, Syracuse University

Given the eclectic nature of our field, the new developments affecting our field, and the future of ID as predicted from political, economic, social, and technological trends how does a graduate program that purports to prepare professionals as ID researchers and practitioners decide what to teach and how to teach it? The purpose of this presentation is to resume the conversation on how to educate instructional designers by sharing the results of a qualitative study.

Instructional Design Culture

Time: 10:30 AM - 11:30 AM

Location: Knave

Facilitator: Amy Adcock, Old Dominion University



23-KE

.a Challenges in Creating a Comparable Online and On Ground Course

Presented by: Dee Fabry, National University

Participants in this session explore the challenges of designing both an online and on ground course that integrates effective design, teaching, and learning while maintaining consistency between the two. The design approach integrates the concepts of systematic instructional design (Dick, Carey, & Carey, 2005) and the latest research for designing effective online courses (Koszalka & Ganesan, 2004). The blended design results in a learning experience which ensures the delivery of consistent learning outcomes for both environments.

.b Professional Development for Facilitators – Teaching Presence in an Online Context: Results of Course Design, Implementation, and Evaluation

Presented by: Jeonghee Huh, University of Central Florida

Contributor(s): Vicky Zygouris-Coe, University of Central Florida; Candace Whitehead, University of Central Florida

Quality professional development for facilitators helps to maintain quality participant experience and satisfaction with online learning. This symposium presents the results of redesigning, implementation, and evaluation of an online professional development course for facilitators to create a strong and effective teaching presence in the facilitation of the Florida Online Reading Professional Development course. Presenters describe the course structure, lessons learned from the course design and implementation, and the findings from the course data analysis.

confronted, but they also encounter obstacles that traditional face-to-face teams do not have. This presentation explores the problems that students face in virtual learning teams and posits some best practices for instructors as well as students to improve virtual teamwork effectiveness.

.b Better Use of Videoconferencing in Distance Education System: Evaluation of Videoconferencing Practices in Anadolu University

Presented by: Aydin Ziya Ozgur, Anadolu University; Bulent Batmaz, Anadolu University

Videoconference is effective, interactive and flexible alternative that make possible two-way video communication of students and lectures that are separated physically in distance education; it, at the same time, supports educational environment, provides an active learning, and lessens time and transportation costs. The effectiveness, problems, and student opinions on the videoconferencing application of Anadolu University, as part of its distance education practices are focal points the paper. To this end, a survey has been developed and applied to the students involved in videoconference systems. The findings of the survey will be discussed in the conference.

23-SE

Technology Integration: Motivating Students to Learn Content Literacy

Time: 10:30 AM - 11:30 AM

Location: Scribe

Presented by: ; Janet Kehe, Upper Iowa University

Contributor(s): Gina Kuker, Upper Iowa University

Technology can be integrated into content area literacy to enhance student learning. Content area literacy is no longer just content reading and writing but now includes speaking, listening and viewing. All aspects of literacy need to be considered when integrating technology into instructional methods to engage students. Teachers consider which strategies make a difference in student learning. Educational technology, instructional strategies, and the different aspects of literacy intertwine and enter into instructional decision making.

Instructional Design Culture

Time: 10:30 AM - 11:30 AM

Location: Oxford

Facilitator: Zhigang Li, University of Central Florida

23-OD

.a An Investigation of Issues and Best Practices of Virtual Teamwork in Online Learning Environment from Students' Perspective

Presented by: Jinxia He, Pin Wang, Zhigang Li, University of Central Florida

Short Description: Growing with the number of the online courses that have been offered is the number of online instructions that involve team projects. Virtual teams overcome the limitations of time, space that traditional team

Instructional Design Culture

Time: 10:30 AM - 11:30 AM

Location: Senate

Facilitator: JUI-LONG HUNG, Boise State University



23-SN

.a Before and Beyond Computers: Games for Engaging Classroom Teaching

Presented by: Luca Botturi, University of Lugano

The buzz about digital game-based learning had emphasized the importance of playing as a mode of learning and as an approach to instructional design. However, instructional

designer are not trained in game design, and often lack a deep understanding of gameplaying. Also, digital videogames require skills and hardware that are not always at hand. The session will explore how you can create interactive and engaging game experiences for learning using non-digital tools and objects.

.b Dynamic Space: a Learning Tool for Creating Interactive Concept Maps

Presented by: Robert Fraher, University of Minnesota

This paper presents Dynamic Space, a software-based learning tool for creating and experiencing interactive concept maps. This tool allows learners with moderate interactive design skills to add advanced three-dimensional interactivity to two-dimensional concept maps. Dynamic Space is an open-source class set developed to enhance Adobe Flash®. On-going development, research, and implementation of Dynamic Space is based on the educational benefit of concept mapping as “a cognitive strategy particularly suited to identifying relationships between ideas” (De Simone, 2007, p.33).

Educational Transformation

Time: 10:30 AM - 11:30 AM

Location: Sapphire

Facilitator: Gayle V. Davidson-Shivers, University of South Alabama



23-SP

.a Students' Experiences with Course Management Systems

Presented by: Allan Yuen, The University of Hong Kong
Contributor(s): Robert Fox, The University of Hong Kong; Angie Sun, The University of Hong Kong; Lisa Deng, The University of Hong Kong; Jussie Chan, The University of Hong Kong

The course management system (CMS), as an evolving tool and innovation, is increasingly used to promote the quality and efficiency teaching in higher education. However, the ways that CMSs can support and enhance the quality of teaching and learning needs further evidence. This presentation describes findings of an exploratory study into undergraduate and postgraduate students' experiences of CMSs, and aims to provide insights into issues concerning the CMS implementation in higher education.

.b Knowledge Building Activities in an Online Community of Practice (CoP) at Subaru of America: A Case Study

Presented by: Darryl Draper, Susan Land, Ziyang Ma, Hsiu-Wei Hsieh, Penn State University
Contributor(s): Brian Smith, Robert Jordan, Penn State University

Subaru's online community of practice training environment provides a method to reify tacit knowledge by focusing on

idea improvement and real experiences, authentic problems knowledge building principles. The reification process results in a collection of best practices that can be shared by all dealership organizations. Knowledge-based CoPs are the vehicle in which its passengers are able to advance collective knowledge to improve individual skills and practices by achieving full participation of its' members.

Featured Research

Time: 10:30 AM - 11:30 AM

Location: Yeoman

Facilitator: Brent G. Wilson, U of Colorado at Denver

23-YN

.a Behavioral Construct Tailoring: A Motivational Design Technique for Electronic Learning Environments

Presented by: Jennifer Banas, American College of Education

How can online educators and instructional designers motivationally design instruction so that it is relevant to a diverse body of learners? How do educators address distinctive beliefs and characteristics of their learners without developing a personalized lesson for every student? This presentation will demonstrate how tailored lesson introductions were used to increase learner motivation towards an online tutorial. A discussion about tailoring opportunities in online and other electronic learning environments will follow.

http://www.bluechalk.us/portfolio/Banas_AECT_2008.pdf

.b The Mean Reply Depth (MRD) Algorithm: A Correlational Study of Qualitative Versus Quantitative Measures of Threaded Discourse

Presented by: Sandie H. Waters, Utah State University

The presentation begins with a review of the literature including the topics of ACMC, criticisms and advantages of utilizing ACMC tools in online courses, threaded discourse, mean reply depth, and rubrics to evaluate online threaded discourse. This presentation reviews the research correlating the mean reply depth (MRD) and the mean qualitative measure (MQM) and reports on statistically significant results found at the conclusion of the research.

Virtual Worlds and Mobile Learning

SICET

Time: 11:45 AM - 12:45 PM

Location: Event Center G1-E

Facilitator: Ms. Shuyan, University of Southern Mississippi

24-E2

.a Language Tasks for ESL Students in a Virtual World: A Study Framework

Presented by: Xiaoxue Wang, Georgia State University; David E. Stone, Georgia State University

Contributor(s): Patricia Early, Georgia State University; Hongbo Song, Yantai University, P.R. China; Sunny Shuxiang Sun, Georgia State University; Melissa Schwartz, Georgia State University

In the three decades of second language acquisition research, studies on task-based approaches to SLA have focused on many facets of language tasks, including task-difficulty (Fulcher & Reiter, 2003; Iwashita, McNamara & Elder, 2001) and the use of tasks for assessment purposes. With advancement in technologies, E-learning systems, or virtual environments, are rapidly becoming an integral part of the teaching and learning process (Pituch & Lee, 2006; van Raaij & Schepers, 2008). This presentation shares with the audience a research framework that uses a mixed method (Creswell, 2008) to explore learning effects of language tasks and ESL student perceptions of their language learning in the Second Life virtual learning environment.

.b Formative Evaluation of A Game-based Learning Environment

Time: 11:45 AM - 12:45 PM

Location: Event Center G1-E

Presented by: ; Guolin Lai

Contributor(s): Yuxin Ma, Univ of Louisiana at Lafayette; Douglas Williams, Univ of Louisiana at Lafayette; Louise Prejean

Facilitator: Ms. Shuyan, University of Southern Mississippi

In spite of the growing interest in developing electronic educational games, there is little guidance on how to design effective electronic educational games. Theory and research is needed to inform designers of electronic educational games. This paper shares our findings in a formative evaluation of an electronic game currently under development. The findings may inform future development of electronic game and add to the body of knowledge on learning in electronic game-based learning environments.

24-EA

International Division Membership Meeting

Time: 11:45 AM - 12:45 PM

Location: Event Center A

Presented by: International Division, AECT

24-IB

Constructivist Learning in Second Life: Empirical Evidence, Beating the Challenges, and Best Practices in Design and Development.

Time: 11:45 AM - 12:45 PM

Location: Ireland B

Presented by: Irene Taouabit, Capella University; Steven Hornik, University of Central Florida

Based on the original research of the presenters, participants will learn about the extent to which students can learn by constructivist activity in Second Life, the unique challenges that educators and learners face, and the lessons learned that can be applied to their SL education efforts.

24-M

D&D/ R&T Awards Luncheon

Time: 11:45 AM - 12:45 PM

Location: Atrium

Presented by: D&D/ R&T, AECT Divisions

The Design & Development and Research & Theory Divisions will present their annual awards recognizing outstanding achievements in the instructional design and research fields. Ticket required.

25-AM

Design and Development Membership Meeting

Time: 1:00 PM - 2:00 PM

Location: Atrium

Presented by: Design and Development Division, AECT

New, interested, and existing D&D members are asked to join us for the 2008 D&D Membership meeting. Learn about the Division, and give your input on Division ideas for 2008. Some of the things you can become involved in today are: "D&D: Beyond the Conference", the "P3 Program" (Professional Development for D&D Members), our communication "Can We Talk" program and our Research and Publication Plans.

25-BR

Awards Committee

Time: 1:00 PM - 2:00 PM

Location: BVP Board Room

Presented by: Addie Kinsinger, ECT Foundation

Awards Committee Meeting.

25-CA

Copyright Update: What to Worry About This Year

Time: 1:00 PM - 2:00 PM

Location: Captain

Presented by: ; Leonard DuBoff, The Duboff Law Group; Janis Bruwelheide, Montana State University

Contributor(s): Rosemary Talab, Kansas State University; Preston Parker, Utah State University

Leonard DuBoff, Esq., Janis Bruwelheide and Preston Parker will provide a yearly update of cases, issues, and resources. Presenter's PowerPoint presentations will be handed out and also archived on the Intellectual Property Committee website. <http://www.aect.org/copyright>

Featured Research

Time: 1:00 PM - 2:00 PM

Location: Council

Facilitator: Delia Neuman, Drexel University

25-CO

.a Effects of Instructional Setting and Interaction Cues in Collaborative Computer-Based Instruction

Presented by: CHRISTY ALARCON, Arizona State University; Jeremy I. Tutty, Boise State University; James Klein, Arizona State University

Interaction cues may be a way of helping students learn better and be more engaged when they work together in online and face-to-face settings. This study investigates the impact of interaction cues and instructional setting (face-to-face/online) on student learning and attitudes. This presentation will focus on the results of the study, and provide practical implications of collaborative learning to support and improve learning during computer-based instruction.

.b A Critical Ethnography: A Disadvantaged and Marginalized Learning Community's Role and Agency within a Systemic School Transformation Effort

Presented by: Sunnie Watson, Indiana University

This critical ethnographic dissertation study examines 1) to what degree a disadvantaged student population is included in a systemic change effort by examining a marginalized alternative school's culture of learning and 2) their role within an educational change process. It provides tentative policy recommendations for systemic change efforts in school districts that should help disadvantaged and marginalized learning communities to become active agents of educational change processes, and should offer support to ultimately

provide better learning environments for disadvantaged and marginalized students.

Graduate Student Center

Time: 8:00 AM - 4:30 PM

Location: Devon

Facilitator: Jesse Strycker, Indiana University

25-DN

Graduate Student Center (afternoon session)

Presented by: Scott Schaffer, Purdue University; Tristan Johnson, Florida State University; Michael Hannafin, University of Georgia; Susan Land, Pennsylvania State University; Peter Rich, Brigham Young University; Kevin Oliver, North Carolina State University

The Graduate Student Center will be open Thursday 8:00 am to 4:30. Rick West, AECT Board Representative for the Graduate Student Assembly has planned a wide range of issues of interest for Graduate Students.

- **1:00pm-2:00pm** - "Graduate Student Assembly General Meeting" presented by the Graduate Student Assembly
- **2:15pm-3:15pm** - "Keys to effective design: Panel of Pacificorp finalists" by Scott Shaffer (Purdue) and Tristan Johnson (Florida State University)
- **3:30pm-4:30pm** - "Secrets to seeking, getting, and succeeding in college and university faculty positions" Michael Hannafin (University of Georgia), Susan Land (Pennsylvania State University), Peter Rich (Brigham Young University), and Kevin Oliver, (North Carolina State University)

Educational Transformation

Time: 1:00 PM - 2:00 PM

Location: Event Center C1-D1

Facilitator: Delia Neuman, Drexel University



25-E1

Research Symposia Panel Discussion

Presented by: Les Moller, University of South Dakota; Barbara Lockee, Virginia Tech; J. Michael Spector, Florida State University

An interactive panel discussion focusing on the AECT Research Symposium, Past, Present and Future. The panel will report highlights and accomplishments of the symposium efforts and facilitate a discussion of how the future symposium can meet the needs of the AECT membership.

Instructional Design Culture

Time: 1:00 PM - 2:00 PM

Location: Event Center G1-E

Facilitator: Hao Yang, State University of New York at Oswego

SICET

25-E2

.a Exploring Meaning of Being Ethical in Instructional Technology Consulting

Presented by: Xiaoxue Wang, Georgia State University

As new technologies merge everyday and become part of our life, instructional technology consulting that provides professional services to help clients in using technologies for facilitating learning and improving performance, become popular and important. Corresponding to the theme of AECT Convention 2008, professional ethics, this paper uses results of a phenomenological study that investigates instructional technology consulting to examine what it is like to be ethical in instructional technology consulting. The paper discusses what comprises instructional technology consulting from lived experience of instructional technology consultants, reveals the meaning of being ethical in instructional technology consulting, and finally offers some suggestions for dealing with ethical issues in instructional technology consulting.

.b Training and Development Professionals' Perceptions of Offshore Outsourcing

Presented by: Guolin Lai,

Contributor(s): Yuxin Ma, Univ of Louisiana at Lafayette

Many organizations are offshore outsourcing some of their learning and training functions in the hope of eliminating fixed costs, focusing on core competencies, becoming more strategic, and containing high and unpredictable costs of enterprise learning. However, little research has been conducted on the outsourcing of training and development functions. This paper presents a phenomenological case study that explores how training and development professionals perceive their experiences of offshore outsourcing.

Professional Ethics

Time: 1:00 PM - 2:00 PM

Location: Event Center A

Facilitator: David Carbonara, Duquesne University



25-EA

International Forum

Presented by: Chih-Hsiung Tu, Northern Arizona University; Lauren Cifuentes, Texas A&M University; Eri Ono, Northern Arizona University; Ping-Yeh Tsai, Tamkang University
Contributor(s): Clarence Chu, Tawian National University

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.

Educational Transformation (ResIVL)

Time: 1:00 PM - 2:00 PM

Location: Event Center B

25-EB

.a Students Visual Representations of Instructional Design

Presented by: Karen Kaminski, Colorado State University

For new and experienced educators, the formal process of instructional design can be overwhelming. To help enhance their understanding, students in both an online and a face-to-face introduction to instructional design class were asked to create their own visual representation of the process. They were encouraged to include both information from the texts and sources they read, their own experience, and emotions. This session shares selected visual models and relates them to the student's experience and attitude toward instructional design.

.b Transformation Made 'Visible': Describing the Integration of Technology and Visual Literacy

Time: 1:00 PM - 2:00 PM

Location: Event Center B

Presented by: Hayley Mayall, Northern Illinois University; Rhonda Robinson, Northern Illinois University

Transformation of educational practice evolves slowly, with efforts from several perspectives. One aspect of transforming through educational technology involves guiding teachers and school media professionals to integrate visual and digital literacies as a path to technology integration. This project investigated the current knowledge and practices of Illinois educators regarding the integration of technology and visual literacy concepts, and describes the skills, tools, and strategies that educators are employing to extend visual literacy development through technology integration.

Educational Transformation

Time: 1:00 PM - 2:00 PM

Location: Event Center C

Facilitator: Dennis Charsky, Ithaca College



25-EC

.a A Student Perspective: Laptops in the College Classroom

Presented by: Dennis Charsky, Ithaca College; Howard Kalman, Ithaca College; Mary Lou Kish, Ithaca College

Students and faculty are increasingly turning towards digital technology for both recreational and academic use. Podcasts, blogging, iPods, instant messaging, and laptops are becoming commonplace in academic institutions (Purcell, 2005). This presentation details the findings of a study that sought out a student perspective on the presence of laptops in the classroom. The presentation will focus on the themes

that emerged from the analysis: reasons for use and nonuse, self regulating behaviors, and potential of laptops in the classroom.

.b Developing a Facilitative Teaching Style in One-to-One Environments

Presented by: Beth Sockman, East Stroudsburg University

Researchers and practitioners believe teachers using a facilitative teaching style maximize one-to-one computing/ ubiquitous computing learning environments. However, the majority has not experienced this facilitative teaching style, although some teachers have been successful developing. This study examines the perceptions of seven teachers who were deemed successful in their development toward facilitation, in four different socio-cultural, age oriented and one-to-one environments. The findings identify experiences that are not currently addressed in most teacher education programs.

Educational Transformation

Time: 1:00 PM - 2:00 PM

Location: Event Center F

Facilitator: Joi Moore, Discussant, University of Missouri

25-EF

.a Simulation and Self-Efficacy in Learners Solving Complex, Dynamic Problems: A Mixed-Methods Study

Presented by: Jason Underwood, Northern Illinois University

This proposal describes an explanatory mixed-methods study examining the relationship of self-efficacy and the instructional use of simulations and simulation scaffolds and features in adults learning to solve complex dynamic problems. This presentation will include all findings from all phases, will address mixed-methods research design, internal and external validity, the contribution of this research to our field, the implications for the educational use of simulations, the role of learning and self-efficacy, and future research possibilities.

.b Technology as the Catalyst: How We Support Teaching Improvement of Senior Faculty

Presented by: Mei-Yau Shih, Univ of Massachusetts

Can teaching technologies offer a unique avenue for senior faculty vitality and renewal? This session presents the results of a study of the 10-year teaching technology faculty development program. We lay out a profile of the program, ranges of teaching technology projects undertaken, outcomes in terms of the teaching and career development of senior faculty, and suggestions of future directions of faculty development in technology on the college campuses.

Virtual Worlds and Mobile Learning

Time: 1:00 PM - 2:00 PM

Location: Event Center G



25-EG

Measuring Perceptions of Online Learner Support: The Development of the Competency Support Scale

Presented by: Kuan-Chung Chen, The University of Georgia

Online learners need a variety of competencies to insure their success in online learning, and support is essential to help learners go beyond their individual capacities. However, quality measurements for online learners' competency support remain scant. In this study an instrument measuring online learners' competency support is created and validated. It is hoped that this instrument can be used for evaluating learner support, as well as inspiring more research on supporting online learners.

Serious Gaming for Education

Time: 1:00 PM - 2:00 PM

Location: Event Center H

Facilitator: yiyang wu, IDD&E, Syracuse University



25-EH

Flowmeter: Embedded Measurement of Learners' Flow Perceptions Within Game-based Instructional Environments

Presented by: Debbie Denise Reese, NASA-sponsored Classroom of the Future

Instructional videogame designers, developers, and researchers require instruments embedded within game-based environments to evaluate and assess players' experiences. This study tested the effectiveness of the flowmeter, an innovative, theory-based assessment tool based upon the experience sampling method. It measures players' perceived levels of skill and challenge (flow). The flowmeter accurately measured changes in player experience due to researchers' manipulation of the *Selene* game-based environment. The flowmeter and methods for collection and analysis are discussed.

25-EI

Coping with the Plethora of Digital Images: Should I Use Aperture or Lightroom?

Time: 1:00 PM - 2:00 PM

Location: Event Center I

Presented by: Hans-Erik Wennberg, Ph.D., Elizabethtown College

Digital cameras have become more common than film cameras, and with these digital cameras come images, lots and lots of digital images. This session will compare Apple's Aperture and Adobe's Lightroom as applications for storing and using digital images. Both applications will be discussed and briefly demonstrated, along with a synopsis of research regarding their adoption. There will be an overview of digital formats, including RAW format and DNG (universal digital negative), particularly as they apply to use and storage. users.eta.edu/w/wennberg/aect2008

Virtual Worlds and Mobile

Learning



Time: 1:00 PM - 2:00 PM

Location: Emerald

Facilitator: Lessell (Marty) Bray, University of West Georgia

25-EM

.a Augmented Reality: Strengths and Limits for Learning

Presented by: Chris Dede, Harvard University

Contributor(s): Patrick O'Shea, Harvard University

This session will describe the design and implementation process for two augmented reality (AR) curriculum units and will present findings about instructional usability, student engagement, and educational effectiveness. These AR curricula use GPS-enabled handheld computers, and involve teams of students in exploring a physical location while collecting and analyzing geo-linked virtual data on their handheld computers. In doing so, students gain knowledge in the inquiry process and science content.

25-GC

Design and Development Showcase: Innovative Training and Educational Programs

Time: 1:00 PM - 2:00 PM

Location: Great Hall Center

Presented by: Ikseon Choi, The University of Georgia; Yi-Chun Hong, The University of Georgia

Facilitator: Ikseon Choi, The University of Georgia

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 different types of instructional materials and environments. The Design and Development Division is inviting practitioners as well as faculty and students to showcase innovative training and educational programs that are grounded in theory and research to share their work with all conference participants. <http://www.aect.org/events/orlando/2008showcase.pdf>

Roundtable Sessions

Time: 1:00 PM - 2:00 PM

Location: Great Hall East

25-GE

.a The Impact of Data-Driven Problem Solving on Students' Critical Thinking in a Problem-based Learning Environment: A Taiwan Experience.

Presented by: Ming-Huey Tseng,

This study used a data-driven problem solving system entitled ActionOrganizer as an instrument to investigate how the system might influence 22 Chinese undergraduate students' changing thinking processes. The participants, who were not familiar with ActionOrganizer, completed three weekly assignments by using the system. Data collections included interviews, students' assignments, a survey, and an optional questionnaire. To explain the findings of two research questions, this study used mixed methods that included qualitative and quantitative approaches.

.b Living History: Design of a Citizenship Education Video Game About the Internment of Japanese-Americans

Time: 1:00 PM - 2:00 PM

Location: Great Hall East

Presented by: William Watson, Purdue University; Christopher Mong, Purdue University; Constance Harris, Purdue University; Hui-Hua Pai, Purdue University
Contributor(s): George Bergstrom, Purdue University

This presentation will discuss the design of an educational video game for citizenship education which places students in the role of an American citizen of Japanese descent forced to live in the internment camps during the World War II era. Learning objectives, implementation strategies, and the design process for the game will be detailed. This presentation should be of interest to anyone considering the design, development, or application of video or computer games to education.

.c Efficient Learning in Serious Games: A Cognition-Based Design Guidelines Approach

Time: 1:00 PM - 2:00 PM

Location: Great Hall East

Presented by: Erik Van der Spek, Utrecht University

Serious games have great potential for educating in novel and engaging ways, but still often fail to improve knowledge acquisition over more traditional teaching. It could be that the

(Roundtable Sessions continued)

development of adequate dynamic mental models is hindered by information overload or players focusing on the rules of the game instead of the content. We propose cognitive design guidelines to facilitate more efficient learning in a serious game and showcase a game to test these guidelines.

.d Improving Performance of IT Graduates: A Case Study of IT Program Re-design

Time: 1:00 PM - 2:00 PM

Location: Great Hall East

Presented by: Angela Benson, The University of Alabama; Margaret Rice, University of Alabama

Contributor(s): Vivian Wright, University of Alabama; Timothy Lewis, University of Alabama

This session will describe the process by which an IT faculty redesigned their degree program offerings to produce high performance IT graduates. Program faculty will conduct a needs analysis to determine what programmatic changes should be made to ensure that program graduates are prepared with the skills, knowledge and attitudes to become high performing IT professionals upon graduation.

.e New horizons in social networking : educational social spaces for digital natives

Time: 1:00 PM - 2:00 PM

Location: Great Hall East

Presented by: Mark Pearson, Earlham College

The social networking paradigm can be seen as a catalyst to engage students in academic interchange outside the formal classroom setting. But how can we use social networking tools familiar to the millennial generation to engage them in meaningful academic intercourse without resorting to Facebook? Using examples from Earlham Learning Spaces and Sussex University's Community@Brighton I will show how the Elgg open source system can provide a platform for personal and social learning spaces.
<http://blogs.fruentius.earlham.edu/markpea/weblog/717.html>

.f Fostering Ethics Problem Solving in Engineering Through Cognitive Flexibility Hypertext: The Role of Link Type in Crisscrossing

Time: 1:00 PM - 2:00 PM

Location: Great Hall East

Presented by: David H. Jonassen, University of Missouri

Contributor(s): DeMei Shen, University of Missouri; Rose Mara, University of Missouri

This study examined the effects of embedded vs. question links in facilitating crisscrossing (analysis of different themes and perspectives) in a cognitive flexibility hypertext on engineering ethics. The hypertext provided multiple themes and perspectives to the analysis of four ethics cases. Additionally, we examined the role of epistemological beliefs and moral beliefs on student solutions to the ethical dilemmas. Analysis of data will be completed in March, 2008.

.g A Comprehensive Model for Teachers to Develop Critical and Creative Thinking Skills

Time: 1:00 PM - 2:00 PM

Location: Great Hall East

Presented by: Liesl Baum-Combs, Virginia Tech; Phyllis Newbill, Virginia Tech; Katherine Cennamo, Virginia Tech

Contributor(s): Sunha Kim, Virginia Tech

Teaching critical and creative thinking is essential in 21st century education. These higher-order skills are primary assets in tomorrow's workplace, but they have not been well defined. Our conceptual model is based on an extensive literature review, and shows the relationships among essential processes and characteristics of critical and creative thinkers. We provide instructional guidelines to help teachers create a classroom environment to foster thinking and become thinkers themselves.

.h Improving Teacher Quality: Sustainability Engineering through Math, Science, Literacy, Technology and Problem-Based Learning

Time: 1:00 PM - 2:00 PM

Location: Great Hall East

Presented by: Susan Stansberry, Oklahoma State University; Pavlo (Pasha) Antonenko, Oklahoma State University

Contributor(s): Gayla Hudson, Oklahoma State University; Jean Dockers, Oklahoma State University; Karen High, Oklahoma State University

This presentation will report on a NCLB-funded professional development initiative providing teachers with content knowledge and pedagogical skills to engage students in solving authentic, multi-disciplinary problems in a relevant context. Multi-disciplinary teams of mid-level teachers developed cross-curricular, problem-based learning modules through a series of face-to-face workshops and an online learning community. Teacher Work Sample Methodology assisted participants in reflecting on their own practice and using data-driven decision making to make effective choices regarding students' learning.

.I An Exploratory Study of Kids as Educational Computer Game Designers

Time: 1:00 PM - 2:00 PM

Location: Great Hall East

Presented by: ahmet baytak, Penn State University; Susan Land, Penn State University

Contributor(s): Brian Smith, Sunghyun Park, Robert Jordan, Penn State University

Abstract The focus of this study was on how children designed computer games as artifacts that reflected their understanding of nutrition. Ten 5th grade students were asked to design computer games with the software Gamemaker™ for the purpose of teaching 1st graders about nutrition. The results show that student were able to express their personal thoughts

and intentions by designing and developing realistic computer games. Our findings pointed to gender differences in game designs and other contextual factors that motivated social interaction around game design and programming strategies.

.j Podcasting and Vodcasting: Legal Issues and Ethical Dilemmas

Time: 1:00 PM - 2:00 PM

Location: Great Hall East

Presented by: Heidi L. Schnackenberg, Plattsburgh State University

Contributor(s): Edwin Vega, SUNY Plattsburgh

The ramifications of podcasting and vodcasting on teaching, learning, and training are rapidly revealing themselves as these technologies become more prevalent in the educational environment. Currently, the written laws that govern society could never have foreseen the power technology can bring to the masses or to an individual. At times, laws are violated in some way or no laws exist that address new ideas, happenings, or processes. This presentation will address the various types of pod/vodcasting and the constantly changing legal implications of creating and using these media.

whether non-embedded support devices are equally used as embedded support devices, and whether the quality of use differs between the two groups. Additionally it is studied how students' self regulation skills influences the use of these support devices.

.p Social Annotation Modeling-Learning System-Improving Student Learning and Performance

Time: 1:00 PM - 2:00 PM

Location: Great Hall East

Presented by: ; Tristan Johnson, Florida State University; Jennifer Myers, Florida State University

Contributor(s): Tom Archibald, Florida State University; Starleigh Smith, Florida State University; Kasha Bolick, Florida State University; Justin Cross, Florida State University

Recent studies indicate students are under-prepared when they arrive at colleges and universities around the country. Two major areas of concern include reading comprehension and critical thinking. This study looks at how an online, collaborative based tool (building off the social networking boom with sites such as MySpace and FaceBook) was implemented to help under-prepared students increase their reading comprehension and critical thinking skills at a local community college.

www.hylighter.com/edu

Poster Sessions

Time: 1:00 PM - 2:00 PM

25-GE

.p Education Information Rating and Filtering

Time: 1:00 PM - 2:00 PM

Location: Great Hall East

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

The study raises an issue about education information rating and filtering (EIRF). First, the most important concepts in a typical EIRF system, labeling, rating and filtering, are introduced at the beginning. Second, a typical EIRF system is examined in function-based, time-based, and space-based perspectives. Third, the EIRF dynamic transformation formula is established. Finally, the potential research topics in this field are listed.

.p The Embeddedness of Support Devices in Computer-Based Learning Environments

Time: 1:00 PM - 2:00 PM

Location: Great Hall East

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

Contributor(s): Holger Horz, University of Koblenz-Landau; Wolfgang Schnotz, University of Koblenz-Landau

Sub-optimal use of support devices has been recognized by different authors (review Aleven et al. 2003). This study is an attempt to gain more insight in this issue by investigating

.p Complementary Education: A new learning paradigm for the 21st century.

Time: 1:00 PM - 2:00 PM

Location: Great Hall East

Presented by: Peter Rich, Brigham Young University

An unintended consequence of the No Child Left Behind Act has been the thinning of U.S. curriculum. Yet, this has done no more than maintain the status quo of education, while other industrialized countries have passed by the U.S. in the last few years. In this proposal we present a new form of learning, one that relies on the complementary nature of diverse subjects. We propose a paradigm for thinking about the synergy created between learning different subjects, especially language arts and mathematics.

.p Elements of an Educational Digital Game

Time: 1:00 PM - 2:00 PM

Location: Great Hall East

Presented by: Nilay Yildirim, Syracuse University

This paper identifies the elements of a digital educational game and looks at the relationships between the elements by analyzing the existing conceptual papers and researches. An elaborative listing of the elements can lead us to understanding games better, therefore understanding their effects on learning.

Presidential Session

Time: 1:00 PM - 2:00 PM

Location: Great Hall West

Facilitator: Lara Luetkehans, Northern Illinois University

25-GW

On the Horizon of Teacher Education: Unique and Innovative Approaches to the Technology Integration Service Course

Presented by: Clif Mims, University of Memphis; Drew Polly, UNC-Charlotte; Lisa Yamagata-Lynch, Northern Illinois University; David Carbonara, Duquesne University; John Curry, Oklahoma State University

Contributor(s): Amy Scheik, University of Central Florida

In this interactive session, panelists and participants will engage in a sharing session regarding unique and innovative approaches to the technology integration service course for preservice teachers offered by educational technology faculty. To begin, panelists will detail the content, instructional and delivery strategies, and challenges of keeping the course(s) integral and relevant to the teacher education curriculum. Participants are encouraged to bring their own syllabi, examples, best practices and questions to participate in the discussion.

Educational Transformation

Time: 1:00 PM - 2:00 PM

Location: Gallery

Facilitator: Jim Ellsworth, U.S. Naval War College



25-GY

New Ways to Measure Systemic Change: Map & Analyze Patterns & Structures Across Time (MAPSAT)

Presented by: Ted Frick, Indiana University; Rodney Myers, Indiana University

Contributor(s): Kenneth Thompson, System-Predictive Technologies; Sean York, e-College

Transforming a school district is a daunting task, likely to take many years. How do we know we are moving in the right direction? Results from standardized tests tell only part of the story. For example, if curriculum structure has substantially changed, how can we measure change in that structure? The authors have developed new methods to measure temporal and structural properties of systems, called MAPSAT. Examples of how MAPSAT can be used in evaluating systemic change will be discussed.

25-I1

History in Our Field

Time: 1:00 PM - 2:00 PM

Location: Islander I

Presented by: Rebecca P. Butler, Northern Illinois University; Robert Harrell, AECT Past President; William Sugar, East Carolina University; Abbie Brown, East Carolina University; Jes Cisneros, Northern Illinois University; Wendell Johnson, Northern Illinois University

Contributor(s): Michael Molenda, Indiana University

This session addresses educational technology historical research and writing for publication purposes.

Educational Transformation

Time: 1:00 PM - 2:00 PM

Location: Ireland A

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

25-IA

.a How to Make Interaction in Wiki Effective

Presented by: Yu-ching Chen, Kao Fong College

Contributor(s): Lea Witta, University of Central Florida

With the development of technologies and distance learning, interaction is gradually emphasized in cooperative online learning environments. The study was designed to investigate students' perceptions of interaction in an online cooperative learning environment—wiki in Taiwan. 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.

.b Educational Transformation in a Mega University: Evaluation of Open and Distance Education in Anadolu University

Presented by: Cemil Ulukan, Anadolu University

Anadolu University of Turkey has been going through a series of wide-ranging changes, which can be entitled "educational transformation". The university attempt to have more student-centered learning environments so that educational practices take place in richer, more effective and interactive way. Yet, it seems that these initiatives are not introduced and operated under a strategic goal, which lessen the impact of changes and cause a hectic work environment. This paper aims to analyze and evaluate educational transformation efforts of the university.

25-IB

SOLVE Island: Teacher and Student Uses and Perceptions of Teen Second Life

Time: 1:00 PM - 2:00 PM

Location: Ireland B

Presented by: Ross A Perkins, Virginia Tech

SOLVE Island is a project created in Teen Second Life, a multi-user virtual environment (MUVE) open to teens, ages 13 to 17. The thrust of the project is allow teachers and students the opportunity to experiment with a MUVE for their classroom. The research is based on examining their perceptions based on Rogers' (2003) Theory of Perceived Attributes. A total of five school districts (from Virginia and Texas) are partners on the project.

Educational Transformation

Time: 1:00 PM - 2:00 PM

Location: Ireland C

Facilitator: Kenneth Luterbach, East Carolina University



25-IC

.a Effective Strategies for Integrating Technology and the Tools of Web 2.0 in the Curriculum When Limited by Budget, Infrastructure, and Shelf Life

Presented by: Sharon Anne OConnor-Petruso, Brooklyn College CUNY; Barbara Rosenfeld, Brooklyn College CUNY

The purpose of this presentation is to share effective strategies in the training of teachers and teacher candidates in integrating technology and the tools of Web 2.0 in diverse classrooms when limited by budget, infrastructure, and shelf life. This presentation will be of interest to teachers, teacher educators, media specialists, and administrators whose goal is to prepare students for the global economy by exposing them to new/emerging technologies regardless of budgetary constraints and obsolescence.

C:Documents and Settings\Dr. OConnor-Petruso\Desktop\AECT 2008 Prop.SocP.BR.htm

.b Capitalizing on the Shift toward 21st Century Skills

Presented by: Kenneth Luterbach, East Carolina University; Carol Brown, East Carolina Univeristy

As teacher education programs make a major shift toward 21st Century skills, instructional leaders are seeking ways to capitalize on the opportunities this change presents. After discussing global perceptions of Information and Communication Technology (ICT) skills and 21st Century

skills, we present the results of our Delphi study. Those results identify best teaching practices and innovative approaches to teaching ICT skills, which teacher educators can use to capitalize on the shift to 21st Century skills.

25-OD

PIDT 2009 Planning Meeting

Time: 1:00 PM - 2:00 PM

Location: Oxford

Presented by: Sharon Smaldino, Northern Illinois University; Robert Branch, University of Georgia

PIDT Planning mtg

Virtual Worlds and Mobile

Learning

Time: 1:00 PM - 2:00 PM

Location: Scribe

Facilitator: Lucilia Green, Texas Tech University



25-SE

.a Cell-Based Learning

Presented by: Tom Atkinson, University of Central Florida

With over 2 billion cell phone users, text messaging has now become the most prevalent form of communication, exceeding voice and even email. In many countries, cell phones outnumber land-line telephones. Yet, most educational institutions forbid access within classrooms. This presentation suggests a taxonomy for cell-based learning, guidelines for instruction and a demonstration of classroom activities including distribution of content, collaboration and assessment.

.b Mobile Malawi Project: Local Knowledge, Global Technologies

Presented by: Michael A Evans, Virginia Tech; Diana Wu, Virginia Tech

Contributor(s): Sameer Ahuja, Virginia Tech

The Mobile Malawi Project facilitates connections among community experts, primary school teachers, and science teacher educators using mobile phones, instructional multimedia, and Web 2.0 technologies. The goal is to improve curriculum on sustainable agriculture in Malawi, Africa. A stated goal of the primary school curriculum in Malawi is for children to learn from community members; thus, we explore how mobile phones, instructional multimedia, and Web 2.0 technologies can be used to establish and nurture connections.

Instructional Design Culture

Time: 1:00 PM - 2:00 PM

Location: Senate

Facilitator: Jeanine VanDerVort, Dallas Facilitator



25-SN

.a The Relationship Between Self-regulated Learning Characteristics and Academic Performance of Graduate Students Enrolled in an Online Course Environment

Presented by: Jozenia Colorado, Emporia State University

A study was conducted to evaluate how individual learner differences relate to one's achievement level in the online course environment. The study focused on student characteristics such as student entry characteristics as well as self-regulated learning, as factors that contribute to positive academic performance in an online course. This session will present the study results as well as the implications for online course design and allocating resources to support online programs.

.b Self-Regulation in Computer Based Learning Environments: Developing a Measure for Advanced Learners

Presented by: Hyuksoon S. Song, New York University

Contributor(s): Adina L. Kalet, New York University, School of Medicine; Jan Plass, New York University

We developed the Self-Regulation Measure in Computer-based learning (SRMC) appropriate for medical students by modifying Zimmerman's Self-Regulated Learning Interview Schedule (SRLIS) for K-12 learners. 109 first-year medical students participated in a study examining the SRMC's validity and reliability. Discriminant function analysis results indicate that students could be correctly classified into their achievement group by the SRMC scores, whereby the high-achieving group used more self-regulated learning strategies than the low-achieving group over four different computer-based learning contexts.

and problem-solving process. Nineteen classes were randomly assigned to one of the four conditions: domain-general continuous, domain-general faded, domain-specific continuous, and domain-specific faded. Students' scores on a multiple-choice pretest, posttest, and four recommendation forms were analyzed. Suggestions are discussed for making improvements in the design of scaffolds to facilitate ill-structured problem solving.

.b A Pilot Study to Investigate the Effectiveness of Worked Examples Associated with Presentation Format and Prior Knowledge: A Web-based Experiment

Presented by: E-Ling Hsiao, Ohio University; David Moore, Ohio University

The aim of this study is to explore whether presentation format and prior knowledge affect the effectiveness of worked examples. The experiment was conducted through a specially designed online instrument. A 2X4 factorial before-and-after design was conducted. Two-way ANCOVA and dependent t test were employed for data analysis. The study provided some direction for improving the quality of initial instruments for further studies.

26-BR

AECT Membership Committee

Time: 2:15 PM - 3:15 PM

Location: BVP Board Room

Presented by: Charlie White, AECT Past President

26-CE

.a Take Your Course 10,000 Miles Away and Transform Your Students and You!

Time: 2:15 PM - 3:15 PM

Location: Cambridge

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

Contributor(s): Weijia Cheng, International College, Sichuan Normal University

Facilitator: Cheng-Chang Pan, Univ. of Texas at Brownsville

What happens when an online course moves 10,000 miles across the Pacific? Are there obstacles in doing so and benefits, and if so, to whom, you or your students? Come explore what it feels like to transform your class, your students, and yes, even you; and share the joys, perils, challenges, and the excitement of "going live" to Taiwan and China for a group of Texas graduate students and their Florida-based professor.

.b Cultural Diversity In the DE classroom

Presented by: Mike Sullivan, Univ. of Texas Brownsville; Cheng-Chang Pan, Univ. of Texas Brownsville; Richard A. Cornell, University of Central Florida

This presentation looks at how two professors in an online master's level program address cultural diversity issues of in the online classroom. Large scale, international collaborations are becoming routine in areas as diverse as aeronautical design to curriculum development. Students need to learn how to effectively recognize and address cultural differences

Instructional Design Culture

Time: 1:00 PM - 2:00 PM

Location: Yeoman

Facilitator: Barbara Rosenfield, Dallas Facilitator



25-YN

.a Supporting Ill-Structured Problem Solving in Hypermedia Learning Environment

Presented by: Saniye Tugba Bulu, Middle East Technical University

Contributor(s): Susan Pedersen, Texas A&M University

This study investigated the effects of domain-general and domain-specific scaffolds with different levels of support, continuous and faded, on learning of scientific content

that occur in culturally heterogeneous, remote collaborative endeavors. This presentation demonstrates a model for recognizing and effectively incorporating cultural differences in the online environment.

Virtual Worlds and Mobile

Learning

Time: 2:15 PM - 3:15 PM

Location: Council

Facilitator: Bill Sugar, East Carolina University



26-CO

The Salem Project: Engaging Students Through Virtual Environments

Presented by: Randy Thomas, Tesseract School

Salem is a Multi User Virtual Environment which teaches seventh grade students concepts of history and language arts. In this scenario, students are “hired” by the National Museum of American History to travel back in time via a virtual environment to learn about 17th century Salem. Using this knowledge, students then work in groups to create a “museum” display about Salem. In the process, students also learn how to conduct research and cite sources.

26-E1

Navigating the NCATE Hurdles: Strategies for Success

Time: 2:15 PM - 3:15 PM

Location: Event Center C1-D1

Presented by: Kay Persichitte, University of Wyoming; Sharon Smaldino, University of Northern Illinois

Contributor(s): Chris Sorensen, University of Hawaii

Presenters will provide strategies for navigating the hurdles of NCATE accreditation. Key issues and future directions of the NCATE process will also be discussed.

Educational Transformation

Time: 2:15 PM - 3:15 PM

Location: Event Center G1-E

Facilitator: Xiaoxue Wang, Georgia State University



26-E2

.a Adopting Cell Phones in EFL Teaching and Learning

Presented by: Guoqiang Cui, University of Southern

Mississippi; Shuyan Wang, University of Southern Mississippi

Though Mobile Learning (ML) has a short history of no more than four decades, it is growing fast with the upgrading of different mobile devices. Among all the devices, cell phone has a great potential in language teaching and learning. This article explores the different devices, especially cell phone use

in ML. It also reviews the teaching and learning of English as Foreign Language (EFL) in China and discusses the potential applications of cell phone in Chinese EFL teaching and learning.

.b Developing Online Chinese Language Courses—Pedagogical and Technical Considerations

Presented by: Hong Zhan, Embry-Riddle University

Contributor(s): De Zhang, Bethel University

Interest in study of Chinese language has increased rapidly at American k-12 schools and universities. To meet the high demand for learning Chinese, many teachers of Chinese language attempt to use the Internet as a platform to provide language instruction. This presentation will address main pedagogical and technical issues of online Chinese course development and provide theoretical and practical guidelines of applying instructional design principles into online Chinese course development.

Instructional Design Culture



Time: 2:15 PM - 3:15 PM

Location: Event Center A

Facilitator: Karen Murphy, Texas A&M University

26-EA

.a A Systemic Model of Instructional Technology Domains: The Perspective from China

Presented by: Xinmin Sang, Institute for Digital Learning and Management, Department of Education, Nanjing University;

Rita Richey, Instructional Technology, Wayne State University

Contributor(s): Shuhua Li, Department of Philosophy,

Nanjing University

Using the AECT's 1994 definition of the field as a focus, we will present an alternative visual structural model of the primary domains of the field and their sub-domains. This new model reflects a Chinese cultural framework and the modeling methodologies of a nonlinear science. Reactions will be provided from one of the authors of the 1994 definition.

.b Development of a Linked Certificate/Diploma/Masters program in Medical Education for Indonesian Medical Teachers

Presented by: Alistair M. Stewart, International Virtual Medical School

Contributor(s): Margaret Gunn, International Virtual Medical School; Oetarini, University of Indonesia

Development of a linked Certificate/Diploma/Masters degree in Medical Education for medical teachers in Indonesia required innovative thinking in its design since there were very few educationally qualified local medical teachers to contribute to the endeavour. The linked courses focused on the acquisition of identified competencies and relied largely on self-directed learning. The assessment was of competence and, progressively, required high-level evaluation and reflection.

Instructional Design Culture

Time: 2:15 PM - 3:15 PM

Location: Event Center B

Facilitator: Dan Schuck, PacifiCorp



26-EB

.a Power of Pedagogy for Assessing 21st Century Skills: Transforming Online Learning Using Emerging Technology

Presented by: Mahnaz Moallem, NSF and UNCW School of Education

What does it mean when graduates of education systems are able to identify and solve problems? How can we provide online learning environments that enable students to be good problem solvers, critical thinkers, and lifelong learners? How can educators assess the development of such higher-level thinking skills? What are some of the supports that can bring real-world problems into the online learning environment? Finally, what role technology can play in augmenting what learners can do? These are the questions and related issues discussed in this article.

.b The effects of modeling on mental model development in complex problem solving environments

Presented by: JeongMin Lee, Florida State University

People face and solve problems or challenges in any complex system. The important issue for problem solving is that it is often difficult to understand complex systems and to operate effectively within them because people don't have appropriate mental models. That is to say, complex problem solving is guided by explanatory mental models designed with specific ends in mind. Modeling approaches, such as model-centered learning and model facilitated learning, may be helpful in building mental models of the systems people are studying and for using such models to generate creative solutions. Therefore, this study focus on the effects of two types of modeling approach on mental model development in complex problem solving environment.

programs, especially in the area of technology integration. First, this study informs the design of technology courses in the teacher education program. Second, this study suggests additional resources, structures, or professional development opportunities in field experience to assist student teachers in evolving into a higher-level technology using teacher.

.b Transforming the Technology Literacy Development of Preservice Teachers through a Cognitive Apprenticeship Approach

Presented by: Mark Jones, Oklahoma State University; Pavlo (Pasha) Antonenko, Oklahoma State University; Susan Stansberry, Oklahoma State University

This roundtable discussion examines the importance of technology literacy development of K-12 teachers for the development of technology literacy in K-12 students. A review of recent literature on preparing technology literate teachers shows that the most effective approaches were those that reflected attributes of cognitive apprenticeship, specifically aspects such as modeling, coaching, self-efficacy, situated learning, and collaborative learning. Implications of these findings for teacher education programs will be explored.

Instructional Design Culture

Time: 2:15 PM - 3:15 PM

Location: Event Center D

Facilitator: Jennifer Banas,



26-ED

.a Operational Principle: A Missing Construct in Design Curricula

Presented by: Andrew Gibbons, Brigham Young University

There comes a point during design where the study of the problem and its context gives way to the beginnings of the design itself. At this point synthetic principles must be used to supply the abstract patterns and skeletal structures around which the design will grow. Current textbooks and curricula on instructional design say little about the structural principles that come into play at this point. This presentation introduces the construct of operational principle and demonstrates how it supplies the seed for design to proceed on a principled basis.

.b Activity Systems Analysis as a Tool for Instructional Design

Presented by: Elizabeth Boling, Indiana University; Lisa Yamagata-Lynch, Northern Illinois University

Instructional designers are not always well equipped to analyze complex learning environments. This can result in impoverished understandings of learners and complex real-world learning environments. Thus, designers are deprived of the opportunity to make sound design decisions while developing interventions that are mindful of design tensions and client situations. We propose activity systems analysis as a potential method for designers to adapt and use for analysis and to test possible consequences of their interventions.

Educational Transformation

Time: 2:15 PM - 3:15 PM

Location: Event Center C

Facilitator: Pi-Sui Hsu, Northern Illinois University



26-EC

.a Evolution of Student Teachers' Pedagogical Beliefs about Technology Integration

Presented by: Pi-Sui Hsu, Northern Illinois University

The findings from this study provide information to strengthen the ongoing development of teacher education

Instructional Design Culture

Time: 2:15 PM - 3:15 PM

Location: Event Center F

Facilitator: KYUNGBIN KWON, University of Missouri

26-EF

.a The Relationship of Instructional Designers' ID Perspectives and their ID Competencies

Presented by: Minjeong Kim, Hanyang University

Contributor(s): Tae-young Seo, Hanyang Univ.

We hypothesized that instructional designers' ID perspectives would influence their types of ID competencies. For the reason, the purpose of this study is to examine the relationship between an instructional designer's design perspectives and their current ID competencies. With 82 instructional designers' ID competencies data, a discriminant analysis was conducted to examine whether their ID competencies could be good predictors of their ID perspective. The results showed that instructional designer's ID perspectives and their instructional design competencies are highly tightened.

.b Reusable Learning Objects and Critical Thinking Activities for Online Learning: Graduate Students as Consultants for an Authentic Performance Problem

Presented by: Linda Haynes, University of West Georgia

Contributor(s): Linda Scharp, McGraw-Hill Learning Solutions; Regan Caruthers, California State University

Graduate students in a program evaluation class participated in a collaborative project with the course professor, McGraw-Hill Learning Solutions, and a professional organization called Multimedia Educational Resource for Learning and Online Teaching (MERLOT). The students evaluated learning objects in the MERLOT collections that support the teaching of topics in online courses and developed associated critical thinking activities. This presentation is relevant to online course designers and participants interested in authentic performance problems and solutions.

Virtual Worlds and Mobile Learning

Time: 2:15 PM - 3:15 PM

Location: Event Center G



26-EG

Identifying Effective Moderators in Online Discussion using Social Network Analysis and Content Analysis Together

Presented by: Kyu Yon Lim, Penn State University; Hyeon Woo Lee, Penn State University

Contributor(s): Barbara Grabowski, Penn State University

This study focuses on identifying effective moderators in online discussion using Social Network Analysis. Also, this study further analyzed the discussion postings made by effective moderators in order to find emerging theme that might indicate the traits of an effective online moderator.

The result of this study is expected to provide an empirical, evidence-based guideline to the practitioners.

26-EH

Invited Panel: LCMS, LMS, CMS...

Time: 2:15 PM - 3:15 PM

Location: Event Center H

Presented by: Johannes Strobel, Purdue University; William Watson, Purdue University; Sunnie Lee Watson, Indiana University

Contributor(s): Saul Carliner, Concordia University - Montreal

Although technology is a significant topic for practicing professionals, much of the discussion of technology in the academic community of educational technology has been focused only on e-learning technology, rather than on the more costly, complex and confusing enterprise-wide management systems, including Learning Management Systems (LMSs), Learning Content Management Systems (LCMSs), Course Management Systems (CMSs) and Content Management Systems (also CMSs). This panel will provide distinctions of the different systems and will discuss the technological, pedagogical and managerial ramifications of the integration and use of the variety of different tools.

Instructional Design Culture



Time: 2:15 PM - 3:15 PM

Location: Event Center I

Facilitator: Cengiz Hakan Aydin, Anadolu University

26-EI

.a On Search of Variables to Be Considered for Localizing a Training Program Developed in a Different Country.

Presented by: Innwoo Park, Korea University; Eunhyeon Koh, Korea University **Contributor(s):** Sunyoung Jang, Korea University; Robert Reiser, Florida State University

Since global organizations' investment is expected to increase, more studies would be needed on localizing training programs. In fact, a lot of teacher training programs from international IT enterprises have been introduced to several countries. Mostly, these programs have implemented without modifying or localization. This study is to find whether these programs would need any modification, and on what variables should be considered if so. Experimental data were collected from a training program, then analyzed so that the results and conclusions would be derived.

.b Use of a Canadian Curriculum in Northwestern China: Considerations for Design and Delivery When it is Adopted

Presented by: Zuochen Zhang, The University of Windsor **Contributor(s):** Zuoatang Zhang, Hongjun Wei, Shihezi University

This presentation aims to share with the audience members the findings of a study conducted on international adoption of a curriculum, which was used for elementary and secondary schoolteachers' professional development. Data were

gathered in an educational jurisdiction in northwestern China and participants included educational administrators, schoolteachers and students. Besides positive feedbacks on the project, concerns and suggestions were also received. Some recommendations for improvements are offered towards the end of the presentation.

Educational Transformation

Time: 2:15 PM - 3:15 PM

Location: Emerald



26-EM

.a NETS and eLearning: Transforming Education by Connecting to Standards

Presented by: Rhonda Atkinson, Valencia Community College; Tom Atkinson, University of Central Florida

Although the connection between technology standards and eLearning is important to most K12 educators, where they intersect is not so apparent. This session identifies the connections between eLearning and the National Educational Technology Standards (NETS) for K12 environments. It further identifies relationships to subject standards for students and describes how eLearning design and delivery can be adapted to NETS standards for teachers.

.b A Prototype for Digital Archiving in K-12: Transforming the Educational Experience with Project-Based Learning via Student-Created Digital Archives

Presented by: Melinda Steverson, Univ. of Central Florida
Contributor(s): Debbie Hahs-Vaughn, Univ. of Central Florida

This session will share findings from a case study designed to document the development of a student-created digital archive that resulted in a prototype that can be used to implement digital archiving in K-12 classrooms. This session will also foster discussion of the practical, theoretical, and affective implications of student digital archiving in the K-12 classroom. Teachers, teacher educators, and scholars possessing interest in connecting theory with innovative practice will benefit from this session.

Roundtable Sessions

Time: 2:15 PM - 3:15 PM

Location: Great Hall East

26-GE

.a Action Learning for Organization Development in South Korean Companies

Presented by: Yonjoo Cho, Indiana University

The purpose of this study is to examine the status of South Korean action learning practices for organization development and the beliefs of organization leaders and members regarding the role of action learning in positioning

competitive in global markets for future growth. The proposed study has three steps: a systematic literature review of action learning, semi-structured interviews with action learning champions, and an on-line survey of current South Korean practices.

.b Design and Development of Mini Web-based Instructional Software (Mini-WIS) for Students with Mild Learning Disabilities

Time: 2:15 PM - 3:15 PM

Location: Great Hall East

Presented by: Daniah AL-Abbasi, Texas Tech University; Fethi Inan, Texas Tech University

Contributor(s): Bree Denton, Texas Tech University

With the increasing number of learning disabled students served in regular classrooms, teachers are faced with the challenge of diversifying instruction and learning materials to fit various learning styles and abilities. This study will begin by examining recent, effective research based multimedia intervention design guidelines for learning disabled students (LD). Then, will use those guidelines to form the foundation for the design and development of the mini web-based instructional software (Mini-WIS) as a compact, skill-specific software. The Mini-WIS that will be designed in this study will teach the concept of single digit multiplication. It will then be implemented as a learning tool and evaluated for its effectiveness in helping students with mild learning disabilities.

.c The Technological Transformation of an Organization: An STSM Perspective.

Time: 2:15 PM - 3:15 PM

Location: Great Hall East

Presented by: Eric Kisling, East Carolina University

Socio-technical systems methodology is an area that professionals in the field of instructional systems technology (IST) and human performance technology (HPT) need to understand. Looking at academic institutions and businesses from both a technical and a social viewpoint will help in the development of performance solutions for these organizations. This concept should lead professionals from IST and HPT to use a modern organizational development change strategy when assisting organizations in their change initiatives.

.e Enhancing Project Management Competency through Managing Instructional Technology Projects: Narratives and Reflection

Time: 2:15 PM - 3:15 PM

Location: Great Hall East

Presented by: Xiaoxue Wang, Vashti Canty, Georgia State University

Contributor(s): Patricia Early, Doris Harris, Melissa Schwartz, Tippi Hyde, Georgia State University

Scholars and practitioners believe that technology advancement together with fast-growing international ventures, increasing business outsourcing, and expanding distance education has dramatically changed the training and learning landscapes (Rosenberg, 2001; Welsh, Wanberg, Brown, & Simmering, 2003). The ever-changing landscapes of technology require students of instructional technology

to be prepared with knowledge, skills and attitudes for managing instructional technology projects. Six graduate students of Instructional Technology from a state university in the southeast took part in a graduate course, Managing Instructional Technology Projects which required them to manage a real-life instructional technology project. The poster will share with the audience first-hand experiences of managing instructional technology projects from these graduate students. Additionally, the poster will exhibit the project management plans for three different real-life projects, their WBS, Gantt Chart, project manager logs, reflections on learning and development of project management competency, and suggestions for future students.

.f Does This Behavior Seem Unethical to You? Using Vignettes to Assess the Ethical Beliefs of Educational Researchers

Time: 2:15 PM - 3:15 PM

Location: Great Hall East

Presented by: Anthony Artino, University of Connecticut

Recent incidents of research misconduct have prompted many institutions to reconsider their role in training responsible scholars. An instrument was developed to assess ethical beliefs among educational researchers. The survey consisted of nine vignettes that highlighted several ethical dilemmas. Results from a pilot study (N = 122) suggest the instrument may be an effective tool for evaluating ethical beliefs. Educational implications and future directions are discussed, including the use of technology-enhanced vignettes to improve construct validity.

<http://www.artino.org/>

.g An examination of knowledge constructions in Wiki Collaborative Learning Community

Time: 2:15 PM - 3:15 PM

Location: Great Hall East

Presented by: Chih-Hsiung Tu, Northern Arizona University

Contributor(s): Michael Blocher, Northern Arizona

University

Online collaborative learning community is an effective strategy to promote online learning community and, thus, enhance construction of knowledge. Through Web authoring technology, Wiki Collaboration, the integration of learning community and the extensions of collaborations permits knowledge construction horizontally and vertically. The purposes of this study are to examine how knowledge constructions occur in online learning community and community learning with the applications of web authoring tools. This study concluded that Wiki collaborations engaged online learners in online learning community and community learning through constant negotiating, sharing, and self-explanation to improve knowledge construction. Wiki collaborations enhance and support the construction of online learning community and community learning (community-to-community interaction).

.h The Effects of a Narrated Captivate Instruction on ESL Learners

Time: 2:15 PM - 3:15 PM

Location: Great Hall East

Presented by: Abbas Johari, Associate Professor

Contributor(s): Lloyd Dawe, University of South Carolina-Aiken; M. Javad Liaghatdar, University of Isfahan; Derece Williams, Cameron University; Keisha Nrathwaite, Cameron University

The purpose of the presentation is to demonstrate how the results of a current study differed when another variable (narration) was added to its design. The intended audience is international colleagues, public, and those who are interested in developing online spoken instructional procedures for ESL learners. It will report results on a follow up research study on learning a computer skill via a Flash movie procedural instruction for ESL learners. Visual-only (print screens) procedures do not (and cannot) provide all instructional steps to accomplish tasks. These procedures are not only time consuming and challenging to identify, but they also do not represent direct purposeful experiences to the learners. The effects of such instructions are more severe on learners whom English is the Second Language. In contrast, Captivate (™) -- a new product from Macromedia -- automatically records all onscreen REAL actions and then instantly creates interactive Flash instructional movies that are extremely rich in detail and completeness. It records audio narration and captures screen motion simultaneously.

Although the findings of a closely-related study revealed no significant differences between the Flash movie and visual-only conditions in terms of gender, age group representation, college classification, majors, and experience in constructing a home page, it reported a significant effect of college classification, major, presentation and gender, and classification and gender. Another earlier study repeated the closely related study, described above, but this time researchers added another demographic variable, the ESL learners to its design. The results were very interesting -- nothing was statistically significant. The only effect to approach significance was the effect of gender on response time. This presentation will report on the findings of a study that has further examined these effects by adding another variable -- spoken narration. Fortunately, research on the effects of combined pictorial and verbal information on learning exists and the impact of the speaker's gender has been examined.

.j Effects of Presentation Modality and Practice Strategy in Animated Demonstrations of Software on Achievement of Undergraduate Students

Time: 2:15 PM - 3:15 PM

Location: Great Hall East

Presented by: Chaohua Ou, Georgia Institute of Technology

Contributor(s): Nancy Maushak, Texas Tech University; Steven Crooks, Texas Tech University

This study was designed to investigate the effects of presentation modality and practice strategy on undergraduate students' achievement in software training. The results of

the experimental study revealed significant difference in the practice strategy factor, but no evidence of the modality and redundancy effect was detected. Further studies are needed to examine the effects of presentation modality and practice strategy on software training using instructional materials with higher learning element interactivity and various practice strategies.

Poster Sessions

Time: 2:15 PM - 3:15 PM

Location: Great Hall East

26-GE

.p Online Interactive Case Based Learning for Instructional Design

Presented by: Mary Edwards, University of Florida
Contributor(s): Vasa Buraphadeja, Theodore Bowman, University of Florida

This project is a video case study that followed a team of instructional designers as they worked with their client on a project. This case study was developed for an introductory instructional design (ID) course. The videos are supplemented by discussion questions addressing the ID topics covered and presented in an interactive web format. The case provides the ID students with a simulated real world experience and a framework for deeper understanding of design issues.

.p Designing Mini-Games: Breaking the Barriers Between Game Design and Education through Situated Learning, Extended Engagement and Learning Communities.

Time: 2:15 PM - 3:15 PM

Location: Great Hall East

Presented by: Stacey Rimmerman, Florida Virtual School; Nicole Follet-Dunn, Florida Virtual School
Contributor(s): Rovy Branon, University of Wisconsin; Jennifer Whiting, Florida Virtual School

Creating a gaming environment that maximizes learning and establishes a strong pedagogical basis in instructional design and learning theory is the future of educational, instructional and gaming development. This presentation showcases mini-games designed to incorporate situated learning theory, extended engagement and learning communities in order to augment learning in a global economy. Observers will have the opportunity to participate in game play and discuss foundations for quality game design, specifically as applied to educational and instructional theories.

.p What we know about presence, yet to discover: A comparative analysis on two models of presence in learning

Time: 2:15 PM - 3:15 PM

Location: Great Hall East

Presented by: ; Myunghee Kang, Ewha Womans University
Contributor(s): Ji Yoon Jung, Ewha Womans University

This study aims to give a comprehensive account on the concept of presence. While there has not been a consensus in the theoretical framework that constructs presence, the author compares two important models of presence in learning,

and deduces their similarities and differences. Furthermore, implications from the comparison and suggestions for the future study are discussed with summary.

.p Designing Effective Instruction by Applying the ADDIE Instructional Design Model to Second Life.

Presented by: Irene Taouabit, Capella University

Designed to help educators and instructional designers understand and apply the ADDIE Instructional Design Model to develop and deliver effective instruction within Second Life. This poster session provides specific advice about demonstrating the value of learning within Second Life, overcoming management or educator objections, providing the training educators and learners need to function and learn within Second Life, and how to develop the materials to facilitate individual and collaborative learning within Second Life.

.p Graphic Print in Selected Elementary Social Studies Textbooks

Time: 2:15 PM - 3:15 PM

Location: Great Hall East

Presented by: Jeanine VanDeVort,

Illustrations, maps, graphs, charts, and diagrams contribute to a textbook's teaching effectiveness, appeal, and potential to motivate. Cognitive theories, such as Kulhavy's Conjoint Retention Hypothesis and Paivio's Dual Coding Theory explain how verbal and visual information are stored and retrieved. However, not all illustrations, maps, graphs, charts, or diagrams are effective and some are more effective than others. Using Levin's, 1982, taxonomy of picture functions, each illustration, map, graph, chart, and diagram was categorized according to the graphic's function within the examined textbooks.

.p Peer Collaboration and Decision Making: What makes collaboration effective?

Time: 2:15 PM - 3:15 PM

Location: Great Hall East

Presented by: KYUNGBIN KWON, University of Missouri
Contributor(s): Pei-Ju Liu, University of Missouri

In this case study, we examined the process of peer collaboration and traced the path to the final agreement. Successful collaborative groups outperformed the unsuccessful group members who did not collaborate with partner. Further analysis revealed successful collaborative decision making consisted of shared group metacognition, frequent interactions, constructive knowledge exchanges, and responsible engagements. Although this study examined short term collaboration with small numbers, it traced a collaboration path and found some factors affecting group performance.

.p SOLVE Island: Postcards from a Virtual World

Time: 2:15 PM - 3:15 PM

Location: Great Hall East

Presented by: Ross A Perkins, Virginia Tech

Students working on SOLVE Island, a project in Teen Second Life, helped put together a display of the work they created for their classes and on their own time. Each student piece will be accompanied by a description of it and a reflection of what students learned in creating it.

Presidential Session

Time: 2:15 PM - 3:15 PM

Location: Great Hall West

Facilitator: Francis Duffy, Professor of Change Leadership in Education



26-GW

The Purpose of Education in the United States and How Systemic Change can Help Achieve that Purpose

Presented by: G. Thomas Houlihan

In this 60 minute presidential session, Dr. G. Thomas Houlihan, a former Executive Director of the Council of Chief State School Officers, will share his views on what he thinks the purpose of education should be in the U.S. and talk about how he thinks systemic change can help achieve that purpose. Sponsored by the AECT Futureminds initiative.

Educational Transformation

Time: 2:15 PM - 3:15 PM

Location: Gallery

Facilitator: Peter Rich, Brigham Young University



26-GY

.a Video, video, everywhere: Working with video analysis tools in Teacher Education.

Presented by: Peter Rich, Brigham Young University

Video annotation tools allow an individual to both capture and analyze video of personal teaching practice, allowing preservice teachers to review, analyze and synthesize video of their own teaching in authentic classroom contexts. These tools provide a potentially important method for prospective teachers to closely examine relationships between and among teaching context, practice, and instructional decision-making. Though video annotation tools are becoming common in teacher education programs, their uses have largely been isolated. In this presentation we will introduce several video annotation tools available to teacher educators, discuss their affordances, and present relevant research done with video analysis in teacher education.

.b A Qualitative Study Examining Faculty Members' Beginning Use of Technology to Meet Content Standards

Presented by: Rachel Boulay, University of Hawaii;

Catherine Fulford, University of Hawaii

The University of Hawaii launched a statewide initiative to incorporate technology into teacher education. This qualitative study examines faculty members' progress in learning to integrate new technologies in relation to technology content standards. Seventy-eight faculty members

provided course artifacts and written narratives before and after their participation in a technology initiative utilizing technology mentoring. Findings suggest only faculty mentored by individuals with degrees in Instructional Design discussed their technology use within the framework of standards.

26-I1

What Does Leadership in Instructional Design and Technology Look Like? A View from Three Perspectives

Time: 2:15 PM - 3:15 PM

Location: Islander I

Presented by: Christopher T. Miller, Morehead State University; Ward Cates, Lehigh University

Contributor(s): Jim Ellsworth, Naval War College; Deborah Anthony, Hewlett Packard

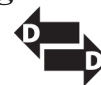
What is leadership in the field of instructional design and technology? Our field is broad with many different aspects such as education, military, corporate design and training, and educational television to name a few. How does it look from different perspectives? What does a leader look like from these different perspectives? This panel presentation will bring three leaders from various areas of instructional design and technology to provide their perspectives of leadership.

Virtual Worlds and Mobile Learning

Time: 2:15 PM - 3:15 PM

Location: Islander II

Facilitator: Gayle Davidson-Shrivers, University of South Alabama



26-I2

.a The Effect of Collaboration Modality on Cognitive Load in a Situated Inquiry Environment

Presented by: Benjamin Erlandson, Arizona State University; Brian Nelson, Arizona State University

Contributor(s): Wilhelmina Savenye, Arizona State University

In this session, we present an exploratory study into the impact on learner cognitive load of communication modality employed by learners completing a Multi-User Virtual Environment (MUVE) based science inquiry project. We examine findings from a sample of 78 university undergraduates on the effects on cognitive load of voice-based versus text-based communication in an educational MUVE. Findings indicated significant positive results were found for reducing cognitive load for participants utilizing voice-based communication.

Featured Research

Time: 2:15 PM - 3:15 PM

Location: Ireland A

Facilitator: James D. Klein, Arizona State University

26-IA

.a Rays of Change: Towards a Better Framework for Doctoral Dissertation Literature Reviews in Instructional Technology

Presented by: Melynda Fitt, Utah State University; Joanne Bentley, Utah State University

Contributor(s): Joel Gardner, Utah State University

Improving our cultural norms as instructional designers is similar to good self-improvement – it has to start with an accurate, data-based, self assessment. Come find out how literature reviews from the best dissertations at five of the top instructional technology programs in the field compared with the controversial Boot & Beile (2005) assessment of literature reviews in education generally. From pertinent research findings see if you agree with our recommendations for cultural change in program design.

.b Improving Course Evaluations to Improve Teaching in Higher Education

Presented by: Ted Frick, Indiana University; Rajat Chadha, Indiana University

Contributor(s): Emilija Zlatkovska, Indiana University

We have developed a new instrument to measure teaching and learning quality (TALQ). In a study of 490 students in 12 courses, if students agreed that they experienced academic learning time (ALT) and that their instructors used first principles of instruction, then students were 4 times more likely to achieve high levels of mastery of course objectives, according to independent instructor assessments. TALQ can measure improvements in use of first principles in teaching and course design.

26-IB

Let the Second Life Games Begin!

Time: 2:15 PM - 3:15 PM

Location: Ireland B

Presented by: Marija Franetovic, Course Developer at Lawrence Technological University; PhD Graduate Student at Wayne State University

Contributor(s): Rob Stephenson, The Tech Museum of Innovation

Experience first hand the instructional design potential of the highly engaging teaching and learning Second Life environment. The participants will join one of 2 teams, one

moderated by a real moderator, another by a virtual one. Both teams will have a virtual team counterpart in Second Life. Participants will synchronously use both virtual and real spaces for collaborative development of communication and design skills, while competing in a design problem competition.

Educational Transformation

Time: 2:15 PM - 3:15 PM

Location: Ireland C

Facilitator: Lingguo Bu, Florida State University



26-IC

.a Teacher Education Faculty Perceptions of the Integration of Technology into their Courses: An Exploratory Study

Presented by: Berhane Teclehaimanot, University of Toledo

Contributor(s): Gale Mentzer, University of Toledo

The purpose of this study is to explore faculty perceptions of the role technology should and does play in the courses they teach. It also examines how they themselves use technology when teaching (specific examples), how they expect their students to use technology when teaching, and where in the teacher education program the use of technology as an instructional tool should or does occur. Using in depth interviews and qualitative research analyses, this study explores common themes in faculty perceptions across content areas (math, science, language arts, etc.) and grade levels (middle school and high school).

.b Model Facilitated Learning: Preservice Mathematics Teachers' Initial Experience with the Next-Generation Graphing Calculators

Presented by: Lingguo Bu, Florida State University; Hyewon Kim, Florida State University; J. Michael Spector, Florida State University

Contributor(s): Lydia Dickey, Florida State University; Elizabeth Jakubowski, Florida State University

As the next-generation graphing calculators enter the mathematics classroom, the researchers conducted an exploratory study of preservice mathematics teachers' experience with a new handheld graphing calculator. This study was guided by the theoretical framework of Model Facilitated Learning(MFL). Initial data analysis shows that MFL is particularly useful for mathematics educators and instructional designer to take full advantage of theory, methods, and new affordances of technology in bringing meaningful mathematical experience to preservice mathematics teachers in technology-supported learning settings.

Educational Transformation

Time: 2:15 PM - 3:15 PM

Location: Knave

Facilitator: Edward Lomax, Georgia State University



26-KE

.a Electronic Performance Support System Tools (EPSS) to Enhance Success in School for Secondary Students with Mild Disabilities: Implementation and Outcomes

Presented by: Gail Fitzgerald, University of Missouri

Contributor(s): Katherine Mitchem, California University of Pennsylvania; Kevin Koury, California University of Pennsylvania; Thitinun Boonseng, University of Missouri

The purpose of this session is to describe and demonstrate two components of an electronic performance support system (EPSS) designed to increase independence of secondary students with mild disabilities in inclusive environments. The software and web support environment will be demonstrated along with student outcome results gathered from a randomized, delayed intervention study in special and general education classrooms. Teacher recommendations will be discussed based on interview results from teachers and students.

.b Using the iPod as an Assistive Technology

Presented by: ; Tina Hohlfeld, University of South Florida

Contributor(s): Luis Perez, University of South Florida; Ezzard Bryant, University of South Florida

The iPod has a number of features that allow it to be used as a relatively inexpensive assistive technology. During this session, we will demonstrate how to use the iPod to deliver tests and other assessments to students with special needs in the general education classroom.

Wikis are a network based upon participation, encouraging open communication. A key word to define Wikis, then, might be 'we are in control,' which, in turn, seems well-matched with N-generation, who are also called 'digital natives.'

.b Scaffolding Critical Thinking in Wikibook Creation across Institutions

Presented by: Nari Kim, Indiana University

Contributor(s): Curt Bonk, Indiana University

This study explored Wikibook creation projects of six different cross-institutions from the U.S.A., China, Taiwan, and Malaysia. Particularly, the researchers investigated the characters of interactions in Wikibooks and analyzed the impacts of scaffolds and peer feedback on student critical thinking and collaborative learning in Wikibook creation. The findings provide helpful guidelines to understand the nature of participatory learning in online learning communities and identify key successful factors of education and training in formal as well as informal learning environments.

Educational Transformation

Time: 2:15 PM - 3:15 PM

Location: Scribe

Facilitator: Leslie Blatt, Library Media Specialist



26-SE

.a Lit2Go: Read, Edit, and Score Copyright free Audio Books

Presented by: Gordon Worley, University of South Florida

Download, record, edit, score, and add Foley sound effect to audio stories from Lit2Go, a free online searchable collection of audio stories. This session will cover educational strategies that explore the impact music and sound have on the learning process.

<http://homepage.mac.com/worley/Lit2Go/index.html>

Instructional Design Culture

Time: 2:15 PM - 3:15 PM

Location: Oxford

Facilitator: Sung Hee Park,



26-OD

.a A Wiki-Based PBL Case Study in a University Class

Presented by:

Contributor(s): Sung-A Lee, Kyunghee University; Inae Kang, Kyunghee University

Wikis, one of application of Web 2.0, refer to collaborative web pages, where content is generated and monitored by groups, drawing on a greater pool of knowledge/resources.

Educational Transformation

Time: 2:15 PM - 3:15 PM

Location: Senate

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



26-SN

.a A Theoretical Understanding of the Nature of Innovative Communities

Presented by: Richard West, University of Georgia

I will give a theoretical framework for understanding innovative communities, contrasting with other models such as Wenger's Communities of Practice. I will review

social learning and creativity theories and theories and give examples of specific research questions, topics, and methods for testing and elaborating on the innovative communities concept. Finally, I will invite questions and discussions from the audience so we can explore together the nature of how to research this emerging type of community.
<http://www.the-wests.net/rick/presenting>

.b Book Discussion Groups, Web 2.0 Style

Presented by: Penny Thompson, Michigan State University

Online book discussion web sites use Web 2.0 to allow readers to discuss their favorite books. The theoretical foundations for the educational use of these sites are traditional book clubs, online discussion in distance learning, and Web 2.0 technologies. I will discuss these three major areas and how they come together in a Web 2.0 book discussion. I will also present results from a survey of high school teachers who used Goodreads student groups with their classes.

Instructional Design Culture

Time: 2:15 PM - 3:15 PM

Location: Sapphire

Facilitator: Darryl Draper, Penn State University



26-SP

.a Potential Benefits of Interdisciplinary Approaches to the Study of the Human Brain

Presented by: Joanne Reid, Corporate Development Associates

In this paper, I will review recent scientific studies of the human brain that exemplify specific stages of research into human brain physiology and function. I will examine the results of these selected studies to determine how they inform educational theory, using Piaget's Theory of Cognitive Development as an example. Finally, I will consider how educational theories, as exemplified by Piaget's, could inform and direct the scientific investigations of human brain physiology and mental development.

.b Spatial Ability, Gender, and Anticipatory Sets in Learning Geography from a Three-Dimensional Representations of the Earth

Presented by: T J Kopcha, San Diego State University

Contributor(s): Yaxha Mancillas, San Diego State University

Ninety-seven fourth-grade students completed an instructional program that taught geography using Google Earth. Students were split into high- and low-spatial-ability groups using a measure of spatial ability. Half the students received a short-term instructional strategy to improve their performance. A 2(gender) x 2(treatment) x 2(spatial ability) ANOVA on posttest means revealed significant differences between spatial-ability groups and gender differences on attitude items. Implications for designing instruction for students using 3-D simulated environments are discussed.

Professional Ethics

Time: 2:15 PM - 3:15 PM

Location: Yeoman

Facilitator: E-Ling Hsiao, Ohio University



26-YN

.a Socially responsible research in instructional technology and the learning sciences: Progress made and future directions

Presented by: David Porcaro, University of Georgia; Thomas Reeves, University of Georgia

Contributor(s): Janette Hill, University of Georgia

Despite calls for design-based research and other forms of socially responsible research in educational technology and the learning sciences, an analysis of research published over five years in Educational Technology Research & Development and The Journal of the Learning Sciences reveals little movement from the predictive-quantitative studies of past decades. These persistent trends in research methods in well-known journals threaten to maintain the separation between research and practice that has limited the impact of our research for 50 years.

.b Three pedagogical models of teaching socio-scientific issues and their impact on student learning, experiences, and classroom integration

Presented by: Aaron Doering, University of Minnesota

Contributor(s): George Veletsianos, University of Minnesota; Cassie Scharber, University of Minnesota; Kelly Simer, University of Minnesota

In this presentation we will discuss three pedagogical models of solving geographic problems. We then examine the influence of each teaching method on student learning, experiences, and integration in the K-12 classroom in the context of the MSE online learning environment. Results are presented in the context of the guided vs. minimally guided debate.

Featured Research

Time: 3:30 PM - 4:30 PM

Location: Captain

Facilitator: Rita C. Richey, Wayne State University

27-CA

.a Circadian rhythms and creativity

Presented by: Brad Hokanson, University of Minnesota

This writing presents empirical research using the Torrance Test of Creative Thinking to explore creativity and its relationship to circadian rhythms. Studies involved first year college students in design. The study examined the variation of creativity at different times during the day. Repeated

measures of students at different times of day showed significant differences, indicating a circadian influence on creative capability. Creativity, as a higher order cognitive function, appears to be affected by biological factors.

.b The Effect of Concept Mapping and Learners' Self-Regulated Learning Skills on Knowledge acquisition

Presented by: Kyu Yon Lim, Pennsylvania State University
Contributor(s): Barbara Grabowski, Pennsylvania State University

The purpose of this study is to examine the effect of concept mapping strategies with three different generativity levels (expert-generated concept map, partially learner-generated concept map, fully learner-generated concept map) on knowledge acquisition. Interaction between learners' self-regulated learning skills and different levels of generativity was also tested.

27-CE

2010 AECT Research Symposium Committee

Time: 3:30 PM - 4:30 PM

Location: Cambridge

Presented by: Symposium Committee, .

Serious Gaming for Education

Time: 3:30 PM - 4:30 PM

Location: Council

Facilitator: Ginger Watson, Old Dominion University



27-CO

.a Why Game Design is So Hard for Academics

Presented by: Robert Appelman, Indiana University
Bloomington

Game design is so interdisciplinary that academic institutions are rarely able to network the necessary disciplines. There are critical values within each discipline that often work against a collaborative design pedagogy that is essential for game design and creation.

<http://www.indiana.edu/~drbob>

.b I.D.E.A.S. in Serious Games

Presented by: Christian Loh, Southern Illinois University Carbondale; Debbie Denise Reese, Wheeling Jesuit University; Scott Warren, University of North Texas

There is little agreement on how best to develop serious games. The "I.D.E.A.S. for Serious Games" is initiated with the intent to develop new instructional design, evaluation & assessment standards to guide serious games development and to promote growth of the new learning medium. We invite members of the community to join the group and complete these standards collaboratively.

27-E1

Invited Panel: Identity management

Time: 3:30 PM - 4:30 PM

Location: Event Center C1-D1

Presented by: Johannes Strobel, Purdue University; Trey Martindale, University of Memphis

Contributor(s): Heather Tillberg-Webb, Elizabethtown College;

Social networking sites seem to be starting by the minute and depending on where one's social network is virtually residing, one might get invitations to join linkedin, facebook, myspace (to name a few). The management of the variety of different usernames, profiles, networks of people can become time-consuming and tiresome. Several companies like google work on identity-aggregation sites, but the challenge continues for the individual how to deal with these developed multiphrenic identities scattered on the web: This panel brings together a group of people who are prolific online and social network users. They will discuss the dealing with identity aggregation services - like pipl.com, provide orientations on the benefits and how to proactively construct online identity, and how to manage one's different identities online/offline.

SICET Roundtables

Time: 3:30 PM - 4:30 PM

Location: Event Center G1-E

27-E2

.a Enhancing Online Learning with Standards and Technologies: It's Here, It's Working

Presented by: Hong Wang, Fort Hays State University

As more institutions and schools have started online programs, it is important for online instructors to create meaningful learning experience for online learners. Targeting at faculty, administrators and graduate students interested in online education, this roundtable session will walk through an online course to showcase how the instructor has incorporated Quality Matters rubric and technologies such as podcasting, screen-casting, animations, and Elluminate to create and foster engaging online learning experience for the students.

.b The Design of Modeling and Coaching Scaffolds in an Electronic Educational Game

Time: 3:30 PM - 4:30 PM

Location: Event Center G1-E

Presented by: ; Guolin Lai

Contributor(s): Yuxin Ma, Doug Williams, Univ of Louisiana at Lafayette

Electronic games have the potential to support learning. However, there is little guidance in the literature on how to leverage the affordances of electronic games to design effective instruction. In this presentation, we will describe and show examples of how we designed modeling and coaching scaffolds with the use of in-game characters in an electronic game. We will also discuss the lessons learned from the project and results from a formative evaluation.

.c Web 2.0 Tools Used in an Online Class

Time: 3:30 PM - 4:30 PM

Location: Event Center G1-E

Presented by: Shuyan Wang, University of Southern Miss

The effectiveness of interaction and communication between and among students is very important in making the online course successful. However, students have different perspectives in what makes their best interaction and communication because of their personality and learning styles. This paper investigates students' communication and interaction experiences in an online course through WebCT and illustrates the strong and weak points of each tool (discussion board, blog, listserv, email, podcast, vodcast) through teaching and learning experiences.

design team had the difficult task of designing and developing 150 online classes in an 18 month period. This session will describe how a team of nine professionals, with five different job responsibilities, came together to develop an effective and efficient working relationship to overcome extreme and stringent deadlines.

.b Mentoring Faculty in Applying the Preparation, Interaction, and Evaluation (PIE) Model to the Creation of an Online Course

Presented by:

Contributor(s): Holly Glenzer, Saint Leo University

This session presents professional development of faculty in a common pedagogical model, mentoring faculty in applying the course development model (Preparation, Interaction, and Evaluation [PIE] Model) to the creation of an online course. Instructional design and professional development trainers will utilize the model's step by step process of collaborating with a developing instructor as the subject matter expert. Beginning with the introduction to course design and development through the course development workbook and workshop elements, the presenter will define and demonstrate how to ready and guide a face-to-face and or online instructor to engage with the standards and requirements of the PIE Model.

Instructional Design Culture



Time: 3:30 PM - 4:30 PM

Location: Event Center A

Facilitator: Chun-Min (Arthur) Wang, National Hsinchu U. of Ed.

27-EA

.a Exploring Cognitive Process of Concept Map Construction: An Eye-Tracking Study

Presented by: Hatice Sancar, Mersin University; Berrin Dogusoy, Mersin University

Contributor(s): Kursat Cagiltay, Middle East Technical University; Jale Cakiroglu, Middle East Technical University

This paper aims to investigate the concept map (Cmap) construction process of pre-service teachers by using eye-tracking device for determining the general cognitive patterns. For this purpose, data about reasoning process time, focusing time on concepts, links and cross-links and their relationship between the qualities of the concept maps were collected from a total of 15 pre-service science teachers. The results showed that most of the participants constructed hierarchic Cmaps by following the patterns of deductive approach. In addition, gaze replay data showed that the construction process follows a synchronized way and the participants usually started with writing links before the concepts.

Virtual Worlds and Mobile Learning

Time: 3:30 PM - 4:30 PM

Location: Event Center C

Facilitator: Lee Daniels, E TN State Univ



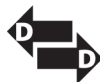
27-EC

.a Efficient and effective Podcasting: Survey results and practical Recommendations

Presented by: Lee Daniels, E TN State Univ

A study conducted in the Spring 2007 yielded valuable data on effective use of Podcasting for instructional delivery. This paper will share the research data collected from the study, and recommendations on best practices based on the research. This presentation will also address issues regarding effective Podcasting delivery, student Podcasting experiences, Podcasting delivery format, production techniques, and collaboration in designing instruction for Podcast delivery.

Instructional Design Culture



Time: 3:30 PM - 4:30 PM

Location: Event Center B

Facilitator: MINGQIANG XU,

27-EB

.a Teamwork For Success

Presented by: ; Melissa Atteberry, Saint Leo University

Contributor(s): Andrew Gump, Saint Leo University

Team unity and efficiency is an essential part of any large scale instructional design project. With current online course contracts expiring, Saint Leo University's instructional

.b Podcasting and iTunes U

Presented by: Ann Barron, University of South Florida

Contributor(s): Luis Perez, University of South Florida

In the Spring of 2006, USF joined the iTunesU program that is offered by Apple Computer. Since then, the USF College of Education has launched over 3000 podcasts on their iTunes site. These podcasts include audio-only files, enhanced podcasts (audio and still images), and video podcasts. This presentation will outline the policies, procedures, and techniques that were implemented to create, edit, upload, administer, and track the podcasts on the USF iTunes site.

Instructional Design Culture

Time: 3:30 PM - 4:30 PM

Location: Event Center D

Facilitator: Anthony Artino, University of Connecticut



27-ED

.a An Analysis of the Students' Academic Performance in the Distance Education Program: The Role of Long-Term Memory Storage

Presented by: Chih-Yuan Sun, University of Southern California

The purpose of this study is to explore learning issues relating to long-term memory storage in the distance education environment. Although distance education provides flexibility, convenience, and a location-free learning environment, it might not generate positive learning outcomes unless the technology is applied appropriately. The author reviews and synthesizes articles and theories based on the six cognitive processes in long-term memory storage. The findings show that the use of strategies that facilitate cognitive processes, such as online discussion, improves distance education learners' long-term memory storage processes and may lead to desired learning outcomes.

methodology described as formative research. This methodology asked what worked well, what did not work as well as it could have, and what could be done to improve the process. The current study examined the application of the GSTE in the Leadership Team formation stage of the transformation process.

.b What Not To Do in Systemic Change: Lessons from a Middle School Change Process

Presented by: Charles Reigeluth, Indiana University; Kurt Richter, Indiana University

Change is a difficult and treacherous process. It frequently generates divisiveness and resistance. However, the change process is even more difficult when it attempts to bring about fundamental changes in the culture and structure of a school. This presentation describes the process that one middle school has used to try to bring about such fundamental, systemic transformation, identifies negative consequences that arose from that process, and identifies what the literature on systemic change says about avoiding those problems.

27-EF

Discussion on the Future of Teaching and Learning -at-a- Distance

Time: 3:30 PM - 4:30 PM

Location: Event Center F

Presented by: Les Moller, University of South Dakota; Jason Huett, University of West Georgia

Contributor(s): Wellesley R Foshay, Texas Instruments

The purpose of this facilitated session is to have an open discussion on the future of distance learning. The session is an out growth of a series of articles in TechTrends Journal of the topic. TechTrends is running an announcement with each of the articles soliciting comments for a fourth article and this discussion session at the yearly conference.

Educational Transformation



Time: 3:30 PM - 4:30 PM

Location: Event Center H

27-EH

.a Technology Support Offices Inform and Assist Faculty to Increase Technology Fitness in Higher Education

Presented by: Karen Kaminski, Colorado State University
Contributor(s): Jamie Switzer, Colorado State University; Gene Gloeckner, Colorado State University

This ray focuses on educational transformation and technology literacy in education. We present the results of a study which examined students perceived FITness (fluency with Information Technology). In 2001 Freshman and in 2005 seniors completed a survey measuring their self-reported proficiency in basic information technology knowledge skills such as word processing and presentation software as well as more complex applications such as digital audio. Findings indicated that graduating seniors perceived themselves as less fit than incoming freshman.

.b On the Horizon: The Virtual Hospitality Lab – Rays of change that use effective instructional design in virtual worlds for hospitality educational transformation for the development of hospitality leadership identity and professional ethics.

Presented by: James Hogg, University of Central Florida; Rolando Marquez, University of Central Florida

Contributor(s): Nan Schultz, University of Central Florida

Leaders today manage resources, people, technology and information for their development and organizational development. We give leaders all the information and

Educational Transformation

Time: 3:30 PM - 4:30 PM

Location: Event Center G

Facilitator: Rod Myers, Indiana University



27-EG

.a Integration of a Decision-Making Process and a Learning Process in a Newly Formed Leadership Team for Systemic Transformation of a School District

Presented by: Kurt Richter, Indiana University

This study sought to improve some of the process guidelines described in the Guidance System for Transforming Education (GSTE) by using the qualitative research

knowledge to develop their leadership identity but it isn't until they practice these experientially that they develop leadership identity and professional ethics; however while practicing they damage the organizations. Now through the use of the virtual worlds and interactive role play leaders can practice these skills without having a negative impact on the organization.

Instructional Design Culture

Time: 3:30 PM - 4:30 PM

Location: Event Center I

Facilitator: Lauren Cifuentes, Texas A&M University



27-EI

.a Teacher Knowledge Impacts on Their Use of Instructional Technology- A National Survey of University Teacher in Taiwan.

Presented by: Hsiao-Wei Lin, National Taipei University of Education, Graduate School of Curriculum and Instruction.

Teacher knowledge is based, at least in part, on a teacher's experience in the classroom, which is through the instruction and curriculum that they handle problem. Using instructional technology in the classroom is also affected by the teacher's knowledge. This hypothesis was examined in this research. Subjects included 12,747 university teachers in Taiwan who were drawn from the base-year survey of the Integrated Higher Education Database System in Taiwan.

.b Instructional Technology in Taiwan and USA

Presented by: Amy Leh, California State University San Bernardino

The research examined (1) the curriculum, (2) the facilities, and (3) the faculty issues of the Department of Library and Information Science at National Taiwan University (NTU) and compare them with those at a California State University (CSU). The research was also designed to foster international exchange between NTU and CSU. Data collection consisted of document reviews, site visits, interviews (focus group interviews and individual interviews), and classroom observations. Content analysis and categories were used to analyze the research data.

Serious Gaming for Education

Time: 3:30 PM - 4:30 PM

Location: Emerald



27-EM

.a Key Features of Supporting Websites for Facilitating the Use of Educational Computer Games

Presented by: Mansureh Kebritchi, Atsusi Hirumi, Wendi Kappers, Renee Henry-Nease, University of Central Florida

With the reemergence of educational computer games, educators and school media specialists are at the forefront of

using innovative technology that may change the way students learn. However, teachers and school administrators face many challenges that inhibit the integration of educational games. This presentation presents the results of a study conducted to identify resources to be included in a website designed to facilitate the integration of educational games in K-12 settings.

.b Teen Second Life in Libraries and Schools

Presented by: Marcus Childress, Emporia State University

This presentation will provide a brief overview of the virtual world Second Life and will introduce some of the basic aspects of membership, presence, and interaction in the Second Life 3D virtual world. The presenter will also discuss his involvement in a variety of collaborative projects, including experiences using a teen-only sim (Teen Second Life) with at-risk high school students, and the creation of a public library community project for young adults.

Roundtable Sessions

Time: 3:30 PM - 4:30 PM

Location: Great Hall East

27-GE

.a Guiding Team Design Work: A Design Research Project

Presented by: ; Lisette Reyes, Purdue University; Xiaojun Chen, Purdue University

Contributor(s): Scott Schaffer, Purdue University

The experience of learning while doing project work is difficult to adequately support given the task complexity, short time frames, and team members' diversity. In this presentation we report the results of a four-phase design research study aimed at refining collaborative team learning practices across two consecutive instructional design graduate courses. Recommendations and discussion will focus on issues in the design and research of project-based team learning environments.

.b A Practical Instructional Design Approach for Instructional Multimedia Production in an Instructional Consulting Environment

Time: 3:30 PM - 4:30 PM

Location: Great Hall East

Presented by: Farrah Yusop, Iowa State University; Ana-Paula Correia, Iowa State University

This study introduces a practical instructional design approach for working with clients and Subject Matter Experts in the context of an instructional consulting environment in a teacher training program using Braden's (1996) linear instructional design and development model as the foundation. Instructional design issues, concerns and ethics are also explored and discussed. This session is intended for novice to advanced instructional designers and practitioners who are involved in the area of instructional multimedia production.

.c Facilitating Argumentation with Tailored Guidance

Time: 3:30 PM - 4:30 PM

Location: Great Hall East

Presented by: KYUNGBIN KWON, University of Missouri

Contributor(s): Holly Henry, University of Missouri

How can we guide students to generate more meaningful responses to others' messages in an argumentation assignment? We hypothesize that instructor facilitation that is more tailored to the specific needs in students' argumentation may encourage them to use relevant guidance to generate more reflective responses than merely providing general guidelines. Our study examines the differences between two groups, which receive either general or tailored guidance, in the quantity and quality of responses generated by learners.

.d Creating Interactive Multimedia Online Lectures for Self-Learning with Adobe Captivate

Time: 3:30 PM - 4:30 PM

Location: Great Hall East

Presented by: Taeyeol Park, Georgetown University

GU School of Medicine developed a prototype of Flash-based interactive multimedia presentations with Adobe Captivate to achieve its curriculum objective of supporting students' self-learning. With the prototype, course instructors created class lecture presentations, adding narrations, video clips, interactive elements, and quizzes, and posted them on their course sites in Blackboard. This presentation will demonstrate how the instructors created interactive presentations in Captivate without prior programming knowledge and what instructional and technical issues they received in the production process.

.e An Appeal for a New Scaffolding Taxonomy

Time: 3:30 PM - 4:30 PM

Location: Great Hall East

Presented by: Hui-Ling Wu, Texas A&M University

Scaffolding is traditionally defined as a temporary support to help students learn, but this definition has come under attack by many studies in recent years. The boundaries separating different types of scaffolding and scaffolding functions is often blurred. This study examines developments in scaffolding applications and discloses their complexity through a thorough literature review. Based on this analysis, this study advocates the formation of an innovative framework that categorizes the types and functions of scaffolding.

.f Instructional Design Principles For Computer Ethics

Time: 3:30 PM - 4:30 PM

Location: Great Hall East

Presented by:

Contributor(s): Mehmet Can SAHIN, Anadolu University; H.Ferhan ODABASI, Anadolu University

Computer ethics education is fundamentally based on the principles of attitude change. Moreover, just giving information about the rules and explaining the ethics criteria is

not enough for overcoming ethical problems. Preparing the course materials according to the well designed instructional plans will raise the possibility of becoming successful on computer ethics education. This paper emphasises on the instructional design plans which are based on the integration of attitude change principles in to the computer ethics education courses.

.g Development of a Reusable Interaction Objects Database for Multimedia Learning Materials

Time: 3:30 PM - 4:30 PM

Location: Great Hall East

Presented by: Ilker Kayabas, Anadolu University

Anadolu University has been designing and producing multimedia learning materials for more than one and half decade to be able to provide pedagogical support to its distance students. Over the years a number of interaction templates have been developed and just recently they were brought together under a database that intended to help developers of multimedia learning materials. This presentation covers the introduction of this database. Those who are interested in design and development of multimedia learning material might benefit in this presentation.

.h Profiling Potential Dropout Students in Online Certificate Courses

Time: 3:30 PM - 4:30 PM

Location: Great Hall East

Presented by: Fethi Inan, Texas Tech University

Contributor(s): Erman Yukselturk, Middle East Technical University; Raymond Flores, Texas Tech University;

Chenyang Wang, Texas Tech University

This study examined the relationship between the students' individual demographics and categories of student status (graduate, delay, or dropout) in an online certificate program. In total, 146 students' characteristics such as age, gender, and employment status with their prior knowledge, perceptions, and preferences were obtained by a survey and a questionnaire. The findings of the study indicated that only the location of students is related to their dropout decision.

.I Connecting Standards to Practice: Keys to Information Literacy

Time: 3:30 PM - 4:30 PM

Location: Great Hall East

Presented by: Angel Kymes, Northeastern State University;

Susan Stansberry, Oklahoma State University

Changes in standards and student learning initiatives in a number of fields have impacted the ways in which school library media specialists approach the teaching and evaluation of information literacy skills. How can all of the standards be streamlined and understood within a framework that can be used and implemented for student success? This session will look at making connections between a variety of standards and how to design successful strategies for increased student learning.

.j Learning through storyboarding: An interactive visualization analysis of Shakespeare's Hamlet

Time: 3:30 PM - 4:30 PM

Location: Great Hall East

Presented by: Leonard Bernstein, University of Minnesota

Written and first performed over 400 years ago in Elizabethan London, Hamlet is widely considered to be the greatest play every written in the English language. As the teaching of Hamlet has become a mainstay within American high schools, we find that the language spoken by the characters is far removed from that spoken by high school English language arts seniors. In this paper, I detail the need, implementation and implications of a Hamlet Storyboard Tool.

27-GE

.p Serving PIE Online

Time: 3:30 PM - 4:30 PM

Location: Great Hall East

Presented by: Matthew Marzullo, Saint Leo University;

Michael Maihack, Saint Leo University

Saint Leo University uses the PIE model (Preparation, Interaction, and Evaluation) to design and deliver online degree courses. The main advantages of PIE are that it assists faculty in designing courses in a format appropriate for online learning and provides a framework for consistent student learning experiences. This session covers PIE in detail, providing instructional designers and training/learning administrators with insight into how one higher learning institution successfully creates content for online degree courses.

.p The Effects of Visual and Textual Annotations on Spanish Listening Comprehension, Incidental Vocabulary Acquisition and Cognitive Load

Time: 3:30 PM - 4:30 PM

Location: Great Hall East

Presented by: Michael Cottam, Rio Salado College

Contributor(s): Wilhelmina Savenye, Arizona State University

This presentation describes an experiment in which participants were presented with one of four versions of a Spanish listening comprehension activity. Each version presented a different level of vocabulary support in the form of textual translations and/or visual illustrations. Comprehension, vocabulary recall and cognitive load were measured and indicate support for Mayer's generative theory of multimedia learning and Sweller's cognitive load theory. Results and implications for future research will be discussed.

.p Shared Mental Model Development and Performance in a Team-Based Learning Environment

Time: 3:30 PM - 4:30 PM

Location: Great Hall East

Presented by: Eric Sikorski, Florida State University; Tristan Johnson, Florida State University

Contributor(s): Paul Ruscher, Florida State University

This session focuses on the effects of team cognition within a team-based learning (TBL) environment. We present evidence from studies conducted in undergraduate science and engineering classes over five semesters. Results support the relationship between shared mental model development and team performance in the TBL environment as well as the potential for improving team performance via a process intervention.

.p Generative Teaching: Teaching Educational Technology

Time: 3:30 PM - 4:30 PM

Location: Great Hall East

Presented by: Elena Novak, Florida State University; Sya

Azmeela Shariff, Florida State University

Contributor(s): Chen-Yen Wang, Florida State University

The purpose of this study is to examine effects of generative teaching approach (Wittrock, 1974, 1985) on students' ability to create PowerPoint presentation. In this study 44 undergraduate students were assigned randomly into two intact treatment groups: one group received instruction based on generative teaching approach, and the other group received a "traditional", instructor-tells-and-show, instruction. We predict that students from generative teaching group will outperform the students from the other treatment group.

.p Another Kind of Playing: A Case Study of Children's Reflective Practice during the Music Creativity Processes

Time: 3:30 PM - 4:30 PM

Location: Great Hall East

Presented by: Chia-Pao Hsu, Northern Illinois University

This study intends to examine how the components of reflective practice interplay in the music making and sharing processes on children. An interactive simulation, based on Schön's reflective practice model, was developed to investigate children's creativity and knowledge sharing processes. An expert appraisal was conducted to assess the simulation's instructional and pedagogical feasibility. Result indicated that the system's visual representation, audio feedback, and spatial stimulation provided a sound approach for analyzing children's reflective thinking process.

.p The meta-analytic review of the relationship between shared mental model and team performance

Time: 3:30 PM - 4:30 PM

Location: Great Hall East

Presented by: JeongMin Lee, Florida State University

Contributor(s): Sangwook Park, Florida State University

Nowadays teamwork is a critical and functional part of our society, especially when dealing with complex problem or decision making situations not easily addressed by a single individual. To become a high performance team, it has

been argued that each team member should share shared mental model which is the various factors such as team knowledge, skills, work attitude, as well as team dynamics and the environment surrounding them. Previous literatures mentioned that shared mental model have a positive effect on coordination and performance. Therefore, this meta analysis study investigate relationships between shared mental model (task mental model and team mental model) and team performance.

Featured Research

Time: 3:30 PM - 4:30 PM

Location: Great Hall West

Facilitator: Andrew Gibbons, Brigham Young University

27-GW

.a The Impact of Scaffolds and Prior Knowledge in a Problem-based Learning Environment

Presented by: Yuyan Su, Arizona State Univ.; James Klein, Arizona State University

The purpose of this session is to present the results of a study on the effects of content and metacognitive scaffolds and prior knowledge in a problem-based environment. Problem-solving performance, knowledge acquisition, student attitudes were measured. The presentation will discuss implications of using scaffolding in hypermedia, problem-based learning environments.

.b Scaffolding Problem-Solving Efforts of Instructional Design Novices: Impact on Performance

Presented by: Peg Ertmer, Purdue University; Lisette Reyes, Purdue University; Sara Flanagan, Purdue University

Problem representations of expert and novice instructional designers were examined. Experts and half of the novices (control group) received identical directions for case analysis, while treatment novices received additional scaffolding, designed to facilitate expert approaches. After scoring participants' analyses on four dimensions of problem representation, a Wilcoxon nonparametric test was performed. Significant differences were noted between the experts and control novices on two dimensions. Treatment novices did not differ significantly from experts. Implications for future research and practice are discussed.

27-GY

Training & Performance Member Meeting

Time: 3:30 PM - 4:30 PM

Location: Gallery

Presented by: T & P Division, AECT

Training & Performance Member Management

27-I1

Teacher Education Member Meeting

Time: 3:30 PM - 4:30 PM

Location: Islander I

Presented by: Teacher Education Division, AECT

Contributor(s): Laurie Dias, Georgia State University

This meeting will be an interactive discussion between members of the Teacher Education Division.

Educational Transformation

Time: 3:30 PM - 4:30 PM

Location: Islander II

Facilitator: Robert A. Reiser, Florida State University



27-I2

Transforming an Online Masters Degree Program using Story-Centered Curriculum: A Design-based Practice

Presented by: Katsuaki Suzuki, Graduate School of Social and Cultural Sciences

Contributor(s): Junko Nemoto, Kumamoto University, Japan; Kemi Jona, Northwestern University; Robert Reiser, Florida State University (as a Discussant)

This presentation will describe design processes and results of the first stage of transforming an online instructional systems master's degree program at a Japanese university. Story-centered Curriculum (SCC) was used as the framework to combine four required courses in the first semester to provide a cohesive and more authentic learning experience for students. The feasibility and effects of such a transformation, as well as lessons learned will be discussed during the session.

27-IA

MIM Board Meeting

Time: 3:30 PM - 4:30 PM

Location: Ireland A

Presented by: Minorities in Media, MIM

Minorities in Media Board Meeting

27-IB

Internet Safety In a Virtual Learning Environment

Time: 3:30 PM - 4:30 PM

Location: Ireland B

Presented by: Bill Freese, Montana State University

Virtual worlds such as Second Life tempt educators with the potential of highly interactive, engaging technology. But that

level of engagement makes these environments potentially more threatening. Unlike the “flat world” of the 2D web, the 3D world of Second Life presents the possibility of being surrounded by attackers, of being pursued by virtual physical and mental assault, of being “griefed.” You and your students need to know how to protect yourselves.

<http://del.icio.us/willfree/AECT2008handouts>

Educational Transformation

Time: 3:30 PM - 4:30 PM

Location: Ireland C

Facilitator: Leslie Blatt, Library Media Specialist



27-IC

.a E-Literacy for ESL Students: An After-School Internet Protocol Technology Pilot Program

Presented by: Joyce Armstrong, King’s College; Andrew Ewonishon, King’s College; Alice Ewonishon, Wilkes-Barre Area School District and King’s College

E-Literacy for ESL Students: An After-School Internet Protocol Technology Pilot Program was a model literacy program funded by the Prudential Foundation using the King’s College Dan Flood Elementary Tutoring Program, an after-school enrichment program for Hispanic children in grades 1 through 6 in the Wilkes-Barre Area School District. Approximately 30 King’s College education majors serve as tutors each semester. Pre-service teachers helped elementary-age students develop their language, vocabulary, and mathematics skills.

.b Transforming Education, One Book at A Time!

Presented by: ; Tom Atkinson, University of Central Florida
Contributor(s): John Prevosk, University of Central Florida; Nancy Teger, Florida State Dept of Education

With \$15 million in annual funding, what impact does Florida’s school library media have on student reading achievement? The answer may come from a groundbreaking study by the SUNLINK Project of the College of Education at the University of Central Florida (UCF), funded by the Florida State Department of Education (FLDOE) to examine collections, circulation and reading achievement. This presentation describes the method, findings and implications of the study.

www.sunlink.ucf.edu

27-KE

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

Time: 3:30 PM - 4:30 PM

Location: Knave

Presented by: J. Michael Spector, Florida State University; David H. Jonassen, University of Missouri; Barbara Lockee, Virginia Tech; Ted Frick, Indiana University; Roy Clariana, Penn 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.

Instructional Design Culture



Time: 3:30 PM - 4:30 PM

Location: Oxford

Facilitator: Myunghee Kang,

27-OD

.a Factors Affecting Dropouts in Cyber University in Korea

Presented by: Sung Hee Park,

Contributor(s): Young Ju Joo, Ewha Womans Univeristy

This study investigated the factors affecting the dropouts with 1398 students in five cyber universities in Korea. The data were analyzed with logistic regression and the result showed four significant factors affecting the dropouts; 1) amount of study time, 2) time managing self-regulation strategy, 3) satisfaction with program, and 4) gender. Limitations and suggestions for future work are discussed.

.b The Balancing Act of Action and Learning: A Systematic Review of the Action Learning Literature

Presented by: Yonjoo Cho, Texas A&M University

Despite considerable commitment to the application of action learning as an organization development intervention by a large number of Korean organizations, no identified systematic investigation of action learning practices has been reported. Based on a systematic literature review, the purpose of this paper was to identify whether researchers balance action and learning in their studies of action learning. Action learning is a process used by organizations that involves a small group working on real problems, taking action, and learning as individuals, as a team, and as an organization (Marquardt, 2004). Action learning has been implemented as an organization development tool, since Revans coined the term in 1940s, in numerous organizations and industries in many countries (Bosykh, 2002; Mueller, Liang, Hanjun, & Thorton, 2006).

27-SE

Research & Theory Membership Meeting
Time: 3:30 PM - 4:30 PM
Location: Scribe
Presented by: Research & Theory Division, AECT

Instructional Design Culture

Time: 3:30 PM - 4:30 PM

Location: Senate

Facilitator: David Moore, Ohio University



27-SN

.a Technology-enhanced Scaffolds for Problem-based Chemistry Learning: Findings from Students' Knowledge Gains, Inquiry Strategies, and Peer Interaction

Presented by: Minchi Kim, Purdue University

Contributor(s): Jan Plass, New York University; Bruce Homer, CUNY-Graduate Center; Catherine Milne, New York University; Trace Jordan, 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 The Effects of Using Problem-Based Learning to Teaching Digital Technology Skills to Middle School Students

Presented by: Liesl Baum-Combs, Virginia Tech

As our society progressively competes in global competition, the need to develop strong technology and higher-order thinking skills continues to penetrate education. Many schools across the country are making attempts to address this need by developing instructional programs to help prepare students to be part of the competition. A proposed approach is that of problem-based learning, through which students are led to apply digital technologies as they are situated within an authentic problem. This research study is designed to discover how PBL can be used to teach technology skills and implications toward the instructional design of such courses.

Instructional Design Culture

Time: 3:30 PM - 4:30 PM

Location: Sapphire

Facilitator: Darryl Draper, Penn State University



27-SP

.a Psychological Testing Advantage: A Web 2.0 Tool for Faster Diagnosis of Learning Disabilities

Presented by: Pamela Eder, Walden University

This research study will demonstrate the difference between face-to-face psychological testing and online testing for students with disabilities to provide school services to the student. Fifty students will be tested to determine the difference between two different methods of giving the test. This Web 2.0 tool will be used for school districts and psychologists who want to reduce the delay in testing children for learning disabilities and gain almost instant diagnosis by automatically scoring tests.

.b The Measurement of Cognitive Load Types: Reconsidering Theoretical Frameworks

Presented by: Jongpil Cheon, University of Memphis

Contributor(s): Michael Grant, University of Memphis

This paper proposes a new measurement to isolate different cognitive load types in Web-based instruction. While traditional cognitive load research has focused on designing instructional methods to decrease extraneous cognitive load, new research approaches have emerged to investigate the effects of instructional manipulation on intrinsic and germane cognitive load. However, little research has been conducted to isolate the three different cognitive load types although there have been several methods to measure overall cognitive load. This paper explores theoretical foundations of cognitive load, and introduces the instruments of measuring each cognitive load type. In addition, the implications for the future research are proposed.

Educational Transformation

Time: 3:30 PM - 4:30 PM

Location: Yeoman

Facilitator: David Carbonara, Duquesne University

27-YN

.a A Conceptual Framework for Research on Motivation, Volition, and Beliefs to Improve Students' Attitudes, Study habits, and Achievement in Mathematics Education

Presented by: ChanMin Kim, Florida State University; John Keller

Research has acknowledged students' motivation, volition, and beliefs as critical constructs impacting their attitudes, study

habits, and achievement in mathematics education; however, most research appears to be fragmented, without an integrative view of three key constructs. This paper provides a conceptual framework for research on the integrative effectiveness of learners' motivation, volition, and beliefs in mathematics education through the review of theoretical foundations and empirical studies.

.b Blogging as a Reflective Tool: Student Attitudes and Actions

Presented by: Vanessa Dennen, Florida State University

Contributor(s): Bi-Jen Hsieh, Florida State University

Are blogs an appropriate mechanism for encouraging student reflection? How comfortable are students, who readily make use of social networking tools like Facebook, with blogging? Will students make full use of the Web 2.0 technology if introduced in a class setting? This study examines student attitudes and use of reflective blogs in 12 sections of a required teacher education course.

28-E1

AECT Annual Membership Meeting

Time: 4:45 PM - 5:45 PM

Location: Event Center C1-D1

Presented by: Mary Herring, University of Northern Iowa

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.

SICET Roundtables

SICET

Time: 4:45 PM - 5:45 PM

Location: Event Center G1-E

28-E2

.a Virtual Robotics in an Electronic Educational Game

Presented by: ; Guolin Lai

Contributor(s): Douglas Williams, Univ of Louisiana at Lafayette; Yuxin Ma, Univ of Louisiana at Lafayette

Robotics and computer games are two technologies that have attracted increasing number of educational researchers. In this presentation, we describe the design of virtual robotics activities in an electronic educational game created to teach physics to middle school students. We will present the theoretical framework of the project and the design of the game and demonstrate a prototype of the game.

.b The experience of preservice teacher's use of digital video technology in their professional development: a literature review

Time: 4:45 PM - 5:45 PM

Location: Event Center G1-E

Presented by: Yuelu Sun, Georgia State University

This paper is a literature review of preservice teachers' experience in using digital video technology in their professional development. The purpose of this review is to find an appropriate conceptual framework that will help investigate what the preservice teachers experienced in using digital video technology, how and why the experience could help them develop professionally, which will be a case study to be conducted in the fall of 2008. It is hoped that the upcoming research could add knowledge about multimedia technology, especially the use of digital video technology, in teacher education.

SICET Poster Session

SICET

Time: 4:45 PM - 5:45 PM

Location: Event Center G1-E

28-E2

.p Managing an Instructional Technology Research Project: Personal Experience from Students

Presented by: ; Charles Xiaoxue Wang, Georgia State University

Contributor(s): Patricia Early, Georgia State University; Melissa Schwartz, Georgia State University; Janelle Allen, Georgia State University; Hongbo Song, Yantai University

This poster presentation shares with the audience personal experiences of three state-university graduate students enrolled in Managing Instructional Technology Projects. These students

accepted the challenge of managing their own advisor's real-life instructional technology research project. Presented here are their reflections on learning and development of project management competency, a view of their course project plan and course deliverables, as well as suggestions for future students.

.p Learning Computer Basics and its Influences upon Pre-service Teachers

Presented by: Taralynn Hartsell, The University of Southern Mississippi

This preliminary study compares the results of technology examination scores and pre-service teachers' perspectives in taking a basic computer literacy course in education. Pre-service teachers need to know the basics of using computer application software programs before learning to integrate technology into the classroom. A course had been developed that would help pre-service teachers acquire basic technology skills to successfully pass the basic technology literacy examination required of their teacher education programs.

29-GE

ect Foundation Leadership Celebration

Time: 6:00 PM - 7:00 PM

Location: Great Hall East

Presented by: ECT Foundation

An exciting hour devoted to celebrating those in AECT who have been recognized as Leaders, Mentors and ect Award Winners has been arranged by the ect Foundation. Come and celebrate those who have been instrumental in leading the way for professional growth and organization involvement for any AECT members. This is an event designed for socialization with music and hors d'oeuvres.

29-M

.a International Division Dinner

Time: 6:30 PM - 8:00 PM

Location: Captain

Presented by: International Dinner, AECT Division

Join your friends and international colleagues at this annual event. A great opportunity to network with AECT's International members and friends. Cash bar opens at 6:30 PM. Dinner begins at 7:00 PM. Ticket Required.

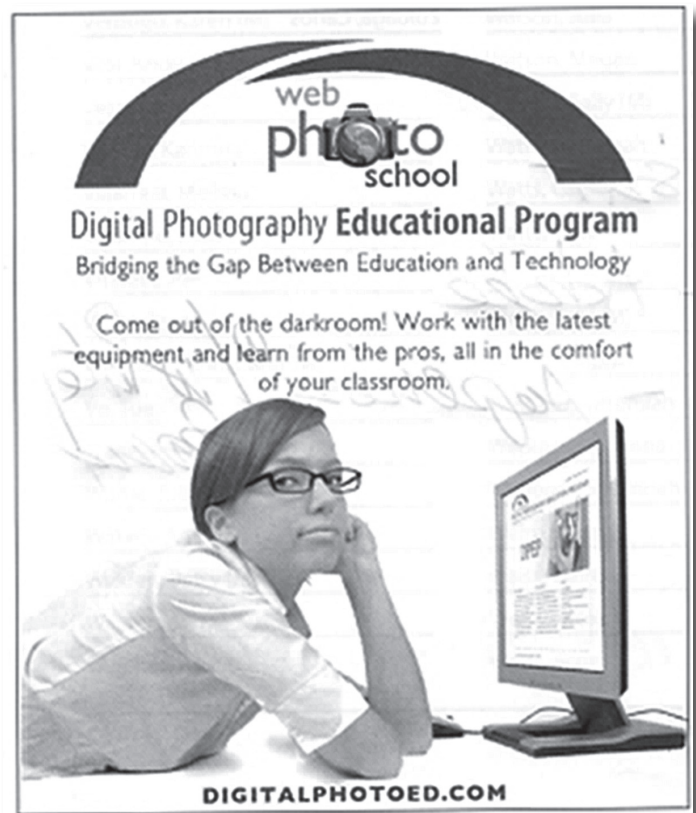
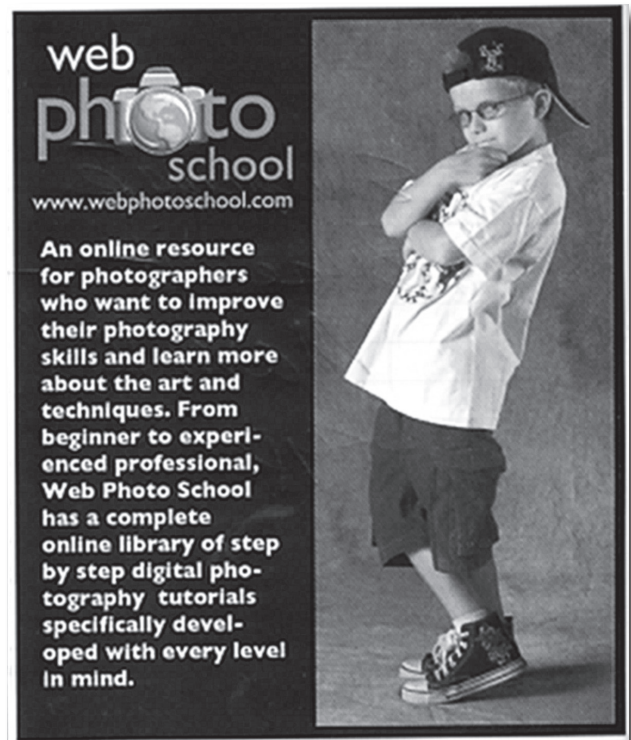
.b International Auction

Time: 8:00 PM - 9:00 PM

Location: Captain

Presented by: Abbas Johari, Associate Professor

International Auction will immediately follow the International Dinner



Serious Gaming for Education

Time: 8:00 AM - 9:00 AM

Location: Captain

Facilitator: M Brooke Robertshaw, Utah State Univ

31-CA

.a Examining the Use of Single and Multi-Player Computer Math Games in Public Schools and their Effects on Students' Math Achievement and Motivation

Presented by: Atsusi Hirumi, Mansureh Kebritchi, Wendi Kappers, Karen Cooper, University of Central Florida

Contributor(s): Haiyan Bai, Matt Henry, University of Central Florida

Educational video games have reemerged as an important outgrowth of the video game industry. However, there is a dearth of empirical research to formulate firm conclusions about the effect of the games on learning in formal K-12 school settings. This presentation reports the first 18 week results of two interrelated studies examining the use of a suite of single and multi-player math video games in schools and their effect on students' math achievement and motivation.

.b Engagement and Student-Centered Learning: A Framework for Understanding How Learners Engage with their Learning Environment and What That Means for Instructional Technology

Presented by: Bruce Gabbitas, University of Georgia

Efforts to design student-centered learning activities can only be as useful as the learner allows them to be. How a learner engages in an activity is as important as how the activity is designed. In this discussion, a framework is described to help educators and instructional designers understand and discuss how learners engage in a learning activity. The Heideggerian concept of "ready-to-hand" and "present-at-hand" offers a helpful lens for understanding and researching learners' activity and engagement in learning environments.

Virtual Worlds and Mobile

Learning



Time: 8:00 AM - 9:00 AM

Location: Cambridge

Facilitator: Alistair M. Stewart, University of Dundee

31-CE

.a Experiencing an International Virtual Research Team

Presented by: P Clint Rogers, University of Joensuu; Diego Flores, Brigham Young University

Contributor(s): Javier Lopez, University of Joensuu; Temtim Assefa, Addis Ababa University; Sabine Reljic, San Diego State University; Marcus Duveskog, Tumaini University

One of the great changes in education has been the increased technological reach and enhanced ability for virtual international collaboration. In this paper we describe the

experiences of 5 students (4 PhD and 1 Masters) and one faculty member, each coming from a different country and diverse backgrounds, participating in a virtual research team primarily through online technologies. Logistical and cultural consideration will be discussed, along with recommendations for similar future projects involving international virtual research teams.

.b Learning Without Borders

Presented by: Deborah LaPointe, University of New Mexico; Mark Pugsley, University of New Mexico; David Nicol, University of New Mexico; Doug Gadowski, University of New Mexico

The University of New Mexico (UNM) Organizational Learning and Instructional Technology (OLIT) program and the Universitat Oberta de Catalunya (UOC) are collaborating to design a joint e-Learning certificate program that allows students in either university to enroll in an exchange of courses that leads students to design, implement, and coordinate educational processes in virtual learning environments. While e-Learning technologies can enable new and innovative inter-institutional collaborations, educational institutions must re-engineer compatible academic structures and standards to take advantage of these learning possibilities.

Graduate Student Center

Time: 8:00 AM - 4:30 PM

Location: Devon

Facilitator: Jesse Strycker, Indiana University

31-DN

Graduate Student Center (morning session)

Presented by: Mary Herring, University of Northern Iowa; J. Michael Spector, Florida State University; Charles Reigeluth, Indiana University; Francis Duffy, Gallaudet University

The Graduate Student Center will be Friday 8:00 am to 4:30. Rick West, AECT Board Representative for the Graduate Student Assembly has planned a wide range of issues of interest for Graduate Students.

• **8:00am-9:15am** "What you can do for AECT and what AECT can do for you" President Mary Herring and President-elect Michael Spector

• **9:15am-10:15am** "Advice for success in graduate school" presented by the 2008 ECT Interns

• **10:30am-11:30am** "FutureMinds: What's happening and how you can get involved" presented by Charles Reigeluth, Indiana University and Francis Duffy from Gallaudet University

31-E1

Socratic Seminar

Time: 8:00 AM - 9:00 AM

Location: Event Center C1-D1

Presented by: Jerry Kemp, San Jose University; Anita Zgambo, University of Georgia; Clarence Chu, Tawian National University; Ydong Tao, University of Central Florida; Chandra Orrill, Florida State University; Jonathan McKeown, University of Central Florida

Facilitator: Jenny Johnson, International Division Board Rep.

Three senior Professors of Educational Technology each describe their philosophies of education followed by a five minute discussion lead by a graduate student who will also lead audience participation. Recommended for graduate students and Student Advisers.

Presenter: Professor Jerry Kemp, Emeritus, San Jose University

Student Discussant: Anita Zgambo, University of Georgia

Presenter: Clarence Chu, Tawian National University

Student Discussant: Ydong Tao, University of Central Florida

Presenter: Professor: Chandra Orrill, Florida State University

Student Discussant: Tao Yedong, University of Central Florida

Recommended for graduate students and student advisers. This session is videotaped with privately owned equipment for AECT library by volunteer Jenny Johnson.

Educational Transformation

Time: 8:00 AM - 9:00 AM

Location: Event Center G1-E

Facilitator: Mary Beth Jordan, Albuquerque Academy



31-E2

.a Digital Storytelling as a Pedagogical Method to Promote the Development of Agency, Voice, and Technology Skills in Pre-Service Teachers

Presented by: Martha Green, Texas A&M University

Department of Educational Psychology

National emphasis on standards requires that pre-service teachers learn to integrate technology into classroom practice. Digital storytelling is a culturally authentic form of representation that integrates writing, communication, and media literacy with technology skills. Pre-service teachers develop planning skills, reflective thinking, and personal voice as they construct digital stories. Using both quantitative and qualitative methodology, this study investigates student' perceptions of the value of adding digital storytelling to a writing intensive children's literature class.

mgreen@ipomail.tamu.edu

.b Differentiated Online Professional Development for K-12 Teachers and School Media Specialists: Implications for Instructional Designers

Presented by: Heidi Blair, East Carolina University

Contributor(s): Patty Horn, Northern Arizona University

An examination of the online professional development for K-12 Teachers and Media Center Specialists. Implications for instructional designers and professional development providers will be discussed.

Young Researcher Award

Time: 8:00 AM - 9:00 AM

Location: Event Center A

31-EA

Values Associated with Using Technology to Address Professional and Student Needs

Presented by: Anne Ottenbreit-Leftwich, Indiana University; Krista Glazewski, New Mexico State University; Peg Ertmer, Purdue University

Studies have indicated that when teachers value technology use, they are more likely to incorporate this into their practices. This study investigated the values that underlie teacher uses of technology. To measure values, we examined teacher uses of technology for professional needs and student needs. We investigated eight award-winning teachers through interviews, observations, and portfolios. The findings suggest professional development should emphasize the potential impact of any technology use on student learning.

Virtual Worlds and Mobile Learning

Time: 8:00 AM - 9:00 AM

Location: Event Center B

Facilitator: A. Aubteem Darabi, Florida State University



31-EB

.a Show Me What You are Thinking!: Transporting Cognitive Apprenticeship into a Virtual World

Presented by: Kay Kyeongju Seo, University of Cincinnati;

Aimee Byk, University of Cincinnati

How can one bring cognitive apprenticeship into a virtual world? We contend that through careful design, virtual worlds allow teachers and learners to share and compare their cognitive techniques. By gaining access to experts' "hidden" skills, learners can better develop thinking and learning strategies that are applicable to real-world situations. Through this presentation, we will discuss and demonstrate how to design cognitive apprenticeship tasks in a virtual world setting.

.b Virtual World Meets Real World

Presented by: Tom Atkinson, University of Central Florida

As instructional developers and teachers transform education from real world to virtual world environments like Second Life, an understanding of how real life issues transfer to the immersive spaces of virtual life may be critical for effective learning. This presentation describes physical, social, and emotional aspects of virtual life and their relevance to the teaching and learning process.

Instructional Design Culture

Time: 8:00 AM - 9:00 AM

Location: Event Center C

Facilitator: John M. Bunch, The SAJES Group, Inc.



31-EC

.a Evaluation of Instructional Design in a Cross-Institutional Collaboration Within a Distributed Educational Environment

Presented by: Yiyan Wu, Syracuse University

Evaluative research was conducted on a distributed collaborative engineering design (CED) course taught between two universities that used an online Advanced Interactive Discovery Environment (AIDE). The course provided a unique and challenging learning environment in which students learned much beyond presented engineering content and in exposing learners to new ways of interaction. Evaluation results suggested improvements regarding the value of different tools, development of competencies with technology, and additional practice with collaborative activities and technologies.

.b Examining Learning Effectiveness of a Computer-Based Learning Environment in Medical Education Using Learner Variables

Presented by: Hyuksoon S. Song, New York University

Contributor(s): Adina L. Kalet, New York University, School of Medicine

The effectiveness of the Web Initiative in Surgical Education (WISE-MD) which is a computer-based learning environment for medical education was evaluated by structural equation modeling. On the basis of literature review; learners' prior knowledge, clinical reasoning skills, and clinical experience were selected as potential predictors. LISREL results indicated that learners' prior knowledge and clinical experience were negatively related to their motivation for future study. The results were discussed in terms of an expertise reversal effect.

and effectively-integrated into teaching. Unfortunately, little is known about this new enterprise. This session is intended to fill in this gap by presenting a design, development, and implementation framework that resulted from a three-year design-based research effort with McLarin's Adventures, a massively multiplayer game-based learning environment implemented by 2,200 students in 8th and 9th grades.

.b Developing a Complex Game System: Digital and Instructional Design in an Adventure Game

Presented by: Scott Warren, University of North Texas

Contributor(s): Greg Jones, University of North Texas

This presentation will present the instructional and game design principles used to develop a new K-12 digital online game that targets language arts and reading content for middle school students.

Instructional Design Culture

Time: 8:00 AM - 9:00 AM

Location: Event Center F

Facilitator: Joi Moore, University of Missouri

31-EF

Job Aids and Performance Support: Moving from Knowledge in the Classroom to Knowledge Everywhere

Presented by: Allison Rossett, San Diego State University

Performance support is an asset that a nurse, teacher, parent, mechanic, taxpayer, manager, or auditor turns to for help in getting things done, such as taking advantage of software, leading a meeting, or getting the right pizza pie to the family when it absolutely has to have it. What new options does performance support open up? How critical is integration into work? How essential is personalization? Let's look at examples as we move learning, information, and performance forward.

Instructional Design Culture

Time: 8:00 AM - 9:00 AM

Location: Event Center D

Facilitator: Kathryn L. Ley, U Houston Clear Lake



31-ED

.a An Instructional Design and Development Model for Effective Game-Based Learning Environments

Presented by: Scott Wilson, University of Oklahoma; Teresa Glenne Whisenhunt, University of Oklahoma; Deniz Eseryel, University of Oklahoma

Despite promises surrounding game-based learning, research evidence documenting its effectiveness is vague. Educational games will not be effective unless they are well-designed

Virtual Worlds and Mobile Learning

Time: 8:00 AM - 9:00 AM

Location: Event Center G

Facilitator: Anthony Pina, Sullivan Univ. System



31-EG

Using Educational Social Software to Foster Socially Constructed Self-Paced Learning

Presented by: Jason Rhode, Northern Illinois University

Educational Social Software (ESS) is a relatively new subset of communication tools that have been recognized as offering aspects to the communication landscape that up until recently have not been available. Come and share in the experiences of one institution that has leveraged open source educational social software to extend social networking capabilities beyond the limitations of its existing learning management system.

Instructional Design Culture

Time: 8:00 AM - 9:00 AM
Location: Event Center H



31-EH

.a Automating the Coding, Assessment, and Modeling of Online Discourse Using Latent Semantic & Sequential Analysis

Presented by: Allan Jeong, Florida State University

This paper introduces the latest advances in freeware software/methods for assessing discourse in virtual learning environments. Software for conducting latent semantic analysis (LSA) and sequential analysis (SA) will be demonstrated in the context of a study that found: a) 76.7% agreement between LSA-assigned vs. student-assigned codes to messages posted in online threaded discussions in Blackboard; and b) similarities between the sequential analysis and formative assessments of individual vs. group performance using LSA-assigned versus student-assigned codes.

<http://garnet.fsu.edu/~ajeong>

.b The Student-to-Content Interaction Strategies Taxonomy: Supporting the Design of Deep and Meaningful Student-to-Content Interactions in eLearning

Presented by: Joanna C. Dunlap, University of Colorado Denver

This presentation describes the development and use of the Student-to-Content Interaction Strategies Taxonomy, a guide for designing deep and meaningful student-to-content interactions that support students' cognitive processing in content-critical online courses. This taxonomy, which is conceptually based on and mapped to Bloom's cognitive process dimensions, can be and has been used by eLearning designers and educators to ensure that the nature and quality of student-to-content interactions receives appropriate attention during design.

<http://www.augustcouncil.com/~jdunlap/AECT2008/>

Virtual Worlds and Mobile Learning

Time: 8:00 AM - 9:00 AM
Location: Event Center I



31-EI

.a First-Year Results from a New State Virtual Public School

Presented by: Kevin Oliver, North Carolina State University

Contributor(s): Kevin Brady, Jason Osborne, Ruchi Patel, North Carolina State University

This presentation informs conference ray 1 on "mobile learning" by highlighting results from formative evaluations of the North Carolina Virtual Public School (NCVPS) in its first two sessions (summer 2007, academic year 07-08).

In summer 2007, post-course surveys were answered by 90 teachers and 706 students. Feedback was provided to NCVPS administration on differences between course subgroups (credit recovery versus advanced placement), student readiness factors, logistical and course design issues, and program benefits.

<http://www.ncvps.org/>

Roundtable Sessions

Time: 8:00 AM - 9:00 AM

Location: Great Hall East

31-GE

.a Replicating Real World Instructional Design in an Online Graduate Course

Presented by: Marcus Childress, Emporia State University; Harvey Foyle, Emporia State University

The best way to learn how to be an instructional designer is to actually do what an instructional designer does in the real world. In this session, the presenters will share their successful integration of case studies into an online graduate instructional design course.

.b Elements of Instructional Design and the Implications for Teachers

Time: 8:00 AM - 9:00 AM

Location: Great Hall East

Presented by: ; Alison Carr-Chellman, Pennsylvania State University

Contributor(s): Jane Klaus, Pennsylvania State University; Michael Petner, Pennsylvania State University

Instructional Design (ID) is rarely used among K-12 educators. Why? ID is for developing experiences and environments which facilitate knowledge acquisition; and facilitating knowledge acquisition is the purpose of teaching. This study seeks to better understand how teachers use ID in everyday classroom practice. Through surveys, interviews and observations of K-12 teachers who have completed an ID course for teachers, a picture of the lived experience of these educators' perceptions of ID will be obtained.

.d Research-based Guidelines for the Design of Team Support Tools

Time: 8:00 AM - 9:00 AM

Location: Great Hall East

Presented by: ; Lisette Reyes, Purdue University; Xiaojun Chen, Purdue University

Contributor(s): Scott Schaffer, Purdue University

Project teams in educational and workplace settings have unique challenges in terms of performance, knowledge, and training support. A review of group and collaborative learning literature within a validated team learning framework will be discussed in this presentation. Guidelines for supporting diverse teams across contexts will be shared.

(Roundtable Sessions continued)

.f Collective Efficacy in a School District Change Effort

Time: 8:00 AM - 9:00 AM

Location: Great Hall East

Presented by: Chun-Yi Lin, Indiana University Bloomington

Previous research has established a positive correlation among perceived collective efficacy, group members' motivation, and group performance. This study explored the role that perceived collective efficacy played in a school district change effort. The purpose of the study was to identify the levels of team members' collective efficacy, the differentiation of collective efficacy among stakeholder groups, the factors that influenced members' collective efficacy, and suggestions to enhance the team members' perceived collective efficacy.

.g Exploring Two Interface Design Models in terms of Web Equity and Web Accessibility

Time: 8:00 AM - 9:00 AM

Location: Great Hall East

Presented by: Soonhwa Seok, University of Wisconsin-Whitewater

Contributor(s): Sarah Semon, University of South Florida

The presenters will review the concepts of web equity and web accessibility as they are addressed in guidelines from W3C, the Americans with Disabilities Act, and Section 508 of the Rehabilitation Act. Discussion will include user-interface (the computer-human interaction) and the design of human-centered user interface. Specifically, participants will discuss two theories of learning the Cognitive Processing and Error and Cognition and related design models which can be used to support effective learner-centered interface design.

.h Strong African American Families (SAAF): A Multimedia Design Experiment

Time: 8:00 AM - 9:00 AM

Location: Great Hall East

Presented by: Yan Shen, University of Georgia

Contributor(s): Josh Squires, University of Georgia; Ahram Choi, University of Georgia; Jea Choi, University of Georgia

The Strong African American Family software development project aims at providing computer-based interventions to enhance family relationships and interactions. The software design is based upon a cognitive-behavioral model ultimately concerned with behavior change. The development process follows design experiment procedures by utilizing incremental prototypes to achieve design goals. The project expects to produce a set of self-instruction software modules as well as to better understand the way theoretical constructs inform and optimize interface and function designs.

Poster Sessions

31-GE

.p Designing to Improve Undergraduates' Attitudes toward Science

Time: 8:00 AM - 9:00 AM

Location: Great Hall East

Presented by: Phyllis Newbill, Virginia Tech; Katherine Cennamo, Virginia Tech

In order to design instruction to improve attitudes toward science, it is imperative to know what attitudes learners already hold. Using the Test of Science-Related Attitudes, a seven-scale measure that includes attitudes toward the normality of scientists and the social implications of science, we surveyed 281 undergraduates in introductory geology, chemistry, and physical science classes at two universities. Results of the survey and their implications for the design of science instruction are presented.

.p How Visual Images Are Thought to Work

Time: 8:00 AM - 9:00 AM

Location: Great Hall East

Presented by: Diane Voss, College for Creative Studies

Message designers and designers in general use visual images to carry information for a variety of purposes. This study examines the classifications of visual images in some members of both communities and some of the Gestalt principles both communities share. The message designers examined are Levin (1981), Morrison, Ross, and Kemp (2004), and Lohr (2003). The group of designers outside the message design community are examined for principles concerning visual images. The designers examined are Nobel and Bestley (2005), graphic designers, and Zakia (2002) a photographer. The work of Arnheim (1969) is presented as an example of how visual images work.

.p Examination of Graduate Profiles in Anadolu University Distance Education System Using Cluster Analysis

Time: 8:00 AM - 9:00 AM

Location: Great Hall East

Presented by: Sinan Aydin, Anadolu University

Contributor(s): Ali Ekrem Ozkul, Anadolu University

The decisions on academic and administrative issues are of great importance in successfully managing of educational systems. Data mining is considered as a data analysis method by which meaningful relationships can be sought and useful information generated in educational areas. In this study, a cluster analysis has been applied on the demographic features of students, who were graduated from distance education system of Anadolu University. The findings and details of data mining application are discussed in the study.

31-HC

International Hospitality Center

Time: 8:00 AM - 5:00 PM

Location: Hampton Court

Presented by: International Division,

Instructional Design Culture

Time: 8:00 AM - 9:00 AM

KSET

Location: Islander I

Facilitator: Myunghye Kang,

31-I1

.a Using Blogs to Enhance Adult Students' Use of Self-Regulated Learning Strategies, Intrinsic Motivation, and Academic Achievement in Online Learning Courses

Presented by: Hye-Youn Kim, Cheil Communications

The result of this experimental research shows that a blog could be used as an educational supportive tool that could enhance students' academic achievement. The use of self-regulated learning strategies of group which did not use blogs was significantly declined; however, there were no changes in the use of self-regulated strategies in experimental group. Although the motivation level of adult students tends to decrease in the online learning environment, the motivation level of students who used blogs during the course did not change. Also the academic achievement was significantly higher in the experimental group than control group. This result suggests that using blog in the online learning environment could have positive impact on students' motivational level and academic achievement.

.b Relative Effects of Two Metacognitive Strategies on Transfer of Question Prompts in Ill-Structured, Small Group Problem Solving

Presented by:

Contributor(s): Hyunjung Byun, Seoul National University; Jung Lee, Stockton College; Frank Cerrato, Stockton College; Youngil Hong, Seoul National University

The importance of metacognitive skills in learning has been emphasized to promote students' achievement since the 1970's. Several studies regarding metacognition have proved that students with metacognitive skills outperformed those without them. The need of metacognitive skills becomes more important especially in the constructivist learning environment like ill-structured problem solving. Although there is research on the effectiveness of metacognitive skills, design methods of instructional strategies for transfer of metacognitive skills have not been clearly identified. To address the transfer effects of metacognitive skills, two same type ill-structured problem solving tasks were given consecutively to small groups. One type of groups (QP) received the question prompts which guided problem solving process with question lists; another type of groups (PQ-R) received question prompts at the end

of the discussion to review questions; the other type of groups (PQ) didn't receive the question prompts. This study is to identify two effects; the effect of question prompts by groups' performance and the effect of transfer of metacognitive skills acquired by using question prompts. This paper shows only the result of the first effect of question prompts. The effect of question prompts is proved by QP groups' outperforming other groups. The considerate management of using question prompts is suggested because PQ-R groups did not perform better than PQ groups

Educational Transformation

Time: 8:00 AM - 9:00 AM

Location: Islander II

Facilitator: Chih-Hsiung Tu, Northern Arizona University

31-I2

.a Applying Social Networking Technology to Facilitate EMI Special Issue, Learning in Social Networking Technology

Presented by: Chih-Hsiung Tu, Northern Arizona University

Contributor(s): Michael Blocher, Northern Arizona University; Joshua Ntoruru, Northern Arizona University;

Laura Harner, Northern Arizona University

The purpose of this presentation is to share the unique process for editing and reviewing articles for the special issue of Educational Media International (EMI), learning in Social Networking Technology. The theme of this special edition is dedicated to Social Networking Technology while the entire editing and reviewing processes integrates social networking technology to accomplish the tasks and to build an online professional learning community.

.b Why Does Usability Matter?

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

Usability is vital when it comes to a user's interaction and interpretation of information, directly affecting the learning experience. Educational game designers need to take a page from history and not make the same mistakes commercial game producers have made in regards to usability if they want to make an impact on learning. This presentation will explore usability issues, their impact on effective instruction and strategies to improve instruction through the usability point of view.

Educational Transformation

Time: 8:00 AM - 9:00 AM

Location: Islander III

Facilitator: Karen Murphy, Texas A&M University



31-I3

.a Three Cases of Implementing Technology in Schools: Malaysia, Mexico and Taiwan

Presented by: Michael K. Thomas, Dept. of Curriculum & Instruction

Contributor(s): Wan-Lin Yang, University of Wisconsin-Madison; Alex Games, University of Wisconsin-Madison

This study takes a critical cross case study approach to the research of the implementation of technology in schools. In this study, schools in three countries are highlighted with respect to the tensions involved in, and the lessons learned from their technology implementation stories. The three countries are Malaysia, Mexico and Taiwan.

.b Negotiation Across Cultures Using the Web-based “Inspire” Program: Analysis of Strategies

Presented by: Charlotte N. Gunawardena, University of New Mexico

Contributor(s): Qiong Wang, Peking University, Beijing, China; Damien Sanchez, University of New Mexico, USA; Mariya Pachman, University of New Mexico, USA

This research examines cross-cultural negotiation strategies between graduate students in the U.S. and the Peoples Republic of China who engaged in a negotiation exercise using the Web-based “Inspire” Program. Results show the unique cultural and gender attitudes toward negotiation when the negotiation process is mediated by technology. This session will provide insights for designing online negotiation activities that enhance intercultural communication.

31-KE

Learning Management System Features for Learner Centric Schools

Time: 8:00 AM - 9:00 AM

Location: Knave

Presented by: Sunnie Watson, Indiana University; Charles Reigeluth, Indiana University ; William Watson, Purdue University ; Pratima Dutta, Indiana University ; Clare Chen, Indiana University

Contributor(s): Nate Powell, Indiana University

Facilitator: Cynthia Holubik, Texas Tech University

The purpose of this session is to; a) present the results of our analysis of the functions and features for an Information-Age LMS that we think will be ideal; and b) present the results of the information sent to us about the features of current LMSs. In addition to presenting our findings, a primary goal of this session is to seek participants’ feedback regarding our ideal features and vendor information, as well as additional ideas that we may have overlooked.

31-M3

Teacher Education / School Media & Technology Breakfast

Time: 8:00 AM - 9:00 AM

Location: OB Veranda

Presented by: Teacher Ed. School Media & Tech, AECT Divisions; Andrew Smith, Georgia State University; Drew Polly, UNC-Charlotte

Teacher Education / School Media & Technology Breakfast

Instructional Design Culture

Time: 8:00 AM - 9:00 AM

Location: Oxford

Facilitator: JeongMin Lee, Florida State University

31-OD

.a Factors of Design Culture that Foster Innovation: A Case Study of a Multidisciplinary Student Design Team

Presented by: Katherine Cennamo, Virginia Tech; Mitzi Vernon, Virginia Tech

The purpose of this investigation was to determine factors present in a successful multidisciplinary student team charged with designing an educational museum exhibit, using the literature on group creativity as a guide to data analysis. Data analysis revealed that the diversity of participants, critical group norm, intrinsic motivation and leadership style were especially powerful factors This presentation will present the results of our analysis and identify the course structure and processes that contributed to innovation.

.b Predictors of Successful Multimedia Case-Based Learning for Complex Problem Solving: Domain Knowledge, Epistemic Belief, Metacognition, and Learning Style

Presented by: Ikseon Choi, The University of Georgia

This study explores how domain knowledge, epistemic belief, metacognition, and learning style predict ill-structured problem solving in a multimedia case-based learning environment (MCBLE) for Anesthesiology. Fifty-one participants completed nine modules of MCBLE over three weeks while their learning outcomes were measured five times. The results revealed that domain knowledge and epistemic belief were strong predictors of successful case-based learning in solving complex problems, while metacognition and learning style did not predict learning.

Virtual Worlds and Mobile Learning

Time: 8:00 AM - 9:00 AM

Location: Scribe

Facilitator: Nathan Lowell, Univ. of Northern Colorado



31-SE

Comparing the Engagement, Performance and Attitudes of Undergraduates and Adult Professionals in an Online GIS Course

Presented by: Khusro Kidwai, Pennsylvania State University

Contributor(s): David DiBiase, Pennsylvania State University

This paper reports a unique empirical comparison of the efficacy of online learning for two distinct student cohorts - 101 undergraduates (median age 21) versus 178 adult professionals (median age 34) - in identical introductory courses in geographic information science. While the digital natives (the undergraduate population) are expected to thrive in technology rich environments, the theory of andragogy predicts the younger cohort to be less well prepared for the independent learning required in an asynchronous online class. In this paper we present and discuss data that demonstrates differences in engagement, performance, and attitudes of students in these two groups.

Educational Transformation

Time: 8:00 AM - 9:00 AM

Location: Yeoman

Facilitator: Eunjung Oh, Indiana

31-YN

.a The Transparency of Instructional Artifacts: Influences on Geometric Thought in Second Graders

Presented by: Michael A Evans, Virginia Tech

Contributor(s): Jesse L.M. (Jay) Wilkins, Virginia Tech

We present a qualitative investigation of second graders' use of physical and virtual manipulatives to solve tangram problems in geometry. Our concerns are twofold: The first is a pragmatic rationale for selecting certain classroom configurations and manipulative types to support children's construction of increasingly sophisticated levels of geometric thought; the second is theoretical, differentiating social constructivist and psychological constructivist views have on how instructional devices are conceptualized and thus mathematical inquiry explained.

.b Facilitating Critical and Scientific Thinking using Group-based Problem Solving Activities in a Large Undergraduate Course

Presented by: Wen-Min Hsieh, The Pennsylvania State University; Priya Sharma, The Pennsylvania State University

Contributor(s): Lili Cui, The Pennsylvania State University

In our research, we investigated the use of group-based problem solving activities to foster critical and scientific thinking in the area of natural hazards in a large undergraduate course with approximately 150 enrolled students. Instead of engaging students as passive listeners to lectures, our attempt was to engage them in more active learning, where they participated in small group and large group activities, notwithstanding the physical limitations, large number of students, and students' varied background and interest in science.

32-BR

ect Foundation Board of Trustees

Time: 9:00 AM - 12:00 PM

Location: BVP Board Room

Presented by: Deborah Anthony

Educational Transformation

Time: 9:15 AM - 10:15 AM

Location: Captain

Facilitator: Beth Rajan Sockman, East Stroudsburg University

32-CA

.a A Comparative Study of the Reliability of Team Knowledge-Modeling Techniques: Capturing Shared Mental Models using Text and Maps

Presented by: Tristan Johnson, Florida State University; Pablo Pirnay-Dummer, Albert-Ludwigs-University of Freiburg; Dirk Ifenthaler, Albert-Ludwigs-University of Freiburg

Measuring and assessing mental models of individuals and teams requires the capturing and analysis of key latent variables. This paper presents and compares three different research methods (ACSMM, T-MITOCAR) that capture and create a conceptual representation of individual and team mental models. These methods use qualitative and quantitative techniques to investigate a single comparison of different groups or individuals' mental models with another group's mental model or to investigate the comparison of a group or individuals' mental model with themselves at a later time.

.b Trust Building in Virtual Learning Teams

Presented by: Ana-Paula Correia, Iowa State Univeristy; Evrim Baran, Iowa State Univeristy

Contributor(s): Elena Karpova, Iowa State Univeristy

Trust building has been identified as the defining issue in understanding the success of virtual teams. This study investigates the relationship between trust critical elements and trust outcomes in the context of virtual learning teams. Results revealed that trust critical elements evolve overtime; confirmed a relationship between trust and team performance; and exposed links between trust antecedents and outcomes.

Professional Ethics

Time: 9:15 AM - 10:15 AM

Location: Cambridge

Facilitator: David Carbonara, Duquesne University



32-CE

Revisiting the Role of Technology and Curriculum in K-12 Education for a Knowledge Economy

Presented by: Anissa Lokey-Vega, Georgia State University; Mary Shoffner, Georgia State University

This paper will connect the body of literature addressing the skills necessary for the global knowledge economy including international education reform examples to the literature calling for a transformative role of technology in K-12 education as a means toward social mobility and self-advocacy. The authors will apply an instructional design model to present a potential curriculum intended to address student needs for the knowledge economy.

<http://anissavega.googlepages.com/aect2008vegashoffner>

Presidential Session

Time: 9:15 AM - 10:15 AM

Location: Event Center C1-D1

32-E1

.a Discussion of Educational Technology: A Definition with Commentary (Phase 1 see 33-E1.b)

Presented by: Ana Donaldson, University of Northern Iowa; Sharon Smaldino, Northern Illinois University; Elizabeth Boling, Indiana University; Robert Branch, University of Georgia; Alan Januszewski, SUNY - Potsdam

Contributor(s): Mike Molenda, Indiana University (retired)

This panel discussion will focus on the book: Educational Technology: A Definition with Commentary. The book chapter authors will discuss its evolution as well as exploring its relationship to the field of practice and theory.

Educational Transformation

Time: 9:15 AM - 10:15 AM

Location: Event Center A

Facilitator: Sunnie Watson, Ball State University



32-EA

.a Large Scale Innovations in Dutch Secondary Education: The Voice of School Managers, Teachers, Parents and Students

Presented by: Paul Kirschner, Utrecht University; Frans

Prins, Utrecht University

This research gives a voice to school managers, teachers, parents, and students on their experiences concerning three recent large scale, country-wide innovations in Dutch secondary education: the introduction of (1) Basic Secondary School Curriculum in the first few years of secondary education, (2) Second Stage in the upper years of senior secondary education, and (3) pre-vocational secondary education. Results indicated that the stakeholders experienced only minor educational benefits and major negative effects.

.b A Case Study of Participatory School Reform in a High-Poverty District

Presented by: Brian Beabout, Pennsylvania State University

While there is a consistent call for broad-based stakeholder participation in systemic school reform projects, the costs and the uncertainties of this process have discouraged many schools from involving more than a token number of stakeholders in the reform process. This case study of a citywide attempt at involving citizens in a redesign of an urban school system shows the challenges and successes of this ambitious effort. The impact of political power, both internally and externally is described as a major challenge to such inclusive efforts.

<http://www.personal.psu.edu/brb112>

32-EB

Management Division Member Meeting

Time: 9:15 AM - 10:15 AM

Location: Event Center B

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

Management Division Member Meeting

Educational Transformation

MIM

Time: 9:15 AM - 10:15 AM

Location: Event Center C

Facilitator: Peggy Lumpkin, Georgia State University

32-EC

.a Digital Destinies: The Roles of Education and Technology in Minority Learners' Proactive Construction of Self-Identity

Presented by: DEEPAK SUBRAMONY, UTAH STATE UNIVERSITY

This study seeks to examine and describe how young learners from different ethnic minority populations within the United States - from "voluntary" and "involuntary" minority groups - are actively constructing their self-identities - and thus shaping their individual and cultural destinies - in response to the overwhelmingly White socioeconomic, cultural, and educational environment in which they learn, develop, and grow into adulthood. In particular, the study seeks to ascertain and illuminate the vitally important roles of education and

computer-based technologies in this process of proactive self-identity development in the increasingly techno-centric Digital Age in which we currently live.

.b A Multidimensional Profile of Distance Education Participation among Minority-Serving Institutions

Presented by: Brandon Taylor, Chicago State University/ Northern Illinois University

This session will share research results from a recent study that examined the Integrated Postsecondary Education Data System (IPEDS), the National Study of Postsecondary Faculty (NSOPF) and the National Postsecondary Student Aid Study (NPSAS) databases to provide a multidimensional profile of distance education participation at Minority-Serving Institutions as well as analyze which factors correctly classified either participants and non-participants in distance education among various types of Minority-Serving Institutions (MSIs), their faculty and their students.

.b Curriculum Analysis of CyberChase Educational Television Program for Mathematics Instruction

Presented by: Farrah Yusop, Iowa State University

This study presents a curriculum analysis of CyberChase, a popular Mathematics-driven television program targeted to children age eight to eleven years old, or third to fifth grade based on Posner’s (2004) “Process of Analyzing Curriculum” framework and the design principles underlying the production of the program. Discussions on its strength and weaknesses as well as ideas on integrating it into K-12 school environment will also be discussed.

32-ED

How to Teach with Available Material and Stay Out of Jail

Time: 9:15 AM - 10:15 AM

Location: Event Center D

Presented by: Rebecca P. Butler, Northern Illinois University

Contributor(s): Rosemary Talab, Kansas State University; Gary Becker, Copyright Law Consultant

Topics to be addressed include, but are not limited to, the use of copyrighted materials in distance learning, utilizing resources such as iTunes, iTunes University, use of images and podcasting. Time will be provided for questions from attendees. Attendees will receive hand-out copies of the Power Point presentation used in this session.

32-EG

.a Promoting problem solving and critical thinking in an online graduate course with instructor moderations and peer reviews

Presented by: ; Sacip Toker, Wayne State Universtiy

Contributor(s): Ke Zhang, Wayne State University

This session reports a case study, which investigated instructor moderations and peer reviews on their impacts on problem solving and critical thinking in an online graduate course in the United States. Multiple data sets were collected from online observation, online discourse, participants’ written reflections, and students’ learning artifacts, and analyzed and triangulated with both quantitative and qualitative methods. Qualitative and quantitative analyses were conducted with multiple raters and other techniques to ensure trustworthiness.

Educational Transformation



Time: 9:15 AM - 10:15 AM

Location: Event Center F

Facilitator: Heidi Blair, East Carolina University

32-EF

.a Learning Management Systems for Learner-Centered Instruction: A Case Study in a Small Community School District

Presented by: Sunnie Watson, Indiana University; William Watson, Purdue University

This presentation will clarify what an LMS is, provide an overview of LMS functions and examine their application by describing a school district’s case of using a LMS product for learner-centered instruction. Finally, it will discuss how LMSs must further develop to be truly systemic, and how less than desirable implementation of the technology within a school system can severely impede its effectiveness.

.b The Effects of the Reflection Prompts of Group Task Management Tools on Learners’ Participation

Presented by: hyunsong kim, University of Georgia; Robert Branch, University of Georgia

Contributor(s): dong-sik kim, Hanyang University

The purpose of this study was to examine the effects of the reflection prompts of group task management tools (GTMT) on learners’ participation in a computer-supported collaborative learning (CSCL) environment. Seventy-two students were randomly assigned to one of three conditions, including the tools with the reflection prompts (T+P) condition, the tools (T) condition, and the control (C) condition. The findings of this study suggest that the reflection prompts of the tools facilitate inducing learners’ reflective participation.



Instructional Design Culture

Time: 9:15 AM - 10:15 AM

Location: Event Center G

Facilitator: Jason Huett, University of West Georgia

Virtual Worlds and Mobile Learning

Time: 9:15 AM - 10:15 AM

Location: Event Center H

Facilitator: maria d. avgerinou, DePaul University



32-EH

.a Analyzing Trends of E-Learning Research with Text Mining Techniques

Presented by: JUI-LONG HUNG, Boise State University

Contributor(s): Chareen Snelson Snelson, Boise State University

This study will focus on investigating longitudinal trends of e-learning research. An extensive e-learning focused query will be applied to the Social Science Citation Index (SSCI). The taxonomies of e-learning articles will be grouped into clusters by analyzing abstract with text mining techniques. The results will provide aggregate e-learning research time trends, aggregate e-learning article bibliometrics, and overall research themes based on total e-learning article retrieved.

.b Faculty Epistemological Beliefs as a Mediator to Perceptions toward Online Assessments

Presented by: Rui Hu, University of Georgia; Thomas Reeves, University of Georgia

Using a mixed-method, this study has been guided by these questions: 1. Do relationships exist among faculty members' disciplines, teaching experiences, epistemological beliefs and online assessment decisions? If so, what are the natures of these relationships? 2. What are the faculty members' perceptions of the role of assessment within their courses? 3. What improvements can be made with the assessment functions in current Course Management Systems (CMSs) according to faculty members' perceptions?
<http://maggiehu.myweb.uga.edu/onlinesurvey>

for effective training with portable technologies has developed several recommendations for innovative uses of mobile applications in education.

.b Design Model for Mobile Learning in Distance Education

Presented by: Yeonjeong Park, Virginia Tech.

Mobile technology offers many potential opportunities for future learning. Despite many researches and efforts to theorize the mobile learning, however, mobile learning is still immature area in the distance education. Above all, practitioners in the field do not have the comprehensive design model for mobile learning. This study suggests a design model that includes four types of mobile learning, positions previous case studies and provides guidance for how to design the effective mobile learning.

Roundtable Sessions

Time: 9:15 AM - 10:15 AM

Location: Great Hall East

32-GE

.a A Year of my Second Life: Incorporating an Online Virtual Reality Presence into Academic Professional Practice

Presented by: Abbie Brown, East Carolina University

Report of a study documenting interactions among faculty, staff, and students within the online, virtual reality environment, Second Life. The researcher established regular office hours for remotely located students who receive instruction online. The report focuses on the concepts of presence, positioning and community and examines how online virtual reality may affect distantly located students' participation in and satisfaction with online learning environments.

.b Finding a Voice the "Wiki" Way

Time: 9:15 AM - 10:15 AM

Location: Great Hall East

Presented by: Aimee Byk, Kay Kyeongju Seo, University of Cincinnati

With the rapid growth of academic courses offered completely online, specialized technology must be implemented in order to support quality learning. Wiki is a helpful tool to accommodate collaboration among people, especially those who are separated by geographical distance. In this presentation, we will (1) explore the educational potential of Wiki, (2) identify some possible stumbling blocks to the successful use of this technology, and (3) discuss how to effectively incorporate Wiki into the teaching and learning process.

.d Wikibookians' Collaboration, Perceived Efficacy, and Envisioned Future of Wikibooks

Time: 9:15 AM - 10:15 AM

Location: Great Hall East

Presented by: Chun-Yi Lin, Indiana University Bloomington

The Wikibooks website provides an online environment for collaborative writing book projects. The collaboration among Wikibook authors and their perceived efficacy directly impact

Virtual Worlds and Mobile Learning

Time: 9:15 AM - 10:15 AM

Location: Event Center I

Facilitator: Anthony Pina, Sullivan University System



32-EI

.a Continuing Education on the Move: Mobile Applications for C.E. Providers

Presented by:

Contributor(s): Kristine Anderson, Saint Francis University CERMUSA

The results of a qualitative research study on providing continuing education for medical professions at-a-distance will be provided with a demonstration of the technologies implemented in the study. The merging of instructional design

the future of the Wikibooks website. In order to understand the factors associated with online authors' perceived efficacy, the difficulties, successes, collaboration behaviors, and envisioned future of Wikibooks were explored. The results of interviews with seven Wikibookians and content analysis of their Wikibook projects will be shared in the presentation.

.e Eradication of the quintessential classroom: Deconstructing the mainstream classroom with teachers using technology as the weapon.

Time: 9:15 AM - 10:15 AM

Location: Great Hall East

Presented by: Renee Henry-Nease, 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. Concurrent session participants will discuss (a) research findings the effects of modern educational video games; (b) discuss empirical data from Tabula Digita video games in the classroom.

.g Designing Literacy into Vocational Training Programs

Time: 9:15 AM - 10:15 AM

Location: Great Hall East

Presented by: Denise Tolbert, National University

The 21st century has been called the information age. Today most jobs require employees to gather and manipulate information. Those who don't have these literacy skills face a future with few options. Many adults are attending vocational training programs. Some of these programs are limited to skills training, but some also provide literacy training. This presentation presents information about the Job Corps and the efficacy of its literacy training component.

.h Evaluations on Creative Media Strategy for Effective Learning in Distance Education

Time: 9:15 AM - 10:15 AM

Location: Great Hall East

Presented by: Aydin Ziya Ozgur, Anadolu University

Creative media planning in distance education institutions is very important for quality education because the success of a well prepared instruction material depends on how good it reaches to the students. This study aims to provide a general evaluation on the creative media strategies of the distance education institutions which take part in Europe and Asia, and the opportunities and limitations of forming creative media strategies are discussed in a critical approach.

Poster Sessions

32-GE

.p Mapping Culture as a Design Construct for Instructional Design

Time: 9:15 AM - 10:15 AM

Location: Great Hall East

Presented by: Patricia Young, Uni. of Maryland Baltimore Co.

Recent trends reveal that models of culture aid in mapping the design and analysis of information and communication technologies. Therefore, models of culture are powerful tools to guide the building of instructional products and services. This research examines how the Culture Based Model (CBM) can be used as a design construct for instructional designs. CBM is an intercultural instructional design framework that guides designers through the management, design, development and assessment process while taking into account explicit culture based considerations. The findings reveal that there is a broad range of design specifications that can be used to create culture based instructional designs.

.p The Space-Time Continuum of Instructional Design Theory

Time: 9:15 AM - 10:15 AM

Location: Great Hall East

Presented by:

Contributor(s): Michael Thompson, BYU

This presentation addresses a broad view of instructional design theory through examining the space-time continuum as described by Einstein. This model attempts to divide instructional design theories according to process across time and categorization across space. The relationships that come into play between these different theories are then explored. This makes possible the evaluation of different theories, and the expansion of instructional design theory for both practitioners and researchers.

Instructional Design Culture

KSET

Time: 9:15 AM - 10:15 AM

Location: Islander I

Facilitator: Yonjoo Cho, Indiana University-Bloomington

32-I1

.a Developing an Instrument for Teaching Presence in E-Learning Environments

Presented by: Eunhyeon Koh, Korea University; Innwoo Park, Korea University; Sungwoong Lee, Korea University

In this study, components of teaching presence were investigated and an instrument was developed to measure the presence in e-learning settings. Based on extensive literature review, teaching presence was defined with five components. Using data collected, exploratory factor analysis and confirmatory factor analysis were conducted, resulting

in a valid instrument for teaching presence in e-learning environments.

.b Searching for the Alternative Learning mode of Music Education: Hypermusic

Presented by:

Contributor(s): Inae Kang, KyungHee University; EunJin Kim, Kyunghee University; WonKoo Song, Hanyang University

The educational values of hypertext which are embedded from its technical features of ‘link’ and ‘nodes,’ can be summarized as the shift of the locus of control over learning from the teacher to the student. While the educational impact and meaning of the hypertext is tremendous enough to be considered as the paradigm shift of education, it seems the values have been underestimated in the educational fields, compared to the other fields such as liberal arts.

geoscience and also gathered individual student essays (total 324) based on the two activities that we designed. In this session, we plan to present results of our data analyses.

.b Noncommunicable Diseases among Individuals with Autism: A Case Study of Rigorous Problem Analysis

Presented by: Margarida Washburn,

A criticism of instructional technology research is that it lacks analytical rigor because its analytical activities typically focus on the specification of solutions rather than an adequate understanding and conceptualization of the problem. This multi-disciplinary research effort presents an analytical case study that explores the use of multi-year ethnography, with an emphasis on documentary analysis, to support rigorous analysis of the problem space and address ethical concerns in the fields of public health and disabilities.

32-I2

Technology Integration Showcase: Strategies and Tools Worthy of Discussion

Time: 9:15 AM - 10:15 AM

Location: Islander II

Presented by: Drew Polly, UNC-Charlotte; Tonya Amankwatia, Lehigh University; Kathryn Land, Georgia State University; Clif Mims, University of Memphis; Lloyd Rieber, University of Georgia

Contributor(s): Gretchen Thomas, University of Georgia

This session allows participants to see various technology integration strategies and tools. Participants will also discuss their effectiveness and implications related to their use.

Educational Transformation

Time: 9:15 AM - 10:15 AM

Location: Islander III

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

32-I3

.a Enhancing Scientific Reasoning and Critical Thinking in an Introductory Geoscience Course

Presented by: Priya Sharma, The Pennsylvania State University

Contributor(s): Heng-Huei Han, The Pennsylvania State University; Liam Begley, The Pennsylvania State University; KyoungNa Kim, The Pennsylvania State University

Our study focuses on supporting scientific reasoning and critical thinking in a large enrollment undergraduate geoscience course. We designed ill-structured, authentic problems with embedded scaffolding to engage approximately 170 students in large and small group activities. We conducted pre- and post-test assessment of student knowledge of

Featured Research

Time: 9:15 AM - 10:15 AM

Location: Knave

Facilitator: Gary J. Anglin, University of Kentucky

32-KE

.a Effects of Time-Compressed Narration and Representational Images on Cued-Recall, Content Recognition, and Learner Satisfaction

Presented by: Albert Ritzhaupt, University of North Florida; Ann Barron, University of South Florida

The experiment was a 4 Audio Speeds x 2 Adjunct Image factorial with recall, recognition, and satisfaction as the dependent measures. Three-hundred five research participants were recruited from a public, southeastern university in the U.S. Results showed statistically significant differences at 2.5 times the normal speed. Representational images had a significant positive effect on cued-recall and learner satisfaction. Participants in the normal audio speed and picture conditions were significantly more satisfied than other treatments.

.b Development and Validation of a Behavioral Measure of Metacognitive Processes (BMMP)

Presented by: Yoo Kyung Chang, New York University

Contributor(s): Jan Plass, New York University; Bruce Homer, CUNY-Graduate Center

A behavioral measure of metacognitive processes during student’s exploration of a science simulation based on log file data is described. This behavioral measure was found to predict performance on a comprehension test, whereas a self-report measure of self-regulation and a test of prior knowledge did not predict the learning outcome. Results also show that student’s metacognitive control mediated the learning outcome for students with high- but not for those with low prior knowledge.

http://create.alt.ed.nyu.edu/files/presentations/AECT_08_BMMP.pdf

32-OD

What Educational Professionals Must Know About Copyright, Trademark, & Other Areas of Law (Part 1)

Time: 9:15 AM - 11:30 AM

Location: Oxford

Workshop Presented by: Leonard DuBoff, Mary Ann DuBoff, The Duboff Law Group

Highly interactive and lively, this workshop will discuss recent developments in the area of music copyright litigation. There are several pending cases and the music industry has been extremely aggressive in pursuing not only students but even members of their families. The threat of litigation is real and this session will provide recommendations on how to legitimately obtain recorded music or the right to use it. The second session of this workshop will discuss recent developments in Trademark Law with particular emphasis on the methods used to protect a Mark and the importance of that protection. Special attention will be given to the interaction between trademark and domain names. The presenters will conclude this session with the latest cases interpreting the new revision to the federal trademark statute and the process for dealing with domain name cybersquatting.

Instructional Design Culture

Time: 9:15 AM - 10:15 AM

Location: Yeoman

Facilitator: Priya Sharma, The Pennsylvania State University

32-YN

.a Return on Investment: Training, Development, and Instructional Design

Presented by: Karen Kaminski, Colorado State University

Contributor(s): Tobin Lopes, Colorado State Government Assessment Office

This theoretical session investigates methods for determining effectiveness of training and professional development to grow talent based on return on investment. We will discuss aspects such as monetary and non-monetary return on investment and how we can value both. Finally we will look at the components of assessment, evaluation, accounting, reporting and how ROI is impacting the culture of instructional design.

.b Integrating Instructional Design Principles in a Corporate Training Strategy

Presented by: Dan Schuch, PacifiCorp

A comprehensive training strategy based on a number of important instructional design and performance improvement models (including Dick and Carey, Kirkpatrick, Robinson and Robinson, Shrock and Coscarelli) was developed and implemented in a large corporate environment. This presentation will examine this strategy in detail and present outcomes from using it. Lessons learned with implications for instructional designers and recommendations for instructional design programs will be presented.

Educational Transformation

Time: 10:30 AM - 11:30 AM

Location: Captain

Facilitator: Aline Click, Northern Illinois University



33-CA

.a Effect of an Embedded Conceptual Knowledge within Animated Demonstration on PowerPoint Presentation

Presented by: Iskandaria Masduki, Florida State University

Contributor(s): JungMi Lee, Florida State University; Bi-Jen Hsieh, Florida State University

This quasi-experimental study examines whether embedded conceptual knowledge within animated demonstration would enhance learning of a computer application. It compared the learning outcomes within animated demonstration showing procedural knowledge and animated demonstrations with embedded conceptual knowledge with regards to knowledge transfer and attitude towards software learning. 59 undergraduate students from four classes participated. The students using animation with embedded conceptual knowledge performed better in the transfer task and had a more positive attitude towards instruction.

.b Lessons Learned: *As I Lay Dying* in Second Life

Presented by: Michele Estes, University of GA; Carrie Coker-Bishop, University of Georgia

Contributor(s): Daisiyane Barreto, University of Georgia

Virtual worlds hold promise for educators who seek new ways to engage and inspire learners. This presentation details the journey of a university group that purchased an island in Second Life, and explored new ways of thinking about development and student learning in relation to Faulkner's novel, *As I Lay Dying*. The final work will be demonstrated, and attendees will leave with specific information about lessons learned from this pilot project.

Instructional Design Culture

Time: 10:30 AM - 11:30 AM

Location: Coventry Board Room

Facilitator: Cengiz Hakan Aydin, Anadolu University



33-CB

.a E-learning in Saudi Arabia: Reality & Hope

Presented by: Nauaf AL-Sarrani,

The needs for improving educational technology are increasing in Saudi Arabia. In the last five years many studies were conducted on e-learning to seek how Saudi schools benefit from using this new kind of education. Therefore, the focus was on the application of e-learning in K-12 more than on higher education level. Therefore, this presentation will focus instead on the status of using e-learning in higher education in Saudi Arabia with focusing on specific universities.

Presidential Session

Time: 10:30 AM - 11:30 AM
Location: Event Center C1-D1

33-E1

.b Discussion of Educational Technology: The Definition in Action (Phase 2 see 32-E1.a)

Presented by: Ana Donaldson, University of Northern Iowa; Sharon Smaldino, Northern Illinois University; Clif Mims, University of Memphis; Monica Tracey, Wayne State University; Rhonda Robinson, Northern Illinois University

The new definition for the educational technology field has required a revised perspective within many institutions' curriculum. Several professors currently incorporating the text "Educational Technology: The Definition in Action" will share their instructional strategies and observations. Attendees will be asked to share their own experiences and questions to the discussion.

Instructional Design Culture

Time: 10:30 AM - 11:30 AM
Location: Event Center G1-E



Facilitator: Tiffany A. Koszalka, Syracuse University

33-E2

Design is Not Systematic: Alternative Perspectives on Design

Presented by: David H. Jonassen, University of Missouri; Elizabeth Boling, Indiana University; Andrew Gibbons, Brigham Young University; Patrick E Parrish, COMET/UCAR

Contributor(s): Richard Schwier, University of Saskatchewan

Design is one of the most complex and ill-structured kinds of problem solving. Instructional design, an exemplar of design problem solving, has most often been described in phase models such as ADDIE. These models assume that design is a regular, systematic, and predictable activity if conducted within specified parameters. The participants in this symposium provide alternative perspectives on the design process. First, Elizabeth Boling describes the role of the designer as a human instrument. Dave Jonasen next describes design as an iterative process of decision making aimed at constraint satisfaction. Andy Gibbons focuses on functional analysis from an architectural perspective. Patrick Parrish describes design as an aesthetic experience. Finally, Rick Schwier describes design as constituted from socially and culturally produced patterns of language. All of these perspectives call into question the systematicity of instructional design

33-EA

D&D Division Award Winners

Time: 10:30 AM - 11:30 AM

Location: Event Center A

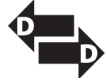
Presented by: Design and Development Division, AECT

Instructional Design Culture

Time: 10:30 AM - 11:30 AM

Location: Event Center B

Facilitator: Eileen Dittmar, Dallas Facilitator



33-EB

.a Using Asynchronous Dilemma Discussions to Increase Moral Reasoning Skills

Presented by: ; Doug Smith, University of Kentucky

Contributor(s): Jeff Cain, University of Kentucky

This session will describe the results of an experimental study on the effectiveness of online, asynchronous dilemma discussion on increasing moral reasoning skills. As compared to face-to-face discussions, asynchronous discussions offer affordances such as reduced social restraint, time for reflection, and anonymity that may be particularly pertinent in the discussion of sensitive topics.

.b Redesigning Developmental Writing for Student Success and Retention

Presented by: Doug Wilson, Richland College; Mary Jo Dondlinger, University of North Texas

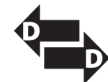
Forced to cope with a growing population of students under-prepared for college writing, a large community college in northern Texas engaged in a transformative redesign of its developmental writing sequence, streamlining two courses, various student support services, and technology applications to boost student success, retention, and performance. This session presents issues addressed by the redesign and research findings conveying its success.

Instructional Design Culture

Time: 10:30 AM - 11:30 AM

Location: Event Center C

Facilitator: Ginger Watson, Old Dominion University



33-EC

.a A Conceptual Framework For Studying Reflective Practice In Instructional Design Problems

Presented by: Yi-Chun Hong, The University of Georgia; Ikseon Choi, The University of Georgia

Design tasks are ubiquitous in our everyday life. Previous

research shows that reflective thinking is important in solving design problems. Related research highlights the cognitive aspect of reflection. Yet, other lenses for examining reflection have been ignored. To empower the full capacity of the reflective practice, we propose an alternative framework to examine reflection for solving design problems, including cognitive aspect, affective aspect, socially-mediated reflection, self-criticism, and reflection on final products and design processes.

.b Evaluating Instructional Design Approaches and their Utility for Enhancing Students' Critical Thinking Skills in Large Enrollment Science Courses

Presented by: Suhyun Yoo, The Pennsylvania State University; Priya Sharma, The Pennsylvania State University
Contributor(s): KyoungNa Kim, The Pennsylvania State University

Developing students' critical thinking skills is one of desired learning outcomes in science education. In this session, we present results of a study where we designed instructional materials to help students engage in active learning and we present empirical evidence to support our evaluation of how the materials supported students in developing critical thinking skills in a large enrollment undergraduate science course in a large northeastern university.

century" skills. However, the challenges of implementing a district-wide initiative with technology as change agent can overwhelm the school culture. This multi-case descriptive study collected data from teachers, students, and administrators utilizing survey, observation, and interview measures to describe how the one-to-one laptop initiative at two diverse, urban high schools affected the classroom instruction of 9th grade teachers.

33-EF

Factors Currently Affecting Training and Performance Practitioners. Presentations by and discussions with the Training and Performance Division Advisory Board

Time: 10:30 AM - 11:30 AM
Location: Event Center F

Presented by: Nancy Hastings, University of West Florida; Gayle Davidson-Shivers, University of Sout Alabama; Dan Schuch, Pacific Power Health and Safety; Rita Richey, Wayne State University

Facilitator: Nancy Hastings, University of West Florida

The Training and Performance Division Advisory Board, consisting of experts from both the academic and professional worlds, discuss factors currently affecting practitioners in the field of Training and Performance. The session will include presentations by each board member followed by an open forum, allowing for the sharing of ideas between the advisory board, division membership and the general AECT population. All AECT members are encouraged to attend this important session.

Educational Transformation



Time: 10:30 AM - 11:30 AM
Location: Event Center D

33-ED

.a What Makes Contradictions in a Technology-Rich Constructivist Classroom?: A CHAT Perspective

Presented by: Jonghwi Park, McGill University
Contributor(s): Robert Bracewell, McGill University

This case study analyzes teaching practices of a middle school mathematics teacher in a technology-rich classroom from a Cultural-Historical Activity Theory (CHAT) perspective, especially focusing on contradictions between various mediations in the class activity system. Findings indicate that ICTs, as newly introduced tools in classrooms, called for changes of the classroom practice as a whole, implying a new approach to professional development for teachers.

.b Teaching with Technology for 21st Century Learning: A Multiple-case Study of a School District's High School Laptop Initiative

Time: 10:30 AM - 11:30 AM
Location: Event Center D
Presented by: Tonya Amankwatia, DeSales University; MJ Bishop, Lehigh University

Many American schools have adopted large-scale wireless laptop initiatives in order to foster the learning of "21st

Instructional Design Culture



Time: 10:30 AM - 11:30 AM
Location: Event Center G
Facilitator: JeongMin Lee, Florida State University

33-EG

The Impact of Online Case Studies and Asynchronous Discussion on Teaching Clinical Decision-Making Skills to Physical Therapy Graduate Students

Presented by: Douglas M. Harvey, The Richard Stockton College of New Jersey
Contributor(s): Mary Lou Galantino, Richard Stockton College; Erin O'Hanlon, Richard Stockton College; Jackie Masciangelo, Richard Stockton College

Can the same methods of case-based teaching used in the traditional face-to-face teaching of graduate students in a physical therapy program work effectively in a fully online format? This research study is investigating the impact of utilizing a case based approach within an online environment to teach students to incorporate a clinical decision making

process in their professional practice. Transformation of the instructor's role and the nature of asynchronous group discussions will also be studied.

Virtual Worlds and Mobile Learning



Time: 10:30 AM - 11:30 AM

Location: Event Center H

Facilitator: Brian Beatty,

33-EH

.a The Semantic Web and Higher Education: What Should We Know About It?

Presented by: George Bradford, University of Central Florida

Consider the following visionary request to a web-based search-analysis engine: "Learn about new technologies that can be used as educational tools. Learn new pedagogical strategies and review existing strategies. Match new and existing pedagogical strategies with new technologies. Create realistic training scenarios for sales team." Returning solutions to complex queries such as this is becoming possible, but not so much for educators. Come to learn, discuss, and ask the next questions.

.b Beyond the Blackberry: Lessons Learned in Adult Competency-Based Beyond the Blackberry: Lessons Learned in Adult Competency-Based e-Learning

Presented by: Ruth Gannon Cook, DePaul University

Contributor(s): Dan Eastmond, Western Governors University

Adult learners are generally considered to be self-directed and motivated to learn, and electronic learning (e-Learning) has been touted as an ideal way for adult learners to pursue higher education since it is not place or time-bound. In the last ten years technology has improved to the point that adult learners can now download and transmit lessons on their i-Pods and Blackberries. But there are very important lessons that could slip between the text of hand-held devices and the Internet. This study looks at some lessons learned from several universities that specialize in the delivery of on-line adult competency-based degree programs and offers some recommendations that could contribute to the body of research on the subject of adult competency-based e-Learning.

Virtual Worlds and Mobile Learning



Time: 10:30 AM - 11:30 AM

Location: Event Center I

Facilitator: Eunjung Oh, University of Georgia

33-EI

Critical Thoughts on Online Learning Community: Collective Intelligence vs. Individual Intelligence

Presented by: Chih-Hsiung Tu, Northern Arizona University; Charlotte N. Gunawardena, University of New Mexico; Rick Shearer, Penn State University; Jennifer Richardson, Purdue University; Fengfeng Ke, University of New Mexico

Contributor(s): Michael Blocher, Northern Arizona University

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.

Roundtable Sessions

Time: 10:30 AM - 11:30 AM

Location: Great Hall East

33-GE

.a Pilot Study: Learning Techniques for Local Anesthesia in a Virtual World

Presented by: Kami Hanson, Weber State University

There exists an increasingly attractive lure of using virtual reality applications for teaching in all areas of education. This presentation will be on the use of a specifically developed virtual system to teach technique for local anesthesia to dental hygiene students in a University setting. A pilot study was conducted with the virtual system with 10 dental hygiene students. The results and outcomes will be presented as well as the improvements that we made to our virtual system to increase the user's sense of presence in the world and thus increasing the potential for learning. In addition, I will present new outcomes regarding research to be conducted on a larger scale spring 2008 using the new and improved virtual system. <http://faculty.weber.edu/khanson4>

.b The Use of an Interactive Rubric and Feedback Tool in Enhancing Self- and Peer Assessment

Time: 10:30 AM - 11:30 AM

Location: Great Hall East

Presented by: Joy Mao, Penn State University; Kyle L. Peck, Penn State University

Contributor(s): Jonathan Mathews, Penn State University

This paper discusses the challenges in conducting formative assessment. The authors present the Interactive Rubric and Feedback Tool, which was created based on the faculty needs and research on rubric development. The intention of creating the tool is to improve teaching and learning through formative assessment learning activities. However, the tool can also be used for any professional activities involving self- or peer

assessment and evaluation.

.c Comparing Teacher-led Group Instruction with a Vicarious Computer-based Tutoring Environment with Deep-Level Reasoning Questions

Time: 10:30 AM - 11:30 AM

Location: Great Hall East

Presented by: Trey Martindale, University of Memphis; Scotty Craig, University of Memphis

Contributor(s): Joshua Brittingham, Joah Williams, Arthur Graesser, Barry Gholson, University of Memphis

Previous research has suggested that learning can occur vicarious learning environments which include deep-level reasoning questions as part of the content. In this study, a vicarious learning environment included deep-level reasoning questions to help 8th grade students learn about the human circulatory system. Findings suggest that students in a vicarious condition performed better on knowledge recall than those in the teacher-led instructional condition.

<http://teachable.org/presentations/>

.d Promoting Self-Regulated Learning Strategies in Online Courses

Time: 10:30 AM - 11:30 AM

Location: Great Hall East

Presented by: Bruce Harris, Western Illinois University

Contributor(s): Reinhard Lindner, Western Illinois University

The focus of the proposed presentation will be to discuss the effects of using different strategies to promoting students' use of self-regulated learning strategies in an online learning environment. Specifically, the presentation will summarize the results of two studies investigating the effects of embedding metacognitive prompts in online instructional modules.

.e Case Studies of E-Learning Partnerships Between Racially & Culturally Diverse Universities

Time: 10:30 AM - 11:30 AM

Location: Great Hall East

Presented by: Anthony Pina, Sullivan University System

Contributor(s): Julian Scheinbuks, Chicago State University

Come share the experiences of urban and rural public universities that have implemented an inter-institutional teaching partnership. This partnership allows faculty and students from racially and economically diverse institutions to interact with and learn from each other via 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/>

.f Computer-Mediated Intersensory Learning Model

Time: 10:30 AM - 11:30 AM

Location: Great Hall East

Presented by: Soonhwa Seok, The University of Kansas

Contributor(s): Sarah Semon, University of South Florida

Presenters will suggest a computer-mediated intersensory learning model as an alternative for learners with learning

disabilities (LDs) in inclusive classrooms. The practice of classroom inclusion responds to the 2004 amendments to the Individuals with Disabilities Education Act. In addition to higher expectations for academic performance, society now expects all learners in the digital generation to manipulate and process information equally well, and to learn to apply it in their daily lives (Gilbert, & Driscoll, 2002).

.g A Framework for Analyzing Blended Learning in Teacher Education

Time: 10:30 AM - 11:30 AM

Location: Great Hall East

Presented by: Ying Wang, Indiana University

Contributor(s): Thomas Brush, Indiana University

This paper presents a framework for analyzing the implementation of blended learning in teacher education based on literature. The framework consists of four major components: personnel, instruction, learning, and assessment. Each component contains various sub-components. All components interact and are interrelated with each other and with the system. A blended learning system also mutually interacts with its environment. Mapping out the blended learning system provides a framework to analyze the application of blended learning in teacher education programs.

.h Innovative Results and Products within the Instructional Technology Academic Community

Time: 10:30 AM - 11:30 AM

Location: Great Hall East

Presented by:

Contributor(s): Jessica Frumkin, WSU College of Education IT Offices; Timothy Spannaus, Wayne State University

This session will explore innovation as a desired result in academic institutions. Innovation will be defined and reasons for having innovation within an organization will be presented. Suggestions for creating an environment for institutions, instructors, and students will be discussed. An instructor with a Ph.D. in Instructional Technology and forty years of experience as a practitioner and teacher will be accompanied by a doctoral student in this presentation.

.I Factors and Components of Mindset Change: A Study of Mindset Change in a Systemic Change Initiative

Time: 10:30 AM - 11:30 AM

Location: Great Hall East

Presented by: Claudius Rodgers, Indiana University; Chun-Yi Lin, Indiana University

The systemic change efforts in a mid-western school district provided an environment for participants to interact with several concepts. These concepts included systems thinking, participatory leadership, and the learner-centered paradigm of instruction. Helping participants to integrate these concepts into their existing ways of thinking is one of the keys to transforming the education system in the district. In this study we identify the factors that influenced the mindset of participants as well as the components of their new mindset.

Poster Sessions

Time: 10:30 AM - 11:30 AM

Location: Great Hall East

33-GE

.p The Effect of the Way of Presenting Tasks and Learners' Character on Problem Solving Tasks Utilizing Technology Integrated Tool.

Presented by: Hyewon Kim, Florida State University

Contributor(s): Kyujung Han, GongJu National University of Education

The purpose of this study was to examine the effect of the way of presenting tasks and learners' character on problem solving tasks. In order to achieve the purpose 192 elementary school students were participated in this study. Dynamic mathematics software for the math education was used for conducting tasks. The results indicated that there was a statistically significant difference between the whole task and part task learning groups and the advanced and novice learner group on transfer test.

.p How Students of Instructional Design Choose Their Programs

Time: 10:30 AM - 11:30 AM

Location: Great Hall East

Presented by: Rucha Modak, Pennsylvania State University ; Alison Carr-Chellman, Pennsylvania State University

There is a complete lack of data about the factors that graduate students of instructional design and related fields consider when selecting a program of study and this study is an exploratory attempt at finding the answers. The results may be of interest to faculty members as well as members of the administration and those in charge of student recruitment. Preliminary analysis has led to some interesting insights.

Instructional Design Culture

Time: 10:30 AM - 11:30 AM

Location: Islander I

Facilitator: Yonjoo Cho, Indiana University-Bloomington



33-I1

.a The Educational Implications Of Wiki: A Case Study Of Elementary School

Presented by:

Contributor(s): Inae Kang, KyungHee University; Hyun-Mi Kim, Songyang Elementary School

The advent of web 2.0 more highlights the importance of 'participation and sharing' which has been emphasized practically and theoretically in educational fields ever since the birth of web in the early 90s. Wikis as one of the web 2.0 services, are rapidly gaining lots of attention from the

educational field due to the technical feature of 'anyone-can-writie/edit/revise', i.e., 'a collaborative writing and editing tool.' It requires an absolutely different and radical concept of writing which is basically against 'the copy right.'

.b The Effects of Task Structure On Learning Process And Outcome In Wiki-Based Learning Environment

Presented by: Minjeong Kim, Hanyang University; Soohyun Kim, Hanyang University

Although wiki has been found to be beneficial to student collaborative learning, there is little detail to support the ideas. This is particularly true the area of the task structure for the learning in wiki-based learning environment. For example, what kind of task is proper one for wiki-based learning environment? Therefore, the purpose of this study is to examine the effects of task structure on learning process and product in wiki-based learning environment.

33-I2

Effective Teaching of Large Classes via Distance Learning

Time: 10:30 AM - 11:30 AM

Location: Islander II

Presented by:

Contributor(s): Mark Binkley, Mississippi State University

Three distance learning degree programs (undergraduate and graduate) serving over 600 students per year at Mississippi State University will be examined to explore (1) what is needed for an effective distance learning program; (2) how these programs utilize active-learning strategies and personal connections with and among the students to provide a quality education; and, (3) how the technology used can be an effective instructional change agent that allows distance classes of 150 students to be as effective as much smaller face-to-face classes. Test scores in the distance courses always equal or exceed those of the on-campus counterparts.

33-I3

Distance Learning Standards Committee

Time: 10:30 AM - 11:30 AM

Location: Islander III

Presented by: Jason Huett, Jason

Distance Learning Standards Committee Meeting

Educational Transformation



Time: 10:30 AM - 11:30 AM

Location: Knave

Facilitator: Lucilia Green, Texas Tech University

33-KE

Integrating Technology with Supportive Instruction to Support Learning, School Improvement, and Technology Initiatives in Rural K-8 Schools.

Presented by: Jonathan McKeown, Florida State University; Janet Capps, Florida State University; Karen DeMeester, Florida State University; J. Michael Spector, Florida State University

Contributor(s): Brenda Litchfield, University of South Alabama

This study looks at student and teacher attitudes about technology, technology integration, and the impact of technology in the classroom on standardized test scores. Eight rural K-8 schools are participating in this study as part of a research grant funded by the Department of Education. Emphasis is placed on training and support provided to teachers with regard to technology integration efforts targeting specific learning goals and objectives.

33-SE

AECT Standards and NCATE Accreditation - An Opportunity for Clarification

Time: 10:30 AM - 11:30 AM

Location: Scribe

Presented by: Kay Persichitte, University of Wyoming; Tom Blevins, Bluefield State College, WV

The connections between program review and accreditation of teacher education programs are becoming more high stakes for many of us. Come visit with members of the AECT Standards Committee and the AECT Accreditation Committee for clarification of your questions!

Serious Gaming for Education



Time: 10:30 AM - 11:30 AM

Location: Yeoman

Facilitator: Edward Lomax, Georgia State Univ.



33-YN

.a Effective Application of Computer Gaming Technology in K-12 Classrooms

Presented by: Yadi Ziaeehezarjeribi, Indiana University; Paige Worrell, Tarleton State University; Ingrid Graves, Tarleton State University

This study explores the use of computer games or simulations in K-12 environments. With the physical infrastructure of computer technology in place, simulations and games, become a viable source for engagement of student learning through problem solving and practice. Using experiential play methodology with 14 middle school students as they engage in playing Medal of Honor and Call of Duty, we identified key strategies that correspond to effective learning. Implications for the use of computer games and simulations in classrooms are examined. Initial data analysis demonstrates that students are more willing to make mistakes in a game than in the classroom. Avatars provide a risk free setting through which game playing activities holds little negative affects. This is held in direct contrast to students who disengage from learning when they feel unsuccessful within an activity or content area.

.b Pre- and In- Service Teachers' Perceptions of Games and Simulations in the Classroom

Presented by: Raymond Pastore, Penn State University

Contributor(s): David Falvo, Delaware State University

In recent years, educators have been eager to adopt interactive games and simulations into school curriculum. This increase has been sparked by younger generations entering the educational workforce who have continually been exposed to this technology throughout their lives. By examining the perceptions and attitudes of pre- and in- service teachers we hope to develop an understanding of how games are perceived by current and future educators.

34-CA

MultiMedia Production Membership Meeting & Awards

Time: 11:45 AM - 12:45 PM

Location: Captain

Presented by: Multimedia Division, AECT

34-E1

School Media & Technology Membership Meeting

Time: 11:45 AM - 12:45 PM

Location: Event Center C1-D1

Presented by: School Media & Tech Division, AECT
School Media & Technology Membership Meeting

34-EI

Second Life Committee

Time: 11:45 AM - 12:45 PM

Location: Event Center I

Presented by: Mary Herring, University of Northern Iowa

34-M4

Minorities in Media Luncheon

Time: 11:45 AM - 12:45 PM

Location: Cambridge

Presented by: Minorities in Media, AECT Affiliate

The Minorities in Media Luncheon is a time for sharing, interacting and networking with MIM members. All interested persons are encouraged to attend. Ticket Required.

34-M5

Past-Presidents Luncheon

Time: 11:45 AM - 12:45 PM

Location: TBA

Presented by: Past- Presidents, AECT

Past Presidents of AECT are invited to attend a get together at 11:00am in the president's parlor, hosted by the incoming AECT President, Mary Herring. The group will proceed to the banquet room together. Open to AECT Past Presidents only.

34-M6

Distance Learning Luncheon

Time: 11:45 AM - 12:45 PM

Location: OB Veranda

Presented by: Distance Learning Luncheon, AECT Division

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. Ticket Required.

Virtual Worlds and Mobile

Learning

Time: 1:00 PM - 2:00 PM

Location: Captain

Facilitator: Chris Miller, Morehead State University

35-CA

.a Designing for Student Engagement in Second Life

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

Designing for student engagement in a virtual world encompasses both the organization of the content and delivery and the actual design of the 3-D environment. This presentation describes how the unique characteristics of the design of classroom and social settings within a Second Life



college campus and the organization and delivery of courses enhance the engagement of graduate students. A design component has been to investigate group collaboration within the virtual world environment.

.b Facilitating Second Life Educational Uses: Implications of the Concerns Based Assessment Model (CBAM)

Presented by: Kathryn L. Ley, U Houston Clear Lake

This round table will provide participants with framework for helping educators progress from SL novice to skillful SL educator. The CBAM seven stages of change through which an educator evolves as she acquires more knowledge and skills about the innovation forms the framework (Hord, Rutherford, Huling-Austin, & Hall, 1987). Example information or activities that facilitate professional development at each stage of change will be described.

Wesley J. McJulien Lecture

MIM

Time: 1:00 PM - 2:00 PM

Location: Cambridge

Facilitator: Deepak subramony, Utah State University

35-CE

Advancing Learning Through Technology, Culture and Instruction

Presented by: Juan E. Gilbert, Auburn University

An effective learning system creates personalized contexts for each student. The 'one size fits all' concept is not very effective across a large number of diverse students. An adaptive instructional approach is more suitable for reaching large diverse groups of students in electronic learning environments. The research presented here was influenced by the compelling impact of social and cultural issues on academic performance in addition to supporting research on using gaming technology to educate.

Graduate Student Center

Time: 8:00 AM - 4:30 PM

Location: Devon

Facilitator: Jesse Strycker, Indiana University

35-DN

Graduate Student Center (afternoon session)

Presented by: Barbara Lockee, Virginia Tech; Andrew Gibbons, Purdue University

The Graduate Student Center will be Friday 8:00 am to 4:30. Rick West, AECT Board Representative for the Graduate Student Assembly has planned a wide range of issues of interest for Graduate Students.

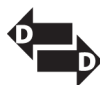
- **2:15pm-3:15pm** "Instructional Design for Distance Education" by Barbara Lockee, Virginia Tech
- **3:30pm-4:30pm** "Big Ideas from Design in Other Fields" Andrew Gibbons, Brigham Young University

Instructional Design Culture

Time: 1:00 PM - 3:00 PM

Location: Event Center C1-D1

Facilitator: Monica Tracey, Wayne State University



35-E1

Future Directions of Instructional Design Theory and Practice: Reflections from Leaders in the Field

Presented by: Monica Tracey, Wayne State University; David H. Jonassen, University of Missouri; James Klein, Arizona State University; Rita Richey, Wayne State University; Allison Rossett, San Diego State University

Contributor(s): M. David Merrill, Utah State University

Instructional design is the process of systematically applying instructional theory and empirical findings to the planning of instruction with its practice first documented in the 1940s (Dick, 1987). Over the years, the influence of performance improvement, technology, alternative design paradigms and an evolving theoretical base have influenced the theory and practice of this field. Is instructional design still the core of the field? What lies on the horizon in the theory and practice of instructional design? The participants in the panel, David Jonassen, James Klein, David Merrill, Rita Richey, Allison Rossett, provide alternative perspectives on the future directions of instructional design theory and practice. Following the leader's comments, the discussion will continue with a question and answer period.

35-E2

Joint ETR&D Editoral Boards for Development and Research

Time: 1:00 PM - 2:00 PM

Location: Event Center G1-E

Presented by: J. Michael Spector, Florida State University

Contributor(s): Steven M. Ross, University of Memphis

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 interested in attending. Immediately following the ETRD Joint Board Meeting, the ETR&D Young Scholar and ETR&D Distinguished Development Award will be presented.

Educational Transformation

Time: 1:00 PM - 2:00 PM

Location: Event Center A

Facilitator: Ross A Perkins, Boise State University



35-EA

.a The Factors that Affect the Formation of the Collaborative Group and Students' Satisfaction in a

Web Design Project

Presented by: Berrin Dogusoy, Mersin University; Hatice Sancar, Mersin University

Contributor(s): Duygu Nazire Kasikci, Kocaeli University

This research study aims to investigate the main factors that influence the collaborative working in terms of formation and students' satisfaction in a web design project. The main data gathering tool was a questionnaire. Additionally, a pre-determined evaluation form, "Web Site Evaluation Form" was used to evaluate students' web sites. The results showed that main factors that affect the group formation were sincerity among members, occasionally assign of partners, the characteristics of members and the suitability of timeline. Also, most of the students were satisfied working with group and the products of the groups were well-structured.

.b A Case Study in Japan about Effects and Issues of Instructional Media Center in the University

Presented by: Morio Yoshie, Institute of Education

The purposes of the present study are to investigate the conditions for practical use of educational media systems in higher education. The author merged the findings of his 14 reports concerning the activities during 1975-2007, and discussed the effects and issues of instructional media center. The review suggested that the role of instructional media center includes building the ways for coordinating activities to assure autonomous work of each participant in the joint project.

Educational Transformation

Time: 1:00 PM - 2:00 PM

Location: Event Center B

Facilitator: Douglas Harvey, The Richard Stockton College of New Jersey



35-EB

.a Changing the Ways Technology Integration is Learned by Pre-Service Teachers: One Program's Process

Presented by: Douglas M. Harvey, Richard Stockton College; Ronald Caro, Richard Stockton College

Contributor(s): Jung Lee, Richard Stockton College

How do we effectively teach the importance of technology integration to pre-service teachers? Particularly when we are given only one course focused on technology's use in the classroom, and given the changing nature of the tools available in K-12 school? This presentation will focus on the process and outcomes of an attempt by one group of faculty to transform their course in technology integration to be more forward-thinking.

.b A Model for the Development of Instruments Designed to Assess the Dispositions of Teacher Candidates toward Technology

Presented by: David Carbonara, Duquesne University

Contributor(s): Joseph Kush, Duquesne University; Misook Heo, Duquesne University

This presentation will describe the development of an instrument to assess the dispositions of pre-service teachers toward technology integration into learning environments. Results of reliability and test-retest validity procedures will be discussed. In particular, we obtained results that were not anticipated, and that could explain the malleability of pre-service teachers' educational technology disposition. Participants could also learn about experimental methodology from the anticipated discussion.

Educational Transformation

Time: 1:00 PM - 2:00 PM

Location: Event Center C

Facilitator: Fethi Inan, Texas Tech University



35-EC

.a Training Teachers to Integrate Technology: Challenges When Resources and Support are Limited

Presented by: Lucy Green, Texas Tech University; Monsicha Kittikunanant, Texas Tech University; Fethi Inan, Texas Tech University

Contributor(s): Nancy Maushak, Texas Tech University

The body of research on technology integration focuses on best practices for technology training and perceived teacher barriers to integration. Unfortunately, there is a gap in research on models for technology integration in administrative support and resource-poor schools. The importance of administrative participation in organizational change implies that schools lacking this component may struggle to implement lasting technology integration. Therefore, the purpose of this study is to explore the impact of current best practices in teacher technology training in a school setting with modest technology access and support and minimal administrative leadership in technology integration. Data will be collected from twelve teachers at a 7th grade campus in the Southwestern area of the United States. Data collection of the study is scheduled from October, 2007 through May, 2008.

.b Evaluation of the Training Program for Florida Digital Educators

Presented by: Ann Barron, University of South Florida; Tina Hohlfeld, University of South Florida; Kate Kemker, Florida Department of Education

Beginning in 2006, the Bureau of Instruction and Innovation, Florida Department of Education sponsored a training program for Florida Digital Educators. All participants attended a four-day Summer Institute, which focused on the use of technology as a curriculum tool. Results from pre- and post-Institute surveys, end-of-school-year follow-up surveys, and participant questionnaires and interviews indicate that training program was very successful. Teachers experienced positive changes for integrating technology in their instructional practices.

Virtual Worlds and Mobile Learning

Time: 1:00 PM - 2:00 PM

Location: Event Center D

Facilitator: Brian Beatty,



35-ED

Persistent Social Learning: A Design Model for Virtual World Environments

Presented by: Lisa Dawley, Boise State University

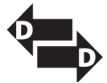
Traditional ID models are often critiqued when applied to simulations due to their linear nature and tendency to create non-motivating learning environments. The complex nature of virtual worlds encourages designers to rethink ID that takes best advantage of the unique opportunities provided in the 3D metaverse. Using an iterative cycle of virtual design-based research, an ID model is proposed to support the design of virtual world space, activities, and communication mechanisms that encourage "persistent social learning."

Virtual Worlds and Mobile Learning

Time: 1:00 PM - 2:00 PM

Location: Event Center F

Facilitator: Greg Clinton, University of Georgia



35-EF

.a Using Second Life as an Instructional Tool

Presented by: Steven Tomblin, The University of Iowa; Kem Saichaie, University Of Iowa

Contributor(s): Tsvetomir Ross-Lazarov, The University of Iowa; Miriam Sweeney, The University of Iowa; Annette Beck, miriam-sweeney@uiowa.edu

As the technology of virtual worlds matures, instructional technologists are confronted with new tools that could be used to meet learning needs. This proposal discusses an ongoing virtual world pilot project using Second Life during the spring of 2008. The presentation will report on the findings of the pilot project. Through our experience using Second Life, we hope to shed light on the learning impact, practical advantages, and disadvantages of virtual worlds in higher education.

.b Stop Flying and Put Your Clothes Back on! Exploring the Use of Second Life in an Introductory Instructional Technology Graduate Course

Presented by: Lloyd Rieber, University of Georgia

Contributor(s): Josh Squires, The University of Georgia;

Julie Moore, The University of Georgia

In this presentation we will discuss integrating the virtual world of Second Life into a graduate-level introductory technology course. The rationale was based in part on the course's mission to acquaint participants with current technologies being used in education. However, the rapid rise

in popularity and acceptance of Second Life suggested a need to gauge the attitudes and perspectives of front-line teachers of this provocative new technology.

Virtual Worlds and Mobile Learning

Time: 1:00 PM - 2:00 PM

Location: Event Center G

Facilitator: James Markin, Dallas Facilitator



35-EG

.a Warnings of ineffective use and recommendations for productive educational experiences using web 2.0 technologies.

Presented by: Diego Flores, Brigham Young University; P Clint Rogers, Brigham Young University; Kyle Mathews, Brigham Young University

This proposal describes our application of certain Web 2.0 technologies –Drupal® in an information systems class at Brigham Young University. We offer warnings of ineffective use and recommendations for productive educational experiences. We design the open source content management system influenced by a number of theories that explain the nature of collaborative work. Data analysis was aided by MAXQDA® for qualitative analysis and Web analytics for the monitoring and reporting of Web site usage.

.b The Emergence of Legitimate Social Interactions among Learners using Web 2.0 Technologies

Presented by: Shelley Johnson, VP of Training and Instructional Design

A great deal of benefit comes from learners engaging in unstructured, off-task social interaction as they learn. Web 2.0 technologies have characteristics that encourage dialogue, reflection and legitimate social interaction. Pairing these technologies with formal learning experience can draw out and capture valuable unstructured learning interactions. This session will present a characterization of community interactions at a conference as they were captured by 51Weeks, Web 2.0 software designed with this purpose in mind.

<http://shelleylyn.com>

Virtual Worlds and Mobile

Learning

Time: 1:00 PM - 2:00 PM

Location: Event Center H



35-EH

.a Motivation for Resident Students to Participate in Online Courses

Presented by: Raymond Pastore, Penn State University; Alison Carr-Chellman, Penn State University

This study sought to discover what motivates undergraduate resident students to enroll in online courses. By exploring this question, we hoped to gain a deeper understanding of why students would sign up for courses online which are offered right down the street from their residence. The present study revealed that students tend to enroll in online courses for their flexibility and convenience. Additionally students find online courses to be just as challenging as face-to-face courses.

.b Enhancing Student-to-Content Interactivity in Online Courses

Presented by: Bruce Harris, Western Illinois University; Anthony Pina, Sullivan University System

Many online courses lack interactive course lessons. Most course management systems lack the necessary tools to build effective interactivity in the course lessons. High-end authoring systems used for building interactivity in course lesson material also have high-end learning curves. The authors will discuss and demonstrate some solutions for enhancing student-to-content interactivity, from such simple solutions such as embedding practice items and interactions using a CMS assessment tool to using an application called Lectora.

Instructional Design Culture

Time: 1:00 PM - 2:00 PM

Location: Event Center I

Facilitator: Anthony Artino, University of Connecticut



35-EI

.a An Evidence-based Framework for the Application of Merrill's First Principles of Instruction to an Online English Writing Course

Presented by: ChanMin Kim, Florida State University; Tristan Johnson; Anne Mendenhall

This paper proposes an evidence-based framework that applies Merrill's (2002, 2007) first principles of instruction to a college online English writing course. The framework consists of five interrelated principles grounded in learning and instructional theories and research; it emphasizes task-centered instructional design. It is expected the framework will provide solid directions for research and development for the improvement of English writing, especially in online writing courses.

Roundtable Sessions

Time: 1:00 PM - 2:00 PM

Location: Great Hall East

35-GE

.a Mathematics teacher development with open-source software: establishing an International GeoGebra Institute

Presented by: Markus Hohenwarter, Florida Atlantic University

Contributor(s): Zsolt Lavicza, University of Cambridge, UK

Research suggests that adequate training and collegial support boost teachers' willingness to integrate technology into their teaching and to develop successful technology-assisted teaching practices. In this poster presentation, we will outline the emergence of the free, open source, dynamic mathematics software GeoGebra and first steps towards establishing an International GeoGebra Institute (IGI) to be able to offer structured training and support for teachers and coordinate research projects in relation to GeoGebra.

<http://www.geogebra.org/IGI/>

.b A Study of Teacher Innovativeness in Low-Socioeconomic Status Elementary Schools

Time: 1:00 PM - 2:00 PM

Location: Great Hall East

Presented by:

Contributor(s): Katherine Jackson,

Mixed-methods research was conducted to determine if statistically significant differences existed in teacher innovativeness in four low-socioeconomic status elementary schools and, if differences did exist, to offer possible explanations for those differences. Two schools were high-performing and two schools were low-performing. Classification of performance was based upon state standards. The study explored external factors, personal characteristics, and experiences that affected the teachers' levels of innovativeness and the extent to which these factors influenced the teachers.

.c The Impact of Online Interactions on Individual Transfer of Knowledge in Case-based Discussion

Time: 1:00 PM - 2:00 PM

Location: Great Hall East

Presented by: Shenghua Zha, University of South Florida; Hui-Hsien Tsai, University of Missouri; Gail Fitzgerald, University of Missouri

This qualitative study analyzed the effect of interaction patterns on participants' transfer of knowledge in asynchronous case-based discussions among fourteen full-time K-12 teachers. Results of the study showed that reaching agreement in case-based discussion helped teachers' adaptation and application of knowledge. Facilitation should be provided in reflective practice so as to help teachers apply their thoughts in revisions of case solutions.

.e Bridging the Gap or Deepening Divisions?: Emerging Trends and Characteristics of the Digital Divide in Three East Asian Countries

Time: 1:00 PM - 2:00 PM

Location: Great Hall East

Presented by: Sunnie Watson, Indiana University

Historically, equity issues in East-Asian education originate from socioeconomic status. Geography, occupation, and gender also make significant differences. Online learning opportunities are not an exception; the digital divide in East-Asian education is widening the gap between the privileged and disadvantaged and reinforcing regional hierarchy. This round table presentation examines how East-Asian societies, such as Japan, China, and South Korea are exhibiting comparable problems in providing online educational opportunities to the disadvantaged due to previously existing social structures, and sets forward a liberating systemic approach that helps explore the possible solutions.

.f International Connection and Collaboration Online: Implications on Enhancing the Undergraduate Teacher Education Experience

Time: 1:00 PM - 2:00 PM

Location: Great Hall East

Presented by: ; Lessell (Marty) Bray, University of West Georgia

Contributor(s): Danilo M. Baylen, University of West Georgia; Rita Lucas, Centro Escolar University (Philippines)

This presentation provides an opportunity to share and discuss the design and development of a learning community of undergraduate students separated by great distance. Online exchanges lead to consultation and collaboration over common tasks in a MOODLE-supported work space. Issues of planning for technology integration and relevant questions will be addressed.

.g Communities of Practice for Professional Development of Higher Education faculty and administrators: Bridging the divide

Time: 1:00 PM - 2:00 PM

Location: Great Hall East

Presented by: Darryl Draper, Pennsylvania State University; Bob Amason, University of Florida

For faculty and administrators to derive mutual benefit from the emerging online modality, a mechanism is required that will bridge the gap between culture and practice. Such a mechanism may be found in the successful application of communities of practice (CoP). A focused CoP would help close the gap between faculty and administration by affording faculty opportunities to exchange ideas, pursue best practices and develop effective online course materials.

.h Intellectual Property Committee Update: The use of Open Content and Open Licensing in Education.

Time: 1:00 PM - 2:00 PM

Location: Great Hall East

Presented by: ; Heather Leary, Utah State University

Contributor(s): 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. Instructors are employing several new strategies which take advantage of open content affordances. These include the use of blogs, wikis, aggregators, RSS feeds, and podcasts. Understanding how to use open licensing agreements is also necessary to more fully take advantage of these strategies and to transform education.

Poster Sessions

35-GE

.p The International Perspective of Education Information Rating and Filtering

Time: 1:00 PM - 2:00 PM

Location: Great Hall East

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

The study examines education information rating and filtering (EIRF) in the international perspective. The examination result is divided into the following parts: the beginning of EIRF in the world history, EIRF in the pre-Internet age, and EIRF in the Internet age. Then the concept map of EIRF transformation in the international perspective is presented. The prediction about EIRF in the future is provided at the end of the study.

.p Campus E-Service Volunteer Project in Taiwan

Time: 1:00 PM - 2:00 PM

Location: Great Hall East

Presented by: Chun-Min Wang,

In order to decrease the digital divide between urban and rural areas in Taiwan, the Executive Yuan proposed a project to encourage volunteers from universities and organizations to become involved in this movement. The purpose of this poster is to introduce this project, and share the real experience of conducting this project. The strategies, challenges, and educational meanings about this project will also be presented for the insight into further applications.

.p Designing a Wiki for Quick, Quick Gathering, Managing, and Dissemination of Instruction

Time: 1:00 PM - 2:00 PM

Location: Great Hall East

Presented by: Lauren Cifuentes, Texas A&M University; Sanser Bulu, Texas A&M University

We present an investigation of the design, development, implementation, and evaluation of an instructional wiki, the DCR, in order to generate guidelines for instructional designers of Web 2.0 environments. Qualitative data from community focus groups, process documentation, contributor surveys, one-on-one usability observation, use information, and user interviews informed rapid prototyping of this wiki. Several guidelines will be presented.

Instructional Design Culture



Time: 1:00 PM - 2:00 PM

Location: Islander I

Facilitator: Amy Adcock, Old Dominion University

35-11

.a How Metacognitive Feedback and Self-regulation Affect Learning in Computer-based Learning Environments?

Presented by: Hyeon Woo Lee, Pennsylvania State University

Comprehension of complex science topics occurs from the creation of new understanding of the information by the learner. However, learners are not very successful generating their own meaning, especially in computer based learning environments, since they rarely regulate their own learning process cognitively or metacognitively. This study examined the instructional effects of generative learning strategy and metacognitive feedback on learners' comprehension and self-regulation while learning a complex science topic in a computer-based learning environment.

.b Intelligent Elaborative Feedback: A Zone of Proximal Development Based Scaffolding Strategy for Elaborative Knowledge Acquisition

Presented by: Mengqiao Xu, Northern Illinois University; Lara Luetkehans, Northern Illinois University; Hayley Mayall, Northern Illinois University

Contributor(s): Thomas Smith, Northern Illinois University

This study incorporated the Zone of Proximal Development based scaffolding into the Adaptive Control of Thoughts theory and developed a unified conceptual framework for creating a new feedback strategy called *intelligent elaborative feedback* (IEF). The effectiveness of the IEF intervention on learning performance was examined in a computer-assisted instructional program for Chinese vocabulary acquisition. Results offer guidelines and principles for designing the IEF strategy and adapting it into foreign language classrooms.

Instructional Design Culture



Time: 1:00 PM - 2:00 PM

Location: Islander II

Facilitator: Christian Loh, Southern Illinois University Carbondale

35-12

.a Doctoral Program Websites in Educational Technology: An Investigation of the Information Availability and Accessibility

Presented by: Albert Ritzhaupt, University of North Florida
Contributor(s): Enrique Caliz, Lucien Millette, William Shore, Steven Eakins, University of North Florida

This research attempts to identify the type of information prospective doctoral students in educational technology seek; examine the extent to which the discipline's current doctoral

program websites include the information, and the degree to which the websites are accessible to disabled students. Fifty-nine doctoral websites in educational technology were examined. Results show variability in the type of content available, and also indicate that many of the sites have inaccessible elements to disabled students.

.b Risk vs. Reward: The Payoffs and Pitfalls of using Simulations and Games for Learning

Presented by: Anthony K. Betrus, SUNY Potsdam; Luca Botturi, University of Lugano; Edward Schneider, SUNY Potsdam

Why use computer simulations and games? Specifically, what are the unique advantages (Rewards) and disadvantages (Risks) of using computer simulations and games for instructional purposes? This session will present instructional methods and learning outcomes associated with using simulations and games, along with some pitfalls to carefully manage.

Educational Transformation

Time: 1:00 PM - 2:00 PM

Location: Knave

Facilitator: Brian Beabout, Pennsylvania State University



35-KE

.a Variables Affecting the Performance of Leadership Teams Pursuing Systemic Change in their Educational Systems

Presented by: Daniel Pascoe, Indiana University; Sari M. Pascoe, Indiana University

This presentation will discuss results and ongoing research about effects of different group dynamics (e.g., personality type, attendance, decision-making) affecting the performance of a Leadership Team attempting to implement systemic change in a school district. This presentation intends to provide meaningful information for educational systems that could result in powerful analytical and evaluative tools, and may become instrumental to the improvement of their own design/redesign and implementation of practices and transformation.

.b Characteristics of High Capacity, Semi-Autonomous Systemic Change Teams: Leaders – Are You Prepared For This ?

Presented by: Eugene Kowch, University of Calgary - Faculty of Ed

Are your large scale innovation/change efforts staying on track? Do you understand the nature of flexible, semi-autonomous teams that mark the organization of the future? This interactive session uses research findings and new models for systemic change to help participants understand what key characteristics are necessary to lead successful, powerful system-wide change teams. Please join us.

35-OD

Shaping Teacher Education for the 21st Century: Where are we headed?

Time: 1:00 PM - 2:00 PM

Location: Oxford

Presented by: Drew Polly, UNC-Charlotte; Judith A. Duffield, Lehigh University; Francis Duffy, Gallaudet

Univer
Laurie
of Memphis

CANCELLED

Contributor(s): Mary Schoffner, Georgia State University

As the nation and states prepare schools to look like 21st Century learning environments, what impact does this have on teacher education programs? This panel will discuss the direction of Teacher Education programs as it relates to preparing teachers to be effective in 21st Century Schools.

35-SE

Distance Learning Member Meeting

Time: 1:00 PM - 2:00 PM

Location: Scribe

Presented by: Distance Learning Division, AECT
Distance Learning Member Management

Virtual Worlds and Mobile

Learning

Time: 1:00 PM - 2:00 PM

Location: Yeoman

Facilitator: Terry Patterson, South Arkansas Community College



35-YN

.a Relationships among Learning Authenticity, Motivation, and Achievement in a Web-Based Project Learning

Presented by: ; Myunghee Kang, Ewha Womans University

Contributor(s): Jisim Kim, Ewha Womans University; Hee-Jung Yoon, Ewha Womans University

This study investigates the relationships among learning authenticity, motivation, and achievement in a web-based project based learning. The results show that 1) learning authenticity predicts learners' intrinsic goal orientation, task value, control of learning beliefs, and self-efficacy, 2) learning authenticity also predicts perceived achievement as well as discussion and team performance, 3) motivation predicts perceived achievement and discussion, and 4) task value and self-efficacy are two mediated variables as resource authenticity predicts perceived achievement.

.b Construction and Validation of a Motivation Scale in E-Learning Environment

Presented by: ; Myunghee Kang, Ewha Womans University
Contributor(s): Young Ju Joo, Ewha Womans University; Na Young Kim, Ewha Womans University; Woojin Shim, Ewha Womans University; Ji Yeon Kim, Ewha Womans University

The purpose of the present study is to develop a motivation scale to measure level of motivation for employees in e-learning. This paper reports validation process of the scale by administrating it to 4392 employees in e-learning. New motivation scale is composed of 4 factors; 1) self-regulated learning, 2) perceived choice, 3) online task value, and 4) self-efficacy. A follow-up study is in progress to identify the relationship between motivation status and learning outcomes.

Virtual Worlds and Mobile Learning

Time: 2:15 PM - 3:15 PM

Location: Captain

Facilitator: Charles Hodges, Virginia Tech

36-CA

.a Using Activity Systems Analysis to Trace Changes in Student Reflections in Second Life Courses

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

The purpose of this research was to examine student reflections within their Second Life-based distance education courses by using activity systems analysis to trace how student understanding of course content changed over time during the academic semester and how the Second Life experiences affected this development. The findings indicated that activity systems analysis provided students a method to articulate their development and provide the instructor with just-in-time evaluation of the courses.

.b Investigating the Effects of Simulation on Transfer in a High Risk Confrontational Setting

Time: 2:15 PM - 3:15 PM

Location: Captain

Presented by: Carolyn Kinsell, UCF; Boaventura DaCosta, UCF

Facilitator: Charles Hodges, Virginia Tech

Military and law enforcement personnel are exposed to high risk confrontational (HRC) settings in which dynamic and stressful conditions often exist. Training individuals to correctly handle these dynamic environments has only been lightly documented. This presentation provides the research and findings of a study conducted on the transfer of a skill, target acquisition, to a real environment after exposure to a virtual environment.

36-E2

The ETR&D Distinguished Development and Young Scholar Award Presentations:

Time: 2:15 PM - 3:15 PM

Location: Event Center G1-E

Presented by: ETR&D Joint Editorial Board, ; Markus Hohenwarter, Florida Atlantic University; Brian Belland, Utah State University

Facilitator: Steven M. Ross, University of Memphis

The ETR&D Joint Board are pleased to sponsor the Distinguished Development and the Young Scholar winning presentations based on their award-winning research and development. Discussant for the Distinguished Development Presentation is J. Michael Spector; Discussant for the 2008 Young Scholar Presentation is Steven M. Ross. Distinguished Development Award: Geo-Gebra - Free, Open Souce Dynamic Mathematics Software with a World-wide User. Presented by: Markus Hohenwarter, Florida Atlantic University; The Young Scholar Award Presentation: A Scaffolding Framework to Support the Construction of Evidence-based Argument Among Middle School Students. Presented by: Brian Belland, Purdue University.

Educational Transformation

Time: 2:15 PM - 3:15 PM

Location: Event Center B

Facilitator: Hui-Yin Hsu, NYIT



36-EB

.a Engagement Theory: A Framework Supporting Pre-service Teachers' Curriculum Articulation through the Use of a Video Blog

Presented by:

Contributor(s): Hui-Yin Hsu, New York Institute of Technology

This project explores technology use as a medium through which pre-service teachers can enhance their curriculum articulation and their creative expression by engaging with content knowledge. The framework of this project rests on engagement theory. In this project, pre-service teachers create digital video production with video technology and share their digital stories on a video. This presentation discusses the project design, the project implementation, and the pre-service teachers' reflection on their digital video creation.

.b Do You See What I See: Using Video, Eportfolios, and Reflective Prompts to Scaffold Self-Examination

Presented by: Craig Shepherd, University of Georgia; Michael Hannafin, University of Georgia

Although portfolio practices are believed to facilitate reflection, self-assessment, and professional development in teachers, recent studies question these claims. During this

study, six preservice teachers analyzed video-recordings of practice, student work samples, and other artifacts to recreate and reflect on active student engagement during classroom practices. They then compared these reflections with those made by preservice teachers both prior to and immediately following lesson implementation during three cycles of electronic portfolio development.

significantly expand on its previous learning goals and embed a case-based approach within the game. This presentation will describe the redesign process, how formative evaluation results informed that process, and detail the underlying rules, design documentation, and implementation support and structure created during this redesign.

Serious Gaming for Education

Time: 2:15 PM - 3:15 PM
Location: Event Center C



36-EC

.a Panacea or Panache?: Perceptions and realities of teachers and educators towards serious games

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

The literature citing the positive effects that educational games may have in the classroom has been mixed due to the trends and issues surrounding the opportunities and potential problems with the implementation of serious games in the classroom. This presentation identifies many of those issues and discusses how games might be more accepted by teachers and therefore, more successful as valid teaching tools.

Instructional Design Culture

Time: 2:15 PM - 3:15 PM
Location: Event Center F



Facilitator: Rodney Earle, Dallas Facilitator

36-EF

New Attention to the Learning Experience: Implications for Instructional Design

Presented by: Patrick E Parrish, COMET/UCAR; Brent Wilson, University of Colorado Denver

The dominant paradigm for instructional design and technology, rooted in learning theories and efficiency notions, is facing challenges from the new “attention economy.” If instructional programs are not inviting, engaging, responsive, and meaningful, they will fail to compete for the time and attention of learners. This presentation will explore the implications of considering the learning experience and provide a framework for understanding the dimensions and qualities of an experience.

Serious Gaming for Education

Time: 2:15 PM - 3:15 PM
Location: Event Center D



Facilitator: MJ Bishop, Lehigh University

36-ED

.a The Design of an Electronic Self-Regulation Skill Notebook for the Development of Meta-Cognitive Strategies and Self-Assessment in Digital Game-Based Learning Environments

Presented by: Amy Adcock, Old Dominion University; Ginger Watson, Old Dominion University; Gary Morrison, Old Dominion University

While the use of educational games continues to increase in popularity, there is a decided lack of research regarding the design and development of instructional strategies to maximize the value of games as tools for learning. This presentation will describe the development of a tool for implementation in game-based learning environments. The Self-Regulation Skill Notebook gives learners the opportunity to practice metacognitive skills such as self-regulation while still in the context of the game.

.b Redesign of an Educational Video Game into a Case-based Simulation Based on Formative Evaluation Results

Presented by: William Watson, Purdue University; Ayesha Sadaf, Purdue University; Lisette Reyes, Purdue University

The goal of this presentation is to share our experiences completely redesigning an educational video game based on formative evaluation results. The game has been redesigned to

Instructional Design Culture

Time: 2:15 PM - 3:15 PM
Location: Event Center G



36-EG

.a Learner’s Cognitive Investment by Structural Cues in User Interface: The Measurement of Germane Cognitive Load

Presented by: Jongpil Cheon, University of Memphis
Contributor(s): Michael Grant, University of Memphis

The purpose of this study was to examine the effects of structural cues provided by interface on the learner’s germane cognitive load. To determine whether metaphorical interface components, such as structural cues or organizational clues, enhance learners’ schema constructions and automations, a new instrument measuring germane cognitive load was proposed, since measurement of isolating cognitive load types has not been formerly produced. A reliability test indicated that the instrument had a high credibility as a measurement tool. Results revealed that the interface reflecting learning content structure helped learners construct and automate knowledge schema.

.b Cognitive Overload in a Computer Mediated Learning Environment

Presented by: Ji Young Chong, Indiana Univeristy
Contributor(s): Sung-Choon Lee, Indiana University

Design features may add additional cognitive load to instructional material in a computer mediated environment. When the load is too great, learners may experience cognitive

overload. The result for instruction may be ineffective outcomes. This study conducted an experiment to examine learners' cognitive overload with link options in a computer mediated environment. The findings supported the existence of cognitive overload and its negative effect on information processing.

Virtual Worlds and Mobile Learning



Time: 2:15 PM - 3:15 PM

Location: Event Center H

Facilitator: Chris Miller, Morehead State University

36-EH

Design of an Online Education Doctoral Program in Educational Technology

Presented by: Kara Dawson, University of Florida; Cathy Cavanaugh, University of Florida

Contributor(s): Rick Ferdig, University of Florida

For educators who desire a doctoral degree program that supports them in their professions rather than one that removes them from their jobs, we developed an online education doctorate degree (Ed.D.) in educational technology. This program is a learning community of professionals from K-12 schools, K-12 administrative positions, virtual schools, community colleges, teaching colleges, educational consulting firms, non-profit agencies, and a variety of other venues. This session outlines the program design process and program features.

<http://www.coe.ufl.edu/online/edtech/EdD/onlineEdD.htm>

Virtual Worlds and Mobile Learning



Time: 2:15 PM - 3:15 PM

Location: Event Center I

Facilitator: Terry Patterson, South Arkansas Community College

36-EI

.a Podcasting for All; But is Anyone Listening?

Presented by: Brian Beatty, San Francisco State University

Podcasting has been proposed as a quick and easy way to provide audio (and visual) content to learners that is accessible, convenient, and useful in learning. Podcasts are relatively simple to create and distribute, but are they always useful in learning? This session reports on the use of podcasts in a hybrid course with both face-to-face and online students. The main question addressed is: To what extent do online and face-to-face students use and value the podcast as a learning tool?

.b Modeling Wiki Editing Behaviors with Sequential Analysis

Presented by: Patricia Heeter, Florida State University; Allan Jeong, Florida State University

Wikis are increasingly being used in online learning to collaboratively develop information into one online document. Wikis provide a platform for students to work collaboratively and increase learning. Learner success is based on student's motivation to edit other's work. If a learner is uncomfortable editing another student's work, the work is a result of individual rather than group efforts. This session focuses on techniques for analyzing editing behaviors to identify possible areas for increasing/improving collaboration.

Roundtable Sessions

Time: 2:15 PM - 3:15 PM

Location: Great Hall East

36-GE

.a Teachers' Views about Factors Affecting Technology Integration

Presented by:

Contributor(s): Recep Cakir, Middle East Technical University ; Soner Yildirim, Middle East Technical University

The purpose of this study was to present Information and Communication Technology (ICT) teachers' views about technology integration. To that end, a survey developed by the authors was administered to ICT teachers in Turkey. 1568 preservice teachers, 929 male (59%), 639 female (41%), as well as 104 inservice teachers, 47 % male, 53 % female, participated in this study. Moreover, to deeply understand teachers' opinions, interviews were conducted. Results of this study revealed that teachers believed there were many factors that contributed to successful technology integration into classroom.

.b Protecting Students, Infrastructure and Technology: Is There Such a Thing as "Too Safe?"

Time: 2:15 PM - 3:15 PM

Location: Great Hall East

Presented by: LeAnne Robinson, Western Washington University; Abbie Brown, East Carolina University; Tim Green, California State University-Fullerton

This presentation provides a fresh perspective on security threats related to content, predators, the Internet, networks, digital devices and copyright. The presenters highlight differences between true threats and what are merely perceived threats to student and network security. Compelling examples shared will highlight how fear limits technology use and may actually create more risks for students outside of school. Join us for a lively discussion on how to encourage balanced views of safety.

.e An Instructional Design Approach to the Sixth Generation of Distance Education

Time: 2:15 PM - 3:15 PM

Location: Great Hall East

Presented by: Gary Morrison, Old Dominion University; Gary J. Anglin, University of Kentucky

Peters' (1971) industrialized approach to distance education is often criticized as a mass production process. Yet, the process he describes is a typical instructional design approach to designing instruction and one favored by the British Open University and the former University of Mid-America. The alternative to the industrialized approach is the instructor as designer/subject-matter expert "do it yourself" approach. This paper describes a new instructional design approach to distance education that combines the industrialized approach and the "do it yourself" approach.

.f Analyzing Chinese Teachers' WebQuest Design from a Cultural Perspective

Time: 2:15 PM - 3:15 PM

Location: Great Hall East

Presented by: Yan Shen, University of Georgia

Situated in a long-established pedagogical culture, Chinese teachers' WebQuest designs are inevitably influenced by their traditional teaching beliefs and practice. This study investigated into the characteristics of the Chinese teachers' WebQuest designs by using an analysis framework and referring to the major themes in Chinese pedagogical culture. The study finally came up with a continuum of three adaptation stages that reflect the different ways that Chinese teachers adapt the WebQuest model into their teaching.

.h Chinese International Students' Online Collaborative Behaviors: A Case Study

Time: 2:15 PM - 3:15 PM

Location: Great Hall East

Presented by: Qing (Angela) Xiong, Northern Illinois University

Contributor(s): Kenneth Silber, Northern Illinois University

This study explored Chinese international students' online collaborative behaviors and how culture influences their behaviors when they engaged in solving an ill-structured problem. Twenty-four Chinese graduate students in 12 U.S. business schools in four states participated in this study. The research design incorporated a simulated online activity, mediated by the WebBoard learning system. Early results of ongoing analysis indicated that culture did influence collaborative interactions in aspects of group dynamics, community building, and problem solving approaches.

Poster Sessions

36-GE

.p Preparing for Teaching or Training via Webconferencing

Time: 2:15 PM - 3:15 PM

Location: Great Hall East

Presented by: Richard Berg, University of Wisconsin-Extension

As webconferencing becomes a more viable option for distance course and training delivery at many institutions, it is increasingly being adopted. Many instructors, however, have little or no experience with webconferencing or preparation for delivering education in this medium. Come to this session and discover how to organize for delivery via webconferencing and the things you can do to help make it a continuing success at your institution.

.p The Use of iPods in Education or what is the Effect of Multi-tasking on Learning

Time: 2:15 PM - 3:15 PM

Location: Great Hall East

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

Contributor(s): Joke Coens, K.U.Leuven - Campus Kortrijk

Different authors assume positive effects of using iPods in education (e.g. Flanagan, & Calandra, 2005). Learners learn when and where they want, they become 'mobile learners'. They can learn when performing another activity such as taking the train, jogging, etc. However, empirical studies investigating the effect of performing a second task while learning from an iPod are lacking. This contribution is an attempt to fill this gap, by reporting on three studies addressing this issue.

.p Dynamic Approach In The Application Of Ict Models In The Provision Of Flexible Learning For Distance Education

Time: 2:15 PM - 3:15 PM

Location: Great Hall East

Presented by: Sello Sekgwelea, University of South Africa (Unisa)

The purpose of this research is to establish to what extent has new Unisa achieved its targets as flexible delivery institution through use of myUnisa & Digital Videoconference models? Does the application of ICTs facilitate and enhance learning at Unisa, particularly in line with teaching and learning? Is there any evidence to suggest that learners, academics, tutors, instructional designers and multimedia developers opting for delivery and learning through ICTs get fulfilment of their expectations? If not the case, what could be the problems and their solutions as seen by key stakeholders? In quest for answers, the researcher employs the programme evaluation research design and methodologies to grapple with the given questions.

Instructional Design Culture

Time: 2:15 PM - 3:15 PM

Location: Islander I

Facilitator: Peggy Lumpkin, Georgia State University

MIM

36-I1

A Preliminary Analysis of Educational Communications Technology Degree Curricula's Integration of Intercultural Implications

Presented by: Brandon Taylor, Chicago State University/ Northern Illinois University; Patricia Young, Uni. of Maryland Baltimore Co.

This session will share the results of a preliminary analysis of the factors in the AECT Degree Curricula Database and the websites of the programs listed in the AECT Degree Curricula Database to examine whether or not, and/or to what degree the the aforementioned degree curricula intergrate intercultural implications.

learning environments? The authors analyzed over 130 multidisciplinary research studies and papers on studio-based design education to identify the knowledge outcomes fostered through studio instruction. The analysis also identified learning conditions, interactions, and pedagogical practices that foster knowledge acquisition and reflection in studio environments, providing a picture of what works in studio-based design instruction.

Instructional Design Culture

Time: 2:15 PM - 3:15 PM

Location: Islander II

Facilitator: Kannan AMR,

MIP

36-I2

.a Extending Video beyond Content Delivery: Annotating Videos Online

Presented by: Brad Hosack, University of Minnesota

Instructors are increasingly using web-delivered video to capture performances in courses. To facilitate assessment of recorded performances, a large Midwest University developed VideoANT, a video annotation tool that offers the ability to annotate detailed information to specific points along the timeline of an online movie clip. We will present a brief overview of the instructional problem faced, provide a description of our design solution, and discuss current and future implementations of the software environment.

<http://ant.umn.edu>

Educational Transformation

Time: 2:15 PM - 3:15 PM

Location: Oxford

Facilitator: Jason Ravitz, Buck Institute for Education



36-OD

High School Evaluation: Determining the Effectiveness of Small Learning Communities

Presented by: Charles Reigeluth, Indiana University; Kurt Richter, Indiana University; Sunnie Watson, Indiana University; Chun-Yi Lin, Indiana University; Clare Chen, Indiana University

The purpose of this research study is to determine the effectiveness of the redesign process for a high school into small learning communities.

Instructional Design Culture

Time: 2:15 PM - 3:15 PM

Location: Knave

Facilitator: Todd Curless, Nova Southeastern University



36-KE

.a Knowledge, Conditions and Interactions in Studio-Based Design Education

Presented by: Miriam Larson, Virginia Tech; Katherine Cennamo, Virginia Tech; Mitzi Vernon, Virginia Tech

What knowledge outcomes are fostered in studio-based design education? How can we effectively educate and mentor reflective instructional designers in studio

Virtual Worlds and Mobile

Learning

Time: 2:15 PM - 3:15 PM

Location: Scribe

Facilitator: Cheng-Chang Pan, University of Texas at Brownsville



36-SE

Beyond Implementation: Faculty and Administrators' Perspectives on Institutionalizing E-Learning

Presented by: Anthony Pina, Sullivan University System; Bruce Harris, Western Illinois University

The purpose of this study was to determine actions that colleges and universities take to institutionalize their e-learning programs. Thirty factors found to influence the institutionalization of innovations were identified from the literature. These were rated by distance learning faculty and administrators as to their importance for influencing the institutionalization of e-learning and how successfully each factor was implemented at their institutions. Data were analyzed according to institutional role, institutional academic level and institutional locale.

www.neiu.edu/~aapina

Virtual Worlds and Mobile Learning



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

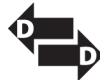
36-YN

Creating an Online Community of Inquiry for Adult Students

Presented by: Fengfeng Ke, University of New Mexico
Contributor(s): Mariya Pachman

Drawing on the Community of Inquiry model (Garrison, Anderson, & Archer, 2000), this study examined the nature of online interactions engaged by adult students and their online learning strategies in different online course designs, hence identified online instructional design and technology application elements that are crucial prerequisites for a successful online higher educational experience.

Instructional Design Culture



Time: 3:30 PM - 4:30 PM
Location: Captain

Facilitator: Paul Kirschner, Utrecht University

37-CA

.a Creating Social Presence Through Online Discussion Forums

Presented by: Ardelle Pate, Northern Illinois University; Sharon Smaldino, Northern Illinois University; Hayley Mayall, Northern Illinois University; Lara Luetkehans, Northern Illinois University

This presentation focuses on a study, which addressed the problem of whether learners would perceive social presence from their social interactions within online discussion forums. It examined both required and optional discussion forums (FAQ, Sharing Resources, and “Woody’s Place”) and focused on the measurable impact of required and optional forums on social interaction and students’ perceptions of their success in an online course having both types of forums.

.b Motivation, Volition, and Belief Change Strategies for the Improvement of Attitudes, Study Habits, and Achievement in a Mathematics Course

Presented by: ChanMin Kim, Florida State University; John Keller

This study investigated the use of motivation, volition, and beliefs change strategies to improve attitudes, study habits, and achievement in a challenging mathematics course for non-math majors. The results indicated that the use of belief change strategies with personal messages was effective in improving learners’ attitudes toward mathematics. Future research directions are discussed.

37-CE

Division on Systemic Change Membership Meeting

Time: 3:30 PM - 4:30 PM
Location: Cambridge

Presented by: Systemic Change Division, AECT

The Division on Systemic Change membership meeting will be held on Friday, November 7, 2008 between 3:30 and 4:30 P.M. in the Cambridge room. All members of the division are encouraged to attend.

Educational Transformation



Time: 3:30 PM - 4:30 PM
Location: Event Center A

Facilitator: Heidi Blair, East Carolina University

37-EA

Title: Discovering Voice Through Documentaries: A Journey with Seven Male Adolescent African-Americans.

Presented by: Margaret Allsopp, Florida Center for Instructional Technology

Contributor(s): David Allsopp, University of South Florida

This presentation reports the educational transformation of seven male African American students, including their mentors, as they developed video documentaries. Students learned multimedia skills and applied these skills to develop documentaries about issues important to them. This project took place at an urban charter school serving predominately African American students in grades 6th-8th situated within a low-income community. Through group dialogue about their community and personal experiences, participants chose to explore issues of interest.

Educational Transformation



Time: 3:30 PM - 4:30 PM
Location: Event Center B

Facilitator: Frederick Kwaku Sarfo, University of Winneba

37-EB

.a The Views of Students, Teachers, and Policy Makers in Ghana on ICT Use and Instructional Design Practice for Promoting Productive learning

Presented by: Frederick Kwaku Sarfo, University of Education, Winneba, Kumasi Campus; Kwame Ansong-Gyimah, University of Education, Winneba, Kumasi Campus

The views of 395 educational practitioners in Ghana on the use of ICT and good design of instruction by the teacher for effective learning were examined. The results indicated that while teachers are of the view that a teacher can facilitate

the implementation of effective instructional strategies better than an ITC, policy makers and students hold different views. It was recommended by the participants that teachers and students should be trained to use ICT.

.b Using Self-Efficacy to Measure the Impact of an ICT Teacher Training Curriculum for Primary Teachers in Brazilian Community Schools

Presented by: ; Luca Botturi, University of Lugano
Contributor(s): Isabella Rega, NewMinE Lab, University of Lugano

This abstract presents the project BET K-12, that aims at introducing and assessing the use of ICTs in the training of in-service primary school teachers who work in disadvantaged schools in the area of Salvador Bahia, Brazil. The presentation shows how the introduction of ICTs in a curriculum for in-service teachers has noticeably increased their perception of Self-efficacy, both in terms of being able to use ICTs and of being better as teachers.

Educational Transformation

Time: 3:30 PM - 4:30 PM

Location: Event Center C

Facilitator: Cathy Cavanaugh, University of Florida



37-EC

.a A Design Framework for Online Science Educator Professional Development

Presented by: Cathy Cavanaugh, University of Florida; Kara Dawson, University of Florida

The Exploring Florida Science online professional development modules were designed by a team of designers working with educators, scientists, web designers and teacher educators using the Learning Development Cycle. The module development was guided by E-Learning for Educators standards and evaluated using rubrics based on Analyzing Instructional Materials (AIM) guidelines. This session will share design, development, and evaluation frameworks, will demonstrate the produced modules, and will share lessons learned.

<http://fcit.usf.edu/florida/teacher/science/index.html>

.b Bridging the Gap: An Investigation of READ 180 in an Urban Setting

Presented by: Clif Mims, University of Memphis

This study examined the impact of the READ 180 program's use in an at-risk urban setting. The overall purpose of the evaluation was threefold: 1) to assess the effects of READ 180 on improving and remediating the academic achievement of African-American students, 2) to examine READ 180 implementation processes and practices, and 3) to document the perceptions of students, teachers, principals, and district and school personnel involved with READ 180 regarding strengths, weaknesses, and needed improvements of the program.

Instructional Design Culture

Time: 3:30 PM - 4:30 PM

Location: Event Center D

Facilitator: Nandita Mani, Henry Ford Hospital



37-ED

.a Thinking More Systematically About the Selection and Design of Online Tools to Support Socially Connected Learning Experiences

Presented by: MJ Bishop, Lehigh University; Patricia Slagter van Tryon, Lehigh University

Successful learning requires an environment where individuals can construct meaning through ongoing social interactions and collaborations. But many online course tools don't facilitate the development of group social structure. This session reviews online course tools using the presenters' framework for thinking more systematically about designing for social connectedness. The presenters will recommend technologies that show promise and extrapolate a set of guidelines for the design of new technologies to support socially connected learning experiences online.

.b Thinking More Systematically About the Design of Social Connectedness in Online Learning Environments

Presented by: Patricia Slagter van Tryon, Lehigh University; MJ Bishop, Lehigh University

During this session, presenters will illustrate their framework for thinking more systematically about social connectedness that was derived from their recent research and a strong foundation in social information-processing theory. The framework suggests strategies for "building back" into the online learning environment the missing social cues that impede the development of group social structure that develops automatically in face-to-face learning environments. The presenters will share these strategies and encourage active discussion among those present.

Instructional Design Culture

Time: 3:30 PM - 4:30 PM

Location: Event Center F

Facilitator: Anne-Marie Armstrong, Wayne State University



37-EF

.a Investigating Collaborative Learning Experiences: A Case of Cross-Border Virtual Teams

Presented by: Ana-Paula Correia, Iowa State Univeristy; Evrim Baran, Iowa State Univeristy; Farrah Yusop, Iowa State Univeristy

This proposal describes an online collaborative learning experience between graduate students from two higher education institutions located in the U.S. and Denmark. The purpose of this case study was to understand collaboration in

the context of cross-border virtual teams. Findings suggested that: (a) social needs are as important as project-related ones, (b) differences can be leveraged by providing optimal solutions, and (c) technology should be transparent to facilitate collaboration.

.b Instructional Design (ID) Models: Comparison Between US and Arabic ID models.

Presented by: Khaled Alkandari, Pennsylvania State University; Alison Carr-Chellman, Pennsylvania State University

There are twenty two Arab countries in the world. Although these countries are very different in their cultures, there isn't a big difference among their educational systems. According to Abd-Edayem (1983) the first countries which started the educational system in the Arabian region were Egypt, Lebanon, and Syria. It started in the first quarter of eighteenth century. In the sixties, Egypt and Syria sent a lot of teachers to Arab countries to help them start their educational system.

37-EG

.a The Effects of Assessment Strategies and Self-Regulated Learning (SRL) Skills on College Students' Learning Outcomes

Time: 3:30 PM - 4:30 PM

Location: Event Center G

Presented by: Joy Mao, Penn State University; Kyle L. Peck, Penn State University

This research study investigated whether college students with different levels of self-regulated learning (SRL) skills benefited differently from types of assessment strategies. It also investigated how students' perceptions of assessment for learning changed after using the assessment strategies with different types of feedback, which were generated by an interactive Essay Grading and Feedback tool.

.b Different Representation Requests: Effects of Computer Simulation on English Language Learners' Collaborative Science Learning

Presented by:

Contributor(s): Kihyun Ryoo, Stanford University

The purpose of this study is to explore how different representation requests of computer simulation affect English Language Learners' (ELLs) collaborative science learning. Nine pairs of ELLs used computer simulation for problem-solving activities and were asked to represent their final answers (1) in a verbal form, (2) in a written form using the computer, or (3) in a paper-and-pencil form. Findings reveal the potential effects of different representation requests of computer simulation.

Virtual Worlds and Mobile

Learning



Time: 3:30 PM - 4:30 PM

Location: Event Center H

37-EH

.a Survivor: Online Courses – Identifying why and when students drop out of online courses using survival analysis.

Presented by: Patrick Devey, Concordia University

Survival analysis not only investigates the occurrence of a given event, but the timing of it. A mixed method approach was used to map the registration patterns of students enrolled in undergraduate online courses so as to identify why and when they decided to cease their online learning experience. Particular emphasis is put on the factors that can be influenced by the institution itself in hopes of minimizing the attrition rate in their online courses.

.b What Online Course Characteristics Correlate with Positive Learning Outcomes?

Presented by: Glenda Gunter, University of Central Florida; Vicki Rath, University of Central Florida

Based on social cognitive theory, the presenters will define and outline instructional immediacy strategies and apply social cognitive theory throughout online course development and instruction. This presentation will discuss specific activities and strategies that can build a strong sense of community, connectivity and sociability, and demonstrate methods for creating instructional immediacy in an online class.

Virtual Worlds and Mobile

Learning



Time: 3:30 PM - 4:30 PM

Location: Event Center I

Facilitator: Darryl Draper, Pennsylvania State University

37-EI

.a A Study of Factors Affecting Online Learner Satisfaction of a Course Facilitator in Florida Online Reading Professional Development

Presented by: Pin Wang, University of Central Florida

Contributor(s): Vicky Zygouris-Coe, University of Central Florida

Studies have found a strong positive correlation between student satisfaction of online courses and the performance of facilitators (Debourgh, 1999; Hiltz, 1993). This study investigated how factors associated with online facilitator's roles affect participants' satisfaction of course facilitators in Florida Online Reading Professional Development (FOR-PD). Findings will include descriptive statistics, survey validity

and reliability, and multiple regression analyses. The session will also discuss study limitations and implications for further research.

.b Factors Affecting Group Communication in a Collaborative Learning Environment: Case Studies of Online Teams

Presented by: ; Vanessa Dennen, Florida State University

Contributor(s): JungMi Lee, Florida State University

This presentation addresses issues related to virtual group work in an online class setting. Five case studies will be presented along with a cross-case analysis to demonstrate how different teams made use of the available synchronous and asynchronous communication tools and to what effect. Focal areas include group efficiency, group cohesion, on-task behavior, and task focus. Implications for online instructors and their students will be shared.

.e Examination of Learning Outcomes and Instructional Strategies using Second Life for Online Professional Development

Time: 3:30 PM - 4:30 PM

Location: Great Hall East

Presented by: Seung Won Yoon, Western Illinois University; Leanda Hemphill, Western Illinois University; Hoyet Hemphill, Western Illinois University

This study examined how College of Education graduate students from a U.S. and a Chinese university participated together in Second Life where they collaboratively explored and researched the use of virtual worlds for professional development of teachers. An activity of collaboratively finding resources and discussing related issues was delivered in Second Life followed by the researchers' synthesizing of proper instructional methods and potentials. Online instructors and administrators who are interested in cross-cultural collaborations in virtual worlds will benefit from shared practices.

Roundtable Sessions

Time: 3:30 PM - 4:30 PM

Location: Great Hall East

37-GE

.a Challenges in Technology Integration in a Higher Education Institution: a case study at Syracuse University

Presented by: Kannan AMR, Syracuse University; David Tiedemann, Syracuse University

Literature says that in the last decade, higher educational institutions have started investing a lot of resources on technology. The primary users of such technologies would be faculty members and students. While Universities are busy making huge investments in technology related infrastructure, there is a lack of literature on how higher education faculty members perceive such a thrust on technology compared to resources spent on research. The purpose of this case study is to examine university faculty's perspective on integration of technology and the incentives offered to them for blending technology into their curriculum. The results of this study indicate that faculty members do want incentives in terms of technical and student work support for implementing technology in their teaching and research activities.

.d Preparing Action Researchers through Blended Collaborative Learning Experiences

Time: 3:30 PM - 4:30 PM

Location: Great Hall East

Presented by: Maria D. Avgerinou, DePaul University

This action research study investigated the application of a blended collaborative learning model as a vehicle for developing in-service teachers' action research skills in a field-based Master's program. It also explored the roles of the instructor through the lens of the 'four hats' metaphor (Bonk et al., 2001). Research results endorsed the tremendous potential of the selected instructional approach towards the creation of an interactive community of learners, as well as the development of deeply reflective thinking skills.

.g When WebQuests Meet Cultural Issues

Time: 3:30 PM - 4:30 PM

Location: Great Hall East

Presented by: Yi-Chun Hong, The University of Georgia; Yan Shen, The University of Georgia

This study shows the findings of implementing the WebQuest model in different cultures and adapting the already-made WebQuests from one culture to another. Qualitative interviews were conducted to identify the differences of the WebQuest applications between the US and China. Suggestions are made for using the WebQuest model in Asian countries and improving the cross-cultural adaptations of the existing WebQuest resources.

.h Design and Development of Multimedia with Diverse Annotation Strategies for Chinese Language Learners

Time: 3:30 PM - 4:30 PM

Location: Great Hall East

Presented by: ; Fethi Inan, Texas Tech University
Contributor(s): Zhengbin Lu, Texas Tech University

The purpose of this study is to investigate the effects of different input modifications on reading comprehension and vocabulary acquisition in learning Chinese. A multimedia instruction with various annotation techniques was developed to teach intermediate level Chinese. The effectiveness of the annotation techniques will be examined by comparing language proficiency test scores of the students enrolled in the three sections of Chinese classes in a major western university in the United States.

.I Creating Digital Storytelling to learn about "Mottainai" and Sustainability

Time: 3:30 PM - 4:30 PM

Location: Great Hall East

Presented by: Hitoshi Susono, Mie University; Eri Ono, Northern Arizona University
Contributor(s): Tsutomu Shimomura, Mie University; Ai Kagami, Mie University

Our research has focused on college students creating digital or other stories concerning "Mottainai" which captures the spirit of making full use of resources. The future teachers

in Susono's Educational Technology classes learned a lot of things concerning "Mottainai" and Sustainability through creating digital stories using still images. Students were able to create their stories collaboratively and show the stories to classmates. Digital storytelling enabled them to reflect and summarize what they have learned.

.j Collaborative Groupwork: Attributes of Different Groups

Time: 3:30 PM - 4:30 PM

Location: Great Hall East

Presented by: Eunjung Oh, University of Georgia; Ying Liu, University of Georgia

This study investigates students' groupwork regarding the attributes of groups working well and those of groups not working well. Particularly, the study focuses on how these groups differ on their groupwork process, perception, engagement, and quality of learning outcomes. The context of the study is a graduate-level evaluation class requiring groupwork as a major part. Data has been collected through interviews, observation, and students' artifacts since September, 2007. The study is at the final interview data collection.

.k Developing a Theory for Instructional Game Design based on Cognitive Neuroscience Research

Time: 3:30 PM - 4:30 PM

Location: Great Hall East

Presented by: Atsusi Hirumi, University of Central Florida; Stacey Rimmerman, Florida Virtual School; Tom Atkinson, University of Central Florida

Contributor(s): Kiminobu Sugaya, University of Central Florida

To create an appropriate balance between "education" and "entertainment," game developers need to establish a strong pedagogical foundation to help guide the design of educational games. This session describes the cognitive neuroscience research and brain-based learning principles used to design an educational video game. Participants will discuss guidelines for game design and methods for developing an instructional game design theory based on neurobiological research and established formative research methods.

37-GE

.p Transforming Education: Does Varying Online-Group Size Influence Student Responses?

Time: 3:30 PM - 4:30 PM

Location: Great Hall East

Presented by: ; Tina Hohlfeld, University of South Florida; Shelley Stewart, University of South Florida

Contributor(s): Susan Zucker, University of South Florida

This research will compare student responses in terms of quantity, as measured by the number of posts and quantity of words used, and quality of posts when assigned to small group and whole class web-based asynchronous discussions. Participants will include graduate students enrolled in required education classes during the summer semester in 2008. It is

expected that the quantity and quality of the discussion board posts will increase when the students interact within small groups.

37-I1

Cybersheep: Employing Games and Simulations for the Enhancement of Online Learning

Time: 3:30 PM - 4:30 PM

Location: Islander I

Presented by: Barbara Lockee, Virginia Tech; Ron Lewis, Virginia Tech; Matt Ames, Virginia Tech

This session will feature an online course in animal breeding and genetics, entitled "Cybersheep", as an example of how the use of games and simulations can maintain student engagement in distance learning courses. As part of an inter-institutional curriculum development project funded by the United States Department of Agriculture, Cybersheep was designed as a mechanism for students to apply knowledge about breeding for genetic merit using a simulated sheep breeding cooperative.

Serious Gaming for Education

Time: 3:30 PM - 4:30 PM

Location: Islander II

Facilitator: Mahnaz Moallem, UNCW School of Education



37-I2

Learning Through Designing: Game Development as Capstone Experience

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

This session presents the analytical findings that spurred the design and development of an institutional capstone course aimed at fostering global thinking and real-world problem-solving skills, as well as information about the conceptual framework that supported the process and creation. The course engages community college sophomores in a capstone experience in which learners design and develop an alternate reality game (ARG) based on the theme of global sustainability and the United Nations Millennium Development Goals.

Educational Transformation

Time: 3:30 PM - 4:30 PM

Location: Knave

Facilitator: Steven J. McGriff, Krause Center for Innovation

MIM

37-KE

.a The Implementation of Technology in Islamic Schools: Culture, Conflict, and Change

Presented by: Michael K. Thomas, Dept. of Curriculum & Instruction **Contributor(s):** Mohammed Saleem, Univ.

Wisconsin-Madison

This study takes an in depth look at the problem of the complex notion of culture as it relates to the implementation of technology in schools. Specifically, the implementation of technology in Islamic schools in the United States is examined as a critical case study that seeks to illuminate the tensions involved in the implementation of technology in these schools.

.b View + 1: A Framework for Reculturing Learners and Teachers by Guiding Them through Stages of Awareness and Change

Presented by: Mari Vawn Tinney, Western Governors University

Learn of “View + 1”, a conceptual framework of ways to design, instruct and experience a new culture of learning for those who struggle with crossing cultural barriers. See multiple best practice examples of the “View” and “1” elements in this engaging process that adds diversity components to classrooms and everyday living. Theoretical underpinnings are adapted from Krashen’s $i + 1$ and facilitate ways to create cultural awareness, change attitudes, and create transformative actions.

videotaped with privately owned equipment for AECT library by volunteer Jenny Johnson.

Presenter: Professor Trey Martindale, Memphis University

Student Discussant: Roy Marquez, University of Central Florida

Presenter: Professor Norbert Seel, Florida State University

Student Discussant: Keith Blair, Nova Southeastern University.

Presenter: Professor Hakan Aydin, Anadolu University, Turkey

Student Discussant: Jean Mazur, Kentucky University.

Instructional Design Culture

Time: 3:30 PM - 4:30 PM

Location: Scribe

Facilitator: Cheng-Chang Pan, University of Texas at Brownsville



37-SE

Learner as the Designer: An Instructional Design and Learning Model for Web 2.0

Presented by: Jeremy I. Tutty, Boise State University

Contributor(s): Florence Martin, University of North Carolina, Wilmington

Web 2.0 tools provide an excellent vehicle for making connections. The question is; what can we do to promote effective learning using Web 2.0 tools? In this session, we present a new instructional design model that builds upon the inherent capacity of networked communication to support improvement in learning and performance, and a new approach to learning where learners engage in the process of design that supports individual and collective learning with Web 2.0 tools.

37-OD

University Educational Technology Degree Curricula

Time: 3:30 PM - 4:30 PM

Location: Oxford

Presented by: Trey Martindale, Memphis University; Rolando Marquez, University of Central Florida; Hakan Aydin, Anadolu University

Contributor(s): Norbert Seel, Florida State University; Keith Blair, Nova Southeastern University; Jean Mazur, Kentucky University

Facilitator: Jenny K. Johnson, International Division Board Rep.

Three University faculty of Educational Technology present a fifteen minute discussion of their university’s curricula as listed in the AECT Curricula Database. Each presentation is followed by a student discussant who will lead a five minute discussion of the curricula. Recommended for academic program directors and curricula majors. This session is

Instructional Design Culture

Time: 3:30 PM - 4:30 PM

Location: Yeoman

Facilitator: Ross A Perkins, Virginia Tech



37-YN

Problem-Based Learning in Online Environments

Presented by: Yun-Jo An, Option Six, Inc.

This study examined three graduate-level online courses that utilized PBL, considering each course as a case. Beyond describing how PBL was implemented in each case, this study identified what worked and did not work in the PBL and explored how the PBL could be improved. Data were collected from interviews, observations, and document review. Based on cross-case analyses, this study proposed a series of guidelines for designing and implementing PBL in online environments.

Keynote Address

Time: 4:45 PM - 5:45 PM
Location: Event Center C1-D1

38-E1

Dr. Allison Rossett

Presented by: Allison Rossett, San Diego State University

Dr. Rossett, long time Professor of Educational Technology at San Diego State University, is in the HRD Hall of Fame of Training magazine, was recently a member of the ASTD International Board of Directors, and was honored by selection as an International Society for Performance Improvement (ISPI) Member-for-Life. Recipient of ASTD's 2002 award for lifelong contributions to workplace learning and performance, Allison recently co-authored Job Aids and Performance Support: Moving from Knowledge in the Classroom to Knowledge Everywhere.

39-GE

University of Central Florida Reception - Opportunities in Instructional Technology in Central Florida

Time: 7:00 PM - 9:00 PM

Location: Great Hall East

Presented by: Sponsor, University of Central Florida

Did you know that UCF and Central Florida is teeming with research and development in e-learning, training, simulations and games? Come see what's going on! Various organizations in Central Florida and across the U.S. working with UCF on research and the development of innovative training and educational systems will highlight some of their most exciting work at this special reception. Refreshments will also be served, along with access to games and other forms of entertainment. So, come play with us as you learn about the opportunities in Instructional Technology at UCF and in Central Florida

Joint University Reception

Time: 6:00 PM - 8:00 PM
Location: Great Hall Center

39-GC

Joint University Reception

Take this opportunity to connect with colleagues, learn about institutional programs, and meet faculty and students at this annual event.

Participating Universities included:

- Florida State University
- Indiana University
- Northern Illinois University
- Nova Southeastern University
- Penn State University
- University of Georgia
- University of Central Florida
- University of Memphis
- University of New Mexico
- University of North Dakota
- University of Northern Iowa
- Utah State University

eSCHOOL NEWS

Technology News for Today's K-20 Educator

www.eschoolnews.com

eSN recruits student broadcasters *'Student Video Network' gives kids the chance to become ed-tech reporters*

Student broadcasters across the nation are getting a chance to be seen and heard by several thousands of education stakeholders, thanks to a new video news network created by *eSchool News*.

As students gear up for the new school year and learn how to use sophisticated video production equipment, they'll also be reporting breaking ed-tech news through *eSchool News*' new Student Video Network (SVN).

"This is a wonderful opportunity for all involved," said Gregg Downey, publisher of *eSchool News*, "but especially for the students. They'll get a real-world taste of fast-pace reporting, managing deadlines, and shooting for a wide audience. Most importantly, their work will receive national exposure."

Every week, students interested in video production, and schools interested in highlighting their students' talents, will receive information from *eSchool News* on the most popular, and relevant, ed-tech stories. From there, the participating schools' production teams will shoot a script based on those stories and use their creative judgment in integrating graphics and photography into the news report.

Each video will be approximately 2-3 minutes and will revolve around weekly news as reported by *eSchool News*.

"This is a real-world application of the technology skills they're learning in school," said Tom Lapping, president and CEO of JDL Horizons—the company hosting eSN's Student Video Network. "It will be good for school exposure, but also for students who could use this material as part of their college admissions or eventual job application."

**For more information on how to get involved,
please contact Gregg Downey at eSchool News (gdowney@eschoolnews.com).**

41-CE

Learning to Think with a Pencil: Design Drawing & Sketching

Time: 9:00 AM - 12:00 PM

Location: Cambridge

Presented by: Todd Stubbs, CTL; Andrew Gibbons, Brigham Young University

People who can draw are sometimes regarded as gurus with mystic skills that magically allow them to represent objects and ideas visually. The reality is much more mundane: thinking with a pencil is a skill that can be learned and people who are good at it have just practiced a lot.

In this workshop participants will be taught the basics of design sketching and drawing—that is, thinking with a pencil—absolutely no artistic skill required!

41-CS

AECT Board of Directors

Time: 8:00 AM - 11:00 AM

Location: Cloister South

Presented by: Mary Herring, University of Northern Iowa
AECT Board of Directors Meeting

41-HC

International Hospitality Center

Time: 8:00 AM - 12:00 PM

Location: Hampton Court

Presented by: International Division, AECT

Educational Transformation

Time: 8:00 AM - 9:00 AM

Location: Cloister North

Facilitator: Jennifer Brill, Virginia Tech University



41-CN

.a A Conceptual Framework for Inquiry into the Challenge of Innovation in K-12 Schools

Presented by: Jennifer Brill, Virginia Tech University

I examine the constructs of “teacher as innovator” and “schools as innovative places” from three educational research traditions: instructional technology innovation, educational change, and teacher professional development and practice. I identify shared challenges among these three disciplines and present a research rationale aimed at the root of these challenges. I conclude with a systemic conceptual framework, grounded in theory and research, for inquiry into how schools can integrate educational innovation for long-term impact on learning.

.b Reciprocal Mentoring and Technological Pedagogical Content Knowledge: An emerging model of technology professional development for K-12 teachers.

Presented by: ; Heather Leary, Utah State University; Kristy Bloxham, Utah State University

Contributor(s): M Brooke Robertshaw, Utah State University

Reciprocal mentoring is a relationship where both members of the partnership contribute to the learning of the other. Technological pedagogical content knowledge (TPCK) is a framework for the kinds of knowledge used by teachers implementing technology enhanced lessons. This presentation will present research on a model of technology professional development that capitalizes on reciprocal mentoring relationships between pre and in-service teachers using the lens of TPCK to evaluate knowledge gained by each partner.

41-I1

What Educational Professionals Must Know About Copyright, Trademark, & Other Areas of Law (Part 2)

Time: 8:00 AM - 9:00 AM

Location: Island I

Workshop Presented by: Leonard DuBoff, The Duboff Law Group; Mary Ann DuBoff, The Duboff Law Group

Highly interactive and lively, this workshop will discuss recent developments in the area of music copyright litigation. There are several pending cases and the music industry has been extremely aggressive in pursuing not only students but even members of their families. The threat of litigation is real and this session will provide recommendations on how to legitimately obtain recorded music or the right to use it. The second session of this workshop will discuss recent developments in Trademark Law with particular emphasis on the methods used to protect a Mark and the importance of that protection. Special attention will be given to the interaction between trademark and domain names. The presenters will conclude this session with the latest cases interpreting the new revision to the federal trademark statute and the process for dealing with domain name cybersquatting.

41-I2

2009 National Convention Planning Committee

Time: 8:00 AM - 9:00 AM

Location: Island II

Presented by: J. Michael Spector, AECT President-Elect (2009)

2009 National Convention Planning Committee Meeting.

41-IB

Invited Panel: Management of Educational Software Development

Time: 8:00 AM - 9:00 AM

Location: Ireland B

Presented by: Johannes Strobel, Purdue University; Gail Fitzgerald, University of Missouri; Mhammed Abdous, Old Dominion University

Contributor(s): Thomas Brush, Indiana University; Jeannie Brush, Eli Lilly

Instructional designers and faculty in educational technology fields are involved in educational software development, either as researchers, designers, or managers. Four experts on educational software development provide insights into different management dimensions of software development: Evaluation and selection of different platforms for development (Tom Brush), development in industry (Jeannie Brush), Coordination of multi-site development teams (Gail Fitzgerald) and lessons learned from a video stream project (M'hammad Abdous). The target audiences for this panel are graduate students, junior faculty and young professionals.

address the notion of intercultural communication competency between e-mentors and protégés as it related to supporting online problem solving. Also investigated were the benefits and challenges that were encountered during the e-mentoring experience.

41-KE

Web 2.0 for Teaching and Learning

Time: 9:00 AM - 12:00 PM

Location: Knave

Presented by: Shelley Johnson, VP of Training and Instructional Design; Tom Caswell, Utah State University

Contributor(s): Marion Jenson, Utah State University

This hands-on workshop will provide an overview of Web 2.0 technologies and their implications for teaching and learning. Characteristics of these emerging technologies will be discussed and demonstrated. Attendees should come expecting to be immersed in Web 2.0 experiences, engaging with systems that support learners in new and innovative ways. Real world educational problems will discussed looking to emerging technology for solutions.
<http://shelleylyn.com>

Instructional Design Culture

Time: 8:00 AM - 9:00 AM

Location: Ireland C

Facilitator: Khusro Kidwai, Pennsylvania State University



41-IC

.a Instructional Strategies that Promote Learning Centered Synchronous Dialogue Online

Presented by: Shelley Stewart, University of South Florida

Contributor(s): Susan Zucker, USF

Three methods will be used to determine instructional strategies that promote learning-centered, synchronous dialogue online. The first method will utilize interviews, with both instructors that teach in the SWBCS, namely Elluminate Live!, and their students. The second method will utilize student surveys. A third method, observations of synchronous sessions using a previously developed observation tool will also take place (Schullo, 2005).

.b Analysis of Online Intercultural Communication between e-Mentors and Protégés Collaborating on Problem-solving Tasks

Presented by: Charlotte N. Gunawardena, University of New Mexico; Deborah LaPointe, University of New Mexico

Contributor(s): Barrett Kerrin, University of New Mexico; Marlie Cardiff, University of New Mexico; Jennifer VanBershot, University of New Mexico; Carol Richmond, US Forest Service

This paper focuses on the impact of intercultural communication in a cross-cultural online environment that was part of the Sri Lanka Ministry of Higher Education's Distance Education Modernization Project. E-Mentors in the United States (graduate students) and protégés in Sri Lanka (faculty) engaged in a computer-mediated inquiry-based learning activity. Researchers used transcript analysis to

Serious Gaming for Education

Time: 8:00 AM - 9:00 AM

Location: Scotland A

Facilitator: Jennifer Maddrell, Old Dominion University



41-SA

.a Modeling, Simulation & Gaming in the Id&T Curriculum: A Review of U.S. Programs

Presented by: Ginger Watson, Old Dominion University; Amy Adcock, Old Dominion University; Gary Morrison, Old Dominion University

Much attention is given to modeling, simulation, and gaming as powerful instructional technologies, especially for Science, Technology, Engineering, and Mathematics (STEM) education. Instructional design programs have significant potential to contribute not only to the development of these technologies but to the research, design, and use of the technologies as cognitive tools. This analysis reviews the curricula of 67 instructional design and technology programs to determine how modeling, simulation and gaming are addressed by our field.

.b Don't Just Sit There, Do Something: Interactive Exercises and Games for Online Learners

Presented by: Linda Haynes, University of West Georgia

Interactive exercises and games embedded in online learning content allow students to take an active role in their learning and enjoy it at the same time. This presentation for online course designers includes numerous examples that are especially relevant to topics in educational psychology and human development.

Instructional Design Culture

Time: 8:00 AM - 9:00 AM

Location: Scotland B

Facilitator: Charles Hodges, Virginia Tech



41-SB

.a Evaluating the Instructional Utility of Integrative Learning Technologies (ILT) in Online, Blended, or Distributed Learning Environments

Presented by: Nada Dabbagh, George Mason University

Contributor(s): Anastasia Kitsantas, George Mason University

The purpose of this study was to evaluate the instructional utility of Integrative Learning Technologies (ILT) in online, blended, or distributed learning environments. One hundred (N=100) experienced online instructors were surveyed about their use of ILT to support self-regulated learning (SRL). Results showed that ILT overall can enhance student SRL and that specific features of ILT are more effective than others in supporting specific SRL processes. Recommendations for improving ILT use in instruction are discussed.

.b Self-Regulated Learning in an Authentic, Collaborative Learning Environment

Presented by: Ying Liu, University of Georgia; Eunjung Oh, University of Georgia; Thomas Reeves, University of Georgia

This paper reports a research study on graduate students' self-regulated learning (SRL) processes in an authentic, collaborative learning environment provided by an e-learning evaluation course. The research employed interviews, documents and artifacts to discover important SRL processes and mediating factors. A discussion of the preliminary results is included while implications of these results for designing learning environments that support students' SRL are forthcoming.

41-SE

Creativity in Educational Technology

Time: 9:00 AM - 12:00 PM

Location: Scribe

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

: Creativity is a skill that can be taught and it is one that is 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/creative/>

41-YN

Games for your PK-8 Classroom

Time: 9:00 AM - 12:00 PM

Location: Yeoman

Presented by: Judy Donovan, Indiana University Northwest

Contributor(s): Jodie Reminder, Indiana University Northwest; Delia Pass, Smyrna Frove Elementary

Participants will examine educational use of games and find out how teachers are using games to enhance teaching. Presenters will demonstrate how to use each site with students and also match the site to elementary (PK-8) curriculum standards. Participants will receive a CD with all games classified by grade level and subject area, in addition to a handout which includes a blog address at which all the games are described, with links to the game sites.

Educational Transformation

Time: 9:15 AM - 10:15 AM

Location: Captain

Facilitator: Beth Rajan Sockman, East Stroudsburg University



42-CA

Conflict Management in Leadership Teams
Implementing Change in Educational Systems: A Workshop.

Presented by: Daniel Pascoe, Indiana University; Sari M. Pascoe, Indiana University

This workshop will provide attendants with a theoretical framework and facilitate interactive exercises to assist the participants' estimation of important variables of their personal profiles. Participant's data will assist in the application of team-dynamic and conflict-management taxonomies that could help them learn, develop, and design consensus-building and/or conflict-resolution strategies in their leadership teams; strategies that could be instrumental to their team's design, development, and implementation of development or change in their educational systems.

Educational Transformation

Time: 9:15 AM - 10:15 AM

Location: Cloister North

Facilitator: Sara Flanagan, Purdue University



42-CN

.a Factors Affecting Middle School Special Education Teachers' Perceptions and Use of Assistive Technology within Literacy Instruction

Presented by: Sara Flanagan, Purdue University

To understand special education teachers' perceptions of assistive technology (AT), a 30-item survey examined how AT use correlated to effectiveness, confidence, and

other factors. AT was not largely reported. There was little correlation between use and perceived effectiveness as teachers saw it effective without often use. Analysis suggested use is influenced by trainings, other perceptions and factors including support and access. Despite these, teachers stated they continue to use AT as it helps students learn.

.b The Reality of MODSIM in the Classroom: Hearing the Voices of Teachers

Presented by: James A. Marken, Old Dominion University; Ginger Watson, Old Dominion University

This presentation focuses on a series of interviews done with teachers in an urban/suburban southeastern region. Participants will hear what teachers on the ground are saying about modeling, simulation, and gaming in their classrooms; especially success stories and issues that teachers found to be especially challenging. Implications for supporting teachers in modeling, simulation, and gaming will be discussed. Come hear about the reality of MODSIM in the classroom!

Educational Transformation

Time: 9:15 AM - 10:15 AM

Location: Ireland A

Facilitator: Michael Thomas, University of Wisconsin-Madison



42-IA

.a The Problematic Implementation of Course Management Systems in Schools

Presented by: Michael K. Thomas, Dept. of Curriculum & Instruction

Contributor(s): Chris Blakesley, University of Wisconsin-Madison

This is a study of teachers' perceptions of electronic course management systems. These are online portals that allow teachers to manage activities such as grading, attendance, and communication with staff and parents. Such systems allow parents to log in and see their children's grades and attendance records. Using a critical lens, this study examines teachers' perceptions of these tools and issues related to their implementation in schools.

.b Better Teaching Methods for Teacher Education: Blackboard Discussions Improve Critical Thinking

Presented by: Zsuzsanna Szabo, Southern Illinois University at Edwardsville

Contributor(s): Jonathan Schwartz, University of Hawaii West O'ahu

Designing high-quality education for preservice teachers is key in teacher education. Participants in the study were registered in four sections of an Educational Psychology course. In two of the four sections, as part of their coursework, students completed weekly Blackboard discussions on course topics, moderated by the teacher. Results from a pre- and post-test measure of critical thinking, and analysis of Blackboard postings showed that students improved their critical thinking abilities during the semester.

42-IB

Bridging the Gap: Linking Information Literacy Theory and Practice in Media Specialist and Teacher Preparation Programs

Time: 9:15 AM - 10:15 AM

Location: Ireland B

Presented by: ; Laurie Dias, Georgia State University; Delia Neuman, Drexel University; Judith A. Duffield, Lehigh University

Contributor(s): Andrew Smith, Georgia State University

Facilitator: Andrew J.M. Smith, Georgia State University

This panel discussion highlights some of the difficulties encountered in encouraging meaningful collaboration between teachers and media specialists, and suggests ways to encourage more collaboration during initial certification programs. Specific problems of role identification, combined assessment, and scheduling will be addressed, together with cross-curriculum strategies for teachers and media specialists.

Educational Transformation

Time: 9:15 AM - 10:15 AM

Location: Ireland C



42-IC

.a Students as Facilitators in Online Discussions: How Do Different Facilitation Strategies Impact the Quality of the Interaction?

Presented by: Evrim Baran, Iowa State University; Ana-Paula Correia, Iowa State University

This proposal describes an exploratory case study aiming at examining successful student-led facilitation strategies in an online community. A content analysis of the discussion threads was conducted. Four main students' facilitation strategies conducive to high quality interactions were identified: inspirational facilitation, practice-oriented facilitation, highly-structured facilitation and community-driven facilitation.

.b Balancing Voices: Using Protocols that Empower Everyone to Contribute During Online Course Discussions

Presented by: Joanna C. Dunlap, University of Colorado Denver

Whether your issue is engaging quieter students, or limiting verbose, overbearing students, the bottom line is the same – a discussion is not a discussion unless everyone contributes, or has the opportunity to contribute. Striving for balanced voices is an important instructional goal in online course discussions. During this presentation, I will share several discussion protocols for creating online discussions in which students have equitable, respectful, and meaningful opportunities to contribute and learn via their participation.

<http://www.augustcouncil.com/~jdunlap/AECT2008/>

Virtual Worlds and Mobile Learning



Time: 9:15 AM - 10:15 AM

Location: Scotland A

Facilitator: Nathan Lowell, University of Northern Colorado

42-SA

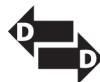
Exploring the Use of 3-D Attributes for Online Problem Based Learning: An Application of the Community of Inquiry Model

Presented by: Nicholas Omale, Lara Luetkehans, Jessamine Cooke-Plagwitz, Aline Click, Northern Illinois University

Contributor(s): Wei-Chen Hung, Northern Illinois University

The study investigated how the attributes of 3-D technology influence group interactions toward problem solutions in an online problem-based learning (PBL) environment. 16 college students completed an online PBL activity in a small group setting. The Community of Inquiry model was adopted to analyze and interpret data collected from transcripts and group interviews. The results indicated that although the attributes of 3-D technology promoted participants' social and cognitive presences, critical technical features of the 3-D environment were required in order to further enhance teaching presence.

Instructional Design Culture



Time: 9:15 AM - 10:15 AM

Location: Scotland B

Facilitator: Jennifer Maddrell, Old Dominion University

42-SB

.a Public History on the Web: Design of Educational Resources

Presented by: Ward Cates, Lehigh University

Contributor(s): Paige Hawkins, Lehigh University

This interactive presentation presents the results of a study of the educational resources provided by the Websites of public history sites (like Colonial Williamsburg, Ellis Island, and Plimoth Meeting). It addresses design and development decisions and their implications for teachers and students using these Websites. The presentation will illustrate by example; that is, by showing sample Websites and demonstrating how the Websites' instructional designers and developers have provided each type of educational resources.

.b Engaged Learning with Emergent Technologies in the Interaction Age: Taking a Pedagogically Informed Approach to Design

Presented by: Jennifer Brill, Virginia Tech University; Yeonjeong Park, Virginia Tech University

The Interaction Age distinguishes digital content as content around which students engage and construct knowledge in a social manner. We highlight Interaction Age elements that suggest a shift in the applications of digital content for

learning. Second, we compare four emergent technology categories that hold promise for educational application. Finally, we explore the connections between emerging technologies, engaged learning, and students of the Interaction Age, offering examples to stimulate future instructional design research and practice.

Instructional Design Culture



Time: 9:15 AM - 10:15 AM

Location: Scotland C

Facilitator: Todd Curless, Nova Southeastern University

42-SC

The Studio Curriculum at the University of Georgia: 10 Years and Counting

Presented by: Lloyd Rieber, The University of Georgia; Ikseon Choi, The University of Georgia; Irene Visscher-Voerman, The University of Twente; Brent Wilson, University of Colorado Denver

Contributor(s): Michael Orey, The University of Georgia

In the fall of 1998, faculty at the University of Georgia began the Studio curriculum based on constructivist principles where graduate students learn about educational multimedia in ways similar to an art or architectural studio. The purpose of this symposium is to reflect on the success of the studio curriculum given 10 years of implementation. Faculty from other university programs where similar studio models were tried (some successfully, some not) will also share their viewpoints. <http://it.coe.uga.edu/studio/>

Educational Transformation



Time: 10:30 AM - 11:30 AM

Location: Cloister North

Facilitator: Anna Clifford, Union University

43-CN

.a Teachers: Shaping Professionally and Becoming Technology Integrators

Presented by: Anna Clifford, Union University #1893

Contributor(s): Michael Grant, University of Memphis

Teachers have faced numerous barriers preventing them from integrating technology, including access to technology, preparation time, and technical support. However, many teachers have overcome these barriers. Contrastly, this study explored enablers that shaped or influenced teachers to become technology integrators. A quantitative survey and qualitative focus groups were combined to study this topic and address the lack of findings in this area.

.b The Professional Growth of Technology Integrators

Presented by: Anna Clifford, Union University #1893

Contributor(s): Michael Grant, University of Memphis

Technology integration is a developmental process. Studies contend that teachers move through stages of development while achieving knowledge, changing their attitudes, and

embracing the integration of technology. This study sought to identify how the integration of technology has influenced the professional growth of teachers during this developmental process. A quantitative survey and qualitative focus groups were combined to study this topic and address the lack of findings in this area.

Serious Gaming for Education

Time: 10:30 AM - 11:30 AM

Location: Ireland A

43-IA

.a Objective achievement in a PBL course:
Findings from a study on the first iteration of a problem-based learning course game

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

This presentation will provide an overview of the findings from a quantitative research study that examined issues of student retention, satisfaction, and achievement in the context of an experimental undergraduate course curriculum that employed a mixture of face-to-face and purely online elements situated within an alternate reality game that included the use of Second Life.

Educational Transformation

Time: 10:30 AM - 11:30 AM

Location: Scotland A

Facilitator: Tom Heryert, St. Cloud State



43-SA

Stakeholder Design: the Transformation of Adult Learning Environments and Systems

Presented by: Cynthia Holubik, Texas Tech University

Contributor(s): Nancy Maushak, Texas Tech University

What happens when Subject-Matter Experts share power and control with senior-level undergraduates to design their own blended learning environments? How does this impact their outcomes and their organizations? Here are research findings derived from multiple-case studies focused on a new technology of participatory design and its orchestration by stakeholders. A cross-case analysis and implications for education will be presented with opportunities for open discussion.



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Integrative Approaches Meeting Challenges

Louisville, Kentucky
October 27-31, 2009

Invitation to Present

Ongoing developments in learning and instruction as well as in scholarship and research require creativity and flexibility in meeting the challenges posed by emerging technologies, changes in learning and working situations, and new demands placed on education and training. Our professional community exists in an exciting and dynamic world that requires us to do more than merely maintain our knowledge and skills – we must engage in ongoing professional renewal, growth, and transformation.

The AECT International Convention supports our efforts to improve ourselves by bringing together participants from across this diverse nation and from around the world who offer practical applications, high quality research, hands-on workshops, and demonstrations of innovative approaches and developments in learning, instructional and performance technologies. You are invited to present at the 2009 AECT International Convention in Louisville, Kentucky. Share your expertise and knowledge with your peers, with those new to the field, and with professional practitioners and researchers representing multiple disciplines.

This year's convention theme is *Integrative Approaches: Meeting Challenges*. Given developments in research, technology, and society, professional practice in the various disciplines that comprise the AECT community continue to change and evolve. To meet the challenges posed by ongoing changes, we need serious and sustained efforts to (a) actively incorporate findings from multiple disciplines; (b) involve key stakeholders at multiple levels to transform education and training; (c) integrate technologies seamlessly into learning, instruction, and performance; (d) dynamically interweave research, practice, and theory

development; and (e) demonstrate what works when and why with regard to improving learning, instruction, and performance. Meeting these challenges is an ambitious undertaking. The most one can do in a short period of time is to take a few steps. One of those steps can be participation in the AECT 2009 International Convention in Louisville.

In keeping with the convention theme, proposals may be submitted that include the use of advanced information and communications technologies as well as more traditional proposals that present findings and discuss important developments in research and practice. This convention will introduce two innovative kinds of sessions: Integrative Panels and Present@Distance. The former is aimed at involving presenters from multiple disciplines and perspectives to discuss a central and focused issue. The latter is aimed at promoting the use of those very technologies that are changing our lives as designers, developers, media specialists, researchers teachers, and trainers. There are six sub-themes around which this year's presentations will be organized:

1. Transforming Learning and Instruction
2. Linking Design and Development with Learning and Performance
3. Establishing the Benefits of Integrative and Interdisciplinary Approaches
4. Exploring New Media in Learning, Instruction and Performance
5. Assessing and Evaluating Educational Technology Applications
6. Integrating Social Networking and Distributed Media into Learning and Instruction

General Information

Proposal Deadlines

Proposals Open – December 15, 2008

Proposals Close – February 14, 2009

Proposal Process

All proposals must be submitted electronically (see *Proposal Submission Process*, below) to **one** primary AECT division or affiliated organization for consideration. Guidelines and principles posted at www.aect.org will assist in preparing proposals for submission.

Presenters are limited to making no more than two (2) concurrent session presentations as key/first presenters during the convention. That is, proposers must select one division or affiliate to receive their proposal and not submit the same proposal (or one that is largely the same) to any other division or affiliate. Each division/affiliate has a Convention Planner (usually the President-Elect). If a Convention Planner and/or the peer review panel feel a proposal is not well suited to their division/affiliate, they may recommend it for consideration by another division/affiliate. This will occur without action by the proposer. In addition, a person may propose **no more than two concurrent** session presentations on which he or she is key presenter, although that individual may be a co-presenter on other proposals and may propose roundtables/poster presentations.

The intent of (1) not allowing submission of the same (or a very closely related) proposal to more than one division and (2) limiting the number of presentations on which a person may be key presenter is to assure a diverse program in which many strong presentations are included and little duplication occurs.

If you are unsure of the suitability of your proposal for a particular division or affiliated organization, we encourage you to contact the Convention Planner for that division or affiliated organization. The list of Convention Planners can be found on the AECT website, *HYPERLINK* "www.aect.org" www.aect.org.

Presenters are expected to follow the AECT Code of Ethics, available at <http://www.aect.org/About/Ethics.asp>.

Proposal Submission process:

To be considered, a complete proposal must be submitted electronically no earlier than December 15, 2008, and no later than February 14, 2009. See the division/affiliate links at the AECT website (www.aect.org) for further information on proposal requirements. A complete online proposal submission consists of:

1. Presentation title
2. A short (fewer than 75 words) description
3. A 750-1000 word anonymous abstract
4. Equipment request
5. List of presenters

Procedure:

1. Go to www.aect.org for guidelines and the online submission form.
2. Read the guidelines for electronic submissions.
3. Complete the requested information in the online proposal form.
4. Complete the requested information in the online equipment request form (if you are requesting equipment).
5. Upload the 750-1000 word anonymous abstract, following the directions provided.

Proposal review process:

You will receive electronic notification that your proposal has been received and, within two months of the last date for submissions (February 14, 2009), whether it has been accepted or rejected for the convention.

Proposals are reviewed through a blind, peer-reviewed process, using the following criteria:

- Clarity of the proposal and quality of writing.
- Quality of proposed session's content, organization, and format.
- Relevance, timeliness, and general interest level of the topic.
- Match to the convention theme(s) and other demands of the program.
- Suitability for division/affiliate or organization mission and membership.
- Length and session type including appropriateness for needs of the convention program.

If your proposal is 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 2009, Louisville. Recognizing that all convention attendees are part of a shared community of research, practice, and professional growth and that convention registrations enable us to provide a strong convention, accepted proposers who do not register **will not be scheduled** for presentation (and thus will not appear in any printed program or other document).

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 register by September 5, 2009 in order to present. Only those who are present at the convention may submit papers that will be considered for publication in the convention proceedings.

Should your presentation be accepted for the 2009 convention, you will be asked to give permission to record your session for future AECT podcasting.

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 a symposium or panel discussion). In addition, two 30-minute concurrent presentations of related content may be bundled together to form one 60-minute session.

Roundtables

Roundtables are designed for small group discussion of specialized topics with the presenter leading the discussion. This participatory format allows for a highly interactive 60-minute presentation. Typically, several roundtable discussions are scheduled simultaneously in one large room, with minimal audiovisual use. Handouts containing key ideas and related information are strongly encouraged for roundtable sessions.

Reflection Paper Sessions

Reflection paper sessions are designed to showcase a project, program, process, activity, or the like in an informal setting, similar to former poster sessions. A small table is provided to support a display board, laptop, handouts, and the like. Presenters will directly interact with participants by providing an elaboration of the product (project, program, process, activity, etc.); feedback and insights of colleagues on these innovative developments are especially welcome.

Integrative Panel

Integrative panels are a new feature of the 2009 AECT convention and are designed to specifically support the convention theme of integration across disciplines, perspectives, contexts, technologies and processes (e.g., design, development, implementation, and evaluation). Integrative panels may be project- or issue-focused and should address a critical problem area of general interest to a significant portion of the AECT community. Integrative panels that are sponsored by more than one division or affiliate are especially encouraged; proposal abstracts should include identification of the divisions/affiliates which would be interested in the panel topic. For example, a project-focused panel on promoting school reform through innovative teacher use of specific technologies might involve a teacher, a library-media specialist, a principal, and an educational researcher; such a panel could be jointly sponsored by several divisions.

Present@Distance

The 2009 AECT convention will sponsor a limited number of sessions in which presentations can be made by persons participating from a distance. All of the Present@Distance sessions will be scheduled consecutively on Thursday, November 5. Presenters and participants who register for Present@Distance will be required to register at the one-day, remote participation fee. These sessions will require presenters and remote participants to have access to a broadband Internet connection and IP-based video-conferencing equipment that supports the H.323 protocol. Present@Distance sessions will be open to all convention attendees and will have a local session monitor in Louisville.

Workshops

Half- or full-day workshops provide intense professional development opportunities that result in participants' acquiring new skills and in-depth knowledge. Workshops involve focused topics and methods targeted at specific interest groups. Workshops will only be accepted if there appears to be sufficient interest to attract at least 10 attendees. Workshops will be held in Louisville on Tuesday, Wednesday, and Saturday (November 3, 4, and 7).

Presidential Sessions

Presidential sessions are selected by the AECT President-Elect, Mike Spector. These limited sessions will be selected based on their strong alignment with the six convention sub-themes, their importance to the work and interests of the AECT membership, and their likelihood to draw participation from multiple constituencies within AECT. Presidential session proposals will be submitted directly to the President-Elect or recommended to the President-Elect by division/affiliate leaders; proposals should contain all of the elements expected in concurrent session proposals. Presidential sessions may be 60- or 90-minutes long.



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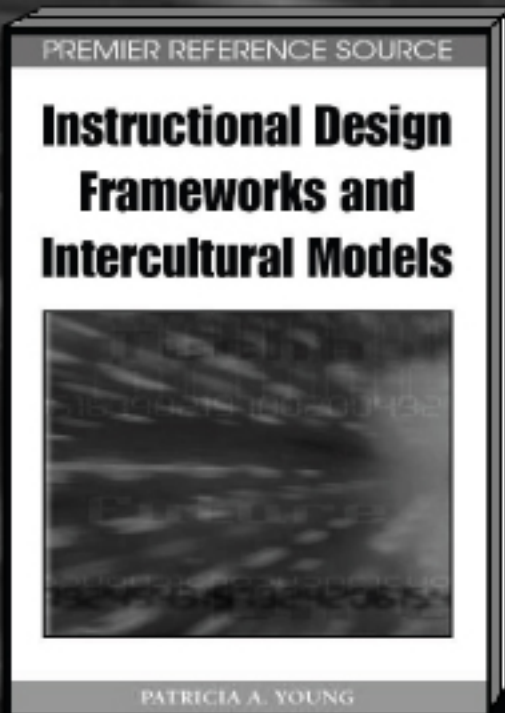
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Instructional Design Frameworks and Intercultural Models

Authored by Patricia A. Young, University of Maryland at Baltimore County, USA

Offers practical applications for the construction of user interfaces, products, services, and other online environments useful in the development of culture-based designs.



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