# Contents

# Welcome to the 2011 AECT Convention!

This year's theme is *Celebrate 3.0: Design.Learn.Community*. The rapid evolution of Web 2.0 technologies, with the newly emerging Web 3.0, continues to impact each of us. Our focus for this conference is on looking to the future while taking the time to celebrate our notable accomplishments as individuals and as an organization. The combined emphasis on Instructional Design, Learning, and Community will be the cornerstone of our time together during the week ahead.

This week's keynote speakers will assist us in our celebration as they discuss the journey that has brought us to this point in time and the impact it has on our future. Dr. Ellen Wagner is the Executive Director of WCET (www.wcet.info), a cooperative association of like-minded institutions, corporations, and educational stakeholders advancing excellence and accelerating adoption of innovative technology-enhanced teaching and learning practices and policies in higher education. Ellen's keynote will take a look at the professional practice known as Instructional Design at a time when Instructional Designers are needed more than ever. Dr. Larry Johnson, Chief Executive Officer of the New Media Consortium (NMC) and the Horizon Project's founder and visionary leader, will share his reflections on how we think about technology and how that influences our ability to use and deploy it creatively.

Several innovative approaches are being implemented during this conference. We are encouraging more interactive presentations and panels that foster an increase in participant engagement and discussion. The Walden University sponsored *Breakfast with Champions* is an opportunity for attendees to visit informally with many of the greats in our field. The roundtable "speed dating" is a new approach to increase visibility. Please let the planners know your reactions to these new strategies and events.

This year's highlights include several special events that are open to all conference participants. The Wednesday evening Division and Affiliate Welcome Reception offers you a chance to learn about divisions' and affiliates' conference and yearlong activities and sign up to join members for dinner. Visit with the Design and Development Showcase participants on Thursday afternoon to review their exemplary instructional design work. On Thursday evening, you will not want to miss the International Division annual dinner and auction event, a great opportunity to interact with our many attendees from around the world and perhaps to make a purchase or two! Join us on Friday afternoon for a membership meeting. This is where we present awards and hear speeches from president-elect candidates. Immediately following, be sure to also attend the University Reception, offering a chance to engage with our institutional participants and learn more about their program offerings and current initiatives. In addition to these special events and our outstanding keynote presentations, there are many presidential sessions that explore our convention theme and implications for our profession. Be sure to take advantage of the exciting concurrent sessions during your busy week.

We owe many thanks to all division and affiliate planners, submitters, reviewers, volunteers, and AECT support personnel for making this conference a success. Please take the time to thank them personally for the many hours they have invested to provide you with a high quality conference.

Ana Donaldson
Walden University
Conference Chair

Mary Herring
Univ, of Northern Iowa
Conference Co-Planner

Sharon Smaldino
Northern Illinois Univ.
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.

*aect*

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# Convention At-A-Glance

## Tuesday, November 8

| | |
|---|---|
| 7:00am – 5:00pm | • AECT Convention Registration (3rd Floor Skybridge) |
| 7:00am – 5:00pm | • Technology Help Center (Daytona) |
| 8:00am – 5:00pm | • NSF Symposium (River Terrace 2) |
| 9:00am – 4:00pm | • Professional Development Workshops |
| 1:00pm – 5:00pm | • AECT Board of Directors (City Terrace 12) |
| 6:00pm – 9:00pm | • AECT Leadership Dinner & Leadership Session (River Terrace 3) |

## Wednesday, November 9

| | |
|---|---|
| 7:00am – 8:00am | • AECT Convention Intern Meeting (4th Floor - 4158) |
| 7:00am – 5:00pm | • AECT Convention Registration (3rd Floor Skybridge) |
| 7:00am – 5:00pm | • Technology Help Center (Daytona) |
| 8:00am – 11:30am | • IDT Professors' Forum (Grand Ballroom 8) |
| 8:00am – 12:00pm | • NSF Symposium (River Terrace 2) |
| 8:00am – 12:45pm | • AECT Committee Meetings & Division Board of Directors Meetings |
| 8:00am – 5:00pm | • International and ECT Foundation Hospitality Center (2nd Floor Foyer) Graduate Student Lounge (City Terrace 12) |
| 9:00am – 12:00pm | • Professional Development Workshops |
| 9:30am – 2:00pm | • **Convention Study Tour**: Sally Corp and Ritz Theater (meet in hotel lobby) |
| 12:30pm – 3:30pm | • ECT Foundation Board (Boardroom 4) |
| 1:00 pm – 4:30pm | • Corporate and Educational Partners Displays (3rd Floor Skybridge) |
| 1:00pm – 4:30pm | • SICET Keynote & Sessions (Boardroom 3) |
| 1:00pm – 3:30pm | • D&D PacifiCorp Design Competition (River Terrace 3) |
| 1:00pm – 4:30pm | • **Concurrent Sessions & Presidential Sessions** |
| 3:30pm – 4:30pm | • First Timer's Orientation Session (Conference Center B) |
| 4:45pm – 5:45pm | • **First General Session:** Dr. Ellen Wagner (Grand Ballroom 5) |
| 6:00pm – 8:00pm | • AECT Welcome Reception (2nd Floor Ballroom Foyer) |
| 9:00pm – 11:00pm | • Graduate Student Social Gathering (City Terrace 12) |

## Thursday, November 10

| | |
|---|---|
| 6:00am – 7:00am | • **AECT Fun Run with Jennifer Banas** (meet in hotel lobby) |
| 7:00am – 8:00am | • AECT Convention Intern Meeting (4th Floor - 4158) |
| 7:00am – 5:00pm | • AECT Convention Registration (3rd Floor Skybridge) |
| 7:00am – 5:00pm | • Technology Help Center (Daytona) |
| 7:30 am – 9:00am | • **Breakfast with Champions** event (Grand Ballroom 4) |
| 8:00am – 4:30pm | • Corporate and Educational Partner Displays (3rd Floor Skybridge) |
| 9:00am – 5:00pm | • **Virtual World** Demonstration (3rd Floor Skybridge) |
| 10:30am – 5:30pm | • SICET Sessions & General Sessions (Boardroom 3) |
| 10:30am – 4:30pm | • **Concurrent Sessions & Presidential Sessions** |
| 10:30am – 4:30pm | • **Reflection Paper Sessions** (Conference Center A) |
| 8:00am – 5:00pm | • International and ECT Foundation Hospitality Center (2nd Floor Foyer) Graduate Student Lounge (City Terrace 12) |
| 9:15am – 10:15am | • **Second General Session**: Dr. Larry Johnson (Grand Ballroom 5) |
| 11:45am – 1:00pm | • DD/RT Luncheon, (Grand Ballroom 3) |

*(Thursday, November 10 continued)*

| | |
|---|---|
| 10:30am – 4:30pm | • SecondLife Sessions (St. Johns) |
| 2:00pm – 3:30pm | • D&D Showcase Presentations (2nd Floor –Grand Ballrooms 1-3 Foyer) |
| 2:15pm – 4:30pm | • GSA Faculty-Student Mentoring (City Terrace 12) |
| 3:00pm – 7:00pm | • ISMF Registration Opens (2nd Floor top of escalator) |
| 5:00pm – 6:00pm | • AECT Affiliates Reception (Grand Ballroom 4) |
| 6:00pm – 6:30pm | • International Division Social & Silent Auction (Grand Ballroom 2/3) |
| 6:30pm – 7:30pm | • International Division Dinner (Grand Ballroom 2/3) |
| 6:30pm – 9:30pm | • ISMF Welcome & Opening Event (Roof Top Pool) |
| 7:30pm – 9:30pm | • International Division Live Auction (Grand Ballroom 2/3) |

## Friday, November 11

| | |
|---|---|
| 7:00am – 8:00am | • AECT Convention Intern Meeting (4th Floor - 4158) |
| 7:00am – 5:00pm | • AECT Convention Registration (3rd Floor Skybridge) <br> ISMF Registration (2nd Floor top of escalator) |
| 7:00am – 5:00pm | • Technology Help Center (Daytona) |
| 7:30am – 9:00am | • Teacher Education/School Media & Technology Breakfast (Grand Ballroom 3) |
| 8:00am – 10:30am | • ECT Foundation Board of Trustees (4th Floor - 4108) |
| 8:00am – 4:30pm | • **Concurrent Sessions, Presidential Sessions & Division Membership Meetings** |
| 8:00am – 4:30pm | • ISMF Workshops (Grand Ballrooms 1 and 6-8) |
| 8:00am – 4:30pm | • **Roundtable Sessions** (Conference Center A) |
| 8:00am – 4:30pm | • Corporate and Educational Partner Displays (3rd floor Skybridge) |
| 8:00am – 5:00pm | • International and ECT Foundation Hospitality Center (2nd Floor Foyer) <br> Graduate Student Lounge (City Terrace 12) |
| 8:00 am – 11:30pm | • **Virtual World Sessions** (St. Johns) |
| 11:30am – 1:00pm | • Past President's Council Luncheon (4th Floor - 4108) |
| 11:45am – 1:00pm | • Distance Learning Division Luncheon (Grand Ballroom 3) |
| 11:45am – 1:00pm | • Minorities in Media Luncheon (City Terrace 4) |
| 1:30pm – 3:30pm | • **ISMF Student Producer Showcase** (Grand Ballroom Foyer) |
| 3:30pm – 4:30pm | • **Featured Presidential Panel**: U.S. Department of Education representative <br> (Grand Ballroom 5) |
| 4:30pm – 5:30pm | • **AECT General Member Meeting**: Awards & Meet the Candidates <br> (Grand Ballroom 5) |
| 6:00pm – 7:30pm | • Joint University Reception (Conference Center A) |
| 7:30pm – 9:30pm | • ISMF Awards Ceremony (Grand Ballroom 5) |

## Saturday, November 12

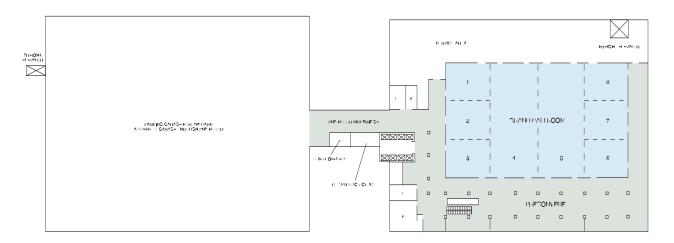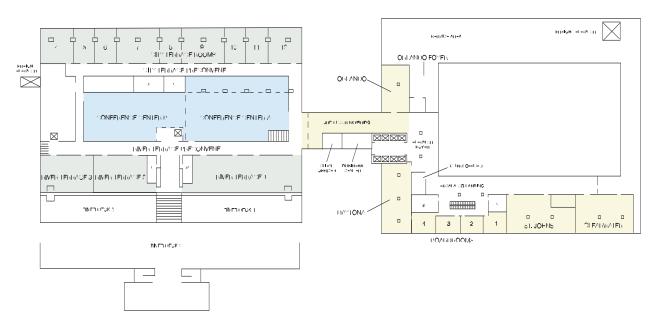| | |
|---|---|
| 7:00am – 8:00am | • AECT Convention Intern Meeting (4th Floor - 4158) |
| 8:00am – 9:00am | • AECT 2012 Convention Planning Meeting (River Terrace 1) |
| 7:00am – 12:00pm | • AECT Convention Registration (3rd Floor Skybridge) <br> ISMF Registration (2nd Floor top of escalator) |
| 7:00am – 12:00pm | • Technology Help Center (Daytona) |
| 8:00am – 2:00pm | • ISMF Workshops (Grand Ballrooms 6-8, Conference Centers A-B) |
| 8:00am – 12:45pm | • **Concurrent Sessions, Presidential Sessions, & Committee Meetings** |
| 9:00am – 12:00pm | • Professional Development Workshops |
| 9:00am – 12:00pm | • AECT Board of Directors (City Terrace 4) |

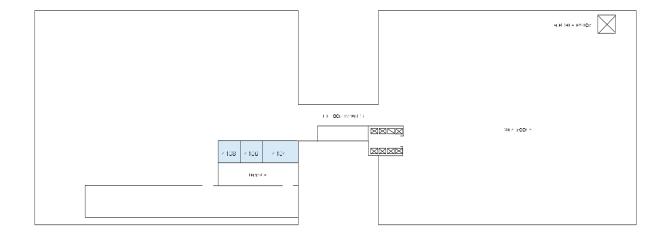# Hyatt Regency Jacksonville Riverfront

MEETING ROOM FLOOR PLANS

## 2ND FLOOR

## 3RD FLOOR

## 4TH FLOOR

# Keynote Speakers

## Ellen Wagner, Executive Director of WCET

### Secret Handshakes of ID

Wednesday, November 9th
Grand Ballroom 4:45 pm - 6:00 pm

Ellen Wagner is Executive Director of WCET (www.wcet.info), a cooperative association of like-minded institutions, corporations, and educational stakeholders advancing excellence and accelerating adoption of innovative technology-enhanced teaching and learning practices and policies in higher education. She is also a Partner and Senior Analyst for Sage Road Solutions, LLC (www.sageroadsolutions.com), where she is responsible for industry intelligence and enablement services. Ellen is the former senior director of worldwide eLearning, Adobe Systems, Inc. and was senior director of worldwide education solutions for Macromedia, Inc. Prior to working in software solutions marketing and product development, Ellen was Chief Learning Officer and Director of Education for Viviance new education, a Swiss-based elearning company with offices in 10 North American and European countries. She was Chief Learning Officer and VP of Consulting Services for Informania, Inc. prior to its acquisition by Viviance. Ellen was formerly a tenured Professor and Chair of the Educational Technology program at the University of Northern Colorado, and held a number of administrative posts, including Director of the Western Institute for Distance Education and Coordinator of Campus Instructional and Research Technologies, Academic Affairs. Her Ph.D. in learning psychology comes from the University of Colorado - Boulder. Her M.S. and B.A. degrees were earned at the University of Wisconsin - Madison.

## Laurence F. Johnson, Ph.D
### Chief Executive Officer of the New Media Consortium

### Reflections: The Horizon Project at 10 years

*A Sociological Retrospective on Technology and What it Means in Our Lives*

Thusday, November 10th
Grand Ballroom 9:15 am - 10:15 am

Laurence F. Johnson, Ph.D. is the Chief Executive Officer of the New Media Consortium, an international not-for-profit consortium dedicated to the exploration and use of new media and new technologies. Its hundreds of member institutions constitute an elite list of the most highly regarded universities, museums, research centers, and companies in the world. Johnson is an acknowledged expert on emerging technology and its impacts on society and education, and the topics of creativity, innovation, and how to think about the future. With more than 25 years of experience in the higher education arena, he has served in roles from professor to dean, CIO and provost, and most recently, president before joining the NMC in 2001

# Presidential Sessions

~~~ **Wednesday** ~~~

## Will You Choose the Power of the Pen, Purse or Purpose? Contemporary Ideas and Strategies for Regulating Our Profession

Wed, Nov 9 - 2:15pm - 3:15pm, Floor Level 3 - City Terrace 8
Presenters: *Eugene Kowch, University of Calgary;  Kay Persichitte, University of Wyoming*
Facilitator:  *Michael Grant, The University of Memphis*

Powerful forces are reshaping AECT and our profession in the 21st century. In the 2010-2011 school year over 275,000 teacher jobs in the United States will disappear while federal governments worldwide accumulate long term debt that has only begun to change all education systems at every level – worldwide. Meanwhile in 2010, AECT made a landmark decision to halt its 20+ year partnership with NCATE, pressing "hold" on its role in accrediting educational technology programs for education organizations. Join us as we discover, explore and discuss major contemporary issues shaping emerging education organizations and governments (as well as other professions) to imagine our way forward as a profession. The future of your future work could depend, in part, on renewing this kind of engaged thinking (Reigeluth, 1991). There's no time to waste. Please join us for an exciting, action-packed hour.

## The Road to Full Professor for Women in Academia

Wed, Nov 9 - 3:30pm - 4:30pm,.  Level 3 - City Terrace 8
Presenters: *Elizabeth Boling, Indiana University; Tiffany A. Koszalka, Syracuse University;  Peg Ertmer, Purdue University;  Barbara Lockee, Virginia Tech*
Facilitators: *MJ Bishop, Lehigh University and Monica Tracey, Wayne State University;*

While women make up nearly half of doctoral degree recipients in the U.S., they comprise only about one quarter of full professors. This 90-minute, interactive discussion will explore issues confronting women seeking promotion from associate to full professor in academic careers. Using the "World Café" format, attendees will engage in conversation around the issues and then work together toward identifying solutions to support women at this juncture in their academic careers.

~~~ **Thursday** ~~~

## Walden-Sponsored Breakfast with Champions

Thur. Nov 10 - 7:30am - 9:00am  Hyatt Regency, Floor Level 2 - Grand 4 (ticketed event)

## Keynote Panel: Discussion of the Future of the Field, Technology, and our Place

Thu, Nov 10 - 10:30am - 11:30am.  Level 2 - Grand 5
Presenters: *Ellen Wagner, Executive Director of WCET;  Larry Johnson, Chief Executive Officer of The New Media Consortium*

Facilitator: *Ana Donaldson, Walden University*
The conference keynote speakers, Drs. Ellen Wagner and Larry Johnson, will share and contrast their thoughts on the future of our field, technology, and AECT's place in those opportunities. The discussion will continue the conversations from the morning's Breakfast With Champions event.

# Presidential Sessions

## A Collegial Conversation with Leading Scholars about Educational Technology, Instructional Design and the Learning Sciences

Thu, Nov 10 - 1:00pm - 2:00pm.  Level 2 - Grand 5
Presenters*;  Marcy P. Driscoll, Florida State University;  David H. Jonassen, University of Missouri; M.David Merrill, Retired Utah State University*
Facilitator: *Jonathan M Spector, University of Georgia*

This Presidential panel is design to promote a highly interactive session. Three distinguished scholars will comprise the panel - Profs. Marcy Driscoll, David Jonassen, and David Merrill. After very brief opening comments by each, the moderator will pose the first provocative question to the panel, each of whom will have about two minutes to respond. Then the floor will be opened for provocative questions from the audience addressed to the panel in general. Again each panelist will be given about two minutes to respond to each question. The moderator will close the session with a final question to the panel.

## ECT Foundation: Who We Are - What We Do - Our Impact on You

Thu, Nov 10 - 2:15pm - 3:15pm.  Level 3 - City Terrace 8
Presenters*: T. Weston Miller, Earlham College;  K. J. Saville, Marshall University;  Hans-Erik Wennberg, Elizabethtown College;  Jim Ellsworth, U.S. Naval War College;  Tom Atkinson, University of Central Florida*
Facilitator: *Sharon Smaldino, Northern Illinois University*

The ECT Foundation is the charitable arm of AECT. In the state of the Foundation session come learn who we are, where our funding comes from and how you might apply for ECT Foundation support scholarships and awards.

## Preparing Students in Instructional Design and Technology to Become Skilled Researchers: Multiple Approaches

Part 1: Thur, Nov 10 – 2:15pm – 3:15pm. Level 2 – Grand 5
Part 2: Thur, Nov 10 – 3:45pm – 4:45pm. Level 2 – Grand 5
Presenters: *Peg Ertmer, Purdue University;  Ted Frick, Indiana University;  Andrew Gibbons, Brigham Young University;  Michael Hannafin, University of Georgia*
Facilitator:  *Robert Reiser, Florida State University*

How shall we prepare doctoral students to become skilled at planning, conducting, and describing, in writing and orally, educational research? During this Presidential Session, faculty members and students from six leading programs will describe the research courses and experiences their programs offer students, with particular emphasis on the culminating pre-dissertation course or experience students undertake. The session goal is to provide attendees with meaningful insights as to how to prepare students to become skilled educational researchers.

# Presidential Sessions

~~~ Thursday ~~~

## NTLS – 2011 Outcomes and Collaborative Directions

Thu, Nov 10 - 2:15pm - 3:15pm, Level 3 - Conference Center B
Presenters: *Ana Donaldson, Walden University; David Gibson, ,University of Vermont; Glen Bull, University of Virginia; Jonathan M Spector; University of Georgia*
Facilitator: *Mary Herring, University of Northern Iowa*

Panelists from the 2011National Technology Leadership Summit (NTLS) will discuss (1) Personal Learning Spaces: Mobile Learning, (2) Games and Simulations, and (3) From STEM to Steam. One of the outcomes from the summit is an opportunity for AECT members to contribute to the proposed handbook series "Digital Learning Experiences In Teacher Education": beginning with the first edition focusing on "Game & Simulations."

~~~ Friday ~~~

## Interconnecting Training Simulation and ISD: Can We Learn From Each Other?

Fri, Nov 11 - 8:00am - 9:00am.  Level 2 - Grand 5
Presenters: *Tristan Johnson, Florida State University; Eric Sikorski, SAIC*

 The goal of this session is to engage in a dialogue about of the roles of "research in practice" and "practice in research" as applied to training simulations. The panel session will consist of a facilitated discussion between instructional researchers (academia) and practitioners (industry / government) who design and implement training simulations. The discussion will focus on the challenges associated with balancing ISD principles and practices with those of simulation design. The panel will present lessons learned and successful moments in merging ISD with training simulation design and development.

## Open Educational Technology Content: Where to Access it and How to Share your Own?

Fri, Nov 11 - 9:15am - 10:15am.  Level 3 - River Terrace 2
Presenters: *Mike Montalto-Rook, Penn State University;  Min Kyu Kim, University of Georgia;  Yi-Chun Hong, The University of Georgia;  Joel Gardner, Utah State University;  Evrim Baran, University of British Columbia*
Facilitator: *Kelly Unger, Wayne State University*

Have you ever felt that you were "redesigning the wheel" in regards to your educational technology course? Or thought, what are leaders in the field using in their own classrooms? In this presentation, the 2010 ECT Interns will lead a discussion around open educational technology content, and will introduce the newly created AECT Open Content website. Included will be a hands-on demonstration of how it can be used to enhance future offerings of your own courses. BYOL [bring your own laptop]

# Presidential Sessions

## You Never Forget Your First Time: Designing, Developing, Implementing, and Evaluating Online Programs

Fri, Nov 11 - 9:15am - 10:15am.  Level 2 - Grand 5

Presenters: *Jason Huett, University of West Georgia;  Kimberly Huett, University of West Georgia;  Craig Mertler, University of West Georgia;  Ross Perkins, Boise State University;  Michael Barbour, Wayne State University Jennifer Smolka, Walden University;  Les Moller, Walden University;  Aaryn Schmuhl, Luella Middle School;  Steve Thompson, Henry Co. Schools;  Matthew Waymack, Gwinnett County Online Campus*

Facilitator: *MaryFriend Shepard, Walden University*

Are you about to start developing new online learning opportunities for your students in a K-12 school or university setting? Bring your questions and concerns to this diverse panel of online learning experts where we will address any pertinent issue from recruiting faculty and starting new programs to evaluating and improving existing programs to the benefits and drawbacks of private/public partnerships. We are here to help you and no topic is off limits.

## Performance Assessment of 21st Century Teaching and Learning: Insights into the Future-NTLS Invited Session

Fri, Nov 11 - 1:00pm - 2:00pm.  Level 2 - Grand 5

Presenters:  *David C Gibson, Arizona State University;  Jonathan M Spector, University of Georgia;  Daniel Tillman, University of Virginia*

Facilitator: *Mary Herring, University of Northern Iowa*

Insights concerning digital performance assessment of project-based learning that documents progress toward meeting standards. Presented by Panelists from 2010 National Technology Leadership Summit (NTLS). Panelists will discuss (1) Performance assessment and project-based learning as crucial elements to the development of 21st century skills in both teachers and learners and (2) Methods for documenting progress toward meeting standards for performance.

## Instructional Design Pathways and Byways: An Interactive Panel Led by the Instructional Technology & Futures Group

Fri, Nov 11 - 2:15pm - 3:15pm.  Level 2 - Grand 5

Presenters: *Russell Osguthorpe, Brigham Young University;  Andrew Gibbons, Brigham Young University;  Elizabeth Boling, Indiana University;  Stephen Yanchar, Brigham Young University;  Richard Schwier, University of Saskatchewan;  Dr. Katy Campbell, University of Alberta*

Facilitator: *Jonathan M Spector, University of Georgia*

The Instructional Design and Technology Futures Group is an informal group of scholars and professionals who have been meeting informally since 2002 and who last met at Brigham Young University December 8-9, 2010. Participants included Russ Osguthorpe, Andy Gibbons, Stephen Yanchar, Elizabeth Boling, Kennon Smith, Richard Schwier, Katy Campbell, and Mike Spector. This interactive panel session presents provocative points of discussion worthy of responses and reactions from AECT members.

## Implications of New AECT Standards for Educational Technology Graduate Programs

Fri, Nov 11 - 2:15pm - 3:15pm.  Level 3 - City Terrace 8
Presenters: *Ellen Hoffman, University of Hawaii-Manoa;  Drew Polly, UNC-Charlotte;  Lee Daniels, E TN State Univ;  Delia Neuman, Drexel University;  Leslie Blatt*
Facilitator:  *Mary Herring, University of Northern Iowa*

This panel presentation by members of the AECT Standards Committee will cover real-world examples of how four university programs have begun to revise curriculum based on the new AECT standards. The goal for this interactive session is to provide an opportunity for participants to share ideas about potential impacts on courses and assessments. In addition to the panelists, AECT leaders and other members of the Committee will be on hand to answer questions.

## The Instructional Guidance Debate: Fully Guided vs. Constructivist-Type Approaches

Fri, Nov 11 - 3:30pm - 4:30pm.  Level 3 - City Terrace 8
Presenters: *Richard Clark, University of Southern California;  Michael Hannafin, University of Georgia*
Facilitator:  *Robert Reiser, Florida State University*

Since the 1990's, interest in constructivist approaches to teaching and learning has continued to grow. Recently, however, a significant debate about the instructional effectiveness of these approaches has arisen, with critics indicating that the amount of instructional guidance provided by such approaches is insufficient, and that such methods are less effective and efficient than instructional approaches that provide learners with a much greater degree of guidance. During this Presidential Session, two leading figures with opposing views will continue this debate.

### ~~~ Saturday ~~~

## Selecting the Right Path: Faculty, Administration, Support, Corporate, K-12...How to Choose?

Sat, Nov 12 - 9:15am - 10:15am.  Level 3 - City Terrace 8
Presenters:  *T. Weston Miller, Earlham College;  Dan Schuch, PacifiCorp;  Leslie Blatt*
Facilitator:  *Karen Kaminski, Colorado State University*

Trying to decide what your future might be? In this session five panelists represent careers in various facets of higher education or business. We will discuss the primary responsibilities position and the path one might travel to gain a similar position, including choices you might make to help you gain an advantage when applying for jobs. Discussion will include the advantages and disadvantages of the position, unique requirements and expectations, and commonalities.

## Walden-Sponsored Breakfast with Champions

Thus event brings the top professionals in the field together to interact with our attendees at a *Walden University*-sponsored breakfast. This will allow members to engage in conversations on research topics and interests with the top scholars and AECT leaders.  Our two keynote speakers have agreed to participate in this event.   Come join us this exciting event.  Tickets are still available for purchase.  The following leaders in our field are waiting to enjoy breakfast with you:

*Keynote Speakers:*

Ellen Wagner
Larry Johnson

*Past Presidents:*

Ward Cates
Mary Herring
Addie Kinsinger
Barbara Lockee
Wes Miller
Kyle Peck
Sharon Smaldino
Mike Spector

*AECT Champions:*

Rob Branch
Richard Clark
Chris Dede
Marcy Driscoll
Jim Ellsworth
Peg Ertmer
Andy Gibbons
Mike Hannafin
Jim Klein
David Jonassen
John Keller
Gary Morrison
Delia Neuman
Charlie Reigeluth
Bob Reiser

**WALDEN UNIVERSITY**
*A higher degree. A higher purpose.*

# Reception Participants

## University Reception Participants

The Joint University Reception will be held Friday *11/11/11*
*Conference Center A,* 6:00pm – 7:30pm.
Great food, fun, and time to network.  Take advantage of this exciting event.



Boise State University
Host: Ross Perkins
rossperkins@ boisestate.edu



Capellla University
Host: Nan Thornton
Nan.Thornton@Capella.edu



Emporia State University
Host: Marcus Childress
mchildre@emporia.edu



Florida State University
Host: Alan Jeong
jeong@coe.fsu.edu



Indiana University
Host: Ted Frick
frick@indiana.edu



Lehigh University
Host: M. J. Bishop
mjba@Lehigh.EDU



Morehead State University
Host: Chris Miller
c.miller@morehead-st.edu



Northern Illinois University
Host: Sharon Smaldino
ssmaldino@niu.edu



Nova Southeastern University
Host: Michael Simonson
simsmich@nova.edu

# Reception Participants

Old Dominion University
Host: Gary Morrison
GMorriso@odu.edu

Pennsylvania State University
Host: Simon Hooper
simonhooper@ psu.edu

St. Joseph's University
http://www.sju.edu

University of Central Florida
Host: Glenda Gunter
Glenda.Gunter@ucf.edu

University of Georgia
Host: Mike Orey
mikeorey@uga.edu

University of Hawaii at Manoa
Host: Ellen Hoffman
ehoffman@ hawaii.edu

University of Memphis
Host: Trey Martindale
treymartindale@gmail.com

University of Northern Iowa
Host: Mary Herring
Mary.herring@uni.edu

Virginia Tech University
Host: Barbara Lockee
lockeebb@VT.edu

Walden University
Host: MaryFriend Shepard
MaryFriend.Shepard@ waldenu.edu

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# General Convention Information

**Convention Registration Information**
Registering for the full AECT Convention entitles you to a printed convention program, an AECT name badge and other premiums, and entry to convention special events.  Note that some events require a ticket, as indicated in the convention program.

**AECT Registration Desk and Hours**
The AECT Registration booth is located on the 3rd level Skybridge of the Hyatt Regency Jacksonville Riverfront. The ISMF Registration booth opens at 3pm on Thursday on the second level at the top of the escalator.

**Hours of Operation:**
| | | | |
|---|---|---|---|
| Monday | November 7 | 12:00 pm – | 7:00 pm |
| Tuesday | November 8 | 7:00 am – | 5:00 pm |
| Wednesday | November 9 | 7:00 am – | 5:00 pm |
| Thursday | November 10 | 7:00 am – | 5:00 pm |
| Friday | November 11 | 7:00 am – | 5:00 pm |
| Saturday | November 12 | 7:00 am – | 12:00 pm |

**Program Updates:**
All events, presentations, workshops, and meetings are subject to change. The daily addendum "Extra Edition" will be available at locations throughout the convention area. Pick up an addendum early each day to ensure you have the latest changes and announcements.

**Convention Evaluation – Daytona Room**
Thousands of volunteer hours 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. Completed evaluation forms may be returned to the session facilitator or dropped off at the Convention Evaluation Desk in the Daytona Room. 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 – Daytona Room**
Check in at the AECT Technology Center (Daytona Room) as soon as you can after your arrival in Jacksonville, or at least one  hour prior to the first session you are to facilitate. The Daytona room is located on the third level of the hotel near the AECT Registration Desk. This will inform us you have arrived! The Technology Center is open each day at 7:00am, Tuesday through Saturday.

**Technology Help Center – Daytona Room**
AECT's Technology Help Center is open Tuesday through Friday, 7:00am – 5:00pm and Saturday 7:00am – 12:00pm. As a service to AECT speakers, graduate students enrolled in U.S. and foreign IT programs volunteer their time and energy to help with presentation equipment set up. If you have special equipment needs, or issues with the standard equipment provided in the presentation rooms, you can come by the Daytona Room for help. Please take a moment to thank the volunteers and show your appreciation for their support. Their efforts help this convention run smoothly.

**International and ECT Foundation Hospitality Center & International Rendezvous – 2nd Level Ballroom Foyer**
The AECT International Hospitality Center is a welcome center open to all international convention attendees. ECT Foundation members will be present to welcome the delegates and are providing coffee for the Hospitality Center. The hospitality center is located in on the 2nd level in the foyer of the Hyatt. The Center is designed to allow international delegates with similar interests and concerns an opportunity to network, relax and meet colleagues with similar professional interests. Members of the AECT International Division will be on hand to assist international delegates whenever possible. Hours are Wednesday through Friday, 8:00am – 5:00pm.

**Graduate Student Center – City Terrace 12**
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 the Graduate Student Association (GSA) breakout presentations. Be sure to check the program for sessions held here that are of special interest to graduate students. The Graduate Student Center is open Wednesday through Friday, 8:00am – 5:00pm.

**Job Placement Center – 3rd Level on Skybridge**
Looking for a job in instructional technology, or looking to recruit a new employee? If so, 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 Thursday and Friday from 9:00am – 4:00pm. In partnership with Job Target, AECT also offers an online job service year-round for both employers and job candidates.

**Lost and Found – Located at AECT Registration – 3rd level Skybridge**
Lost and found items may be turned in to the AECT Registration Desk located at the convention registration area on 3rd level Skybridge. We will make every effort possible to return a lost item to its rightful owner.

**Awards Presentations**
AECT, ECT Foundation, and Divisional Awards will be presented at various appropriate sessions throughout the convention. Awards and the schedule of presentations are listed in the convention program.

**AECT Book Store – 3rd level Skybridge**
Stop by and review and/or buy your copy of AECT's newest publications. Books will be on sale at the AECT Book Store located on the 3rd level Skybridge.

## General Information

**Research Proceedings**

AECT's Convention Research Proceedings, Vol. 1 and Vol. 2, will be available online after the convention, as a downloadable member benefit. Members will be notified by email announcement when the proceedings are available online. Print copies of Vol. 1 may be ordered onsite from the AECT Bookstore in Anaheim. Costs: Proceedings Volume 1: Research and Development – **$80 Print** or free if downloaded.
Proceedings Volume 2: Practice of Educational Technology – Electronic Download Only (No print version available.)

**Purchasing Tickets for Meal and Workshop Events**

When you check in, be sure to look through your registration packet to make sure the meal ticket(s) and workshop tickets you purchased have been included in your registration materials. If the tickets you pre-purchased are not in your registration packet, please correct this problem before leaving the registration desk. If you did not pre-purchase ticket for a meal event you would like to attend, stop by the AECT Registration Desk to purchase one. Tickets will be available on a space-available basis and must be purchased 24-hours in advance of the desired meal event. Meal tickets will not be sold at the door for meal events. Tickets will be collected at the door.

**Business Center – 3rd level**

The FEDEX Office Print and Ship Office in the Hyatt Regency Jacksonville Riverfront Hotel offer printing services and shipping service along with other convention services and office supplies. For complete pricing information, go to their website, FEDEX,com, click on store locations and click on Jacksonville Hyatt Regency Riverfront Hotel. For rates the phone number is 904-356-8010.

**Internet Services**

AECT is pleased to announce complimentary WiFi available in the common areas of the hotel. Free internet is also available in lodging rooms for those participants staying at the convention hotel.

**Concierge Desk**

Located on the hotel's lobby level, the Concierge Desk has a wealth of information waiting for you. The Hyatt concierge staff wants to make your stay pleasant, and can assist you with many services, including restaurant recommendations and reservations, local tours, transportation, florists, tickets to Jacksonville attractions, and the fulfillment of a variety of different requests. Maps and brochures on area attractions are also available. If you have any special requests, please feel free to contact the concierge staff prior to your arrival so that they can service all your needs.

**Airport Shuttle Service**

Jacksonville Airport is 14.77 miles (22 minutes) via I-95 to the Jacksonville Hyatt Regency Riverfront Hotel.

> **Reservations need to be made 48 hours prior to your arrival to receive the discounted rate.** A shuttle reservation form can be found on the AECT convention web site: **www.aect.org or call** 904-249-3729. Rates ($16 per passenger/one way) are based on a one-way transfer from Jacksonville International Airport to Hyatt Riverfront Hotel downtown Jacksonville.

**Hotel Parking**

The Hyatt Regency Riverfront hotel offers on-site parking spaces available to guests of the hotel. The current charge is $10 per day (special conference rate) and $20 Valet. Please note: The Valet Service is a separate entity from the hotel. Therefore, when arriving at the hotel please note the valet parking staff is not permitted to handle luggage. The hotel provides bell staff to assist you with your luggage.

**Accessibility**

The staff at the Hyatt Regency Riverfront Hotel is committed to meeting and exceeding all of the requirements for the Americans with Disabilities Act. The staff is trained to accommodate guests with special needs or disabilities.  The Hyatt Regency Jacksonville Riverfront pledges to do their best to ensure that all guests are able to take advantage of hotel amenities and activities, and will, therefore, you will have an enjoyable and safe stay.

**AECT Educational Partners – Tabletop Exhibits, – 3rd level Skybridge**

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. Participating educational partners with displays include:

**ECT Foundation**
**Contact:** Wes Miller, ECT Foundation President
**E-mail:** wesm@earlham.edu

**Capella University**
**Contact**: Nan Thornton
**Email:** Nan.Thornton@Capella.edu

**Information Age**
**Contact:** George Johnson
**E-mail:** infoage@infoagepub.com

**Morehead State University**
**Contact:** Chris Miller
Foundational and Graduate Studies in Education
**Phone:** 606-783-2855
**Email:** c.miller@morehead-st.edu

**Pearson/Prentice Hall**
Contact: Darcy Betts Prybella
Phone: 614-841-3635
Email: darcy.betts@pearson.com

**Routledge Journals**
**Contact**: Marisa Starr
**Email:** marisa.starr@taylorandfrancis.com

**Springer Publishing**
Contact: Carol Bischiff
**Phone:** 212-620-8085
**E-Mail**: carol.bishoff@spriner.com

**StudyBuddyCampus**
**Contacts**: John Bierman, Eric Bierman
http://www.studybuddycampus.com

**St. Joseph's University**
**Contact**: www.sju.edu

**UNT College of Information External Affairs**
**Contact:** Landon Ellison,
Landon.Ellison@unt.edu
**Phone:** 940-369-5053
**E-mail:** www.ci.unt.edu

**Walden University**
**Contact:** Dr. MaryFriend Shepard, PhD
**Phone:** 229-227-0240
**Email**: maryfriend.shepard@waldenu.edu

## AECT International 2011 Convention Program Planning Committee

Ana Donaldson, AECT President-elect and International Convention Chair, Walden University
Mary Herring, Convention Lead Co-Planner, University of Northern Iowa
Sharon Smaldino, Convention Lead Co-Planner, Northern Illinois University

- **Design and Development Division**
  Deniz Eseryel, University of Oklahoma
- **Distance Learning Division**
  Cindy York, Northern Illinois University
- **Division on Systemic Change**
  Brian Beabout, University of New Orleans
- **International Division**
  Cengiz Hakan Aydin, Anadolu University, Turkey
- **Multimedia Production Division**
  Florence Martin, University of North Carolina, Wilmington
- **Research and Theory Division**
  Ana-Paula Correia, Iowa State University
- **School Media and Technology**
  Judy Donovan,  University at Buffalo, SUNY
- **Teacher Education Division**
  Jennifer Banas, Northeastern Illinois University
- **Training and Performance Division**
  Stefanie Buck, Oregon State University

- **Florida Distance Learning Association**
  Al Mizell, Nova Southeastern University
- **International Council for Educational Media**
  Peter Leong, University of Hawaii-Manoa
- **International Student Media Festival**
  Otto Benevides and Ronna Papesh
- **International Visual Literacy Association**
  Karen Kaminski, Colorado State University
- **Korean Society for Educational Technology**
  Hyun S. Kim, University of Georgia, and YunJeong Eunice Chang, University of Georgia
- **Minorities in Media**
  Brandon C. Taylor, Northern Illinois University /Chicago State University

- **New England School Library Association**
  Charles White, Retired, Connecticut Department of Education
- **Society of International Chinese in Educational Technology**
  Chih-Hsiung Tu, Northern Arizona University and Juhong (Christie) Liu, James Madison University
- **Leadership Planning Committee**
  Karen Kaminski, Colorado State University
- **Featured Research**
  James L. Klein, Arizona State University
- **Virtual Worlds Committee**
  Tom Atkinson, University of Central Florida
- **Graduate Student Assembly**
  Tutaleni I. Asino, Penn State University
  Ayesha Sadaf, Purdue University
- **ECT Foundation**
  Wes Miller, Earlham College

**AECT Staff**
  Phil Harris. AECT Executive Director
  Judy Tackitt, Administrative Assistant
  Larry Vernon, Electronic Services Director
  Lois Freeland, Convention Coordinator
  Dalinda Bond, Conference Scheduler and
    Manager of AECT Technology Center

**Acknowledgements**
- Preston Parker, Utah State University, AECT Intern Coordinator
- Jennifer Smolka and MaryFriend Shepard, Walden University, Coordinators of Breakfast With  Champions
- Mike Jordan, Job Placement Center Coordinator

# AECT Faculty/Student Mentors Program

The AECT Faculty/Student Mentor Program is an opportunity for graduate students to be matched with a faculty mentor at the 2010 convention in Anaheim. This year will be for mentoring in similar RESEARCH interests only, and is designed for faculty to share knowledge, experiences, resources, and expertise to help benefit graduate students.

**Dr. Ward Cates** is Associate Dean and Professor of Education in the College of Education at Lehigh University. A member of AECT since the mid-1970s, Ward is an AECT past president (2006-07) and currently serves as secretary for the ECT Foundation Board. He served as a member of the AECT Board from 2002-08 and was a member of the AECT Executive Committee from 2003-2008. Ward has reviewed for the Research side of ETR&D since 1994 and for the Development side since 1996. Ward is an active scholar and presenter who publishes regularly. He is also an active software designer and has worked on a wide range of software development projects for the Defense Department and the National Science Foundation. Ward is the creator of 35 educational software packages and holds a patent on the Multimedia Thinking Skills Engine, software designed to teach critical thinking to students at all levels.

**Dr, Michael M. Grant** is an Associate Professor in the Instructional Design & Technology program at the University of Memphis. His research considers three complementary areas: the design and development of technology-enhanced learning environments, graphic and instructional designs to support learning, and key learner characteristics. His most recent scholarship has focused on how to design, develop, and implement mobile teaching and learning in K-12 and higher education. Dr. Grant earned his Ph.D. from The University of Georgia in Instructional Technology. He is currently the Co-Editor of the Interdisciplinary Journal of Problem-based Learning, the Chair-Designate for the Research & Theory Division of AECT, and the Chair-Elect for SIG-IT for AERA. Dr. Grant can be contacted via his website and blog at Viral-Notebook.com or through Twitter @ michaemgrant.

**Dr. Barbara B. Lockee** is a Professor of Instructional Design and Technology and Associate Director of Educational Research and Outreach in the School of Education at Virginia Tech. She teaches courses in distance education, professional development, and instructional design. Her research interests focus on instructional design issues related to distance education. She has published more than 80 papers in academic journals, conferences and books, and presented at over 100 national and international conferences. She is currently serving as the President of the Association for Educational Communications and Technology, the international professional association for educational technology researchers and practitioners. She earned her Ph.D. in 1996 from Virginia Tech in Curriculum and Instruction (Instructional Technology), M.A. in 1991 from Appalachian State University in Curriculum and Instruction (Educational Media), and B.A. in 1986 from Appalachian State University in Communication Arts.

**Dr. Rita C. Richey** is Professor Emeritus of Instructional Technology at Wayne State University. She was at Wayne State for thirty-seven years and has extensive experience in program design and development, teaching and in education and training research. She is widely published in the area of instructional design and technology. She has written or edited eleven books, and published over 40 articles and books chapters. She has two Outstanding Book Awards from the Association of Educational Communication and Technology (AECT) Division of Design and Development and two AECT Brown Publication Awards. While at Wayne State University, she coordinated the Instructional Technology program for over 20 years and received five major University awards, including induction into the Academy of Scholars. In recognition of her career's work, in 2000 she received the AECT Distinguished Service Award.

**Dr. David Wiley** is Associate Professor of Instructional Psychology and Technology at Brigham Young University, where he also serves as Associate Director of the Center for the Improvement of Teacher Education and Schooling with responsibility for the research unit. David was recently named an OLNet Expert Fellow at The Open University. David is founder of the Open High School of Utah and Chief Openness Officer of Flat World Knowledge. David has been a Nonresident Fellow at the Center for Internet and Society at Stanford Law School, a Visiting Scholar at the Open University of the Netherlands, a recipient of the US National Science Foundation's CAREER grant, and was recently named one of the 100 Most Creative People in Business. David is also the founder of OpenContent.org. His career is dedicated to increasing access to educational opportunity for everyone around the world.

# Meet the AECT 2011 Convention Interns



**Ayesha Sadaf**
Purdue University
**Strohbehn Intern**



**Xiaojun Chen**
Purdue University
**Jenny Johnson Intern**

## Cochran Interns



**Fatih Ari**
Texas Tech University



**Anne Mendenhall**
Florida State University



**Jennifer Myers**
Florida State University



**Daniel Tillman**
University of Virginia

# Exploring & Enjoying Jacksonville

Find out more about these and other area attractions at the hotel Concierge.

St. Augustine, the nation's oldest city, is also one of the most charming. St. Augustine is convenient to Jacksonville.  If you have the time, add this to your to-do list.

The Cummer Museum of Art & Gardens is located across the river from Downtown Jacksonville and houses over 5,000 works of art.   Beautiful site to enjoy some quiet time and culture.

The Ritz Theatre and Museum celebrates the rich legacy of the African-American community in Jacksonville. Located in the LaVilla neighborhood or the "Harlem of the South."  This will be featured on our study tour,.

Downtown's historic Florida Theatre was built in 1927 and is one of the last remaining examples of America's "Picture Palace" era. An easy walk from the hotel.

Jacksonville Landing is located next to the hotel.  It is the downtown center for dining, entertainment, and shopping.  Plan on exploring this exciting venue during your stay.

The Museum of Contemporary Art (MOCA) Jacksonville encompasses one of the largest collections of modern and contemporary art in the Southeast.  Great café and walking distance from the hotel.

The interactive Museum of Science & History (MOSH) features an extensive exhibit on the colorful past of Northeast Florida, small animal exhibits and aquariums.

Tree Hill Nature Center – Minutes from Downtown, discover Florida's ecosystems at Tree Hill's interactive, natural experience. Explore 50 acres of trails, a Florida natural history museum, butterfly and hummingbird gardens and live animal displays.

Stroll along the St. Johns River while taking in views of the Downtown skyline, boats and favorite attractions. On the Northbank is the Riverside Arts Market, Florida' largest weekly, free arts festival. The market is held Saturdays from 10 a.m. to 4 p.m. under the Fuller Warren Bridge and offers fresh produces, local art vendors, live entertainment and more.

Hyatt Regency Jacksonville Riverfront
225 CoastLine Drive East
Jacksonville, FL 32202

HYATT™

# Local Restaurants

**At the Hyatt**

*Jaxx Sports Bar* – Everyday, 5:00 p.m. - 1:00 a.m.

*Currents* - Serves coffee and muffins in the morning and salads and sandwiches in the afternoon. Starting at 1pm, a full service alcohol menu is available.

*Einstein Bros Bagels* - Located on the back walkway of the hotel. 6 a.m. - 3 p.m. Monday-Friday

*Trellises Restaurant*- Breakfast and lunch buffet along with a la carte items. 6am-Midnight

**Jacksonville Landing – Next to the Hotel**

| | | |
|---|---|---|
| The American Café | American | 904.353.4503 |
| Koja Sushi | Japanese | 904.350.9911 |
| Vito's Italian Café | Italian | 904.355.0064 |
| Benny's Steak & Seafood | American | 904.301.1014 |
| Hooter's | American | 904.356.5400 |
| Cinco de Mayo | Mexican | 904.329.2892 |
| Chicago Pizza | Pizza | 904.354.7747 |
| Village Bread Café | American | 904.683.7244 |

**An array of quick service restaurants on the 2nd floor of the Jacksonville Landing**

| | |
|---|---|
| An-Apple-A-Day | Flamer's Grill |
| Calvin's Cajun Express | Great Wraps |
| Coastal Cookies | Sakkio Japan |
| Dipper Dan's | Sbarro |
| | Starbucks |

**Bay Street District & Adams St. (5-10 minute walk just north of the Hyatt):**

| | | | | |
|---|---|---|---|---|
| Indochine | Southeast Asian | 904.598.5303 | Justin's City Place Café | Caribbean |
| Burrito Gallery | Mexican | 904.598.2922 | | 904.355.2255 |
| Java Junction | Coffee | 904.263.3399 | LeShea's Restaurant | Southern |
| La Cena | Italian | 904.633.9255 | | 904.354.5685 |
| Café Nola | Bistro | 904.366.6911 | Magnificat Cafe | French |
| Appetites Cafe | American | 904.398.0984 | | 904.353.3588. |
| Big Pete's Pizzeria | Pizza | 904.356.2680 | Zodiac Bar & Grill | Mediterranean |
| Cafe 331 | Mediterranean | 904.354.1999 | | 904.354.8283 |
| Casa Dora | Italian | 904.356.8282 | | |

**Water Taxi and 5-10 minute walk:**

**San Marco/Southbank –**
**Chart House**
1501 Riverplace Blvd
Jacksonville, FL 32202

904.398.3353
**Morton's**
1510 Riverplace Blvd.
Jacksonville, FL 32207

904.399.3933

**River City Brewing Company**
835 Museum Cir.
Jacksonville, FL 32207
904.398.2299

**Ruth's Chris**
1201 Riverplace Blvd
Crowne Plaza Jacksonville Riverfront
Jacksonville, FL 32202
904.396.6200

**Wine Cellar**
1314 Prudential Drive
Jacksonville, FL 32207
904.398.8989

**b.b.'s**
1019 Hendricks Ave.
Jacksonville, FL 32207
904.306.0100

**Basil Thai & Sushi**
1004 Hendricks Ave
Jacksonville, FL 32207
904.674.0190

**Sake House**
1478 Riverplace Blvd
Suite 101
Jacksonville, FL 32207
904.306.2188

## Local Night Life

**CLUBTSIDISCOTHEQUE**
333 E. Bay St.
Jacksonville, FL 32202
904.424.3531
TSI provides extensive weekly music lineups of live music and eleven DJs.  http://www.clubtsi.com/

**CURRENTS LOUNGE**
Hyatt Regency - 904.634.4514
An all-around place that serves coffee and muffins in the morning and salads and sandwiches in the afternoon.  Starting at 1pm, a full service alcohol menu is available. Currents Lounge also provides internet access while you sip and nibble.
http://www.jacksonville.hyatt.com

**DOS GATOS**
**Contact Information**
123 Forsyth St. E.
Jacksonville, FL 32202
904.354.0666
**A favorite of the AECT Summer Leadership group. Downtown Jacksonville's only genuine cocktail lounge. Located directly across from the historic Florida Theatre, you'll find the art of the cocktail on full display nightly by a handpicked staff of drink making experts.  http://www.dosgatosjax.com/

**JAXX SPORTS BAR**
Hyatt Regency - 904.588.1234
Visit our casual sports bar, watch your favorite team on one of our big screen TVs, enjoy daily drink specials, and sample your favorite appetizers and sandwiches.


Visit Jacksonville
Where Florida Begins.
VisitJacksonville.com

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Wes Miller (ECT President)
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wesm@earlham.edu

## Annual Achievement Awards

**Monica Tracey** for her work with the Michigan AECT chapter

**James Klein** for his role in advancing the Featured Research Papers at the AECT convention-with a record number of submissions this year

## Distinguished Service Award

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

**Mike Spector** for his outstanding work related to facilitating so many international affiliate relationships

**Wes Miller** for his extensive and continuing contributions to AECT through serving on the Foundation Board, as the Foundation President, ongoing management of the AECT Policies and Procedures governance documents, and for advising the AECT Board on all things governance related

## Presidential Awards

Tutaleni Asino, Tom Atkinson, Leslie Blatt, Elizabeth Boling, Marty Bray, Richard Clark, Mike Hannafin, Abbas Johari, Miriam Larson, Zahira Merchant, Les Moller, Stephanie Moore, Ross Perkins, Sandie Waters

## Dean & Sybil McClusky Research Award

*Honoring the most outstanding doctoral research proposals in educational technology , as selected by a jury of researchers from the Research and Theory Division of the Association for Educational Communications and Technology (AECT).*

**Jared Borup**, Brigham Young University, for his paper *"Effects of K-12 Online Learners' Interactions on Learning"*

## James W. Brown Publications Award – *Honoring outstanding publications* – to be awarded at the conference

## Not awarded in 2011:

- *Qualitative Inquiry Award* – Honoring the best qualitative research in educational communications and technology

- *Young Researcher Award* – Honoring the best paper reporting on a quantitative or qualitative study addressing a question related to educational technology

## Young Scholar Award

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

**Dabae Lee,** *Intragroup Conflicts in Collaborative Project-Based Learning:* Dabae Lee, Charles M. Reigeluth, Yeol Huh

## ECT Mentor Scholarship Award

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

**Ayesha Sadaf,** *Purdue University*

## AECT/ECT Foundation Internships

*Strohbehn Intern Award*
**Ayesha Sadaf,** *Purdue University*

*Jenny K. Johnson International Intern Award*
**Xiaojun Chen**, *Purdue University*

*Cochran Intern Awards*
**Anne Mendenhall,** *Florida State University*
**Jennifer Myers**, *Florida State University*

*Cochran Intern Awards*
**Fatih Ari**, *Texas Tech University*
**Daniel Tillman**, *University of Virginia*

**ETR&D-Research Outstanding Reviewer Award-** Jan Elen (Belgium)

**ETR&D-Development Outstanding Reviewer Award** – Minjeong Kim (South Korea)
**AECT Distinguished Development Award**
*Honoring distinguished development exemplifying the practical application of theory and principles of instruction design and technology*
**Chris Dede,** *Timothy E. Wirth Professor in Learning Technologies, Harvard Graduate School of Education*

## Design and Development Division

**Nova Southeastern Award for Outstanding Practice by a Graduate Student in Instructional Design**
- *This award includes a $250 prize, and is given to a graduate student who has designed exemplary instructional materials. The work must have been completed in the past year, while the individual was enrolled as a graduate student.*

2011 Certificate of Merit Winners:
- **Dabae Lee,** Project Title: WebQuest: Who Are the Digital Natives?  Indiana University - Instructional Systems Technology

- **Hollis Easter,** Project Title: Demystifying New York's Mental Hygiene Law  Walden University - Instructional Design and Technology

**Outstanding Book Award David Jonassen**: *Learning to Solve Problems:* A Handbook for Designing Problem-Solving Learning Environments, Routledge 2010

**Outstanding Practice Award –** *This award is given to those individuals or groups that have designed exemplary instructional materials or systems.*
**Debbie Denise Reese** and **CyGaMEs Team**

**Outstanding Journal Article Award**
**Jonassen, D.H., & Kim, B**. (2010). Arguing to learn and learning to argue:  Design justifications and guidelines. Educational Technology: Research & Development, 58 (4), 439-457.

**Robert M. Gagné Award for Graduate Student Research in Instructional Design**
**Rebecca D. Wilson University,** Arizona State University, Study:  External Validation of an Instructional Design Model for High Fidelity Simulation: Model Application in a Hospital Setting

## Multimedia Production Division
### AECT Immersive Learning
LINEAR:   **Kenneth Hubbell**
Matchstick Rockets - http://bit.ly/matchstick_rockets
INTERACTIVE: **Chris Dede**
 EcoMUVE      - http://ecomuve.gse.harvard.edu/modules.html
**Runner-Up award**:
INTERACTIVE: **Christopher C. Blakesley**
Cool-It ... Cryogenics - http://www.coolitgame.net
**Honorable Mention:**
INTERACTIVE**: Quincy Conley,** Brainbook – http://www.craniumcommons.com\bb

## PacifiCorp Design and Development Award Finalists with Mentors

| Student Team | University | Mentor |
|---|---|---|
| Chapin Brinegar and Jean Snider | University of North Carolina Wilmington | Debra L. OConnor, PhD  of Booz Allen Hamilton |
| Tara Banung, and Zahira Husseinali Merchant | Arizona State and Texas AM University | Thomas Hergert,  Dean of Learning and Technology Resources at Northern Virginia Community College--Manassas Campus |
| Jason Baker and Michael Stewart | Emporia State University | Suhana Chikatla, Ph.D. Wallace State, Hanceville, AL, USA |

## Distance Learning Division
– to be announced at the Distance Learning division luncheon

## International Division

**Outstanding Practice for Students of Educational Technology in an International Setting Award by AECT**

**Larisa A. Olesova,** *Learning Design & Technology Program at Purdue University*
**Irfran Sural**, *Anadolu University, Turkey*

**Robert deKieffer International Fellowship Award** – *Honoring outstanding leadership in the field of educational technology from a foreign country*
**Dr. Clarence T. Chu,** *Senior Researcher and Professor, National Taiwan Normal University*

## Division on Systemic Change

**Outstanding Change Book Award** - Francis M. Duffy – *"Dream! Create! Sustain!"*
**Outstanding Change Journal Article Award –** No award this year
**Distinguished Service to the Systemic Change Division -** Francis M. Duffy
**The Charles M. Reigeluth Emerging Researcher Award –** Bill Watson

## Research and Theory Division
**Outstanding Service Awards**

**Jared Danielson-**for his three year service to the division as President
**David Moore-**for his three year service to the division as President
**Lisa Yamagata-Lynch,** for her three year service to the division as President
**Marcus D. Childress,** for his three year service to the division as the Research and Theory Division Representative to the AECT Board.
**E-Ling Hsiao**, for her three year service to the division as Communications Officer

**Outstanding Journal Article Award**

**Koehler, N., Thompson, A., and Phye, G.** for their 2010 article in Instructional Science entitled *A design study of a multimedia instructional grammar program with embedded tracking*.

## Design and Development

Join the Design and Development Division (D&D) in our exciting programs at this year's conference. 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 innovative approaches to research and practice with over 75 concurrent, roundtable, and reflection sessions. Here are some of the highlights:

**Wednesday**
- Morning: Professors of Instructional Design and Technology are invited to participate in the Instructional Technology Professor's Forum where we will discuss issues related to IDT programs and innovative research [8:00 – 11:30 AM in Grand Ballroom 8;

- Afternoon: Celebrate the 8th Anniversary of the PacifiCorp Design and Development Award Competition as the finalists present their solutions to the judging panel [1:30 – 3:30 PM at 3rd Floor River Terrace 3];

- Evening: Stop by the D&D table at the Welcome Reception to meet and greet the D&D Executive Board and fellow division members [6:00 – 8:00 PM at Grand Foyer];

**Thursday**
- Afternoon: Join us for the D&D/R&T Awards Luncheon at 11:45 AM [2nd Floor Grand 3] with our membership meeting immediately following at 1:00 pm [2nd Floor Grand 2]; then help us congratulate the D&D Outstanding Book, Best Practice, NOVA Student Practice, and Research Award Winners and see them present the work that won them their awards at [4:45pm – 6:00pm 2nd Floor Grand 5];

- Afternoon: Come check out our D&D Showcase to see instructional design in practice. Chat with designers and see the results of their work [2:00 – 4:30 PM at 2nd Floor Grand Foyer-Ballroom 3];

This year, D&D also sponsors 9 panel sessions that are intended to foster an interactive discussion among the panelists and the audience focused on an important issue in the field of Instructional Design & Technology. Below is the list of the D&D panel sessions:

**Wednesday**
- Expertise and the Education of Professional Instructional Designers [2:15 – 3:15 PM at 3rd Floor City Terrace 5];

**Thursday**
- Working as an Instructional Designer: Professional Practice in Higher Education [3:30 – 4:30 PM at 3rd Floor City Terrace 8];

**Friday**
- Addressing Institution Challenges with Hybrid and Blended Instruction: An Analysis of Solutions with Proven Impact [8:00 – 9:00 AM at 3rd Floor City Terrace 8];

- Current & Future Trends in the Field of Instructional Design and Technology [2:15pm at 3rd Floor River Terrace 2];

- Complex Problem Solving: Current State and Future Directions [9:15 – 10:15 AM at 3rd Floor City Terrace 8];

- Engineering in the Classroom [9:15 – 10:15am at 3rd Floor Conference Center A].

- Scaffolding Complex Problem Solving: Current State and Future Directions [10:30 – 11:30 AM at 3rd Floor City Terrace 8];

- Is It Time to Consider a Career Ladder in the Instructional Design and Technology (IDT) Field? [10:30 – 11:30 AM at 2nd Floor Grand 5];

- Comparing Instructional Design Studio Programs [1:00 – 2:00 PM at 3rd Floor River Terrace 2];

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!

Deniz Eseryel
Design and Development Program Planner
Assistant Professor, University of Oklahoma

## Distance Learning Division

Join the Division of Distance Learning (DDL) at this year's conference as we represent members with interests in the full range of distance learning technologies as a means of addressing the educational needs of students, the educational community, and the general public. From the many proposals received for this year's conference, a full-peer review led to the selection of 5 panel sessions, 58 concurrent sessions, 20 roundtables, and 8 reflection paper/poster sessions. Our thanks go out to the many reviewers and to our session facilitators. You make the conference a success. Some of our topics this year are Mobile Learning, Online Interaction, Technology Tools, Online Gaming, Plagiarism, and Online Discussions.

Visit our table at the Welcome Reception on Wednesday, from 6:00 - 8:00 PM and join us for dinner afterwards. We encourage you to attend DDL-sponsored sessions and to be sure to get your ticket to join us at the DDL Luncheon in the Grand 3 room at 11:45 AM on Friday and then to stay for the DDL Membership Meeting from 1:00-2:00 PM, in the same room. Meet the presenters and the many volunteer facilitators for our sessions while at the luncheon. You may even decide you want to become a board member in the future. We are also planning a silent auction at lunch to sponsor a DDL graduate student's future attendance at AECT. All of the DDL award winners will be announced at lunch.

Look forward to seeing you there!

Cindy York
Distance Learning Program Planner
Assistant Professor, Northern Illinois University

## International Division

The International Division (ID) facilitates communication and communities among educational technology professionals and students worldwide. The Division promotes interactions that transcend international boundaries and cultural lines. The goal of the Division is to mentor and foster educational endeavors and coordinates communications with sister associations around the world. The Division confers several awards, including the Robert deKieffer International Fellowship award from the ECT Foundation.

Come meet fellow international colleagues and students at the International and ECT Foundation Hospitality Center, open Wednesday through Friday on the second floor by the escalators the Hyatt Hotel. Please also consider attending the International Division's many interesting reflection papers, round table sessions, and concurrent sessions, as well as the following special events:

- **International Forum** – Saturday, Nov. 12, 9:15am – 10:15am in Conference Center A, which highlights research and development projects from several countries.

- **Socratic Seminar -** Friday, Nov. 11, 2:15 – 4:30pm (Hyatt Regency, Floor Level 3 - City Terrace 5), which is an international forum, composed of leading teachers, researchers, and educational philosophers who provide analyses and critiques on philosophy of education as well as all aspects of educational technology including cultural, social, economical, and political impacts of media design for instruction.

- **International Dinner & Auction** – Thursday, Nov. 10 (Hyatt Regency, Floor Level 3 – Grand 3) with the dinner starting at 6:00pm and the auction starting at 7:30pm. Even if you do not attend the dinner, you are more than welcome to join us for the auction! Dinner tickets are sold at the registration desk through Wednesday evening.

- **International Division Board of Directors Meeting** – 11:45am – 12:45pm – 4th Floor Suite 4158

- **International Division Membership Meeting** – Friday, Nov. 11, 10:30 – 11:30am (Hyatt Regency, Floor Level 3 - City Terrace 7). Please come and meet other members and become a member or take an active role in the division.

- **International Open Hours** – Thursday, Nov. 10, 11:30am-12:00pm & 4:30-5:00pm, Friday, Nov. 11, 11:30am – 12:00pm & 4:30-5:00pm (Hyatt Regency, Floor Level 2).

- **International and ECT Foundation Hospitality Center** – Open all day on Wednesday, Thursday and Friday from 8am to 5 pm.

We look forward to seeing you!

Cengiz Hakan Aydin
International Division Planner

## Multimedia Production Division

The Multimedia Production Division provides a way to network individuals engaged in multimedia production in both national and international settings. The goal of our division is to disseminate information about the latest tools in multimedia production, increase awareness of developmental tools for multimedia production and provide a collaborative environment for multimedia producers to establish a connection with technology and communication specialists that are not currently served. We also seek to engage members in an international dialogue that defines standardization and acceptable best practices of multimedia in the educational and communication process.

- This year's presentations focus on the following topics, including: multimedia design processes; multimedia production competencies; developing for the mobile device, serious games, conceptual nature of gameplay, and emotion in multimedia learning.

- The immersive learning award reception will be held on Thursday, November 10, 5:30pm – 7:00pm at City Terrace 4. Do come join us to check out the multimedia submissions.

- Our membership meeting will be held in the Board Room 3 (Floor Level 3) on Friday, November 11, from 9:15 a.m. – 10:15 a.m. We would like to invite all AECT members, who are interested in multimedia production and design, to this meeting. Please come and join us!

Florence Martin
Multimedia Production Division Program Planner
Assistant Professor in Instructional Technology, University of North Carolina Wilmington

### Research and Theory Division

The Research and Theory division supports the development and advancement of theory; promotes, presents, and disseminates rigorous research and scholarship; advocates the study of social and cultural issues in the field; and supports, fosters, and mentors emerging scholars. To meet our goals we are hosting the National Science Foundation Early Career Symposium as well as offering to our membership 74 discussions panels, concurrent, roundtable, and reflection sessions. These are the program highlights:

*Wednesday, Nov. 9*
- Join us for the Research & Theory Senior Faculty Invited session with Thomas Reeves, *The University of Georgia* (2:15 pm to 3:15 pm; Hyatt Regency, Floor Level 3- City Terrace 9) and the Junior Faculty Invited sessions with George Veletsianos, *University of Texas at Austin* and Ginger Watson, *Old Dominion University* (3:30 pm to 4:30 pm; Hyatt Regency, Floor Level 3- City Terrace 9).
- Stop by the Research & Theory table at the Welcome Reception to meet and greet Executive Board and fellow division members (6:00 pm to 8:00 pm). Interested members will go to dinner following the reception. Come by the table to get information!

*Thursday , Nov. 11*
- Join us for another Research & Theory Senior Faculty Invited session with Andy Gibbons, Brigham Young University (10:30 am to 11:30 am; Hyatt Regency, Floor Level 2- Grand 1).

*(Thursday - Research and Theory Division Continued)*

- Join us for the D&D/R&T Awards Luncheon (11:45am to 1:00pm; Floor Level 2 - Grand 3) and help us congratulate R&T Award Winners.
- Be sure not to miss the Research & Theory membership meeting (1:00 pm to 2:00 pm; Hyatt Regency, Floor Level 2- Grand 1)
- Join us for the McCluskey Award Presentation (2:15 pm to 3:15 pm; Hyatt Regency, Floor Level 2- Grand 1).

A rich selection of panel discussions, concurrent sessions, reflection papers, and round table sessions have been scheduled for you. Join us and celebrate the presenters accomplished works!

Ana-Paula Correia
R&T Program Planner

## School Media & Technology

The School Media & Technology Division promotes communication among school media personnel who share a common concern in the development, implementation, and evaluation of school media programs. We strive to increase learning and improve instruction in the school setting through the utilization of educational media and technology.

At this year's conference, we have approximately 28 concurrent sessions, 8 roundtables, and 15 reflection papers. Our sessions will be discussing Web 2.0, technology integration, and critical skills for the 21$^{st}$ century, to name just a few topics. In addition, please not the following:

- Visit our table at the **Welcome Session** on Wednesday, November 9th 6-8 pm in the Hyatt Regency Grand Foyer. We want to meet you!
- Join us for an exciting panel Session entitled ***Collaboration - how to make it happen.*** This engaging forum will be presented on Thursday, November 10th, 1:00 -2:00 – Hyatt Regency, Floor Level 3 - River Terrace 2. Other exciting panels and presentations include Saturday sessions for practicing teachers and school librarians - topics include The 40 best websites and free downloads for teachers, Mobile Technologies, National Board Certification and Elementary Media Projects. We also offer sessions and panels about new roles of the school librarian, Augmented reality books, e-books, use of simulation in chemistry classes, gaming, use of comic-making software, and strategic planning and school libraries.
- On Friday, November 11th from 8:00am – 9:00am in the Hyatt Regency Grand Ballroom 3, come join us for the **School Media & Technology/Teacher Education Division breakfast**. This event is a powerful opportunity for members of both divisions to converse about various topics that we share in our professional life. Tickets can be purchased online or at the convention on Wednesday.
- Following the breakfast, stay for the **SMT General Membership meeting**. You won't have to leave the room as our meeting is in the same room as the breakfast. Hear about the exciting progress our division has made in 2011 and where we hope to go in 2012 and beyond. The SMT Board has been working hard and this meeting is the time for your input. There will be raffle prizes.

We›re looking forward to meeting you!

Judy Donovan
School Media & Technology Division 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. For this year's conference, emphasis was placed on offering dynamic sessions that engage attendees, encourage participation, and provide opportunities to put ideas into action.  Format for the sessions include concurrent, reflection paper, and roundtable presentations.

Don't miss these great events that will be of particular interest to TED members:

*Tuesday, November 8th*
• AECT Workshops 9:00am – 4:00pm

*Wednesday, November 9th*
• Study Tour: Sally Corp and Ritz Theater 9:30am – 2:00pm
• TED Board of Directors Meeting 8:00 – 9:00am
• TED Sessions 9:00am – 4:30pm
• Visit the TED table at the Welcome Reception 6:00 – 8:00pm
• TED dinner outing 8:15pm (Location TBA – Meet in the hotel lobby by the front door)

*Thursday, November 10th*
• Breakfast with Champions 7:30-9:00am
• TED Sessions 8:00am – 3:15pm
• AECT Affiliates Reception 5:00 – 6:00pm

*Friday, November 11th*
• SMT & TED Breakfast 7:30 – 9:00am (Don't forget to purchase your ticket!)
• TED Sessions 8:00am – 3:15pm
• TED Membership Meeting 9:15 – 10:15am
• University Receptions 5:30 – 7:00pm

*Saturday, November 12th*
• TED Sessions 8:00 – 11:30am
• AECT Workshops 9:00am – 12:00pm

Please join our Facebook page to learn about Division activities throughout the year!
http://www.facebook.com/groups/AECT.TED/

We look forward to seeing you!

Jennifer Banas,
TED program planner

## Training & Performance Division

The Training and Performance Division serves members from government, business and industry, and academic communities. Its members are training, performance, and education professionals interested in applying current theory and research to training and performance improvement initiatives. Topics of interest to Training and Performance members are real world solutions that intersect the use of hard and soft technologies, as well as current learning, instructional, and performance theories.

- Improve organizational and individual performance and learning

- Processes rooted in systems thinking

- Focus on partnering with clients to achieve measurable results

- Use technology to leverage learning and performance improvement

- Practice based on research

The Training and Performance Division has many outstanding presentations at the conference that focus on theory, research, development, and/or human performance improvement in the context of government, military, business, industry, and academia.

For interested members and interested non-members, consider attending the following key division conference events:

**Wednesday, November 9**

- 11:45 am - Training and Performance Board of Directors Meeting. *Only BOD need attend*.

- 6:00 pm – Conference Welcome Division Showcase. *Come meet the Board Members and learn more about the division.*

- 8:00 pm - Division Dinner after the Reception at Casa Dora Italian, 108 East Forsyth Street. For members and interested members.  Stop by the table to get the details!

**Friday, November 11**

- 8:00 am- Training and Performance Membership Meeting. Please join us! Open to all members and interested members. Learn more about the division get involved and do some networking!

Be sure to check out the AECT Training and Performance Division Wiki at http://aect-training.wikispaces.com/ for more information about the division and its activities. We have monthly phone meetings for members and interested non-members scheduled.

Stefanie Buck
Training and Performance Program Planner

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## 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. On behalf of the ICEM-USA National Representative, Dr. Robert Doyle of Harvard University, I would like to invite you, one and all, to join us at 7 sponsored sessions, as well as to the ICEM (USA) membership meeting on Wednesday the 9th at 9:15 a.m. in the Board Room 4, 3rd Floor, and the 23rd annual International Division Dinner on Thursday the 10th at 6 p.m., followed by the International Auction in the Grand Ballroom 2/3, 2nd floor. It will be fun!

Peter Leong, AECT/ICEM Conference Planner

## Korean Society for Educational Technology

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 to contribute to the improvement of teaching and learning with educational technology. All KSET sessions will be held at City Terrace 6 from 10:30 AM to 2 PM on Thursday, November 10th. We look forward to seeing you all at the KSET night at 6:45 PM on Thursday, November 10 in Trellises restaurant located in Hyatt Regency Hotel Lobby..

Hyunsong Kim; YunJeong Eunice Chang, AECT/KSET Conference Planner

## The Society of International Chinese in Education Technology

The Society of International Chinese in Educational Technology (SICET) sponsors two keynote presentations, 2 general sessions, 10 concurrent presentations and 7 roundtable sessions. On November 9 and 10, the SICET keynote speech, concurrent sessions, general session and the board of directors meeting will be held in Hyatt Regency, Floor Level 3 - Board Room 3.

The two keynote speakers are Dr Hsin-Yih Shyu, a faculty member in the Department of Educational Technology at Tamkang University, Taiwan, and Professor Xibin Han, Deputy Dean of Institute of Education in Tsinghua University, Beijing, China. Dr. Shyu will present on "E-learning in Taiwan's Higher Education: Current Practices and Future Prospects" at 1:00-2:00pm, on Wednesday. Professor Han, currently a Visiting Scholar in H-STAR Institute at Stanford University, will present on "Design of a Computer Assisted Motivational Feedback Model Based on Homework System" at 1:00 - 2:00pm, on Thursday, November 10.

The concurrent and roundtable presentations include various topics related to learning, community, design and development, and tech practice. In addition to the 10 concurrent sessions on Wednesday and Thursday, SICET sponsors 9 roundtable presentations at 8:00-9:00am on Friday, November 11 in Hyatt Regency, Level 3 - Conference Center A. The international touch of SICET is reflected in presentations that explore and research on the use of emerging technologies in different cultural backgrounds. Come and join us at these sessions at 1:00pm on Wednesday and Thursday, and at 8:00-9:00am on Friday!

The general session will report the progress achieved last year. The discussion will also focus on the activities planned for next year, and share information on how to get involved in international exchange. Programs such as summer fellowship trips to the universities in China will be discussed in details at the general session. Please join us at the SICET General Sessions at 3:30pm - 4:30pm, on Thursday, November 10.

Juhong Christie Liu & Chih-Hsiung Tu, SICET Program Planners

## Minorities in Media

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. Please join us for the following special MIM convention events on Friday, November 11th:

- MIM-Sponsored Concurrent Sessions, Thursday 1:00pm, 1:30pm and Friday 8:00am, 8:30am in City Terrace 10
- MIM Luncheon, Friday 11:45-12:45pm in City Terrace 4
- McJulien Lecture, Friday 1:00-2:00pm in City Terrace 4
- MIM Business Meeting, Friday 2:15-3:15pm in Suite Room 4158

Brandon C. Taylor
MIM Program Planner

## International Visual Literacy Association

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.

Karen Kaminski, IVLA Program Planner

## New England School Library Association

NESLA 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, NESLA Program Planner

## Additional International Affiliates:

Canadian Network for Innovation in Education (CNIE)
Chinese Association for Educational Technology (CAET)
Indonesian Professional Association of Educational Technology (IPTPI)
Hong Kong Association of Educational Communications and Technology (HKAECT)
Taiwan Association of Educational Communications and Technology (TAECT)

**GSA** graduate
student assembly

The Graduate Student Assembly (GSA) has organized the Graduate Student Lounge to serves as a gathering place for graduate students attending the AECT conference. It is a place where we can interact with each other and attend sessions that are particularly designed to appeal to graduate but to also to have crossover appeal to other attendants. These intimate sessions provide for maximum interactions between attendants and presenters. We encourage you to make a visit to the graduate student lounge part of your daily schedule.

*(NOTE: All Gsessions are in the City Terrace 12 Room, unless otherwise noted)*

## Wednesday, 9th November 2011

• **Graduate Student Lounge –** *all free time that the lounge has no session are designated as lounge time for graduate students to meet and gather.*
Graduate students are welcome to come and engage with each other, relax for a few, and/or pick up more information on the GSA that will be available in printed form. Also, come deposit a business card or piece of paper into our GSA pot for the chance to win $50 (must be a graduate student to win).

• *1:00 – 2:00 PM* **Advice for the Job Hunt** *Presenters: Suhana Chikatla, Jesse Strycker, Cindy York Facilitator: Jesse Strycker*
Getting ready for, or already on the job hunt? Our presenters will share their experiences of going through the job process. This session will provide you with an opportunity to interact with presenters who are at various points in their careers about how to be more successful on the job hunt and what kinds of strategies you might want to consider employing. Come early and come with your questions ready; this continues to be one of our most popular sessions each year.

• *2:15 – 3:15 PM* **Making the Most of your AECT conference experience and beyond!**
*Presenter: Monica Tracey Facilitator: Tutaleni I. Asino*
Dr. Tracey will share her insights on how to make the most out of your conference attendance and how to make most of your AECT membership long after the conference has concluded. If this is your first conference, this session will provide you with important tools and if you are a regular attendee, do join us and share your own tactics for maximizing membership in a professional organisation

• *3:30 – 4:30 PM* **Meet the Editors of our Journals**–*Abbie Brown, Mike Hannafin, & Mike Spector*
Have you ever wondered about the decisions being made behind the scenes and the work that goes into putting together a journal? Want to learn of ways to improve your chances for publication? What are common problems in manuscripts received? This is an opportunity to hear from and talk with the editors of *Educational Technology Research and Development & TechTrends* to learn more about the process of getting published.

• *9:00 – 11:00 PM* **Wednesday Evening Social Gathering**
Following the *Welcome Reception*, join us for an evening excursion with fellow AECT graduate students. We plan to meet in the City Terrace 12 Room at 9:00 PM and leave for a location TBD at 9:05 PM. Please BYO Money and don't forget to bring a photo ID.

## Thursday, 10th November 2011

• **Graduate Student Lounge –** *all free time that the lounge has no session are designated as lounge time for graduate students to meet and gather.*
Graduate students are welcome to come and engage with each other, relax for a few, and/or pick up more information on the GSA that will be available in printed form. Also, come deposit a business card or piece of paper into our GSA pot for the chance to win $50 (must be a graduate student to win).

• *10:30 – 11:30 AM* **A Conversation with the President-Elect** *Presenter: Marcus Childress*
Each new president brings his or her flavor to this dynamic and growing organization. Come join us for an opportunity to meet and sit down with our new AECT President-Elect Marcus Childress. This is a chance to learn of more ways to get involved and to get a preview of what is in stored for next year's conference and for AECT in general.

*(Thursday, 10th November 2011 -Continued)*

**• 2:15 – 4:30 PM AECT/GSA Faculty/Student Mentoring Symposium**
The mentoring symposium is an opportunity for students or young professionals to be matched to professional mentors with similar interests and receive mentoring on their interests and goals. Students were selected to participate by an online application and matched to potential mentors. To participate in future symposiums, please contact the GSA.

If you were a student selected to participate in this year's symposium, please arrive on time with questions related to your research interests, professional goals, and instructional design concerns. There will first be a whole group panel question/answer session open to everyone. Groups will then disperse for small mentor/mentee sessions based on selected applications.

**• 6:00 – 7:30 PM GSA DINNER**
After a day of exciting learning opportunities, why not join fellow AECT graduate students for dinner to unwind and process? We plan to meet in the City Terrace 12 Room at 6:00 PM and leave for a location TBD at 6:05 PM. Please BYO Money and don't forget to bring a photo ID.

## Friday, 11th November 2011

**• 8:00 – 9:00 AM Building up your CV: From PhD student to tenure-track faculty**
*Presenter: Rick West, Fethi Inan, Brian Belland*
One of the difficult questions to answer as a graduate student is *Did I do enough as a PhD student to be qualified for a tenure-track faculty position?* In this session, three recent graduates and current tenure-track professors will sit down and discuss the important things to-do and what not to-do.

**• 9:15 – 11:30 AM What is the future of our field? What should we be talking about that we are not?**
*Dr. MJ Bishop, Lehigh, Dr. Richard Clark, USC, Dr. Simon Hooper, PSU, Dr. Barbara Lockee, Virginia Tech, Charles M Reigeluth, Indiana University*
Many of the technologies that we take for granted today were either in their infancy or nonexistent at the time that AECT was founded in 1923. As we prepare for the unknown, what kinds of questions should we be asking? What should we be studying, or creating that will significantly contribute to our field? Panelists will share their vision for the future and discuss what contributions they think graduate students should consider making. This engaging session will consist of brief remarks by each of the panelists and discussions with the audience.

**• 11:45 AM - 12:45 PM Graduate Student Assembly Membership Meeting (brown bag lunch)**
Bring your lunch and join us for the Graduate Student Assembly Membership Meeting. This is an opportunity to learn more about GSA, to introduce our new GSA President Ayesha Sadaf who will start her term at the end of the conference and to hear about our 2011-12 goals. We will also have time to meet and hear from leadership candidates before the voting process, or for you to declare your interest in a position. The election process will begin mid-November, so if haven't already, you can nominate yourself for a 2010-11 position at this session.


We look forward to seeing you!


Tutaleni I. Asino
Penn State University


Ayesha Sadaf
Purdue University


Graduate Student Assembly Program Planners

# 2011 SICET Sessions & Events

## All Sessions in Hyatt Regency, Floor Level 3 - Board Room 3

## Wednesday, November 9th

*e-learning in Taiwan's Higher Education: CurrenPractices and Future Prospects*
**1:00 pm – 2:00 pm**

> Keynote Presenters: Dr. Hsin-Yih Shyu, Department of Educational Technology at Tamkang University, Taiwan
> Facilitator: Tina Wu, Central Connecticut State University

*Concurrent Presentations*
**2:15 pm – 3:15 pm**

Facilitator: Chih-Hsiung Tu, Northern Arizona University

   a. **Design Local, Learn Global: Celebrating the Community of Social Networking -** *Huei-Lien Chen, elaine.chen@uni.edu; University of Northern Iowa*
   b. **Assessing Impact of Teacher Attributes and Collaboration in Teacher Professional Development on Student Outcomes -** *Johannes Strobel, Purdue University; WEI LIU, Purdue University; Ronald L. Carr, Purdue University; Melissa Dyehouse, Purdue University*

**3:30 pm – 4:30 pm**

Facilitator: Tina Wu, Central Connecticut State University

   a. **From Blog to Blogfolio: Integrating Blogging into Curriculum -** *Shuyan Wang, University of Southern Mississippi*
   b. **Integrating Technology into the Classroom: The WebDilemma Strategy -** *Chun-Min (Arthur) Wang, National Hsinchu U. of Ed., Taiwan*

## Thursday, November 10th

*Concurrent Presentations*
**10:30 am– 11:30 pm**

Facilitator: Guoqiang Cui, Virginia Tech

   a. **A Decision Support System Model for Online Teaching and Learning -** *Kerry Rice, JuiI-Long Hung, Anthony Saba, Boise State University*
   b. **Creating Instructional Content to Accommodate Students' Learning Styles -** *Hong Wang, Fort Hays State University*

**11:45 am - 12:45 pm**

Facilitator: Guoqiang Cui, Virginia Tech

   a. **INSITE: An Exemplary Project of Technology Integration and International Collaboration in Teacher Preparation -** *Xiaojun Chen, Tim Newby, Purdue University*
   b. **Teaching in an EFL Program in Second Life: Student Teachers' Reflections and Implications -** *Charles Xiaoxue Wang, Mary Lefaiver, Florida Gulf Coast University; Christy Hunt, Georgia State University*

*Keynote Presentation II*:  Design of a Computer Assisted Motivational Feedback Model Based on Homework System

**1:00 pm – 2:00 pm**

Keynote Presenter: Dr. Xibin Han, Deputy Dean of Institute of Education, Tsinghua University, Beijing, China; currently a Visiting Scholar in H-STAR Institute at Stanford University

Facilitator: Shuyan Wang, University of Southern Mississippi

*Concurrent Presentations*

**2:15 pm - 3:15 pm**

Facilitator: Hong Wang, Fort Hays State University

a. **Relationship of Multitasking Behaviors and Attention Deficit Trait: Taiwanese College Student Examples -** *Lien Jui Lu, National Chiao Tung University , Taiwan; Chien Chou, Institute of Education/Center for Teacher Education, National Chiao Tung University, Taiwan*

b. **Research on Taiwan Engineering College Students' Learning Styles in Blended Learning Environment -** *Hsin-Tzu (Tommy) Chen, Chinese Culture University, Taiwan*

**3:30 pm - 4:30 pm - SICET General Session**

**4:30 pm - 5:30 pm - SICET Board of Directors Meeting**

## Friday, November 11th

*Roundtable Presentations -* **Hyatt Regency, Level 3 -** *Conference Center A*

**8:00 am - 9:00 am**

- **Effects of Facilitation Strategies on Students' Participation and Online Discussions: Sample Message and Discussion Criteria -** *Ninghua Han, Jongpil Cheon, Texas Tech University*
- **Building Modern Online Social Presence: A Review of Theories and its Implication for Future Trends -** *Guoqiang Cui, Virginia Tech*
- **Effective Use of Interactive Whiteboards in Elementary Schools: A Qualitative Study -** *Ying Wang, Ronald A. Ginn, Teresa L. Gonske, Northwestern College*
- **Interactions in Open Online Learning Communities -** *Wei Li, Hongxia Yang, Virginia Tech*
- **Pedagogical Suggestions for Using Twitter in Higher Education -** *Meng-Fen (Grace) Lin, Ellen Hoffman, Claire Borengasser, University of Hawaii*
- **The Dynamic Mechanism of Educational Technology Diffusion in Basic Education in China -** *Jinbao Zhang, Beijing Normal University*
- **The Teaching Assistant's View of a Course Management System -** *Cheng-hsin (Alan) Ku, Soochow University*

# 2011 KSET Sessions & Events

**Thursday November 10**

*Concurrent Presentations*

**10:30 AM – 11:30 AM –** *City Terrace 6*

a. A Study of e-Learning Design Principles with IMS Learning Design
Presenters: Cheolil Lim, Seoul National University; Sunyoung Kim, Seoul National University; Soyoung Choi, Seoul National University; Shin Hye Han, Seoul National University

b. The Use of Laptops in University Classes: A Qualitative Study
Presenter: Innwoo Park, Korea University; Soo-Jeong Jeong, Korea University; Hyoung Seok Shin, Florida State University; Sungwoong Lee, Florida State University

**1:00 PM – 2:00 PM –** *City Terrace 6*

a. The Analysis of Learner's Interaction with Message on Online Social Network Service
Presenters: Yoon Hee Kim, Yonsei University

b. The Changes of Social Network and the Nature of Social Activity in Teacher Education Class Using Blog and Twitter
Presenters: Jieun Lee, Chosun University

*KSET Night* **(Board of Directors meeting)**

Hyatt Hotel Lobby
6:45 PM – 9:00 PM , Trellises restaurant located in Hyatt Regency Hotel Lobby

# 2011 ISMF Sessions & Events

We have a whole host of ISMF activities and workshops planned for K-12 students, educators, and parents November 10-12.  Please pick up an ISMF program at the check-in desk to view the full schedule of events. We encourage you to attend those listed here.

## Friday, November 11<sup>th</sup>

*Student Producer Showcase -* **Hyatt Regency, Level 2 – Grand Ballroom Foyer**

> **1:30 pm – 3:30 pm**
>
> AECT members are invited to attend the ISMF Student Producer Showcase. Visit booths presented by K-12 student producers. Meet the students and see their projects. Hear tales of production trials and triumphs. Discover the creative learning processes these student producers experienced. Come and see why AECT enthusiastically supports ISMF!

*ISMF Awards Ceremony -* **Hyatt Regency, Level 2 – Grand Ballroom 5**

> **7:30 pm – 9:30 pm**



Jacksonville, Florida
**International Student Media Festival**
**November 10-12, 2011**

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## ~~~ TUESDAY ~~~

### 01-W1: 5 Star Course Design: Hands on Design for Educational Transformation

Learn to (re)design a course using Merrill's First Principles of Instruction. We teach participants the 5 Star process, then they will (re)design their own course. 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.

> **Tuesday 11/08/11** - 9:00 AM - 4:00 PM in City Terrace 10
> **Presented by:** Joanne Bentley, *Utah State University*, Max Cropper, *Utah State University*, Joel Gardner, *Utah State University*
> **Fee for convention registrants:** $15.00

### 01-W2: Design Layers and Functional Design: A Hands-on Experience

This workshop will offer hands-on experience in applying the theory of design layers and functional design to specific instructional design problems. The theory of instructional design layers provides a new view of design architecture that leads to a more direct and common-sense application of instructional theory. The theory of design layers leads to the idea of functional design, an approach currently used in other design fields but not in instructional design. Hands-on experience will demonstrate to participants the value of these ideas in solving everyday instructional design problems.

> **Tuesday 11/08/11** - 9:00 AM - 4:00 PM in City Terrace 11
> **Presented by:** Andy Gibbons, *Brigham Young University*, David Wiley, *Brigham Young University*
> **Fee for convention registrants:** $15.00

### 01-W6: User Friendly Approach to an Educational Gaming and Simulation Course

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. Attendees should have a working understanding of basic computer application skills, graphics and/or animation skills, and an understanding of file systems. Prior programming experience will be helpful, but is not a requirement.

> **Tuesday 11/08/11** - 9:00 AM - 4:00 PM in City Terrace 9
> **Presented by:** Albert Ritzhaupt, *University of Florida*, Christopher A Frey, *University of Florida*, Margeaux C Johnson, *University of Florida*
> **Fee for convention registrants:** $15.00

### 05-W1: Apple Mobile Devices for Teacher Educators

The portability and durability of mobile devices make the ubiquitous learning possible. Apple mobile devices are considered as most successful tablets to support teaching and learning, and provide teacher educators great potential to engage learners and facilitate their teaching and research. This workshop will take hands-on approach to introduce apps that can facilitate teacher educators' teaching and research. A collection of iTunes apps will be shared with the attendees. Attendees need to bring their own Apple mobile devices.

> **Tuesday 11/08/11** - 1:00 PM - 4:00 PM in City Terrace 7
> **Presented by:** Shiangkwei Wang, *New York Institute of Technology*, Hui-Yin Hsu, *New York Institute of Technology*
> **Fee for convention registrants:** $15.00

**05-W2: Building Sandcastles in the Cloud: Using Free Webhosting Services in the Online Classroom**

Teaching Instructional Technology production courses online has many challenges including providing students with "space" in which they can create instructional projects. This workshop will demonstrate how to obtain free Web/MySQL database space and use this space to create a database-driven website that can host a variety of instructional projects including those which utilize resources such as dynamic webpages and WordPress. Participants should be comfortable using Dreamweaver to create static pages.

> **Tuesday 11/08/11** - 1:00 PM - 4:00 PM in City Terrace 8
> **Presented by:** Lessell (Marty) Bray, *University of West Georgia*
> **Fee for convention registrants:** $15.00

## ~~~ WEDNESDAY ~~~

**Sally Corporation and the Ritz Museum Tour - Fee:** $20.00*

9:15 AM - 1:15 AM  and 10:15 AM – 2:15 PM - **Wednesday November 9th, 2011**
 *includes bus transportation and entrance ticket to the Ritz Museum with a tour guide that will give you entertaining and interesting facts about Jacksonville

We hope you will take this rare opportunity to tour the facilities of the **Sally Corporation and The Ritz Museum** while in Jacksonville. http://www.sallycorp.com/The tour guide will take you through each of our production departments, i.e., art and costuming mechanical, pneumatics and programming, and explain the department's role in the robot building process. There will be opportunities for the group to ask questions along the way. The Sally Corp tour will begin and end in their theater Plan to join us for this exciting event. We will then travel to Ritz Museum to see the history of the Johnson  brothers brought to life by the Sally Corp.

**11-W1: Apple Mobile Devices in K-12 Educational Applications**

The prevalence of smartphones and mobile devices extend learning beyond physical boundaries, and make the "anytime, anywhere" learning possible. In this workshop, the presenters will demonstrate the educational application of Apple's mobile devices, introduce a variety of applications for K-12 teachers to facilitate their teaching and student learning, and summarize their strengths and limits. A collection of iTunes apps will be shared with the attendees. Attendees should bring their own Apple devices (iPad/iPhone/iPod Touch).

> **Wednesday 11/09/11** - 9:00 AM - 12:00 PM in City Terrace 11
> **Presented by:** Hui-Yin Hsu, *New York Institute of Technology*, Shiangkwei Wang, *New York Institute of Technology*
> **Fee for convention registrants:** $15.00

**11-W5: Designing with CSS (Cascading Style Sheets)**

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). Participants should bring their own laptops.

> **Wednesday 11/09/11** - 9:00 AM - 12:00 PM in City Terrace 10
> **Presented by:** Peter Rich, *Brigham Young University*
> **Fee for convention registrants:** $15.00

**11-W7: Instructional Designer Jobs for M.A. and Ph.D. Graduates: ABC's from Personal Experiences**

The workshop is intended for Master and Doctorial American and International students looking for an instructional design jobs right out of college. The

*(Wednesday Continued)*

workshop will discuss two sample job postings: staff and faculty positions. The objective of this workshop is to equip participants who are members of AECT with tools, techniques, and strategies in acquiring a job in the field of instructional design. The attendees can bring a preferred job posting for in-depth feedback.

> **Wednesday 11/09/11** - 9:00 AM - 12:00 PM in the Orlando Room
> **Presented by:** Suhana Chikatla, *Wallace State*
> **Fee for convention registrants:** $15.00

**11-W8: SMILE (i.e., Stanford Mobile Interactive Learning Environment) Workshop for Mobile Learning and Assessment**

SMILE workshop (i.e., Stanford Mobile Interactive Learning Environment - open source mobile application and mobile interaction management system) engages participants to experience how the latest open source mobile learning environment helps teachers to engage students in generating mobile media-based inquiries and using the student-generated inquiries as tools to promote self-reflection among students and formative assessment for teachers. An Android-based mobile learning device will be provided for each participant for the hands-on workshop.

> **Wednesday 11/09/11** - 9:00 AM - 12:00 PM in the Board Room 3
> **Presented by:** Paul Hong Suk Kim, *Stanford University*
> **Fee for convention registrants:** $15.00

**11-W9: Strategies for Mobile Teaching and Learning**
Much digital press and hype is dedicated to mlearning initiatives with a single platform or device. However, one of the significant promises of mobile learning is the ability for faculty members and students to use their own mobile computing devices. In this hands-on session, we'll take a look at strategies for teaching and learning that are appropriate for a variety of mobile devices and platforms, including QR codes, SMS, phonecasting, polling, and a mobile LCMS. BYOM: Bring your own mobile!

> **Wednesday 11/09/11** - 9:00 AM - 12:00 PM in

City Terrace 6
**Presented by:** Michael Grant, *The University of Memphis*, Smita Jain, *The University of Memphis*, Joanne Gikas, *The University of Memphis*
**Fee for convention registrants:** $15.00

**11-X3: Using NVivo 9.0 for Qualitative Data Analysis**
This workshop provides participants with an overview of NVivo 9.0 (by QSR Inc.) and trains them on its use for qualitative data analysis. Participants are strongly encouraged to have the software (full or trial version) pre-loaded on their own laptop computers, as part of the session will encourage hands-on use.

> **Wednesday 11/09/11** - 9:00 AM - 12:00 PM in City Terrace 7
> **Presented by:** Ross Perkins, *Boise State University*
> **Fee for convention registrants:** $15.00

**11-X4: VMWare, Ubuntu, and Moodle: Creating a Virtual LMS from the Comfort of Your Own Laptop**
Moodle, Ubuntu, and XAMPP are free, open source systems that can be used together to create a complete learning management system (LMS) with relative ease. This workshop, designed for users with basic computer skills, will demonstrate how to create a virtual server on their own laptop. The workshop will also show the participants how to install the software necessary to turn their virtual computer into a streaming media server. Participants will be encouraged to bring their own laptops.

> **Wednesday 11/09/11** - 9:00 AM - 12:00 PM in City Terrace 9
> **Presented by:** Lessell (Marty) Bray, *University of West Georgia*
> **Fee for convention registrants:** $15.00

## ~~~ SATURDAY ~~~

**41-W3: Creativity in the Design Process**
Creativity is a mental ability that can be enhanced and which is valuable to educators, designers, and institutions. This session is based on the lessons learned from teaching and researching in the field of creativity. Workshop participants will be tested on their own creative ability, complete a series of exercises to increase their own creativity, and will learn and practice activities designed to encourage creativity and problem solving

> **Saturday 11/12/11** - 9:00 AM - 12:00 PM in Board Room 4
> **Presented by:** Brad Hokanson, *University of Minnesota*
> **Fee for convention registrants:** $15.00

**41-W4: Getting Started with Moodle 2.0**
This three-hour workshop introduces you to Moodle 2.0, the newest version of the popular open source learning management system. During our time together, you will be able to see for yourself the new features and customizations available to you. For those new to Moodle we will cover the basics of installation, customization, course creation and management. Participants will need to bring their own laptop in order to complete the hands-on exercises.

> **Saturday 11/12/11** - 9:00 AM - 12:00 PM in Board Room 2
> **Presented by:** David Dannenberg, *Virginia Tech*
> **Fee for convention registrants:** $15.00

**41-W5: Web Accessibility Makes Good Sense: Section 508 Compliance Solutions for eLearning Courses and Websites**
This workshop provides best-practice solutions to educators on developing and maintaining web accessibility, which means making websites usable by all individuals including those with disabilities. Section 508 compliance requires that electronic and information technology in use by federal agencies is web accessible. The general focus is on the creation and enhancement of eLearning courses and institutional websites. A second micro emphasis involves accessible documents solutions, including strategies for developing web instructional support documents and applications. Participants are requested to bring their own laptops.

> **Saturday 11/12/11** - 9:00 AM - 12:00 PM in Board Room 3
> **Presented by:** Gifflene Charles-, University of Oklahoma Toussaint, *University of Oklahoma*
> **Fee for convention registrants:** $15.00

**AECT EXECUTIVE MEETINGS**

- **AECT Board of Directors Meetings**
  Tuesday, 1:00 PM – 5:00 PM, *City Terrace 12*
  Saturday, 9:00 AM - 12:00 PM, *City Terrace 4*
- **ECT Foundation Board of Trustees Meetings**
  Wednesday, 12:30 PM-3:30 PM, *Board Room 4*
  Friday, 8:00 AM - 10:30 AM*, Suite 4158*

**AECT EDITORIAL BOARDS**

- **ETR&D Editorial Boards for Development and Research Joint Meeting**
  Friday, 1:00 PM - 2:00 PM, *Grand Ballroom 4*
- **Tech Trends Editorial Board**
  Thursday, 3:30 PM – 4:30 PM, *Suite 4158*
- **Quarterly Review of Distance Learning**
  Thursday, 5:00 PM – 6:00 PM, *4th Floor 4108*

**AECT GENERAL MEMBER MEETING**

Friday, 4:45 PM – 6:00 PM, *Grand Ballroom 5*

**DIVISION & AFFILIATE GOVERNANCE MEETINGS**

- **Design & Development Division Board of Directors**
  Wednesday, 11:45 AM - 12:45 PM, *Grand Ballroom 6*
- **Design & Development Division Membership Meeting**
  Thursday, 1:00 PM – 2:00 PM, *Grand Ballroom 2*
- **Distance Learning Division Board of Directors**
  Wednesday, 10:30 AM - 11:30 AM, *Board Room 4*
- **Distance Learning Division Membership Meeting**
  Friday, 1:00 PM – 2:00 PM, *Grand Ballroom 3*
- **NEW Distance Learning Division Board of Directors**
  Friday, 2:15 PM - 3:15 PM, *Grand Ballroom 3*
- **Division on Systemic Change Board of Directors**
  Wednesday, 9:15am – 10:15am*, Conference Center B*

- **Division on Systemic Change Membership Meeting**
  Friday, 8:00 AM - 9:00 AM, *City Terrace 6*
- **GSA Membership Meeting**
  Friday, 11:45 AM - 12:45AM, *City Terrace 12*
- **ICEM Membership Meeting**
  Wed., 9:15 AM - 10:15 AM, *Board Room 4*
- **International Division Board of Directors**
  Wednesday, 11:45 AM - 12:45AM*, Suite 4158*
- **International Division Membership Meeting**
  Friday, 10:30 AM – 11:30 AM, *City Terrace 7*
- **KSET Board of Directors**
  Thursday, 6:45 PM -8:45 PM, *Hotel Lobby*
- **MIM Business Meeting**
  Friday, 2:15 PM - 3:15 PM, *Suite 4158*
- **MultiMedia Division Board of Directors**
  Wednesday, 10:30 AM - 11:30 AM, *Conference Center B*
- **MultiMedia Division Membership Meeting**
  Friday, 9:15 AM – 10:15 AM, *Board Room 3*
- **Research & Theory Division Board of Directors**
  Wednesday, 11:45 AM - 12:45 PM, *Grand Ballroom 7*
- **Research & Theory Division Membership Meeting**
  Thursday, 1:00 PM – 2:00 PM, *Grand Ballroom 1*
- **School Media & Technology Division Board of Directors**
  Wednesday, 8:00  – 9:00 AM, *Conference Center B*
- **School Media & Technology Division Membership Meeting**
  Friday, 9:15 AM – 10:15 AM, *Grand Ballroom 3*
- **SICET Board of Directors**
  Thursday, 4:30pm – 5:30pm, *Board Room 3*
- **Teacher Education Division Board of Directors**
  Wednesday, 8:00 AM - 9:00 AM, *Board Room 4*
- **Teacher Education Division Membership Meeting**
  Friday, 9:15 AM – 10:15 AM*, Boardroom 4*

- **Training & Performance Division Board of Directors**
  Wed., 11:45 AM - 12:45 PM. *Conference Center B*
- **Training & Performance Division Membership Meeting**
  Friday, 8:00 AM – 9:00 AM, *Board Room 2*

## COMMITTEE MEETINGS

- **2011 Convention Evaluation Committee**
  Thursday, 10:30am – 11:30am, *Suite 4108*
- **2012 National Convention Planning Committee**
  Saturday, 8:00 AM - 9:00 AM, *River Terrace 1*
- **Accreditation Committee**
  Thursday, 1:00 PM – 2:00 PM, *Suite 4158*
- **2012 AECT Research Symposium Committee**
  Wednesday, 2:15pm – 3:15pm, *Suite 4158*
- **AECT Membership Committee**
  Wednesday, 9:15 AM - 10:15 AM, *Suite 4158*
- **Awards Committee**
  Thursday, 11:45 AM - 12:45 PM., *Suite 4108*
- **Curriculum Committee**
  Wednesday, 3:30 PM – 4:30 PM, *Suite 4158*
- **Definition and Terminology Committee**
  Thursday, 10:30 AM – 11:30 AM, *Suite 4158 and* Friday, 10:30 AM – 11:30 AM, *Suite 4158*
- **D&D PacificCorp Planning Committeee**
  Friday 9:15am – 10:15am, *Suite 4158*
- **Future Minds Committee**
  Wednesday, 3:30 PM - 4:30 PM, *Suite 4158*
- **History & Archives Committee**
  Thursday, :15 PM - 3:15 PM*, Suite 4108*

- **Intellectual Property Committee**
  Friday, 8:00 AM – 9:00 AM, *Suite 4158*
- **Leadership Development Committee Meeting**
  Wed., 8:00 AM – 9:00 PM, *Suite 4158*
- **Nominating Committee Meeting for 2012 Elections**
  Sat., 7:00 AM – 8:00 AM, *River Terrace 1*
- **Organization & By-Laws Committee**
  Wednesday, 10:30 AM – 11:30 AM, *Suite 4158*
- **PIDT 2011 Planning Meeting**
  Friday, 3:30pm – 4:30pm, *Suite 4158*
- **Professional Ethics Committee**
  Wednesday, 8:00 AM – 9:00 AM, *Grand Ballroom 6*
- **Publications Committee Meeting**
  Thursday,  1:00 PM – 2:00 PM, *Suite 4108*
- **Standards Committee**
  Saturday, 10:30 AM – 11:30 AM, *City Terrace 10*

**1080.R2. NSF Early Career Symposium - Tuesday**
*8:00 am to 5:00 pm*
*Hyatt Regency - Level 3: River Terrace 2*
Facilitator:
**David Moore** , *Ohio University*

**1090.C0. 5 Star Course Design: Hands on Design for Educational Transformation**
*9:00 am to 4:00 pm*
*Hyatt Regency - Level 3: City Terrace 10*

a. **5 Star Course Design: Hands on Design for Educational Transformation** *Joanne Bentley Utah State University*; **Max Cropper** *Utah State University*; **Joel Gardner** *Utah State University*
Learn to (re)design a course using Merrill's First Principles of Instruction. We teach participants the 5 Star process, then they will (re)design their own course. 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.

**1090.C1. Design Layers and Functional Design: A Hands-on Experience**
*9:00 am to 4:00 pm*
*Hyatt Regency - Level 3: City Terrace 11*

a. **Design Layers and Functional Design: A Hands-on Experience** *Andrew Gibbons Brigham Young University*; **David Wiley** *Brigham Young University*
This workshop will offer hands-on experience in applying the theory of design layers and functional design to specific instructional design problems. The theory of instructional design layers provides a new view of design architecture that leads to a more direct and common-sense application of instructional theory. The theory of design layers leads to the idea of functional design, an approach currently used in other design fields but not in instructional design. Hands-on experience will demonstrate to participants the value of these ideas in solving everyday instructional design problems.

**1090.C9. User Friendly Approach to an Educational Gaming and Simulation Course**
*9:00 am to 4:00 pm*
*Hyatt Regency - Level 3: City Terrace 9*

a. **User Friendly Approach to an Educational Gaming and Simulation Course** *Albert Ritzhaupt University of Florida*; **Christopher A Frey** *University of Florida*; **Nathaniel Poling** *University of Florida*; **Margeaux C Johnson** *University of 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. Attendees should have a working understanding of basic computer application skills, graphics and/or animation skills, and an understanding of file systems. Prior programming experience will be helpful, but is not a requirement.

**1130.C2. AECT Tuesday Board of Directors Meeting**
*1:00 pm to 5:00 pm*
*Hyatt Regency - Level 3: City Terrace 12*
Chair:
**Barbara Lockee** , *Virginia Tech*

**1130.C7. Apple Mobile Devices for Teacher Educators**
*1:00 pm to 4:00 pm*
*Hyatt Regency - Level 3: City Terrace 7*

a. **Apple Mobile Devices for Teacher Educators** *Shiangkwei Wang New York Institute of Technology*; **Hui-Yin Hsu** *New York Institute of Technology*
The portability and durability of mobile devices make the ubiquitous learning possible. Apple mobile devices are considered as most successful tablets to support teaching and learning, and provide teacher educators great potential to engage learners and facilitate their teaching and research. This workshop will take hands-on approach to introduce apps that can facilitate teacher educators' teaching and research. A collection of iTunes apps will be shared with the attendees. Attendees need to bring their own Apple mobile devices.

**1130.C8. Building Sandcastles in the Cloud: Using Free Webhosting Services in the Online Classroom**
*1:00 pm to 4:00 pm*
*Hyatt Regency - Level 3: City Terrace 8*

    a.  **Building Sandcastles in the Cloud: Using Free Webhosting Services in the Online Classroom** *Lessell (Marty) Bray* *University of West Georgia*
Teaching Instructional Technology production courses online has many challenges including providing students with "space" in which they can create instructional projects.  This workshop will demonstrate how to obtain free Web/MySQL database space and use this space to create a database-driven website that can host a variety of instructional projects including those which utilize resources such as dynamic webpages and WordPress.  Participants should be comfortable using Dreamweaver to create static pages.

**1180.R3. AECT Leadership Dinner**
*6:00 pm to 9:00 pm*
*Hyatt Regency - Level 3: River Terrace 3*



## AECT Second Life
### Virtual World Concepts, Research, & Teaching

**Second Life Demonstration** *(3rd Floor Skybridge)*
*Thursday, November 10   9:00 am - 5:00 pm*

**Virtual World Sessions** *(3rd Floor St John's)*
*Thursday, November 10  10:30 am - 4:30 pm*
*Friday, November 11   8:00 am - 11:30 pm*

**Community of Academic Virtual Educators (CAVE Island)**
http://maps.secondlife.com/secondlife/CAVE/236/233/24
http://maps.secondlife.com/secondlife/EdTech/241/21/24

Design. Learn. Community.

2011 AECT International Convention
November 8-12 ● Jacksonville, Florida

**2070.S3. AECT Intern Breakfast Meeting - Wednesday**
  *7:00 am to 8:00 am*
 *Hyatt Regency - Level 4: Suite Room 4158*
      Chairs:
        **Preston Parker** , *Utah State University*

**2080.C2. GSA - Wednesday**
  *8:00 am to 12:45 pm*
 *Hyatt Regency - Level 3: City Terrace 12*

**2080.G8. IDT Professor's Forum: Design & Research -
  Everyone is Jumping on the Bandwagon, But Do We
  Know Where We Are Going?**
  *8:00 am to 11:30 am*
 *Hyatt Regency - Level 2: Grand 8*
      Presenters:
        **Brian Beatty** , *San Francisco State University*
        **Elizabeth Boling** , *Indiana University*
        **Andrew Gibbons** , *Brigham Young University*
        **Thomas C. Reeves** , *The University of Georgia*
        **Monica Tracey** , *Wayne State University*

**2080.GF. International Hospitality Center - Wednesday**
  *8:00 am to 5:00 pm*
 *Hyatt Regency - Grand Foyer*

**2080.S3. Leadership Development Committee**
  *8:00 am to 9:00 am*
 *Hyatt Regency - Level 4: Suite Room 4158*
      Chair:
        **Karen Kaminski** , *Colorado State University*

**2080.R2. NSF Early Career Symposium - Wednesday**
  *8:00 am to 12:00 pm*
 *Hyatt Regency - Level 3: River Terrace 2*
      Facilitator:
        **David Moore** , *Ohio University*

**2080.G6. Professional Ethics Committee Meeting**
  *8:00 am to 9:00 am*
 *Hyatt Regency - Level 2: Grand 6*
      Chair:
        **Vicki Napper** , *Weber State University*

**2080.CB. School Media & Technology Board of Directors
  Meeting**
  *8:00 am to 9:00 am*
 *Hyatt Regency - Level 3: Conference Center B*

**2080.B4. Teacher Education Board of Directors Meeting**
  *8:00 am to 9:00 am*
 *Hyatt Regency - Level 3: Board Room 4*

**2090.C1. Apple Mobile Devices in K-12 Educational
  Applications**
  *9:00 am to 12:00 pm*
 *Hyatt Regency - Level 3: City Terrace 11*
      Presenter
      **a.  Apple Mobile Devices in K-12 Educational**

**Applications** *Hui-Yin Hsu New York Institute
of Technology*; **Shiangkwei Wang** *New York
Institute of Technology*
The prevalence of smartphones and mobile
devices extend learning beyond physical
boundaries, and make the "anytime,
anywhere" learning possible. In this
workshop, the presenters will demonstrate
the educational application of Apple's mobile
devices, introduce a variety of applications
for K-12 teachers to facilitate their teaching
and student learning, and summarize their
strengths and limits. A collection of iTunes
apps will be shared with the attendees.
Attendees should bring their own Apple
devices (iPad/iPhone/iPod Touch).

**2090.C0. Designing with CSS (Cascading Style
  Sheets)**
  *9:00 am to 12:00 pm*
 *Hyatt Regency - Level 3: City Terrace 10*
      Presenter

      **a.  Designing with CSS (Cascading Style Sheets)**
      *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).
      Participants should bring their own laptops.

**2090.OR. Instructional Designer Jobs for M.A. and
  Ph.D. Graduates: ABCs from Personal Experiences**
  *9:00 am to 12:00 pm*
 *Hyatt Regency - Level 3: Orlando Room*
      Presenter

      **a.  Instructional Designer Jobs for M.A. and
      Ph.D. Graduates: ABC's from Personal
      Experiences** *Suhana Chikatla Wallace State*
      The workshop is intended for Master and
      Doctorial American and International students
      looking for an instructional design jobs right
      out of college. The workshop will discuss
      two sample job postings: staff and faculty
      positions. The objective of this workshop is
      to equip participants who are members of
      AECT with tools, techniques, and strategies
      in acquiring a job in the field of instructional

design. The attendees can bring a preferred job posting for in-depth feedback.

**2090.B3. SMILE (i.e., Stanford Mobile Interactive Learning Environment) Workshop for Mobile Learning and Assessment**
*9:00 am to 12:00 pm*
*Hyatt Regency - Level 3: Board Room 3*
Presenter

a.  **SMILE (i.e., Stanford Mobile Interactive Learning Environment) Workshop for Mobile Learning and Assessment** *Paul Hong Suk Kim Stanford University*; *Sunmi Seol Stanford University*
SMILE workshop (i.e., Stanford Mobile Interactive Learning Environment - open source mobile application and mobile interaction management system) engages participants to experience how the latest open source mobile learning environment helps teachers to engage students in generating mobile media-based inquiries and using the student-generated inquiries as tools to promote self-reflection among students and formative assessment for teachers. An Android-based mobile learning device will be provided for each participant for the hands-on workshop.

**2090.C6. Strategies for Mobile Teaching and Learning**
*9:00 am to 12:00 pm*
*Hyatt Regency - Level 3: City Terrace 6*
Presenter

a.  **Strategies for Mobile Teaching and Learning** *Michael Grant The University of Memphis*; *Smita Jain The University of Memphis*; *Joanne Gikas The University of Memphis*
Much digital press and hype is dedicated to mlearning initiatives with a single platform or device. However, one of the significant promises of mobile learning is the ability for faculty members and students to use their own mobile computing devices. In this hands-on session, we'll take a look at strategies for teaching and learning that are appropriate for a variety of mobile devices and platforms, including QR codes, SMS, phonecasting, polling, and a mobile LCMS. BYOM: Bring your own mobile!

**2090.C7. Using NVivo 9.0 for Qualitative Data Analysis**
*9:00 am to 12:00 pm*
*Hyatt Regency - Level 3: City Terrace 7*
Presenter

a.  **Using NVivo 9.0 for Qualitative Data Analysis** *Ross Perkins Boise State University*
This workshop provides participants with an overview of NVivo 9.0 (by QSR Inc.) and trains them on its use for qualitative data analysis. Participants are strongly encouraged to have the software (full or trial version) pre-loaded on their own laptop computers, as part of the session will encourage hands-on use.

**2090.C9. VMWare, Ubuntu, and Moodle: Creating a Virtual LMS from the Comfort of Your Own Laptop**
*9:00 am to 12:00 pm*
*Hyatt Regency - Level 3: City Terrace 9*
Presenter

a.  **VMWare, Ubuntu, and Moodle: Creating a Virtual LMS from the Comfort of Your Own Laptop** *Lessell (Marty) Bray University of West Georgia*
Moodle, Ubuntu, and XAMPP are free, open source systems that can be used together to create a complete learning management system (LMS) with relative ease.  This workshop, designed for users with basic computer skills, will demonstrate how to create a virtual server on their own laptop. The workshop will also show the participants how to install the software necessary to turn their virtual computer into a streaming media server. Participants will be encouraged to bring their own laptops.

**2091.S3. AECT Membership Committee Meeting**
*9:15 am to 10:15 am*
*Hyatt Regency - Level 4: Suite Room 4158*
Chair:
*Charles White , AECT Past President*

**2091.B4. International Council for Educational Media (ICEM) USA Membership Meeting**
*9:15 am to 10:15 am*
*Hyatt Regency - Level 3: Board Room 4*

**2091.CB. Systemic Change Board of Directors Meeting**
*9:15 am to 10:15 am*
*Hyatt Regency - Level 3: Conference Center B*

**2093.HL. Convention Study Tour: Sally Corp and Ritz Theater**
*9:30 am to 2:00 pm*
*Hyatt Regency - Main Floor: Hotel Lobby*

**2103.B4. Distance Learning Board of Directors Meeting**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: Board Room 4*

**2103.CB. Multimedia Production Board of Directors Meeting**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: Conference Center B*

**2103.S3. Organization & By-Laws Committee**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 4: Suite Room 4158*
  Chair:
  **T. Weston Miller** , *Earlham College*

**2114.G6. Design & Development Board of Directors Meeting**
*11:45 am to 12:45 pm*
*Hyatt Regency - Level 2: Grand 6*

**2114.S3. International Division Board of Directors**
*11:45 am to 12:45 pm*
*Hyatt Regency - Level 4: Suite Room 4158*
  Chair:
  **Charles Xiaoxue Wang** , *Florida Gulf Coast University*

**2114.G7. Research & Theory Board of Directors Meeting**
*11:45 am to 12:45 pm*
*Hyatt Regency - Level 2: Grand 7*

**2114.CB. T&P Board of Directors Meeting**
*11:45 am to 12:45 pm*
*Hyatt Regency - Level 3: Conference Center B*

**2123.B4. ECT Foundation Board**
*12:30 pm to 3:30 pm*
*Hyatt Regency - Level 3: Board Room 4*
  Chair:
  **T. Weston Miller** , *Earlham College*

**2130.R3. D&D PacifiCorp Competition Orientation**
*1:00 pm to 1:30 pm*
*Hyatt Regency - Level 3: River Terrace 3*

**2130.OR. D&D Multicultural Education**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 3: Orlando Room*
  Presenter

  **a. Development of Multicultural Basic Education Utilizing ICT in Indonesia** *Jonathan M Spector University of Georgia*; **Murniati Agustian** *UNIKA ATMAJAYA JI.*

  Indonesia has various ethnic groups and cultures, which make Indonesia an exotic and attractive country. However, the cultural differences can also be potential sources of conflicts if they are not managed properly. Multicultural education at primary schools may reduce these conflicts. This action research was aimed at developing a multicultural education model for primary schools using audiovisual aids that could help students appreciate the uniqueness and diversity of peoples and cultures in Indonesia.
  Facilitator:
  **Roxanne Russell** , *Georgia State University*

**2130.G8. D&D Scaffolding Higher-Order Thinking**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 2: Grand 8*
  Presenters

  **a. IRK+B: A Model for Scaffolding Intentional Reflection and Higher Order Thinking for Authentic Experiential Learning** *Amy Bradshaw University of Oklahoma*

  This session presents, demonstrates, and discusses the IRK+B model for scaffolding higher order thinking for authentic experiential learning. This model is based on the theoretical and conceptual frameworks of authentic instruction, higher order thinking, scaffolding, metacognition and personality awareness, experiential learning, and systems thinking. The ontological perspective that grounds the model is interpretivism (broadly), drawing on constructivism and critical theory (specifically). IRK+B is applicable to instructional design and development for authentic and reflective project-based learning.

  **b. Scaffolding Higher-Order Thinking in Problem Solving: A Design Research Inquiry in an Educational Technology Course** *Yan Shen University of Georgia*; **Michael Hannafin** *University of Georgia*

  We examined the influences of problem solving scaffolds on preservice teachers' thinking skills in designing technology-supported lessons. Designed based on propositions from a theoretical framework, the scaffolding intervention was implemented, evaluated, and revised through three iterations. Findings across iterations indicated improving effects of the intervention for developing the preservice teachers' higher-order thinking skills during lesson design. Moreover, this research provided evidence for validating and refining the scaffolding propositions to generate design principles that will be discussed in the presentation.
  Facilitator:
  **Amy Adcock** , *Old Dominion University*

**2130.C7. D&D Instructional Design Strategies**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 3: City Terrace 7*
  Presenters

  **a. The Influence of Preactional Self-Regulation on the Progress of Motivation-Relevant Affective Conditions** *Dirk Ifenthaler Educational Science I*;

*Thomas Lehmann* *University of Freiburg*
This research proposal reports a study which investigates the change of motivation-relevant affective conditions over time influenced by preactional self-regulation. The experimental study was realized in a problem-based learning environment. Data of 78 participants on motivation-relevant affective conditions were collected in a repeated measures design. Results show that a preactional phase to self-regulate metacognitive, cognitive, and motivational dispositions influences the progress of learner's motivation in problem-solving scenarios.

b. **The Use of Worked Examples in Statistics Education** *Li Jin* *Florida State University*; *Yoon Jeon Kim* *FSU*; *Marilyn McGhee* *FSU*; *Robert Reiser* *Florida State University*
This experimental study examined the effects of worked examples on learners' statistical reasoning skills and their confidence and satisfaction. The results showed that students in the experimental group outperformed their counterpart in a posttest on statistical reasoning skills. The results of motivational survey indicated that students studies worked examples were more confident compared to those who did not. How the use of worked examples changed the process of learning of statistical reasoning skills was discussed.
Facilitator:
*Sara Bryan* ,

**2130.CB. DDL Distance Course Design & Interaction**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 3: Conference Center B*
Presenters

a. **Faculty Members' Perceived Utilization of Best Practices in Distance Learning Course Design and Delivery** *Jiyu Peter You* *University of Toledo*
This paper investigated whether distance learning faculty members have adopted best practices in their distance learning courses via a self-report survey.  It provided insights regarding relationships between demographic characteristics and the perceived utilization of the evaluated best practices of course design and delivery in their distance learning courses. Such information is beneficial to academic staff when planning faculty support and development activities.

b. **The Impact of Various Communication Tools on Interaction in Online Learning: A Comparative Study** *Raymond Pastore* *University of North Carolina Wilmington*; *Mahnaz Moallem* *UNCW School of*

*Education*; *Florence Martin* *University of North Carolina - Wilmington*
The University of North Carolina Wilmington's Master's of Instructional Technology program provides students with the option of attending class in the traditional classroom or virtually using web conferencing technology. With the introduction of synchronous web conferencing technology, virtual classrooms have emerged as an alternative to asynchronous online and traditional face-to-face classes. The following study seeks to compare these learning environments by examining factors that lead to interaction, communication and deeper learning within each.
Facilitator:
*David Graf* , *NOVA*

**2130.G6. DDL Learning Technologies Concurrent Session**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 2: Grand 6*
Presenters

a. **Remote Instructional Networks: Evaluating Online Synchronous Learning Technologies Designed for Mobile, Satellite-enabled Media Collaboration** *Phil Peters* *university of central florida*; *Alex Katsaros* *university of central florida*; *Janet Daugherty* *University of Central Florida*; *Robb Lindgren* *university of central florida*
Our research team has developed a synchronous online media delivery solution designed for enabling remote experts to facilitate high-impact, field-based training for online learners. This solution increases accessibility of the "field" to place-bound students (who cannot travel to remote locations) through real-time, remote, mobile software applications and custom hardware configurations.

b. **Toolkits and Templates: Digging Deeper into Online Learning Management Systems** *Kathryn Ley* *U Houston Clear Lake*; *Ruth Gannon Cook* *DePaul University*
This case describes learner responses to an online course which included selective semiotic adaptations to a standardized course template of a large university's learning management system to assess their responses and completion rates. The researchers incorporated data-based and theory-grounded research to identify online course template features and whether minor template adaptations could enhance learner performance in online courses and improve online course completions. The findings indicate learners reported

very positive experiences and all but two of the 23 students completed the course.
Facilitator:
*Christopher Mong* , *Purdue University*

**2130.G7. DDL Online Discussions Concurrent Session**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 2: Grand 7*
Presenters

a. **Examining Student Participation and Communication Patterns in Online Discussion Board Posts** *Yvonne Earnshaw Florida State University*; *Vanessa Dennen Florida State University*
Student participation in online classes is often measured by number or quality of posts. A less discussed, but still important dimension, is how connected a student is to the rest of the class. In this paper we present the findings of a study of participation through discussion board postings. Using social network analysis methods, we illuminate how and with whom students engage in discussion over time. With these findings, we share implications for assessing online discussion participation.

b. **Using Protocols in Online Discussions – Managing and Enriching Discussions in Undergraduate Courses** *Janet Zydney University of Cincinnati*; *Pam Rankey University of Cincinnati*; *Aimee deNoyelles University of Central Florida*
The purpose of this session is to present our research examining the influence of online protocols on asynchronous discussions. A protocol for discussion was developed and used in a blended class with undergraduate students. The findings may enable educators to provide more interaction and richer learning in online or blended environments. We will introduce a discussion protocol that attendees can implement, or use as a basis to develop their own protocols.
Facilitator:
*Xiaoxia Huang* , *Indiana State University*

**2130.C5. Featured Research on Supporting Knowledge Sharing and Problem Solving with Technology**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 3: City Terrace 5*
Presenters

a. **Everyday Knowledge Sharing and Participation Practices in an Online Diabetes Social Network Site: A Case Study** *Susan Land Penn State University*; *Priya Sharma Penn State University*
Our research explored an online social networking site centered around diabetes health maintenance

to describe how knowledge and participation is shaped by the informal social interactions within the site. Social network analyses were conducted to visualize patterns of interaction among participants and to characterize membership based on centrality to the community. Qualitative content analysis of 100 threads within the social network revealed patterns of knowledge sharing and guided participation.

b. **Strategies and Challenges of Student Use of Simulations in the Classroom: Comparison of Two Dyads** *Minchi Kim Purdue University*; *Peg Ertmer Purdue University*; *WooRi Kim Purdue University*; *Jun Fang Purdue University*; *Annette Tomory Purdue University*
Developing students' ability to solve problems has been a recurring theme in educational research. Researchers have developed and researched a myriad of technology tools to support student-centered problem solving. However, little is known about how students use these tools in complex, dynamic classroom settings in which numerous factors can facilitate or hinder their use. The purpose of this study was to examine the nature of students' problem solving practices during a web-based simulation used in the high school chemistry classroom. The participants consisted of 8 students working in 4 dyads and a classroom teacher from the general chemistry class in a high school. The analysis focused on two selected dyads, as contrasting cases, that showed substantially different inquiry strategies throughout the problem solving processes. The key differences between Dyads A and D related to their ways of interacting with the simulation as well as their approaches to finding and utilizing evidence.
Discussant:
*Gayle V. Davidson-Shivers* , *University of South Alabama*
Facilitator:
*Fengfeng Ke* , *Florida State University*

**2130.C2. GSA - Advice for the Job Hunt**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 3: City Terrace 12*
Presenters:
*Suhana Chikatla* , *Wallace State*
*Jesse Strycker* , *Indiana University*
*Cindy York* , *Northern Illinois University*

**2130.C6. Blogs in Education**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 3: City Terrace 6*
   Presenters

   a.   **Blogs as a Tool for Reflection and Knowledge Construction in Graduate Classes** *Gihan Osman Arab Academy for Science and Technology*
   Emerging literature on the use blogs in educational contexts suggests its transformational impact on learning and engagement. The current case study explores the use of blogs in two graduate Business classes in terms of reflection, knowledge construction and critical thinking. It also elicits information on students' perceptions about the blogging activity.  The presenter will share the results of the blog analysis and student feedback. Guidelines for the design of blogging activities will be provided.

   b.   **To Blog or not to Blog** *Taghreed M Alqudsi-ghabra Kuwait University*
   This presentation intended to uncover the comparison of two educational blogging initiatives in Kuwait. First blog was administered by a former graduate student where faculty and students shared their ideas and experiences while the other one was a faculty-designed blog created to share posts about class assignments and to get student reactions. Both blogs where compared according to several criteria developed in the light of literature.
   Facilitator:
   *Cengiz Hakan AYDIN , Anadolu University*

**2130.SB. Job Placement Center - Wednesday**
*1:00 pm to 4:00 pm*
*Hyatt Regency - Level 3: 3rd Level Sky Bridge*

**2130.B3. Keynote-1: Dr Hsin-Yih Shyu, Department of Educational Technology at Tamkang University, Taiwan**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 3: Board Room 3*
   Facilitator:
   *Tina Wu , Central Connecticut State University*

**2130.C8. Panel: Journal of Applied Instructional Design, Editor: Leslie Moller, Ph.D and Assoc. Editor: Wilhlmina Savanye, Ph.D.**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 3: City Terrace 8*
   Presenters:
   *Les Moller , Walden University*
   *Wilhelmina Davis , Arizona State University*
   *Don G. Robison , Old Dominion University*

   *Benjamin Erlandson , California State University, Monterey Bay*
   *Jason Huett , University of West Georgia*

**2130.R2. R&T -Applications of MAPSAT in Educational Research: Map & Analyze Patterns & Structures Across Time**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 3: River Terrace 2*
   Presenter

   a.   **Applications of MAPSAT in Educational Research:  Map & Analyze Patterns & Structures Across Time** *Ted Frick Indiana University*; *Rod Myers Indiana University*; *Craig Howard Indiana University*; *Andrew Barrett Indiana University*
   In this symposium, we will present overviews of three studies that use methods from Map and Analyze Patterns and Structures Across Time (MAPSAT). MAPSAT is a relatively new set of relation mapping and analysis methods which requires a significant conceptual shift in thinking about how we collect and analyze data. The topics of these studies include the design of online games, the use of video annotation, and heuristics for item calibration in computer adaptive testing.
   Facilitator:
   *Wilhelmina Savenye , Arizona State University*

**2130.C9. Research & Theory**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 3: City Terrace 9*
   Presenters

   a.   **Profiles of Teachers Using Project-based Learning in the Classroom** *Suha Tamim*; *Michael Grant The University of Memphis*
   A purposive sample of six teachers, grades four through 12, in public and private schools, participated in a study that explored their implementations of project-based learning in their classrooms. Four major uses emerged: initiation of learning, extension of learning, reinforcement of learning, and navigation through these three uses. Interpretations and implications of the findings are also presented.

   b.   **The use of Lecture Capture in Light of Teaching Approach and Content Type: An Institution-Wide Study** *Jared Danielson Iowa State - Dept. of Veterinary Pathology*; *Vanessa Preast Marshalltown Community College*; *Lesya Hassall Iowa State University*; *Holly Bender Iowa State University*
   Two related studies were implemented at a veterinary college. The first explored student perception of lecture capture depending on teaching approach and content type; the second explored

the extent to which lecture capture implementation was associated with changes in learning outcomes. Student perceived benefit of captured lectures varied depending on teaching approach and content type. Implementing lecture capture was not associated with changes in learning outcomes.
Facilitator:
  *Jared Danielson* , *Iowa State - Dept. of Veterinary Pathology*

**2130.C1. School Media & Technology**
  *1:00 pm to 2:00 pm*
  *Hyatt Regency - Level 3: City Terrace 11*
  Presenter

  a.  **Reinventing School Media Centers for the 21st Century** *Robert Kenny Florida Gulf Coast University*; *Glenda Gunter University of Central Florida*; *Carol A. Brown East Carolina University*
  The presenters believe that school media centers can take an active role in creating informal, experiential, and social learning and production centers for the schools that they serve. This requires a rethinking of the role of media centers to serve as exemplars of best practices in informal, experiential learning. This presentation explores results of research findings in search of this reinvention and offers opportunities for participants to provide input into the process.

**2130.C0. Teacher Education**
  *1:00 pm to 2:00 pm*
  *Hyatt Regency - Level 3: City Terrace 10*
  Presenters

  a.  **Best Practices in the Design of Multicultural Web Resources for Classroom Settings** *Emily Lynn Young, MJ Bishop Lehigh University*
  In today's diverse world, students must hone skills that will enable them to communicate effectively and respectfully with people from various cultural, social, and economic backgrounds. Based on their review of the theoretical literature and assessments of the characteristics in extant multicultural resources, presenters will discuss best practices in the design of Web resources in school settings to provide learners with multicultural learning experiences that are authentic, connective, inclusive, and interdisciplinary.

  b.  **Encouraging Multi-Literacy Learning: Creating a Community for Learning** *Kristin Brynteson, Rhonda S. Robinson, Elizabeth Kay Anderson Northern Illinois University*
  This panel presentation, discussion, and idea sharing session features the activities of university

and 4th-6th grade teachers in developing multi-literacy lessons culminating in a digital story creation project embedded in science and social studies. The overall goals of the project include increased collaboration, support for teacher innovation, and multi-literacy skill integration. The implementation of an interactive on-line staff development tool will also be exhibited and explored.
Facilitator:
  *Lara M. Luetkehans* , *Northern Illinios University*

**2133.R3. D&D PacifiCorp Competition**
  *1:30 pm to 3:30 pm*
  *Hyatt Regency - Level 3: River Terrace 3*

**2141.S3. AECT Research Symposium Committee**
  *2:15 pm to 3:15 pm*
  *Hyatt Regency - Level 4: Suite Room 4158*
  Chair:
  *Lisa Yamagata-Lynch* , *Northern Illinois University*

**2141.C1. Collaboration & Professional Develeoopment**
  *2:15 pm to 3:15 pm*
  *Hyatt Regency - Level 3: City Terrace 11*
  Presenters

  a.  **Implementing a Collaborative, Interdisciplinary, Project-Based Learning Approach in K12** *Derya Baser Middle East Technical University*; *Muhammed Yaşar Ozden Middle East Technical University*; *Hasan Karaaslan distance learning*; *Lessell (Marty) Bray University of West Georgia*
  The goal of the study is to investigate the experiences of seventh grade students in order to understand how they perceive a collaborative web-based project on a science subject supported by an asynchronous communication tool. Students created educational web sites on science subjects by working collaboratively for the requirements of Information Technologies course. The action research case study aimed to enhance students' technology integration and collaborative working skills.

  b.  **Professional Development for School Library Media Professionals: Elements for Success** *Carol A. Brown East Carolina University*; *Kaye Dotson East Carolina University*; *Mary Elaine Yontz East Carolina University*
  School librarians seek their own professional growth through ongoing exposure to learning communities, webinars, presentations, and membership in professional organizations. This paper will provide an analysis of survey responses and interviews from 68 school library media

specialists. Elements for successful workshops and other professional development opportunities are discussed with recommendations for PD from a variety of resources.

Facilitator:

**Lessell (Marty) Bray** , *University of West Georgia*

## 2141.B3. Community

*2:15 pm to 3:15 pm*
*Hyatt Regency - Level 3: Board Room 3*
Presenters

a. **Design Local, Learn Global: Celebrating the Community of Social Networking** *Huei-Lien Chen University of Northern Iowa*

A video put together at the United States won a competition in Taiwan and made it to the CNN news in London. How did this happen? "[I]t would be kind of cool if my friends know more about where I'm from", the seventeen-year-old video producer said. What came unexpected was the global claim to fame in about a week! See how it works to design and collaborate locally, yet to connect and learn globally.

b. **Assessing Impact of Teacher Attributes and Collaboration in Teacher Professional Development on Student Outcomes** *Johannes Strobel Purdue University*; **WEI LIU** *Purdue University*; **Ronald L. Carr** *Purdue University*; **Melissa Dyehouse** *Purdue University*

This study was designed to determine the efficacy of the web-supported teacher professional development program. Researchers also examined the relationship between student outcomes and teacher related variables, such as the roles of teachers in a collaborative hybrid professional development environment, beliefs, content knowledge and demographic information.

Facilitator:

**Chih-Hsiung Tu** , *Northern Arizona University*

## 2141.R2. Design and Development Panel

*2:15 pm to 3:15 pm*
*Hyatt Regency - Level 3: River Terrace 2*
Presenter

a. **Current & Future Trends in the Field of Instructional Design and Technology** *Jonathan M Spector University of Georgia*; **Elizabeth Boling** *Indiana University*; **Richard Schwier** *University of Saskatchewan*; **Andrew Gibbons** *Brigham Young University*

This panel session brings together four prominent thought-leaders in the field, who provide different

but complimentary perspectives on current and future trends in instructional design, especially on the roles social media, blended learning, and other salient issues play in K-12 and higher ed environments as well as corporate training. Engagement with and questions from the audience will be encouraged.

Chair:

**Deniz Eseryel** , *University of Oklahoma*

## 2141.C5. Design and Development Panel

*2:15 pm to 3:15 pm*
*Hyatt Regency - Level 3: City Terrace 5*
Presenter

a. **Expertise and the Education of Professional Instructional Designers** *Peter Fadde Southern Illinois University*; **Peg Ertmer** *Purdue University*

This panel discussion features two researchers who have investigated different aspects of expertise and instructional design. The focus of the discussion will be on the applicability of expertise research to the professional education of instructional designers. This panel addresses the conference theme of "theory to practice" as models, findings, and methods drawn from expertise research are connected directly to the preparation of professional instructional designers.

## 2141.C7. D&D Multimedia Learning

*2:15 pm to 3:15 pm*
*Hyatt Regency - Level 3: City Terrace 7*
Presenters

a. **Interactive Multimedia Learning Object (IMLO) for Dyslexic Children** *Fadilahwati Abdul Rahman International Islamic University Malaysia (IIUM)*; **Fattawi Mokhtar** *Universiti Teknologi MARA (UITM) Malaysia*; **Nor Aziah Alias** *Universiti Teknologi MARA (UITM) Malaysia*; **Ronaldi Saleh Umar** *Universiti Teknologi MARA Malaysia (UITM)*

There is no such Interactive Multimedia Learning Object that has been made for dyslexic children in Malaysia. Knowing the fact that Interactive Multimedia and Learning Object (IMLO) has advantages for dyslexia intervention, IMLO has been developed and evaluated. This study presents the evaluation of IMLO.

b. **Reverse Modality Effect: Examining Student Learning from a Computer-Based Diagram** *Fethi Inan, Steven Crooks, Jongpil Cheon, Fatih ARI, Raymond Flores Texas Tech University*

This study investigated the effects of modality on visual learning from multimedia instruction. Participants were randomly assigned to one of two

groups (visual text or spoken text). The findings revealed a reverse modality effect, wherein, those that studied from visual text outperformed those who studied from spoken text. This study provides theoretical support for establishing the boundaries of the modality principle, as well as, extends the literature on possible causes for the reverse modality effect.

Facilitator:

*Tom Hergert* , *St. Cloud State University*

### 2141.G8. D&D Instructional Design
*2:15 pm to 3:15 pm*
*Hyatt Regency - Level 2: Grand 8*
Presenters

**a. Fostering the Design Dispositions of Novice Instructional Designers through Peer Review** *Jennifer Brill Virginia Tech University*
This research investigated peer review as an instructional strategy for fostering the design dispositions of novice instructional designers. Participants were graduate instructional design and technology students enrolled in an introductory instructional design course. Surveys, artifacts, and observation data were used to understand the impact of peer review on student-generated designs and knowledge/skill development. Findings will foster a discussion that interweaves both important scholarly and practical elements of peer review for students and mentors of design.

**b. Perspectives on the Field of Educational Technology: Looking 20 Years Back to See What's Ahead** *T J Kopcha University of Georgia*; *Brandy Walker University of Georgia*; *Keri Valentine University of Georgia*
Sullivan et al. (1993) surveyed faculty, graduate students, and trainers on their perspectives of the future of the field. This study reported the perspectives of 179 current members of the field (27 faculty, 37 doctoral students, 29 Master's students, and 86 trainers) regarding what had happened over the past 20 years. Results indicated there was a common concern over the core of our field. Implications were discussed.

Facilitator:

*Amy Adcock* , *Old Dominion University*

### 2141.G6. DDL Communication Mode Concurrent Session
*2:15 pm to 3:15 pm*
*Hyatt Regency - Level 2: Grand 6*
Presenters

**a. Students' Perceived Effectiveness of Asynchronous Embedded Audio Feedback** *Larisa A Olesova*

*Purdue University*; *Jennifer Richardson Purdue University*; *Adrie A Koehler Purdue University*
This research examines nonnative-English-speaking students' perceived effectiveness of asynchronous embedded audio feedback in an online course when feedback was provided by a nonnative-English-speaking instructor versus a native-English-speaking instructor. A quasi-experimental pilot study was conducted to investigate students' perceptions of using the technique when participating in an asynchronous online discussion. The study has implications for instructors and designers responsible for creating online learning environments that involve nonnative-English-speaking students. This study is supported by theTIRF.

**b. Synchronous and Asynchronous Communication Tools: A Multimodal Design Model for Online Learning** *Mahnaz Moallem UNCW School of Education*
The paper will use experiential data to demonstrate how synchronous and asynchronous communication may be integrated in online learning environments. It will provide an exploratory design framework for convergence of synchronous and asynchronous communication tools. The model will show when it is appropriate to use synchronous and not asynchronous communication or when both forms of communication can be utilized in harmony. The potential of new synchronous tools for merging online and live instruction will be discussed.

Facilitator:

*Suhana Chikatla* , *Wallace State*

### 2141.G7. DDL Online Instructors Concurrent Session
*2:15 pm to 3:15 pm*
*Hyatt Regency - Level 2: Grand 7*
Presenters

**a. Investigating the Online Teacher Personas: Voices of Exemplary Online Teachers** *Evrim Baran University of British Columbia*; *Ana-Paula Correia ,Ann Thompson Iowa State University*
This study reports the results of a multiple-case study conducted within the context of a higher education institution's online teaching practices in different colleges. Ethnographic interviews were conducted with the exemplary online teachers in order to investigate their transition to online teaching with a specific focus on the motivational factors and successful online teaching practices. The results of within and cross-case present implications for research as well as suggestions for practice.

b.  **Distance Course Design and Consulting: A Workflow for the Development of Distance Courses in Higher Education** *Ariana Eichelberger University of Hawaii-Manoa*

The Distance Course Design and Consulting Group (DCDC) at the University of Hawaii at Manoa is involved in multiple higher education online course design projects. This paper will describe the DCDC's online course products and offer a closer look at how it applies open course content and a systems approach to develop online courses. Workflow strategies, lessons learned and tools used when working with academic departments and faculty will be described.

Facilitator:
  *Wei Wang , Iowa State University*

**2141.C2. GSA- Making the Most of your AECT conference experience and beyond!**
  *2:15 pm to 3:15 pm*
  *Hyatt Regency - Level 3: City Terrace 12*
  Presenter:
    *Monica Tracey , Wayne State University*

**2141.C6. Culture and Distance Learning**
  *2:15 pm to 3:15 pm*
  *Hyatt Regency - Level 3: City Terrace 6*
  Presenters

a.  **Pedagogy and Japanese Culture in a Distance Learning Environment** *Bodi Anderson Northern Arizona University*; *Moussa Tankari Northern Arizona University*

This paper examines distance learning through a cultural lens. Many researchers have noted that current distance learning pedagogy is founded in social constructivism, a theory created in the Western world. This paper connects key concepts of cultural studies and distance learning research to explore an international model of distance learning. Finally this study examines this international model in light of how cultural factors interact with current social constructivist pedagogical models of distance learning.

b.  **Faculty Perspectives on Designing Interaction in Online Courses: A Multi-Disciplinary, Cross-Country Study** *Charlotte N. Gunawardena University of New Mexico*; *Ludmila Ortegano Layne University of New Mexico*; *Elena Barberà, Universitat Oberta de Catalunya, Barcelona, Spain*

This paper discusses findings of a study on online interaction conducted in higher education institutions in Spain, United States of America, and Venezuela. Using a qualitative research design, faculty members in five disciplines were interviewed to determine how they define and design interaction for their discipline. Findings indicate faculty members are defining interaction from a group learning perspective, visioning a community of learners online. The paper concludes with suggestions for designing interaction in online courses.

Facilitator:
  *Cheng-Chang Pan , University of Texas at Brownsville*

**2141.CB. Multimedia Production**
  *2:15 pm to 2:45 pm*
  *Hyatt Regency - Level 3: Conference Center B*
  Presenter

a.  **The Effects of Time-compressed Instruction and Redundancy on Learning and Learners' Perceptions of Cognitive Load** *Raymond Pastore University of North Carolina Wilmington*

The purpose of this study was to examine the effects of time-compressed instruction and redundancy on knowledge based post-tests. The present study revealed that compressing audio up to 25% maintained learner comprehension of complex knowledge. The redundancy principle was shown to hold for speech that was time-compressed. Additionally, participants perceptions of cognitive load did not differ at 0% and 25% compression yet were significantly increased at 50% compression.

Facilitator:
  *Albert Ritzhaupt , University of Florida*

**2141.C8. Presidential Panel**
  *2:15 pm to 3:15 pm*
  *Hyatt Regency - Level 3: City Terrace 8*
  Presenter

a.  **Will You Choose the Power of the Pen, Purse or Purpose? Contemporary Ideas and Strategies for Regulating Our Profession** *Eugene Kowch University of Calgary*; *Kay Persichitte Univ of Wyoming*; *Michael Grant The University of Memphis*

Powerful forces are reshaping AECT and our profession in the 21st century. In the 2010-2011 school year over 275,000 teacher jobs in the United States will disappear while federal governments worldwide accumulate long term debt that has only begun to change all education systems at every level – worldwide. Meanwhile in 2010, AECT made a landmark decision to halt its 20+ year partnership with NCATE, pressing "hold" on its role in accrediting educational technology programs for education organizations.  Join us as we discover, explore and discuss major contemporary issues shaping emerging education organizations

and governments (as well as other professions) to imagine our way forward as a profession. The future of your future work could depend, in part, on renewing this kind of engaged thinking (Reigeluth, 1991). There's no time to waste. Please join us for an exciting, action-packed hour.

Facilitator:

*Michael Grant* , *The University of Memphis*

**2141.OR. Research & Theory**
*2:15 pm to 3:15 pm*
*Hyatt Regency - Level 3: Orlando Room*
Presenters

a.  **Educational Mobile Apps: Searching, Evaluating, and Integrating** *Meng-Fen (Grace) Lin, Lyn Ackerman, Catherine Fulford* *University of Hawaii*
This research reports part one of a two-part study on the searching, evaluating and integrating mobile applications (apps) in teaching and learning. Thirteen graduate students in a mobile learning seminar class searched and evaluated educational mobile apps based on a wish list created by 20 client teachers. Suggested search strategies include utilizing various search means, start with a clear educational goal, and try out the apps first hand. The part two research plan is shared.

b.  **Twitter-based knowledge sharing in professional networks** *Vanessa Dennen* *Florida State University*; *Wenting Jiang* *The Florida State University*
This study compares Twitter use in two populations – academics and corporate professionals – in two interaction contexts – conferences and non-conferences – looking at how knowledge is shared in these networks. Through use of content and social network analysis techniques, similarities and differences among the populations and contexts are explored. Findings show that non-conference networks tend to be broader and have fewer centers of density than conference ones.

Facilitator:

*Dan Rauzi* , *Boys & Girls Clubs of America*

**2141.C9. Research & Theory - Senior Faculty**
*2:15 pm to 3:15 pm*
*Hyatt Regency - Level 3: City Terrace 9*
Presenter:
*Thomas C. Reeves* , *The University of Georgia*
Presenter

a.  **The Uncertainly of Educational Technology Research: Bane or Benefit?** *Thomas C. Reeves* *The University of Georgia*
The capacity of educational technology researchers to enhance teaching and learning has been called into

question by both scholars and the public at large, as has the efficacy of educational research in general. Doubts about the benefits of educational technology research stem from decades of research agendas focused on establishing certainty in educational and training contexts where probabilistic knowledge is the best that can be expected. Socially responsible progress in improving teaching and learning through technology may be accomplished using educational design research as an alternative inquiry approach. Educational design research requires intensive and long-term collaboration involving researchers and practitioners. Educational design research integrates the development of solutions to practical problems in learning contexts with the identification of reusable probabilistic design principles. This presentation will share new insights into the role of Bayesian statistics, creativity, and wonder in educational technology research.

Facilitator:

*Marcus Childress* , *Emporia State University*

**2141.C0. Teacher Education**
*2:15 pm to 3:15 pm*
*Hyatt Regency - Level 3: City Terrace 10*
Presenters

a.  **Redesigning a Teacher Education Program by Critically Examining the Foundation of the Enterprise** *Kenneth Luterbach* *East Carolina University*
Two years into this five-year endeavor, an instructional designer is working with other teacher educators to redesign a program of study.  The goal is not to modify every course in the teacher education program, but to ensure, as a condition of graduation, that all teacher education students know a small set of instructional strategies; can design lessons using them; and can use the instructional strategies effectively when teaching.

b.  **Towards Technological Fluency: Pre-Service Teachers' Technology Skill-Building Experiences** *Mike Montalto-Rook* *Penn State University*
During an instructional technology course in the Spring of 2010, pre- and post-tests and interview data were collected to determine how pre-service teachers describe skill-building experiences and if differences exist in confidence, skill, and understanding of technology after engaging in computer clubhouse (Resnick, 2002) projects. In addition to presenting the results from the study, the session will include a description of the projects

used to build technology skill and student opinions of these projects.

Facilitator:

*Patricia J Slagter van Tryon* , *East Carolina University*

## 2153.CB. AECT First Timer's Orientation

*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 3: Conference Center B*
Presenters:

*Sharon Smaldino* , *Northern Illinois University*
*Mary Herring* , *University of Northern Iowa*

## 2153.C7. CHANGE - Bringing paradigm change to education

*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 3: City Terrace 7*
Presenters

a. **Changing Paradigm in Interactive Learning System Design: Integrating Emerging Technologies and Instructional Theories** *Heng Luo Syracuse University, IDDE*; *Jing Lei Syracuse University, Department of IDD&E*

Based on the review of educational technology research in the past five years, this paper describes a changing paradigm in interactive learning system design, revealing an increasingly integrated relationship between emerging technologies and instructional theories. Technologies are categorized into four genres based on their distinct interactive features; and guidelines on applying them to facilitate interactive learning are proposed for each genre, using real cases and examples from different disciplines and educational settings.

b. **Information Age Qualities of Principals, Teachers and Students in Turkish Vocational High Schools: A Systemic Change View** *Omer Delialioglu Middle East Technical University, Computer Education and Instructional Technology Dept.*

It is important to build new knowledge about how to start a successful systemic transformation process.  The information age qualities investigated of the principals, teachers and students as evaluated by teachers and students will provide an initial measure of how ready Turkish vocational schools are to a dramatic systemic change. The study has two purposes. The first is to descriptively present the current information age qualities of principles, teacher, and students. The second purpose is to examine if there are statistically significant mean differences between the students and teachers in perceived information age qualities.

## 2153.S3. Curriculum Committee Meeting

*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 4: Suite Room 4158*
Chair:

*Glenda Gunter* , *University of Central Florida*

## 2153.G8. D&D Personal Devices

*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 2: Grand 8*
Presenter

a. **The iSkills Project: Mobile Video Instructions for People with Intellectual Disabilities** *Lloyd Rieber University of Georgia*; *Kevin Ayres The University of Georgia*; *Gregory Francom University of Georgia*; *Eunbae Lee University of Georgia*; *Seung Won Park University of Georgia*; *Lucas Jensen The University of Georgia*

The iSkills project is a Department of Education IES-funded project aimed at using handheld technologies to help people with intellectual disabilities successfully transition from schools to society. Two main technologies are being developed to meet this aim:– an iPhone application for viewing videos in the community and a video website for sharing videos. The purpose of this presentation is to provide an overview of the iSkills project and discuss the current progress.

Facilitator:

*Jennifer Maddrell* , *Old Dominion University*

## 2153.R2. D&D Instructional Design Strategies

*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 3: River Terrace 2*
Presenters

a. **The Effect of Instruction of Learner Control on Perception of Control** *Mieke Vandewaetere KULeuven - Kortrijk*; *Sylke Vandercruysse KULeuven - Kortrijk*; *Geraldine Clarebout K.U.Leuven*

This study investigates the effect of instruction of learner control (LC) on learning outcomes, mental effort and motivation, by comparing learners that received additional instructions on LC with a group of learners that did not. Results show that simply offering instruction of LC is not enough to affect learners. One reason for this might be that instruction as such does not suffice, and additional support is necessary for learners in order to deal with LC.

**b. The Effects of Incentive Systems on Student Learning and Attitudes in a Large Lecture Course** *Sya Azmeela Shariff Florida State University*

One way of promoting active learning in large lecture classes is via the use of a think-pair-share instructional strategy along with group incentives in order to encourage students to engage in meaningful peer interactions and learn more and have positive attitudes. Therefore, the purpose of this study is to examine the effects of group incentives and individual incentives, on students' learning and attitude in a macroeconomics course that employs a think-pair-share instructional strategy.

Facilitator:

*Jongpil Cheon , Texas Tech University*

**2153.G7. Distance Learning**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 2: Grand 7*
Presenters

**a. A Case Study in Designing Online Instruction Using van Merriënboer's Ten Steps to Complex Learning** *Carol Watson Indiana University*; *Colin Gray Indiana University*; *Xiaokai Jia Western Illlinois University*; *Jiyoon Jung Indiana University*; *Yurong Wang Indiana University*; *Ted Frick Indiana University*

How can you convert existing classroom courses into effective distance learning courses? We are evaluating a design process for converting existing face-to-face courses to an online format. We are using van Merriënboer□s □Ten Steps to Complex Learning□ to guide the redesign, based on research that supports the 4C/ID model. We expect results to help guide future online course development and to inform designers of potential challenges and key junctures in the design process.

**b. A Comparison of Participation Patterns in Selected Formal, Non-Formal, and Informal Online Learning Environments** *Richard Schwier University of Saskatchewan*; *Jennifer Seaton University of Saskatchewan*

This research examines whether learners in formal, non-formal, and informal online learning environments participate in ways that are similar, and whether unique patterns of engagement emerge. Three online learning environments were analyzed. A comparison of the three selected environments revealed dramatically different patterns of participation, suggesting that social learning processes were different in these formal, non-formal, and informal settings.

Facilitator:

*Xiaoxia Huang , Indiana State University*

**2153.G6. Distance Learning**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 2: Grand 6*
Presenters

**a. Cognitive Task Analysis and Survey Research on Strategies used by the Most Effective Online Instructors** *Richard Clark University of Southern California*; *Bror Saxberg Kaplan, Inc.*

Cognitive task analysis captured strategies employed by 3 instructors with highest student performance from 300 online university faculty randomly chosen from a cross section of disciplines. The strategies were then included in a survey of values administered to all faculty. Regression, correlation and CART analysis indicated that faculty responses to the survey reliably distinguished between faculty who were more and less effective based on two strategies: Empathy for student problems and student centered values.

**b. Online Capstone Assessments - Lessons Learned and Shared** *Daniel V. Eastmond Western Governors University*

Graduate and some bachelors students must complete an integrated culminating project as they conclude their degree. For online universities these capstones become the student's final assessment prior to graduation; they are conducted at a distance, evaluated fairly, held to academic quality standards, and archived for student use while ensuring authenticity. This session reports innovations taken by Western Governors University's Assessment department to create and implement an effective capstone process across all of its programs.

Facilitator:

*TBA*

**2153.C6. EdTech in Emerging Countries**
*3:30 pm to 4:00 pm*
*Hyatt Regency - Level 3: City Terrace 6*
Presenter

**a. A Blueprint on Creating eLearning Environments in Developing Countries Using the TeamCreate Approach** *Temba C. Bassoppo-Moyo Illinois State Univ*; *Eurvine J Williams Illinois State University*

This study examines the pre and post analysis of The TeamCreate Project that was created at the Zimbabwe Open University (ZOU). The TeamCreate Project is based on the principle of a collaborative approach to the generation of online and asynchronous multi-media course materials.

It is a front-end analysis of how eLearning environments can be accomplished in a developing country with limited resources. The results of this project are outlined in this presentation.

Facilitator:

*Chih-Hsiung Tu* , *Northern Arizona University*

## 2153.C2. GSA - Meet the Editors of our Journals

*3:30 pm to 4:30 pm*

*Hyatt Regency - Level 3: City Terrace 12*

Presenters:

*Abbie Brown* , *East Carolina University*

*Michael Hannafin* , *University of Georgia*

*Jonathan M Spector* , *University of Georgia*

## 2153.C1. New Literacies

*3:30 pm to 4:30 pm*

*Hyatt Regency - Level 3: City Terrace 11*

Presenters

**a. Digital Storytelling "Tegami (A Letter to My Future Self)" by Junior High School Students** *Hitoshi Susono Mie University*; *Tomoka Ikawa Mie University*; *Ai Kagami Tokan Junior High School*; *Judy Donovan University at Buffalo*

Students at Tokan JHS, Japan, had a digital storytelling project in their home economics classes. Each student created a digital story called "A Letter (Tegami) to My Future Self. The"Tegami"DST project focused on how teachers design and assist digital storytelling by students, and what effects and appeal creating a digital story has. "A Letter to My Future Self" was one of the best themes for digital storytelling, since the process of digital storytelling made it very important that students consider and understand themselves.

**b. Read as Writers: A Study of Reading and Writing in Fifth Grade Classroom Blogging Community** *Binbin Zheng University of California, Irvine*; *Judy Donovan University at Buffalo*

This study examined the impact of blogging on student literacy development in a fifth grade classroom in Colorado, with 44 students participating in the classroom reading and writing blogging activity. Analysis of discussion threads on student blog postings suggested that, reading by writing on blogs helped students improve their writing, build strong awareness of audience and authorship, and develop their ability to scaffold and facilitate each other during the writing process.

Facilitator:

*Leslie Blatt*

## 2153.C8. Presidential Panel

*3:30 pm to 4:30 pm*

*Hyatt Regency - Level 3: City Terrace 8*

Presenter

**a. The Road to Full Professor for Women in Academia** *MJ Bishop Lehigh University*; *Monica Tracey Wayne State University*; *Elizabeth Boling Indiana University*; *Tiffany A. Koszalka Syracuse University*; *Peg Ertmer Purdue University*; *Barbara Lockee Virginia Tech*

While women make up nearly half of doctoral degree recipients in the U.S., they comprise only about one quarter of full professors. This 90-minute, interactive discussion will explore issues confronting women seeking promotion from associate to full professor in academic careers. Using the 'World Café' format, attendees will engage in conversation around the issues and then work together toward identifying solutions to support women at this juncture in their academic careers.

Facilitator:

*MJ Bishop* , *Lehigh University*

## 2153.OR. Research & Theory

*3:30 pm to 4:30 pm*

*Hyatt Regency - Level 3: Orlando Room*

Presenters

**a. Definite and Indefinite: A Critical Perspective on Defining Mobile Learning and Mobile Learning Environments** *Michael Grant The University of Memphis*; *Joanne Gikas The University of Memphis*; *Smita Jain The University of Memphis*

Mobile learning, or mlearning, has become an umbrella term for anything related to teaching and learning with mobile technologies. However, using the term unsystematically dilutes the meaning, and it fails to recognize the inherent pedagogical stances. The purpose of this paper is to examination the definitions of mobile learning, identify their inadequacies, and propose components for a mobile learning environment with questions to consider for research and instructional design.

**b. Technology & knowledge: An exploration of teachers' conceptions of subject-area knowledge practices and technology integration** *Sarah K Howard University of Wollongong*; *Karl Maton University of Sydney*

This paper explores relations between teachers' understandings of subject-area knowledge practices (e.g. curriculum, pedagogy, assessment) and their

integration of technology practices. Specifically, the paper focuses on two key subjects, Mathematics and English, using 'Legitimation Code Theory', which analyses the underlying principles or 'codes' of practices. Findings reveal a 'code clash' between the knowledge and ICT practices of Mathematics and a 'code match' with English, which helps explain their different patterns of integration of ICTs.

Facilitator:

**Michael Grant** , *The University of Memphis*

### 2153.C9. Research & Theory -Junior Faculty

*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 3: City Terrace 9*
Presenters

a. **What are higher education faculty's experiences and practices on Social Networking Sites such as Twitter, Facebook, Zotero, and Academia.edu?** *George Veletsianos University of Texas at Austin*
What does use of technology look like when it is integrated in faculty members' day-to-day lives? In this presentation, I will discuss faculty members' experiences and practices when they co-opt online social networks (e.g., Twitter) and online scholarly networks (e.g., Academia.edu) for professional purposes. I will present results from four different studies that point to (a) an increasing presence of more social scholarly pursuits and identities, and (b) an increasing incidence of tensions between personal and professional responsibilities. I will discuss the rise of the "public scholar," and explain the implications of these results for universities, faculty members, instructional practice, and research practice.

b. **Physiological Measures of Attention and Cognition in Instructional Environments** *Ginger Watson Old Dominion University*
Complex, stand-alone learning environments provide many opportunities and yet many challenges for the instructional designer. Among the greatest challenges are the ability to measure real-time performance and the ability to adapt the learning environment or instruction for learners with differing experience or performance. This presentation provides an overview of early research showing promise for the use of physiological measures such as eye tracking, facial encoding, and electroencephalogram (EEG) to objectively and continuously assess attention, immersion, and cognitive processing during instruction.

Facilitator:

**Jozenia Colorado** , *Emporia State University*

### 2153.C5. Making the Transition: Helping Instructional Design and Educational Technology Students Move Into the Industry

*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 3: City Terrace 5*
Presenter

a. **Making the Transition: Helping Instructional Design and Educational Technology Students Move Into the Industry.** *Mary F. Bratton-Jeffrey Senior Instructional Systems Specialist, Naval Air Warfare Center*; ***Dan Schuch** PacifiCorp*; ***Gayle V. Davidson-Shivers** University of South Alabama*; ***Arthur Jeffrey** Veterans Benefits Administration*; ***Stefanie Buck** Oregon State University*
Most students graduating from instructional design or educational technology programs enter the workplace as practitioners in business and industry. This panel of experts from different fields will talk about the transition and what academicians and professionals can do to make it easier for our students. The panel will provide insight from their respective industries and leave plenty of questions and answer and discussion time.

Facilitator:

**Stefanie Buck** , *Oregon State University*

### 2153.C0. Teacher Education

*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 3: City Terrace 10*
Presenters

a. **On the Reasonableness of TPACK as an Implementation and Evaluation Framework** *Royce Kimmons University of Texas at Austin*
By analyzing extant studies on applications of TPACK in teacher education, we argue that TPACK in its current form, though of conceptual value, remains an unsuccessful foundation from which to build sufficiently complex applications. We identify a disconnect between theoretical goals of TPACK and actual outcomes in application formats, offer an alternative illustration of the model which accounts for needed complexity, and conclude that the conceptual base may not be a reasonable groundwork for application.

b. **Using 21st Century Thinking Skills Applied to the TPACK Instructional Model** *Carol A. Brown East Carolina University*; ***Renee E. Neal** East Carolina University*; ***Bethann Fine** East Carolina University*
Following instruction in use of higher order thinking skills infused within the TPACK model, pre-service teachers' lesson plans were evaluated to identify characteristics of critical thinking,

creative thinking, collaborative-communication, and problem solving processes. Results suggest a good fit across content, pedagogy, and technology can generate better instruction when interwoven with communicative-critical thinking learning environments.

Facilitator:

*susan farber* , *University of Cincinnati*

**2153.B3. Tech Practice**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 3: Board Room 3*
Presenters

a. **From Blog to Blogfolio: Integrating Blogging into Curriculum** *Shuyan Wang* *University of Southern Miss*

This presentation will introduce the current practices and potential usages of blogs and e-portoflios in educational settings and discuss how to develop a blogfolio from a blog. Pros and cons of the blog tools as well as different strategies of using blog in a classroom will be discussed. Personal experiences and practical examples from students will be used to demonstrate how to integrate blog into curriculum and how to use it effectively in educational settings.

b. **Integrating Technology into the Classroom: The WebDilemma Strategy** *Chun-Min (Arthur) Wang* *National Hsinchu U. of Ed.*

WebDilemma is a teaching strategy that asks students to think of a dilemma question by considering the Internet resources provided by the instructor. Adopting the concept, this study went further to ask students to not only be the learner but the designer of the WebDilemma. By analyzing the students' reflection essays, the study examined the potentials of using WebDilemma in teaching and learning process. The applications and future studies are also discussed in the paper.

Facilitator:

*Tina Wu* , *Central Connecticut State University*

**2164.G5.**

**General Session- Secret Handshakes of ID**
*4:45 pm to 6:00 pm*
*Hyatt Regency - Level 2: Grand 5*
Presenter:
*Ellen Wagner* , *Executive Director of WCET*

**2180.GF. AECT Welcome Reception**
*6:00 pm to 8:00 pm*
*Hyatt Regency - Grand Foyer*

**2205.C2. GSA-Social Wednesday Evening**
*8:50 pm to 11:00 pm*
*Hyatt Regency - Level 3: City Terrace 12*

**3060.HL. Morning Fun Run**
  *6:00 am to 7:30 am*
  *Hyatt Regency - Main Floor: Hotel Lobby*
    Facilitator:
    **Jennifer Banas** , *Northeastern Illnois University*

**3073.G4. Breakfast with Champions**
  *7:30 am to 9:00 am*
  *Hyatt Regency - Level 2: Grand 4*
    Chair:
    **Ana Donaldson** , *Walden University*
    Facilitator:
    **Jennifer Smolka** , *Walden University*

**3080.GF. International Hospitality Center -**
  *8:00 am to 11:30 am*
  *Hyatt Regency - Grand Foyer*

**3090.SB. Job Placement Center**
  *9:00 am to 4:00 pm*
  *Hyatt Regency - Level 3: 3rd Level Sky Bridge*

**3091.G5. General Session- Reflections: The Horizon Project at 10 Years - A Sociological Retrospective on Technology and What it Means in Our Lives**
  *9:15 am to 10:15 am*
  *Hyatt Regency - Level 2: Grand 5*
    Presenter:
    **Larry Johnson** , *Chief Executive Officer of The New Media Consortium*

**3103.S1. 2011 Convention Evaluation Committee**
  *10:30 am to 11:30 am*
  *Hyatt Regency - Level 4: Suite Room 4108*

**3103.G6. Intellectual Property**
  *10:30 am to 11:30 am*
  *Hyatt Regency - Level 2: Grand 6*
    Presenter

    a. **Intellectual Property Committee Update** **Preston Parker** *Utah State University*
    test

**3103.C8. AECT Panel**
  *10:30 am to 11:30 am*
  *Hyatt Regency - Level 3: City Terrace 8*
    Presenter

    a. **Is a Book Project a Good Idea Before Tenure?** **Charles Hodges** *Georgia Southern University*; **Robert Maribe Branch** *University of Georgia*; **Katherine Cennamo** *Virginia Tech University*; **Michael Grant** *The University of Memphis*; **Drew Polly** *UNC-Charlotte*; **Sharon Smaldino** *Northern Illinois University*
    Early career faculty members often are advised to avoid book projects, and instead are directed to focus on peer-reviewed journal articles. Recent examples of book projects by early career Instructional Technology faculty, however, can be found. Scholars, who have been involved with book projects, will share their insights on the question, "Are expectations changing for promotion and tenure in terms of book projects and how are books viewed in promotion and tenure decisions?"

**3103.G2. D&D Case-Based Learning**
  *10:30 am to 11:30 am*
  *Hyatt Regency - Level 2: Grand 2*
    Presenter

    a. **Design Decisions Informed by Theory: Implications of Case-Based Method for Self-Directed Online Instruction Design** **Heng Luo, Tiffany A. Koszalka** *Syracuse University*
    This study investigates the use of case-based method in a self-directed online instruction design, exploring the integral relationship between technologies and instructional theories. Using an online tutorial as the application of case-based instruction (CBI), the study describes how the design features of CBI were built into the tutorial and explores their effectiveness. Based on the research findings, the study discusses the potentials and limitations of case-based method, and its implications for online instructional design.
    Facilitator:
    **Roxanne Russell** , *Georgia State University*

**3103.CB. D&D Designing for Complex Learning**
  *10:30 am to 11:30 am*
  *Hyatt Regency - Level 3: Conference Center B*
    Presenters

    a. **An Application of the 4C/ID Model to the Re-design of the Diffusion Simulation Game** **Jake Enfield** *Indiana University*
    The Four-Component Instructional Design Model (4C/ID Model) developed by van Merriënboer is consistent with Cognitive Load Theory (CLT) and focuses on designing instruction for complex learning in ill-structured domains. However, the 4C/ID Model has never been applied to the instructional-design of educational games. In this paper, the application of the 4C/ID Model to the design of a particular educational game □ the Diffusion Simulation Game □ is described.

    b. **Using Quotes to Improve the Subjective Plausibility of Automatically Synthesized Complex Learning Tasks** **Pablo Pirnay-Dummer** *University of Jena*; **Sascha Vogtsberger** *University of Freiburg*
    Automated task synthesis is particularly interesting for specialized domains where a manual

development is not feasible and where many tasks are needed to prevent overgeneralization. We present a technology and an evaluation study of first person narratives used to help the learners with their mental model development within task cases. Overall the new strategy has shown to be very helpful to the learners in multiple ways, especially by providing more realistic texture to the tasks.

Facilitator:

*Naomi Malone* , *University of Central Florida*

**3103.C9. D&D Case-Based Learning**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: City Terrace 9*
Presenters

a. **A Scenario-Based Learning Approach: A Competency Based Learning Paradigm for Multicultural Classrooms** *Jyoti Bawane* *International Membership*; *Jonathan M Spector* *University of Georgia*

Teachers in multicultural classrooms are encouraged to adopt instructional approaches that are culturally responsive. One such approach that has been found to be feasible and effective for teachers who are not professional designers is the scenario-based learning approach. This presentation will demonstrate this approach and share its significance within the challenges faced and experiences gained while developing the same for a selected group of learners in India, which is a richly diverse multi-cultural country.

b. **Multidisciplinary Content Integration of Anatomy and Physiology Module at a Medical School** *Faiza Mohamed Al-Jabri* *Florida State University*; *Tristan Johnson* *Florida State University*

With the current rapid expansion and changes in the way healthcare is delivered, traditional instructional methods do not meet the demands of interdisciplinary practice. In meeting the new demands, medical schools are moving from traditional to content integrated curriculum. This study will examine the level of weekly discipline integration and the integration that is provided by the case of the week in anatomy and physiology course at a medical college in the Southeastern US.

Facilitator:

*Joe'l Lewis* , *University of South Alabama*

**3103.R1. D&D Instructional Design**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: River Terrace 1*
Presenters

a. **Designing for Decision Making** *David H. Jonassen* *University of Missouri*

Decision making is the most common kind of problem solving and a major component in most ill-structured kinds of problem solving. Decision theory normally prescribed rational choices and risk methods for assessing decisions, but people use more naturalistic approaches, including stories, identities, and scenarios. This presentation describes methods by which people make decisions as well as methods for training people to make better decisions.

b. **Measuring Implementation Fidelity for Newer Instructional Models: A Conceptual Framework** *Violet Kulo, Ward Cates* *Lehigh University*

Teachers adopting technology-rich instructional innovations may find themselves faced with changing their instructional approaches and implicit models in order to implement the designer's intended instructional model. But how do we measure the extent to which teachers' implementation of an instructional model is faithful? Based on findings of a recently completed study, this presentation discusses key issues in implementing new instructional designs and proposes a new conceptual framework for measuring fidelity of implementation of such models.

**3103.G7. Design and Development**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 2: Grand 7*
Presenter

a. **If We Build It, Will They Come? Transitioning a F2F Doctoral Program to Online Delivery.** *Jason Huett* *University of West Georgia*; *Craig Mertler* *University of West Georgia*; *Kimberly Huett* *University of West Georgia*; *Dawn Putney* *University of West Georgia*; *Kim Metcalf* *University of West Georgia*; *Lara Willox* *University of West Georgia*; *Myrna Gantner* *University of West Georgia*; *Barbara Kawulich* *University of West Georgia*; *Ravic Riglaben* *University of West Georgia*

Designing an online doctoral program can be a daunting task, and there is little available information on addressing issues relevant to all stakeholders. This presentation will highlight how a university in Georgia has begun to transition an existing face-to-face doctoral program to fully online delivery. Topics concerning course creation and review, curriculum, budgeting, policy changes, and other logistics will be covered. Strategies to promote buy-in from skeptical faculty, administrators, and students are also highlighted.

Facilitator:

*Larisa A Olesova* , *Purdue University*

**3103.G8. Distance Learning**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 2: Grand 8*
Presenter

a. **Real Life Distance Education: Case Studies in Research and Practice** *Anthony Pina Sullivan University System*; *Al Mizell Nova Southeastern University*

"Real-Life Distance Education: Case Studies in Research and Practice," is the first publication from AECT's Division of Distance Learning (AECT-DDL). Written by AECT members, this peer-reviewed book discusses the experiences of those who have implemented distance learning as a solution to "real-life" problems. In this session, the editors and selected chapter authors will interact with the audience in a discussion of several of the book's themes. Royalties from this book will be donated to AECT-DDL.

Facilitator:
*Annie Saint-Jacques* , *Laval University*

**3103.R3. DDL Online Debates Concurrent Session**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: River Terrace 3*
Presenters

a. **Learning Exhibited in Structured Online Debates: Levels of Learning and Types of Constraints** *Li Jin Florida State University*; *Allan Jeong Florida State University*

This study was to: a) examine to what extent each of Bloom's six levels of cognitive learning were exhibited among argument, critique, evidence, and explanation postings in structured online debates; and b) which of these postings were most likely to elicit high level learning responses. The results indicated that critique messages were most likely to exhibit higher level learning. Implications for instructions and directions for future studies are discussed.

b. **The Effects of Writing Skills on Student Interactions in Online Debates** *Allan Jeong Florida State University*; *Haiying Li Florida State University*; *Jiaren Pan Florida State University*

Because verbal fluency can influence perceived competence and credibility, this study identified differences in ways students respond to messages posted by low versus high verbal students participating in team debates using asynchronous threaded discussions. This study found that arguments posted by students that exhibited poorer grammar/spelling elicited 57% more responses that challenged the merits of the arguments than arguments posted by students that exhibited better grammar/spelling. The implications for instruction and future research are discussed.

Facilitator:
*Chandra Roughton* , *University of North Carolina Wilmington*

**3103.S3. Definition & Terminology Committee Meeting #1**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 4: Suite Room 4158*
Presenter

a. **Definition & Terminology Committee Meeting #1**
Chair:
*Rita C. Richey* , *Wayne State University*

**3103.B3. Design & Development**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: Board Room 3*
Presenters

a. **A Decision Support System Model for Online Teaching and Learning** *JuiI-Long Hung Boise State University*; *Kerry Rice Boise State University*; *Anthony Saba Boise State University*

This study proposes a decision support system model for online teaching and learning. The generic model is used to guide the process of Educational Data Mining (EDM). This study started by reviewing EDM literature from 2000 to 2009, proposed an EDM model based on literature review and the existing data mining model, and finally demonstrated the procedures of the EDM model with a case study.

b. **Creating Instructional Content to Accommodate Students' Learning Styles** *Hong Wang Fort Hays State University*

This paper briefly argues the importance of creating multimedia learning materials for online learners and it also introduces three categories of free tools to achieve this goal: Slideshows, concept maps and screen captures. In addition to the tool introduction, the educational benefits and drawbacks of each tool are also discussed in the paper. You will walk away with some ideas and free tools to create engaging online learning content.

Facilitator:
*Guoqiang Cui* , *Virginia Tech*

**3103.C2. GSA - A Conversation with the President-Elect**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: City Terrace 12*
   Presenter:
    **Marcus Childress** , *Emporia State University*
   Facilitator:
    **Tutaleni I. Asino** , *Penn State University*

**3103.B2. HistoryMakers Project Report**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: Board Room 2*
   Presenters:
    **Stephanie L. Moore** , *University of Virginia*
    **Heather Tillberg-Webb** , *Johns Hopkins*
    **Wei Li** , *Virginia Tech*
    **KiBong Song** , *Virginia Tech*
   Chair:
    **Barbara Lockee** , *Virginia Tech*

**3103.C7. Second Life & ESL**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: City Terrace 7*
   Presenters

   a.  **Integrating Second Life into an EFL Program: An Program Evaluation** *Charles Xiaoxue Wang Florida Gulf Coast University*; **Susan Hibbard** *Florida Gulf Coast University*; **Robert Kenny** *Florida Gulf Coast University*; **Daniel Chirinos** *Florida Gulf Coast University*

   This presentation reports an evaluation of collaborative research and curriculum development project that used Second Life as a medium for EFL learning and instruction. The evaluation was to find best ways to integrate Second Life into EFL programs in Chinese universities. The presentation shares findings and discusses implications for designing and implementing similar programs using Second Life as a learning medium for linking students across continents and bringing different cultures into virtual learning environments.

   b.  **Student-Teacher and Context Interaction in Second Life Foreign Language Education Classroom: Some Implications For Practices** *Cigdem Bezir Ms*; **Baris Cukurbasi** *Ms*; **Bahar Baran** *Assist. Prof. Dr.*

   This presentation intended to reveal the results of a quantitative study that was conducted to understand the nature of the interactions between students and teachers in a foreign language learning course offered in Second Life. The participants were 12 students from two different high schools in Izmir, who participated in three different SL activities out

of their school time in Fall 2010 semester. The data were collected through interviews and classroom observations as well as analysis of class logs. The study have revealed some implications for the practice.
   Facilitator:
    **Sebnem Cilesiz** , *Ohio State University*

**3103.C5. International Panel: Universidad Maya en Linea**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: City Terrace 5*
   Presenter

   a.  **Universidad Maya en Linea: Nobel Peace Prize Laureate Rigoberta Menchu Tum Online Video Discussion- Guatemala** *Douglas Tedford Walden University/ Fundacion Rigoberta Menchu Tum, Guatemala*; **Rigoberta Menchu Tum (contact Wielman Cifuentes)** *Nobel Peace Prize Laureate and Life President, Fundacion Rigoberta Menchu Tum- Guatemala*; **Wielman Humberto Cifuentes Estrada** *Education Director, Fundacion Rigoberta Menchu Tum- Guatemala*; **MaryFriend Shepard** *Walden University*; **Shane Jay Fairbairn** *Fundacion Rigoberta Menchu Tum*

   Nobel Peace Prize Laureate Rigoberta Menchu - via online video conference from Guatemala - and her foundation´s executive education team members, Doug Tedford (Mexico) and Wielman Cifuentes (Guatemala) will present the objectives and strategic plan for the Universidad Maya en Linea. This university will offer low-cost or no-cost high school and university-level courses online to rural indigenous populations of Guatemala and Central America.  Participants will participate in a moderated, translated live Q&A session with Rigoberta.

**3103.C6. Korean Society for Educational Technology**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: City Terrace 6*
   Presenters

   a.  **A Study of e-Learning Design Principles with IMS Learning Design** *Cheolil Lim Seoul National University*; **Sunyoung Kim** *Seoul National University*; **Soyoung Choi** *Seoul National University*; **Shin Hye Han** *Seoul National University*

   The purpose of this study was to develop design principles for IMS Learning Design (IMS LD). The study was conducted by developmental research methodology: devising eight design principles and three theoretical components from the relevant literature review; developing e-Learning program

by applying these design principles; and finally, gathering and analyzing the participants' responses about the design principles by workshop, survey, and interviews.

b. **The Use of Laptops in University Classes: A Qualitative Study** *Innwoo Park Korea University*; *Soo-Jeong Jeong Korea University*; *Hyoung Seok Shin Florida State University*; *Sungwoong Lee Florida State University*

The purpose of this study was to understand the whole experiences of the students related to the use of laptops in university classes using a phenomenological qualitative approach. In this study, the data was collected from 23 students at K University via semi-structured and individual in-depth interviews. This study concluded that laptops can support the students' learning activities in various aspects, and facilitate self-regulated learning as a learning tool. However, there are several factors that would have positive or negative impact on the use of laptops.

Facilitator:
*Yunjeong Eunice Chang* , *University of Georgia*

## 3103.G5. Presidential Panel
*10:30 am to 11:30 am*
*Hyatt Regency - Level 2: Grand 5*
Presenter

a. **Keynote Panel: Discussion of the Future of the Field, Technology, and our Place.** *Ana Donaldson Walden University*; *Ellen Wagner Executive Director of WCET*; *Larry Johnson Chief Executive Officer of The New Media Consortium*

The conference keynote speakers, Drs. Ellen Wagner and Larry Johnson, will share and contrast their thoughts on the future of our field, technology, and AECT's place in those opportunities. The discussion will continue the conversations from the morning's Breakfast With Champions event.

Facilitator:
*Ana Donaldson* , *Walden University*

## 3103.G1. Research & Theory-Senior Faculty
*10:30 am to 11:30 am*
*Hyatt Regency - Level 2: Grand 1*
Presenter:
*Andrew Gibbons* , *Brigham Young University*
Facilitator:
*Lisa Yamagata-Lynch* , *Northern Illinois University*

## 3103.R2. Research & Theory
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: River Terrace 2*

Presenter

a. **Teaching Qualitative Research in Educational Technology: A Panel Discussion** *Ellen Hoffman University of Hawaii-Manoa*; *Marcia Mardis Florida State University*; *Peter Rich Brigham Young University*

With new AECT standards including research application and ethics, educational technology programs will need to integrate research practice and assessment into graduate education programs. This panel presentation by faculty members who teach qualitative methods courses and are writing a chapter for the new AECT Handbook will review course design, research trends, and advising practices. Audience participation will include a chance to share resources and solutions to challenges in teaching research methods.

Facilitator:
*Tracey A. Stuckey-Mickell* , *The Ohio State University*

## 3103.OR. School Media & Technology
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: Orlando Room*
Presenter

a. **Digital Comic Making as a Learning Tool** *Chris Miller Morehead State University*; *Sara Lindsey Morehead State University*; *Leslie Blatt*

Educators are faced with pressure to focus instruction on 21st century skills development along with meeting content standards. Teachers often look for new instructional strategies to assist them. Using the concept of sequential art in comics, this presentation will explore ways in which it has been used in the past, demonstrate how it can be used today with easy to use online software and Web 2.0 applications and how it links to 21st century skills.

## 3103.C1. School Media & Technology
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: City Terrace 11*
Presenter

a. **School Librarians and Web Usability: Why Would I Want to Use That?** *Anthony Chow University of North Carolina at Greensboro*; *Judy Donovan University at Buffalo*

The study reports the results of a statewide usability study of a department of public instruction curriculum website involving a sample of 879 school librarians, teachers, and students. Three site visits were also conducted in order to allow for hands-on usability testing. The results suggest that while participants felt the content of the

site was relevant and useful overall usability in terms of ease-of-use as measured by efficiency, effectiveness, and overall satisfaction was poor.

**3103.CA. Reflection Papers**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: Conference Center A*
  Presenters

  a.  **T103-D&D Cognitive Load in Training a Complex Multivariate Task** *Jennifer R. Morrison, Don G. Robison*, *Michael W. Martin, Ginger Watson Old Dominion University*

  This design case documents the design of an instructional simulation for training ship-handlers on the complex factors involved in the mooring process. The original training employed traditional classroom instructions with limited use of a single, expensive, and remote simulator, followed by a real life task execution onboard a ship. The focus of this case study is a readily accessible PC-based simulation for development of the basic skills prior to performance on a ship.

  b.  **T103-D&D Design and Development of Authenticity in Web-based Inquiry Learning** *Woon Jee Lee, Fengfeng Ke Florida State University*

  The purpose of this study is to examine the process of designing and developing authenticity in web-based inquiry learning by adopting the ten design principles of authentic learning and the instructional framework for an inquiry-oriented online activity known as WebQuest. This case study proposed new instructional design of a lesson unit, titled "Needs Assessment Plan" in the sampled course. The newly developed content would be implemented and evaluated by twenty-two graduate students.

  c.  **D&D Developing a Student Leadership Retreat Using Instructional Design Techniques** *Melissa Johnson University of Florida*

  The purpose of this presentation is to describe how the Morrison, Ross, and Kemp (2007) instructional design model was used to design a student leadership retreat. The application of the model to designing the retreat is described in detail, including the learner and task analysis, development of instructional objectives, sequencing, and materials, and formative evaluation.  Finally the implementation of the actual retreat, including summative evaluation procedures, is provided.

  d.  **T103-D&D Employing Multimedia Software to Address Common Misconceptions in Astronomy Education** *Dmitrii A. Paniukov, Jongpil Cheon, Steven Crooks Texas Tech University*
  This instructional design project addresses common

misconceptions experienced by children and adults in astronomy education, especially understanding and recognizing the lunar phases from different vantage points around the earth. This design project fills a void in instructional software for astronomy education that enables students to "observe" the Moon's phases from the Northern and Southern hemispheres simultaneously and change the Moon's position to figure out similarities and differences of lunar shape and orientation.

  e.  **T103-D&D Intentional Design of an Online Graduate Course Using Merrill's First Principles: A Case in Progress** *Martha Snyder Nova Southeastern University*

  Phase one of a study on the design, implementation, and evaluation of a fully online graduate course using Merrill's First Principles will be shared. The aim of the session is to describe phase one of the design process and engage in dialogue with an interdisciplinary group of novice and expert researchers and practitioners who are interested in field-based research, instructional-design theory and model building, formative research, and the value and production of rigorous design cases.

  f.  **T103-D&D Mobile Computing: Perspectives on Design, Learning, and Development** *Susan Land Penn State University*; *Orrin Murray Penn State University*; *Heather Zimmerman Penn State University*; *Simon Hooper Penn State University*; *Kuo-Chuan (Martin) Yeh Penn State University*; *Priya Sharma Penn State University*

  This Reflection Paper Session is designed to showcase a range of projects and pedagogical perspectives about mobile computing and explore implications for design and development of mobile computing apps. Four posters will be presented on the following: (a) augmented reality in an outdoor learning context; (b) collaborative learning and mobile computing; (c) development issues and implications; and (d) development of a mobile app for moderating cognition about caffeine intake.

  g.  **T103-D&D Problems Faced During the Design and Development of a Distant Web Design Course** *Erman Uzun Middle East Technical University*; *Muhammed Yaşar Ozden Middle East Technical University*; *Ali Yildirim CURRICULUM DEVELOPMENT AND INSTRUCTION*

  This paper includes preliminarily findings about design and improvement process of a distant web design course. Action research approach is used in this study to determine and solve the problems during this improvement process. Morrison and

*(3103.CA. Reflection Papers continued)*

Kemp's ID model were used as a guide during this design process. The aim of this project is to design, implement, and enhance a new online course with considering the limited resources of the Faculty of Vocational Education in Turkey.

h.  **T103-D&D Review on the Effectiveness of Educational Games and Game Based Learning.** *Sylke Vandercruysse KULeuven - Kortrijk*; *Mieke Vandewaetere KULeuven - Kortrijk*; *Geraldine Clarebout K.U.Leuven*

This study presents a review of empirical research on game-based learning. The learning effects of educational games are  studied in order to gain more insights into the conditions under which a game may be effective for learning. Results reveal that there is a gap between the claims in the literature and the results of the empirical research.

i.  **T103-D&D Twitter Communications in the Professional Conference Setting** *Minho Joo FSU*; *Vanessa Dennen Florida State University*

This study investigates Twitter use in a professional conference setting, looking at how it is used by and can benefit scholars. For this study, the selected data set was the "#aln2010" hastag, which contains tweets from the Sloan-c International Conference on Online Learning. Computer mediated discourse analysis techniques were used to categorize the tweets, and examine the interactions that took place via the hashtag.

j.  **T103-MMP Tired of PowerPoint? Using Research-based and Theory-grounded Guideline in Selecting Web 2.0 Tools for Effective and Engaging Presentations** *Cheng-Yuan Lee, Jeremy Dickerson, Joe Winslow Coastal Carolina University*

This presentation is intended to apply empirical research findings and cognitive load theories on multimedia leaning in selecting Web 2.0 presentation tools that offer similar and sometimes better functionality than their proprietary counterpart—PowerPoint. Five popular Web 2.0 tools used for creating presentations have been analyzed for their functionality, usability, utility, and easy of use. In addition, several strategies for classroom integration will be presented.

k.  **T103-MMP Using Adobe Flash to Develop an Interactive Multimedia instructional Module** *Jerome Hoskins UNC-Wilmington*; *Florence Martin University of North Carolina - Wilmington*

This paper presents an interactive multimedia instructional module developed to provide a walking tour of historic downtown Wilmington. This module was built following the systematic instructional design process including the steps of analysis, design, development, implementation, and evaluation. The purpose of this presentation is to showcase the different steps that went into building the Interactive Multimedia Instructional Module.

l.  **T103-R&T ARCH: Bridging the Divide Between Assessment Practice in Low and High-Stakes Contexts** *Andrew Barrett Indiana University*; *Ted Frick Indiana University*

A divide exists between assessment practice in low and high-stakes contexts. Efficient and accurate computer adaptive testing (CAT), common in high-stakes assessment, is rare in "low-stakes" instructional contexts; despite the need for timely and accurate information about learner knowledge, an arduous item calibration phase often limits CAT's practicality. Automatic Racing Calibration Heuristics (ARCH) is an innovative theory-anchored process that aims at reducing the item calibration burden, thus bringing the benefits of CAT to more contexts.

m.  **T103-R&T Beliefs and Practices toward Student-Centered Learning in Higher Education** *Eunbae Lee University of Georgia*

This presentation focuses on research underway to examine students and teachers perspectives on student-centered learning. Researchers will identify the connections and disconnections between instructors' beliefs about and current practices of student-centered learning. This study will provide the education community with the enhancement of student-centered learning theory and effective strategies for employing student centered learning approaches, especially in the context of undergraduate education.

n.  **T103-R&T Discovering the Landscape: Monitoring Virtual Charter Schools** *K.C. Holder Northern Michigan University*

The purpose of this "Category 2: Work in Progress" study is to investigate and describe K-12 virtual school monitoring.  One of the research questions is: How do state-level (e.g., Arizona, Colorado) charter school authorizers' monitoring practices compare to more localized authorizers' practices (e.g., university-based in Michigan)?  Data sources include protocols, procedures, interviews with key informants, and participant observation.  Initial results indicate substantial variation in practice with no clearly defined "best practices."

*(3103.CA. Reflection Papers continued)*

o. **T103-R&T The Relationships Among Personality, Internet Uses And Cyberspace Positive Psychology By Structure Equation Modeling** *Wei-Shan Chang National Chiao Tung University*

The purpose of this study was to examine the casual model of personality and cyberspace positive psychology, with the basic Internet uses and gratifications as a mediator, by using the Structure Equation Modeling (SEM). The online survey yielded 237 valid responses from the Taiwan undergraduate and graduate students. The results indicated that personality trait has effects on both the Internet use and gratifications and the cyberspace positive psychology. Partial mediator effect has also been confirmed.

p. **T103-SMT Determining Curricular Connections for Digital Fabrication Activities: Focus on Upper Elementary Mathematics Standards of Learning** *Daniel Tillman University of Virginia*; *Erika Renee Carson University of Virginia - Curry School of Education IT*; *Jonathan David Cohen University of Virginia*

This paper discusses a role for digital fabrication in facilitating elementary classroom appropriate children's engineering activities with embedded mathematics pedagogy. Digital fabrication involves using manufacturing processes to create physical prototypes of original student designs through the utilization of student-friendly software that operates 2D and 3D fabricators (Berry et al, 2010). The primary examples discussed use digital fabrication to address 4th and 5th grade Virginia Standards of Learning from the category of 'Patterns, Functions, and Algebra'.

q. **T103-SMT Development and Evaluation of a Second Life Workshop** *Kyle Wright ASU*; *Wilhelmina Savenye Arizona State University*; *Lijia Lin Arizona State University*

A total of 22 participants from a large southwestern university participated in a workshop pertaining to the use of Second Life in education. The workshop included lessons on interacting with other virtual avatars, searching and navigating to relevant educational Second Life sites, and communicating with other avatars. There were significant finding in participants attitudes toward Second Life after the workshop.

r. **T103-SMT Easy Tech Tools for the Classroom** *Donna Gee Angelo State University*

This session will look at free and easy tech tools that you can use in the classroom. Discover strategies for using technology for teaching as well as with students.

s. **T103-SMT Integrating Common Core Standards into Online Learning for Teachers: Tennessee Early Grades Reading Toolkit** *Olga Ebert University of Tennessee*; *Bobbi Lussier Tennessee Department of Education*; *Jan Bushing Tennessee Department of Education*

During this session, presenters will share their experience developing an online professional development resource for preK-3 teachers, parents of young children, and involved community stakeholders. These audiences form a "community of practice" hosted by Web 2.0-based learning environment and dedicated to learning about new English Language Arts Common Core standards and to sharing resources for integration of these standards with research-based instructional practices. Interactive activities related to website resource toolkit and a discussion will follow.

t. **T103-SMT Using Social Networking to Support Student Engagement** *Albert S. Akyeampong Ohio University*; *Ku Li Ohio University*

This study seeks to explore how social networking sites are affecting college students today and find ways using these sites to support student engagement.

**3103.B4. Teacher Education**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: Board Room 4*
Presenters

a. **Technology Integrated Professional Development: Case Study of Junior High Science and Mathematics Teachers** *Linda Sellers Utah State University*; *Lei Ye Utah State University*; *M Brooke Robertshaw Utah State University*; *Mimi Recker Utah State University*; *Andrew Walker Utah State University*

Although much attention has been given to technology integration focused professional development (PD), studies of how teachers use technology and how PD may support teachers in searching and using online resources to help improve student learning is lacking. This study investigated the impact of two versions of a technology integrated professional development workshop series targeted at Junior High school mathematics and science teachers' teaching practices. This session will present findings from a case study of four math and science teachers, and discuss their experiences in integrating of online resources with inquiry pedagogy.

b.  **Using a Behavior Theory to Design Strategically Technology Integration Professional Development for Teachers** *Jennifer Banas* *Northeastern Illnois University*

There are many reasons why teachers integrate or do not integrate technology into daily instruction. Uncovering these reasons can help teacher educators, technology coordinators, and school media specialists better to design professional development.  This presentation will share a strategic analysis using a behavior theory to analyze thoughts about and intentions to integrate technology.  Using the results of the analysis, participants will develop objectives and an outline for a teacher professional development workshop.

Facilitator:
*Robert C. Wiseman* , *Eastern Illinois University*

**3103.CL. Teacher Education**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: Clearwater*
Presenter

a.  **Clinical Experience eSupervision: A Design-Based Study of Student Teacher Performance in a Technology-Supported Cognitive Apprenticeship** *T J Kopcha* *University of Georgia*

This study reports on a design-based research project that examines the performance of student teachers engaged in eSupervision, a technology-supported cognitive apprenticeship that improves novice-expert communication. Forty-eight student teachers (21 eSupervision, 27 non-eSupervision) completed a statewide measure of teaching performance. eSupervision students had significantly higher scores associated with planning instruction and more online discussion with cooperating teachers and supervisors. Discussion includes design principles based on current and prior studies and implications for technology-supported clinical supervision.

Facilitator:
*Douglas Harvey* , *The Richard Stockton College of New Jersey*

**3103.C4. Teacher Education**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: City Terrace 4*
Presenters

a.  **Best Practices for Assisting Preservice Teachers in Integrating Multimedia to Support Learning** *Kimberly Wheeler* *University of South Florida*; *Tina Hohlfeld* *University of South Florida*

This paper reports the results of a design-based research initiative applied to the redesign of an introductory technology course for Secondary Education majors at the undergraduate level offered at the University of South Florida. It offers insight into best practices for assisting preservice teachers in integrating multimedia and Web 2.0 technologies to support the education of their future students and discusses the rationale for the redesign of the course.

b.  **Comparing the Technology Integration Aspects of Traditional and Alternative Teacher Educations Programs** *Jesse Strycker* *Indiana University*; *Thomas Brush* *Indiana University*; *Anne Ottenbreit-Leftwich* *Indiana University*

Comparisons of traditional and alternative teacher education programs (TEPs) are often marred by improper comparisons of programs and often do not consider technology integration aspects. This study compared TEPs in the same College of Education. Through the examination of program documentation and both student and faculty interviews, this study explored differences between the two programs. The examination considered technology requirements and experiences, technology beliefs, computer self-efficacy, and pre-service teacher intent for future technology integration efforts.

Facilitator:
*Vicki Napper* , *Weber State University*

**3103.C0. Teacher Education**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: City Terrace 10*
Presenters

a.  **Factors Affecting Pre-Service Teachers' Intentions to Use Web 2.0 Technologies to Supplement Learning in K-12** *Ayesha Sadaf* *Purdue University*; *Tim Newby* *Purdue University*; *Peg Ertmer* *Purdue University*

This study investigated the factors that affect pre-service teachers' intentions to use Web 2.0 technologies in their future classrooms. The Decomposed Theory of Planned Behavior was used as the theoretical framework. Results suggest that pre-service teachers' attitudes and perceived usefulness of Web 2.0 technologies are strong indicators of their intentions to use Web 2.0 tools. The implications for teacher educators who are preparing pre-service teachers to use Web 2.0 technologies in their future classrooms will be discussed.

b.  **Furthering the Use of Homemade PowerPoint Games in K-12 Education** *Jason Siko*; *Michael*

*Barbour* *Wayne State University*

In this interactive session, we will discuss how to further the use of homemade PowerPoint games in K-12 education, which have primarily been used as a review exercise. We will review the literature and research on the games to date, have participants create narratives and questions using the game template, and brainstorm ways to better incorporate the elements of game design into a unit or module. Participants are encouraged to bring laptops to the session.

Facilitator:
*Anthony K. Betrus* , *SUNY Potsdam*

**3103.SJ. Research in Virtual Worlds**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: St John's*
Presenters

a. **"I Just Didn't Want To Be a Boy": Women College Students Experiences in Second Life** *Aimee deNoyelles* *University of Central Florida*
The purpose of this session is to share the results of a qualitative study that explored how women understood the psychological and contextual factors which influenced their experiences in a Second Life college learning community. Findings suggest that avatar choice and control, gender norms, and technical competence emerge as influential factors. Insight into the instructional design of virtual world learning experiences in order to support equal access and participation for all learners will be explored.

b. **Empirical Analysis of 3D Virtual World Affordances for Integrated English Language Learning** *Sahoon Kim* *University of Wisconsin*; *Michael Thomas* *Dept. of Curriculum & Instruction*
The purpose of this study is to illuminate occurrences that unfold when a virtual environment is used as a tool for English language learning. In particular, this study focuses on identifying what activities, tasks, and group structures support learners in a 3-D virtual environment. This study explores how the results differ from case to case by differing conditions and attempts to provide an exemplary model for the instructional designers who design for 3-D virtual environments.

**3113.GF. International Open House**
*11:30 am to 12:00 pm*
*Hyatt Regency - Grand Foyer*
Chair:
*Cengiz Hakan AYDIN* , *Anadolu University*

**3114.S1. Awards Committee**
*11:45 am to 12:45 pm*
*Hyatt Regency - Level 4: Suite Room 4108*

**3114.G3. D&D/R&T Awards Luncheon**
*11:45 am to 12:45 pm*
*Hyatt Regency - Level 2: Grand 3*
Chair:
*Brian Beatty* , *San Francisco State University*

**3114.C2. GSA - Thursday**
*11:45 am to 2:00 pm*
*Hyatt Regency - Level 3: City Terrace 12*

**3114.S3. ISMF Committee Meeting**
*11:45 am to 12:45 pm*
*Hyatt Regency - Level 4: Suite Room 4158*

**3114.B3. Tech Practice**
*11:45 am to 12:45 pm*
*Hyatt Regency - Level 3: Board Room 3*
Presenters

a. **INSITE: An Exemplary Project of Technology Integration and International Collaboration in Teacher Preparation** *Xiaojun Chen* *Purdue University*; *Tim Newby* *Purdue University*
The authors of this proposal share a technology integration project "International Network of Students Investigating Technology in Education" (INSITE) that was conducted at a large university in the Midwest of the United States. The project demonstrated how pre-service teachers in America were taught and prepared in terms of technology integration. More than 1500 pre-service teachers in the College of Education at Purdue University and 500 international partner (IP) participants have been involved in INSITE since September of 2008. In this paper, the authors share a case of four student teams that participated in INSITE in September 2010. The authors will discuss the process and implications of communication and coordination within the international collaboration teams. Implications for teaching and learning will also be discussed in this proposal.

b. **Teaching in an EFL Program in Second Life: Student Teachers' Reflections and Implications** *Charles Xiaoxue Wang* *Florida Gulf Coast University*; *Mary Lefaiver* *Florida Gulf Coast University*; *Christy Hunt* *Georgia State University*
Educational researchers have paid considerable attention to the use of multi-user virtual environments (MUVEs) to support learning across curricula. Among those MUVEs created through

various media, Second Life (SL) is one of the most popular. This presentation reports on the student teachers' experience of teaching English in an experimental EFL (English as a Foreign Language) program in Second Life (SL) with students in China. The study took a case study approach to reveal what the student teachers have learned and discusses the implications for teaching in similar EFL programs in SL.

Facilitator:
*Guoqiang Cui* , *Virginia Tech*

**3120.GF. International Hospitality Center**
*12:00 pm to 4:30 pm*
*Hyatt Regency - Grand Foyer*

**3130.S3. Accreditation Committee**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 4: Suite Room 4158*
Chair:
*Tom Blevins* , *Bluefield State College*

**3130.C9. CHANGE - Exploring Personally Integrated Educational Systems (PIES)**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 3: City Terrace 9*
Presenters

a. **Personalized Integrated Educational System (PIES): Why is PIES Different Than Other Educational Technology Systems?** *Sinem Aslan Indiana University*

Although the term LMS was initially used by Reigeluth et al. (2008) to describe an information-age educational technology system, this term is also used interchangeably with other educational technology systems. To minimize this confusion, the term PIES has been adopted to identify an information-age educational technology system aligned with the theoretical framework presented by Reigeluth et al. (2008). The purpose of this paper is to clarify why PIES is different than other educational technology systems.

b. **New Functions for Educational Technology in the Information-Age Paradigm of Education: Personalized Integrated Educational Systems** *Sinem Aslan Indiana University*

The purpose of this study is to investigate a school that has undergone paradigm change, to explore the adoption of educational technology systems and identify how educational technology systems are used in regard to the information-age paradigm. The findings of this study will add to the literature on the functions that need to served by educational technology in the information-age paradigm of

education as well as design and development of PIES fully integrating those functions.

**3130.G2. D&D Membership Meeting**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 2: Grand 2*
Chair:
*Deniz Eseryel* , *University of Oklahoma*

**3130.G7. Distance Learning**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 2: Grand 7*
Presenters

a. **Quarterly Review of Distance Education -- AECT's distance learning research journal** *Michael Simonson Nova Southeastern University*; *Charles Schlosser Nova Southeastern University*

A review of the QRDE will be presented by the editors

b. **A Design Case: Improving an Online Plagiarism Tutorial by Preventing Cheating and Supporting Mobile Access** *Andrew Barrett Indiana University*; *Ted Frick Indiana University*

The Indiana University online plagiarism tutorial is a popular Open Educational Resource. Hundreds of colleges direct students to the tutorial and request that they earn a confirmation certificate generated based on students successfully passing the test. However, evidence suggests that certificate forgery is rampant. To limit cheating and to better support mobile devices, a new, more advanced version is under development. This design case describes the ongoing redesign process and the rationale behind design decisions.

Facilitator:
*Jane Mason Adamson* , *Saint Leo University*

**3130.G8. DDL E-Learning Concurrent Session**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 2: Grand 8*
Presenters

a. **E-Learning: What Have We Experienced and Where Do We Go Next?** *Chien Yu Mississippi State University*

Dramatic changes in information and communication technologies (ICTs) provide a powerful force for the growth of e-learning. E-learning has become the undeniable trend for both secondary and higher education. This presentation provides with an overview of e-learning technologies within teaching and learning, an examination of current research studies in related areas, and a discussion of the paradigm shift as well as on the trends and issues pertinent to the development of e-learning.

**b. Turning Your Learning Objectives into Engaging eLearning Activities** *Michael Schwind*; *Rob Ervin* *SchwindTEC*; *Michael Stewart* *SchwindTEC*

This presentation will provide a step-by-step multimedia demonstration of the eLearning design and development process by following the transition of a stated terminal learning objective through the various instructional design phases resulting in a completed interactive eLearning module. The focus of the presentation will be the discussion, by way of multimedia examples, of how to convert a learning objective into an engaging interactive multimedia experience presented by an eLearning professional from the corporate sector.

Facilitator:

*Li Jin* , *Florida State University*

**3130.R3. DDL Online Discussion Questions Concurrent Session**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 3: River Terrace 3*
Presenters

**a. Relationship between Question Prompts and Critical Thinking in Online Discussions** *Ayesha Sadaf* *Purdue University*; *Jennifer Richardson* *Purdue University*; *Peg Ertmer* *Purdue University*

In this session we present the results of a study examining the relationship between the structure of question prompts and the levels of critical thinking demonstrated by students' responses in online discussions. Two frameworks were used to capture students' levels of thinking: Garrison's four-stage Practical Inquiry Model and Bloom's taxonomy. The presentation will provide practical suggestions for designing questions prompts to elicit high quality responses.

**b. Which Matters? Discussion Questions or the Assessment of Student Responses** *Dazhi Yang* *Boise State University*

Studies of learning outcomes revealed in student responses to online discussion questions report a disencouraging phenomenon, which is that many responses are at lower levels of cognitive thinking. This study seeks to understand this phenomenon from a different perspective, considering both the importance of the design of online discussion questions and the valid assessment of student responses generated by discussion questions. Results show that both the assessment of student responses and the design of discussion questions are important.

Facilitator:

*Penny Thompson* , *Michigan State University*

**3130.C5. DDL Panel Session**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 3: City Terrace 5*
Presenter

**a. Issues in Online Academic Integrity: Identity Verification, Cheating and Assessment** *Anthony Pina* *Sullivan University System*; *Bruce Harris* *Western Illinois University*; *Tonya Amankwatia* *DeSales University*

New requirements for accrediting bodies and old prejudices against online learning are causing schools offering online courses and programs to take a deeper look into the area of online academic integrity. In this panel presentation three experts will discuss current issues in online academic integrity: Verifying Online Student Identity (Anthony Piña); Addressing Online Cheating and Plagiarism (Tonya Amankwatia); Avoiding Common Mistakes in Online Testing (Anthony Piña); and Higher Level Assessment Online (Bruce Harris).

Facilitator:

*Michael Waugh* , *The University of Tennessee*

**3130.CB. Educational Uses of Facebook**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 3: Conference Center B*
Presenters

**a. Facebook Discussion as a Warm-up for Cross-cultural Online Collaboration: Analysis of the High and the Low Participation Groups** *Chun-Min (Arthur) Wang* *National Hsinchu U. of Ed.*

A successful cross-cultural collaboration builds upon mutual trust and understandings between cultural diverse groups. Facebook discussion can fulfill the need for warming up the collaborative relationship. However, the participation rate varies among groups. By distinguishing the high and the low participation groups, the study conducted a postings content analysis and examined the students' reflection regarding this experience. The results indicate the communication patterns between groups, and also imply what promote a successful cross-cultural online collaboration.

**b. Relationships Between Social Profiles and Facebook Use Habits of Adolescents in a Rural Turkish Context** *Yavuz Akbulut* *Anadolu University*; *Selim Gunuc* *Anadolu University*

The current study addressed a popular online social networking site in Turkey (i.e. Facebook). Adolescents' use of Facebook with regard to their perceived social support characteristics has been examined in a rural Turkish context. Relationships between social support and other background variables such as age, academic achievement, social networking use habits and online

profiles were discussed with regard to current studies examining the same research problem with diverse populations.

Facilitator:

*Cheng-Chang Pan* , *University of Texas at Brownsville*

**3130.G6. Featured Research on Animated Agents and Computer Mediated Games**

*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 2: Grand 6*
Presenters

a. **The Effect of Emotion on Learning from an Animated Pedagogical Agent** *Enilda Romero Old Dominion University*; *Ginger Watson Old Dominion University*

The purpose of this study was to determine whether the presence of an animated pedagogical agent with facial and verbal expression of emotion has an effect on learners' achievement, engagement, emotional response, perceptions and attitudes of the interactive environment in a computer-mediated lesson. Sixty-six students from a public university in southeastern United States participated in the study. Significant outcomes from an eye tracking system, a facial expression reader, and a post-test were found.

b. **Mathematics Tutoring Anchored by Computer Games?** *Fengfeng Ke Florida State University*; *Tami Im Florida State University*

This mixed-method study examined the potential of implementing computer mathematics games as an anchor for cross-age tutoring. Data were collected through in-field observation and content analysis of game-based tutoring-learning activities, interviewing, and middle-grade students' pre and post mathematics test performance. Findings suggested that game-based tutoring had a positive impact on school students' test-based mathematics achievement. The style and timing of tutoring events, along with the characteristics of mathematics games, mediated game-based tutoring processes and outcomes.

Discussant:

*Lloyd Rieber* , *University of Georgia*

Facilitator:

*Benjamin Erlandson* , *California State University, Monterey Bay*

**3130.G4. ICEM Session**

*1:00 pm to 1:30 pm*
*Hyatt Regency - Level 2: Grand 4*
Presenter

a. **Teaching Information Literacy in First-Grade Science Curriculum Using the Super3 Problem Solving Model in Taiwan** *Lin Ching Chen National Chiayi University*

The purpose of this study was to investigate the students' performance of information literacy and subject contents on an integrated information literacy instruction in the first-grade science curriculum. The curriculum was designed based on the Super3 model. The results showed that information literacy could be integrated into lower-grade science curriculum. The students performed well on posing questions, creating posters, and reflection; however, oral presentation needed to be improved. First-grade students' science learning both on memory and comprehension was significantly different through inquiry learning.

**3130.C8. ICEM Panel**

*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 3: City Terrace 8*
Presenter

a. **ICEM Annual Graduate Student Panel Discussion in Emerging Technology: Mobile Learning** *Chih-Hsiung Tu Northern Arizona University*; *Robert Doyle Harvard University*; *Richard Cornell University of Central Florida*; *Marina S. McIsaac Arizona State University*; *Moussa Tankari Northern Arizona University*; *Ozlem Ozan Eskisehir Osmangazi University*; *Anne Mendenhall Florida State University*; *Gisela Martiz Utah State University*

ICEM graduate student panel discussion in emerging technology is a collaborative session to provide graduate students from all over the world to share their research and practices in emerging technologies. Mobile learning is selected as key topic for AECT 2011 meeting. Graduate students in educational technology frequently are early adopters of mobile technologies as learning tools. If they are not digital natives, they may be digital immigrants. Their ideas, perceptions, applications, practices, and research are valuable to share with academic communities to illuminate mobile learning. The 4-6 panelists will be selected from all over the world. A facilitator and a commentator, served by ICEM-USA professional members will preside over this panel discussion.

**3130.C7. Designing Learning Environments**
  *1:00 pm to 2:00 pm*
  *Hyatt Regency - Level 3: City Terrace 7*
    Presenters

  a. **Technology-Rich Individual Learning Environments: A Science Course Case** *Hakan Tuzun* *Hacettepe University*; *Tugba Altan* *Turkish Ministry of National Education*

  In this study, the issues in the integration process of a technology-rich individual learning environment into a Science Course in an elementary school are examined deeply. The research method was qualitative case study. The research was conducted with the user group consisting of 23 participants (12 girls and 11 boys) from 7th grade students in an elementary school in Ankara, Turkey. The implementation took ten weeks in the first school semester in 2010-2011 academic year.

  b. **Aiding Asian Students' Transition from Lecture-Focused to Self-Directed Learning Environments** *Ken Morrison*

  Are your highly prepared Asian students sitting quietly in your classroom? Is your curriculum designed to develop a diverse learning community which engages all students? What technological tools are successfully being used in Asian classrooms today? Join us for new tools, practical insight, and informative discussions to help your international students thrive!
    Facilitator:
    *Charles Xiaoxue Wang* , *Florida Gulf Coast University*

**3130.C6. KSET: Use of Social Network in Learning**
  *1:00 pm to 2:00 pm*
  *Hyatt Regency - Level 3: City Terrace 6*
    Presenters

  a. **The Analysis of Learner's Interaction with Message on Online Social Network Service.** *Yoon Hee Kim* *Yonsei University*

  This paper is a report on the findings of a learner's interaction with message on social network service. The study was conducted on twitter which is one of the most popular social network service. Findings indicate that despite the limitations of space, a variety of interactions among users were conducted. Second, people could learn through interaction with other people in social network service. Third, there are many exchange of information in following relation, in contrast, more social exchange and reflection were appeared in non-following relations.

  b. **The Changes of Social Network and the Nature of Social Activity in Teacher Education Class Using**

**Blog and Twitter** *Jieun Lee* *Chosun University*
  This study examined the changes of social network in a teacher education class using blog for writing and sharing reflective journals and twitter for communicating among peer learners and an instructor. The social networks of both the beginning and the end of the semester (such as centrality and strength of relationship) in the class were analyzed and compared by using UCINET 6 and Netdraw. In addition, the nature of social activity among learners was studied by analyzing the comments on the students' journal posts. As a result, the social network in the class was noticeably changed at the end of the semester and the effects of blogging and twittering on the changes were supported by the student interviews.
    Facilitator:
    *Yunjeong Eunice Chang* , *University of Georgia*

**3130.B3. Keynote-2: Dr. Xibin Han, Deputy Dean of Institute of Education, Tsinghua University, China.**
  *1:00 pm to 2:00 pm*
  *Hyatt Regency - Level 3: Board Room 3*
    Facilitator:
    *Tina Wu* , *Central Connecticut State University*

**3130.C0. MIM - Diversity Issues**
  *1:00 pm to 2:00 pm*
  *Hyatt Regency - Level 3: City Terrace 10*
    Presenters

  a. **Caribbean Educators' Network: A Framework for Informal Online Collaborative Knowledge-building and Sharing** *LeRoy Hill* *University of Nottingham*; *Camille Dickson-Deane* *University of Missouri - Columbia*

  This paper introduces the Caribbean Educators' Network (CEN). It discusses the impetus for the creation of the network as well as the framework used to guide its design and use. The network provides access to and for educators as a way to encourage professional development artifacts. These educators are widely dispersed throughout the region and the use of ICT technologies facilitates the continuous dissemination of professional development.

  b. **Designing a Culture-specific Multi-media Product with the Culture Based Model** *Brandon Taylor* *NIU/CSU*; *Patricia Young* *Uni. of Maryland Baltimore Co.*

  The following case applies the Culture Based Model (CBM) to design a culture-specific multi-media product using a free and easy programming language. Research indicates that culture-specific multi-media motivates minority students and these students are more likely to be interested in culture-specific STEM related learning. The case is grounded in African

American culture and focused toward youth in middle to high school grade levels. Participants learn how to apply CBM within the context of creating a culture-specific multi-media product.

Facilitator:

*Brandon Taylor* , *NIU/CSU*

**3130.R1. Multimedia Production Division**

*1:00 pm to 2:00 pm*

*Hyatt Regency - Level 3: River Terrace 1*

Presenters

a. **Developing Mobile Learning for IPOD touches** *Florence Martin, Raymond Pastore, Jean Snider* *University of North Carolina - Wilmington*

The purpose of this presentation is to demo the process used to teach graduate students in an instructional technology masters program to design and develop instructional material that can be accessed via a mobile device (IPOD touch). The mobile learning material developed will also be tested for its usability and the usability testing data will be shared at the presentation.

b. **Empowering Teachers to Create Educational Software Meeting Their Own Instructional Needs** *Young-Jin Lee* *The University of Kansas*

The purpose of this study is to investigate whether an innovative educational technology tool called Etoys (http://squeakland.org) could enable teachers who have no prior experience in computer programming to create multimedia-rich educational programs meeting their own instructional needs. This study will showcase multimedia-rich educational programs created by the teachers who participated in this study, and present the results from the anonymous survey evaluating the difficulty of and the attitude toward learning Etoys programming.

Facilitator:

*John Curry* , *Oklahoma State University*

**3130.G5. Presidential Panel**

*1:00 pm to 2:00 pm*

*Hyatt Regency - Level 2: Grand 5*

Presenter

a. **A Collegial Conversation with Leading Scholars about Educational Technology, Instructional Design and the Learning Sciences** *Jonathan M Spector* *University of Georgia*; *Marcy P. Driscoll* *Florida State University*; *David H. Jonassen* *University of Missouri*; *M.David Merrill* *Retired Utah State University*

This Presidential panel is design to promote a highly interactive session. Three distinguished scholars will comprise the panel - Profs. Marcy Driscoll, David Jonassen, and David Merrill. After very brief opening

comments by each, the moderator will pose the first provocative question to the panel, each of whom will have about two minutes to respond. Then the floor will be opened for provocative questions from the audience addressed to the panel in general. Again each panelist will be given about two minutes to respond to each question. The moderator will close the session with a final question to the panel.

Facilitator:

*Barbara Lockee* , *Virginia Tech*

**3130.S1. Publications Committee**

*1:00 pm to 2:00 pm*

*Hyatt Regency - Level 4: Suite Room 4108*

Chair:

*Rhonda S. Robinson* , *Northern Illinois University*

**3130.G1. R&T Membership Meeting**

*1:00 pm to 2:00 pm*

*Hyatt Regency - Level 2: Grand 1*

**3130.OR. School Media & Technology**

*1:00 pm to 2:00 pm*

*Hyatt Regency - Level 3: Orlando Room*

Presenter

a. **Shaping the Future: Strategic Planning and School Libraries** *Anthony Chow, Stephanie Sells, Amy Figley* *The University of North Carolina at Greensboro*; *Judy Donovan* *University at Buffalo*

The disconnect between school libraries and school leaders and teachers remains one of the most significant ironies in today's public schools as the national focus on increasing student achievement continues to grow. Our study will report preliminary findings on the impact formal strategic planning had on four public school libraries in terms of their relationships with major stakeholders and overall performance. We will share each school's unique experience and discuss possible applications to other schools.

Facilitator:

*Judy Donovan* , *University at Buffalo*

**3130.R2. School Media & Technology Panel**

*1:00 pm to 2:00 pm*

*Hyatt Regency - Level 3: River Terrace 2*

Presenter

a. **Collaboration - how to make it happen!** *Lucilia Green* *Georgia Southern University*; *Randy Hollandsworth* *Piedmont College*

Librarians and teachers need to collaborate to teach information literacy and other skills. How does it happen? How can we make it happen?

**3130.B2. T&P  Impact of Technology on Learning**
  *1:00 pm to 2:00 pm*
  *Hyatt Regency - Level 3: Board Room 2*
    Presenters

    **a. Behavioral Differences in Navigation Across Disorientation Levels** *Gokhan Akcapinar Hacettepe University*; *Arif Altun hacettepe university*
    Type: Completed Study In this study, it is aimed to analyze behavioral differences of learners who have a different level of perceived disorientation by their navigation and eye movement data. Stratum and compactness metrics were used to measure users' navigation. Eye movements were analyzed based on fixation counts and fixation lengths. It was found that all these metrics significantly differs across different levels of perceived disorientation during navigation in a hypertext learning environment.

    **b. 3D Computer Animation Course Grades and Spatial Ability Test Score amongst Multimedia Major Undergraduate Students** *Sharkawi Che Din Universiti Teknologi MARA*
    The aim of this study was to investigate the possible correlation between 3D Computer Animation course grades and Spatial Ability test score among undergraduate students majoring in Creative Multimedia programs at the selected public universities in Malaysia. The participants were 188 (52 Males, 136 Females) undergraduate students who had completed the 3D Computer Animation course from seven faculties at the Malaysian public universities
    Facilitator:
      *Yonjoo Cho , Indiana University*

**3130.CA. Reflection Papers**
  *1:00 pm to 2:00 pm*
  *Hyatt Regency - Level 3: Conference Center A*
    Presenters

    **a. DDL An Analysis and Comparison of Lecture Capture Products** *Karen Kaminski Colorado State University*; *Gene Gloeckner Colorado State University*
    Join in a presentation and discussion regarding multiple lecture capture software products.  We will not recommend a specific product, rather share a side-by-side comparison of four different products.  We will present the features, cost, and technology requirements; instructor interface; student interface; and student feedback from a pilot.  We will discuss the pros and cons of each product and participants interested in adopting a product will be armed with new knowledge to make their decision.

    **b. DDL Building Diverse and Inclusive Online Courses with Humanistic Learning Theory and Universal Design for Learning** *Elena Garcia Ansani National Louis University*
    Online learning can provide opportunities of self-directed, self-motivated, and self-evaluated learning experiences. In this study, humanistic learning theory is the framework for promoting student's self concept, autonomy, and ability to make personal decisions within an online learning environment. The principles of Universal Design for Learning (UDL): multiple means of representation, engagement and expression were also incorporated to create diverse and inclusive interactions. Both are examined as best practices for building an interactive online learning course.

    **c. DDL Cross-Institutional Online Engineering Tutoring** *Stephanie L. Moore*, *James F. Groves, Sheila A Warren University of Virginia*
    During collaboration for online engineering education between a state's Community College System and a four-year university, an intervention to increase retention in STEM disciplines in rural community colleges became evident. In this session, we review the online solution developed for a distributed STEM tutoring program. Topics include infrastructure, delivery logistics, preliminary results from the first-year pilot at three campuses, and the tutor training emphasizing cognition and learning, guided inquiry, and academic honesty.

    **d. DDL Design Principles to Foster Lived Body Experiences and Embodied Knowing in Text-based Online Learning Environment** *lina metlevskiene KSU*
    Accounts in philosophical and cognitive science indicate the crucial role of the body, embodiment and embodied practices for embodied learning and knowing to take place. This presentation will involve in the discussion if embodiment and embodied learning and knowing is possible in text-based online learning environments. The presenter will share ideas and design strategies that allow one to bring lived body experiences, true intersubjective understanding and embodied knowing online.

    **e. DDL Exploring Cloud Computing for Distance Learning** *Wu He Old Dominion University*; *Dan Cernusca Missouri University of Science & Technology*; *M'hammed Abdous Old Dominion University*
    The new IT paradigm called cloud computing has the potential to transform the way that IT resources

*(3130.CA. Reflection Papers continued)*

are utilized and consumed in distance education. In an effort to help distance learning administrators understand cloud computing and make plans for successful cloud adoption, this paper provides insights for adopting cloud computing for distance learning based on a review of cloud computing literature. Implications and considerations for additional research are provided as well.

**f.   DDL Instructional Modeling in Online Courses** *Beth Allred Oyarzun UNCW/Old Dominion*
Instructional strategies in online courses should reduce transactional distance (Moore, 1989). Transactional distance is defined as the cognitive space between learners and instructors which increases with interaction and decreases with structure. Garrison and Cleveland-Innes (2004) found that student adjustment to online learning is directly associated with social and cognitive interaction. This paper investigates present research on modeling as an instructional strategy for online courses framed with two of Moore's three types of interaction.

**g.   DDL Transactional Distance Model-Based Instructional Design for Online Courses** *Xiaoxia Huang Indiana State University*
Moore's transactional distance framework is an important theoretical model in distance education. Using this framework in the context of Web-based learning environments, this presentation will 1) present and discuss course design cases based on the interaction of the three dimensions of the framework: dialogue, structure, and learner autonomy; and 2) suggest and discuss strategies and best practices for building a high-dialogue online course with an appropriate structure based on learner characteristics.

**h.   DDL Truly Connecting with Online Students: Instructional Technology Course Redesign Goes Online** *Beth Jordan University of South Florida*; *Tina Hohlfeld University of South Florida*
Online instruction historically feeds course material asynchronously with little interaction. Innovative practices helped transform the student experience in an introduction to technology course for pre-education majors at a research one university in Florida. The researchers sought to bring the same authentic, social learning experiences from the face-to-face redesign to the online section. Instruction driven by student performance and implementing various student support tools demonstrate that student-centered, differentiated pedagogy is relevant to online instruction.

**i.   SMT Professional Media Associations and the Essential Links: Association Vision, Member Needs, and Web Communication** *Janet L. Amann University of Wisconsin - Eau Claire*
AECT endures as a foundational and evolving professional association for school library and media educators. A recent study of school library media professionals' perceptions of membership in various associations found vision, membership, and communication to be critical links. The study examined instructional technology learning and leadership venues as supported via the participatory, interactive force of Web2.0. Participants discerned personal and professional needs regarding association involvement levels and member communication. Findings offer considerations for other associations.

**j.   SMT Students' Utilization and Perceptions of Netbooks in the Classroom** *Jason Siko*
Netbooks and tablets have the potential to change how students work in the classroom due to their portability and long battery life. A classroom equipped with only a few netbooks can increase the efficiency of the school's resources. However, districts must learn how to best implement their use in the classroom. The purpose of the study was to see how the students viewed these devices to guide implementation and practice.

**k.   SMT Students' Attitudes and Beliefs about Social Media Use in K-12 Educational Contexts** *Jin Mao Wilkes University*
While teachers try to meet the changed learning styles, preferences, and roles of the digital native students, little is known about how students would use these new tools for learning. The study adopts a mixed method approach, specifically, the sequential explanatory strategy, to investigate students' affordances for new technologies, their attitudes and beliefs about these new technologies and how these new tools should be used in educational contexts.

**l.   SMT Transformational Change Through Distance Learning: Removing Educational Barriers in K-12 and Modeling an Environmental Conscience.** *Lisa Ann Jones Morehead State University*
This proposed presentation will be of interest to teachers and professionals who are considering integrating technology in the K-12 classroom and who have an interest in environmentally conscious participation in schools. The benefits to using distance education include; addressing calamity days cancellations, reducing the weighty carbon

*(3130.CA. Reflection Papers continued)*

footprint in K-12 while modeling environmentally conscious behavior, and preparing K-12 with post-secondary technology skills. Arguments against an online curriculum move in K-12 will be addressed with evidence-based support.

**m.  SMT Twitter, Tumblr, and Twiddla? Mentorship Opportunities in Web2.0 Environment** *Janet L. Amann University of Wisconsin - Eau Claire*

Select Web2.0 sites offer opportunities for professionals to engage and interact. A recent study of library and media associations found satisfying association participation and leadership experiences can be enhanced by successful mentor experiences. This presentation considers Twitter, Tumblr, and Twiddla and Web2.0 applications as mentor vehicles to provide immediate and interactive electronic sharing, modeling, and discussion events. Participants explore exciting Web2.0 possibilities for professional associations with regard to vision, membership involvement levels, communication, and leadership.

**n.  SMT Usability Study of Smart Storytelling Toy for Children's Storytelling** *Nuri Kara Middle East Technical University*; *Cansu Cigdem Aydin Atilim University*; *Kursat Cagiltay Middle East Technical University*

In this study, usability results of smart storytelling toy "StoryTech" developed by researchers will be presented. The smart toy provides mixed reality environment combining physical and virtual environments for children to make them tell their original stories. In this context, StoryTech was experimentally tested in 3 different kindergartens with totally 30 single children and 30 dyads from different age groups, such as age 4, age 5 and age 6. The results will be presented in a detailed way.

**o.  SMT Using Blogs and Wikis as Reflective Tools to Support Meaningful Learning** *Albert S. Akyeampong Ohio University*

Blogs, Wikis and Podcast are web 2.0 tools being steadily used in different ways in education in recent years. Web 2.0 technologies have the potential to help support meaningful learning. Not much is reported by way of research concerning the use of blogs, wiki, and podcast as reflective tool. This ongoing study aims at finding out undergraduate students' perceptions of using blogs, wikis, and podcast as reflection tools in a technology class.

**p.  TED Exploring Beginning Teachers' Barriers: Guidelines to Support Teaching Practice with Emerging Technologies** *Adrie A Koehler Purdue University*; *Minchi Kim Purdue University*

Teachers are faced with many challenges during their first few years of teaching. To support beginning teachers, different methods have been utilized. Much inconsistency exists among these programs' duration, structure, and intensity, and many beginning teachers change schools or leave the profession. The purpose of this paper is to provide a review of key issues related to the beginning teacher experience and propose specific guidelines to support beginning teachers with various emerging technologies.

**q.  TED From Modeling to Integration- Technology from College to Classroom** *Dana Ruggiero, Christopher Mong, William Watson Purdue University*

This study explores the current use of technology in the classroom as well as the teacher training that leads to the integration of technology in these classrooms. This study examines how technology integration is perceived to be modeled in pre-service teacher education classes as well as how in-service teachers integrate technology in their classrooms.

**r.  TED Improving Teacher Questioning Strategies Through Collaborative Video Self-analysis** *Peter Rich, Kiya Heaton Brigham Young University*

While institutions of higher education seek to improve teaching and learning, most instructors have little to no pedagogical training. Using Bloom's taxonomy, this study so to train novice statistics instructors to use Bloom's taxonomy, by analyzing their teaching using a video annotation tool, which enables teachers to notice contradictions between perceived and actual teaching. Initial results indicate an overuse of lower order questioning strategies among novice teachers may be overcome through collaborative and individual video analysis.

**s.  TED Instructional Technology Sustainability for Staff Development** *David D. Carbonara Duquesne University.*; *Larry Tomei Robert Morris University*

This presentation will present the empirical results of a study that was designed to measure the impact of a week-long immersion and the extensive coaching over a two year period.

**t.  TED Teacher Beliefs, Practice, and Technology Integration** *So Mi Kim University of Georgia*; *ChanMin Kim University of Georgia*

Based on an extensive review of empirical literature on teacher beliefs, practice, and technology integration, we propose a conceptual framework

*(3130.CA. Reflection Papers continued)*

that illustrates beliefs as a dynamic system for technology integration practices. We further discuss how this framework can be applied to teacher education for technology integration.

u.  **TED The Instructional Technology Leadership Academy: A New Approach to Teacher Education** *Douglas Harvey The Richard Stockton College of New Jersey*

The Instructional Technology Leadership Academy (ITLA) is a new initiative that provides a special focus within the Teacher Education program on developing groups of pre-service teachers who will become leaders for integrating technology in their schools. This is accomplished through a combination of specific fieldwork experience and student teaching placements with tech-using teacher-mentors, as well as two additional seminar-style courses to assist the student with incorporating technology in their fieldwork and other education coursework.

v.  **TED Using Web 2.0 to Facilitate Pre-Service Teachers' Diversity Awareness in Reading Context** *Hui-Yin Hsu New York Institute of Technology*

This study explores weblog's possible contributions to the integration of diversity issues into literacy teaching and learning. 27 pre-service teachers participated in this study to exchange their knowledge and experiences on a group weblog. The researchers adopted a mixed-methodology approach to measure participants' attitudes toward and understanding of learners from diverse settings. The results reveal that participants had positive attitudes toward language diversity and improved their understanding of students from diverse backgrounds.

w.  **TED Learning to Teach with Digital Technologies and Learning to Lead: A Tale of Two Countries** *Ping Gao University of Northern Iowa*

This presentation will report on one similar major finding from two studies conducted in USA and Singapore. Regardless of various differences, six out of nine preservice teachers in the USA study and three out of ten preservice teachers in the Singapore study demonstrated shared characteristics of developing leadership potential for technology integration based on their strengths-based practices. Learning to teach with digital technologies holds the potential to transform teaching and learning in schools amongst and through preservice teachers.

**3130.CL. Teacher Education**
  *1:00 pm to 2:00 pm*
  *Hyatt Regency - Level 3: Clearwater*
  Presenters

  a.  **Online Teacher Behavior: Pre-Service Teacher Perceptions** *Tiffany Roman Indiana University*; *Anne Ottenbreit-Leftwich Indiana University*

  Pre-service teachers enter into teacher education programs with preconceptions or experiences that define what it means to be a teacher (Alsup, 2006). To better understand how pre-service teachers develop their professional identities in an age of social networking, a private online discussion forum was created in an introductory educational technology course to examine perceptions of online teacher behavior. Interactional sociolinguistic discourse methods of analysis (Gumperz, 2001) were utilized to reveal culturally specific presuppositions regarding teaching, professionalism, and college.

  b.  **Pre-service Teachers' Stages of Concern and Their Technological Pedagogical Content Knowledge (TPACK)** *Kuan-Chung Chen National Univeristy of Tainan, Taiwan*; *Syh Jong Jang Chung Yuan Christian University, Taiwan*; *Chia-Jung Lee The University of Georgia*

  Whereas Technology Integration and Technological Pedagogical Content Knowledge (TPACK) share similar features and goals, studies connecting these two areas remain scant. This study specifically investigates pre-service teachers' Stages of Concern (SoC) and its interrelationships with their TPACK. Data will be collected through an online survey and analyzed using canonical correlational analysis. This study is expected to expand our current knowledge base, guiding us to keep examining the intricate interrelationships between Technology Integration and TPACK.

**3130.C4. Teacher Education**
  *1:00 pm to 2:00 pm*
  *Hyatt Regency - Level 3: City Terrace 4*
  Presenters

  a.  **Explore the Use of Mobile Devices to Conduct Teacher Professional Development** *Shiangkwei Wang New York Institute of Technology*

  In-service teacher professional development is an important element to prepare high quality teachers. However, teachers have difficult to find time to commit to professional development in their busy schedule, and it is difficult to sustain what they have learned during the professional development.

This study aimed to resolve the issue by adopting media player to conduct virtual professional development. The presentation will share the effectiveness, advantages, and challenges of this professional development model.

**b. Mobile Technologies and Devices in the Twenty-First Century 2.0 Learning Environment** *Christina Partin* *University of South Florida*; *Skyler Lauderdale University of South Florida*

This presentation seeks to demonstrate a unique perspective on the "Celebrate 3.0: Design. Learn.Community" theme by incorporating new applications of existing "best practices" in active learning with novel uses for mobile technologies inside the classroom. The redesign of pre-existing activities into our model of twenty-first century education is demonstrated with the goal of empowering educators to re-envision their old activities and seek to implement them with radically new techniques.

Facilitator:
*Jesse Strycker* , *Indiana University*

**3130.B4. Teacher Education**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 3: Board Room 4*
Presenters

**a. Developing Resources to Teach Ethics in Teacher Education** *Vicki Napper* *Weber State University*; *Paul Dykman Weber State University*

In order to provide our students with practical application of ethics in the highly structured and critical area of loci parentis (caring for other people's childen as if they are your own), a web site was developed. This presentation will talk about the issues around teaching both legal concepts and ethical guidelines to teacher education licensure candidates.

**b. Utilizing Interactive Simulation in Teacher Education** *Glenda Gunter* *University of Central Florida*; *Kathleen Ingraham* *University of Central Florida*

During this interactive presentation, participants will be given a behind-the-scenes interactive demonstration of a virtual classroom simulation used in teacher education programs across the country. This particular simulation uses motion-captured puppeteer avatars to provide a flexible environment for teachers to practice both content and classroom management skills with virtual students. Attending educators will have the opportunity to create, test, and discuss their own

teacher education scenarios within the simulation environment.
Facilitator:
*Hsin-Te Yeh* , *Metropolitan State College of Denver*

**3130.C1. Technology Literacy**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 3: City Terrace 11*
Presenters

**a. Explaining Classroom Technology Integration With Path Analysis** *Ann Barron* *University of South Florida*; *Albert Ritzhaupt* *University of Florida*; *Feng Liu* *University of Florida*; *Carol A. Brown East Carolina University*

This presentation focuses on explaining technology integration in formal school settings using path analysis. Data was collected from 1,235 K-12 teachers from 336 schools in 41 school districts across the state of Florida. The method investigates several different technology integration measurements and their direct or indirect effects on technology integration. Results show that a teacher's use of technology, and their confidence and comfort using technology affects how technology is integrated into the curriculum.

**b. Student Technology Literacy in Florida Schools: Evidence of a Digital Divide** *Albert Ritzhaupt* *University of Florida*; *Ann Barron* *University of South Florida*; *Feng Liu* *University of Florida*; *Carol A. Brown East Carolina University*

This research examines student technology literacy in relation to socio-economic status (SES). The sample included N=5,990 middle school students from 13 different school districts within the state of Florida. Students completed the Student Tool for Technology Literacy (ST2L) and a host of demographic questions. Results demonstrate statistically significant differences between High and Low SES students on all subsection of the ST2L. The results were consistently in favor of High SES students.

**3130.SJ. Concepts in Virtual Worlds**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 3: St John's*
Presenters

**a. Metaverse: Meeting@Distance** *Tom Atkinson University of Central Florida*

As virtual worlds evolve, the Metaverse offers sophisticated design spaces for rapid-prototyping of training activities and meeting facilities with built-in communication features and dynamic dimensions that augment the real world. This presentation

explores the concept of Metaverse, highlights four principles of virtual worlds, and provides a brief update of the AECT Second Life Project.

b.  **The Emerging Field of Virtual Learning Environments** *Joseph Claypoole* *Higher Education*

The past 40 years has seen a transformation of distance learning from the computer to interactive virtual worlds. Eventually the concept of distance learning was more widely accepted by learning institutions. This combined with more advances in technology made it possible to create the complex virtual worlds that many of the game based learning principles used by the military, industry and education are based on.

c.  **The Effects of Personalization on Motivation in Virtual Worlds** *Cecile Foshee* *The Art Institute of Phoenix*; *Brian Nelson* *Arizona State University*

This study explored how personalization affects motivation and perceived-performance in virtual world (VW) assessment environments. The study's approach was to include VW customization features presented as options to customize the appearance of their avatar and to personalize the in-world conversations where students are addressed by their chosen pseudo name. Results showed that there was a significant correlation between motivation and perceived-performance and the need-to-personalize moderated the relationship between motivation and perceived-performance.

**3140.GF. Design and Development Showcase**
*2:00 pm to 4:30 pm*
*Hyatt Regency - Level 2: Grand Foyer- Ballroom 3*
Presenters

a.  **Design a New Cooking Game for Children's Informal Learning** *Yaozu Dong* *Penn State University-UP*; *Meiyu Ke* *State University of New York-Stony Brook*; *Lu Bai* *Penn State*; *Yu Wu* *Penn State*

Academic literature on game-based learning generally argues that games provide better learning, new forms of knowledge and added motivation to learning. However, an important aspect is missing in existing researches – using video games as educational tools to teach children basic life skills. This project is concentrating on designing a new cooking game to teach children one of the daily living skills – food preparation.

b.  **Design and Evaluation of Scaffolds to Support Middle School Students' Construction of Evidence-based Arguments** *Brian Belland* *Utah State University*; *Joel Drake* *Utah State University*; *Zhiying Liu* *Utah State University*

The Connection Log is a database driven scaffolding system that supports middle school students' construction of evidence-based arguments during problem-based learning units. In two prior studies, its use led to significantly better performance in argument evaluation among lower-achieving students (ES=0.61) and among average-achieving students (ES=0.62). A grant affords the opportunity to redesign the Connection Log and study its impact and use in a Title 1 middle school. In this presentation, we demonstrate the system's capabilities.

c.  **Optics Reflection and Refraction: A Virtual Instructional Simulation** *Enilda Romero* *Old Dominion University*; *Yekaterina Sliva* *Old Dominion University*; *Jeremy Brown* *Old Dominion University*; *Ginger Watson* *Old Dominion University*

This simulation teaches the basic principles of light reflection and refraction in physics. Potential learners are high school and/or college students taking an introductory Physics course. The design team used an iterative development approach for the design and development of this instructional simulation. The simulation runs a continuous-state and deterministic model. The relationship between the variables is iterative and cyclic. The modeling tool used to develop the simulation is Netlogo (version 4.1.1).

d.  **The Development of a Simulation-based Instruction to Enhance Nursing Students' Experience of Four Professional Roles** *Ding-Chung Huang* *The Unviersity of Oklahoma*; *Huimin Zhang* *University of Oklahoma*; *Emily Higgins* *The University of Oklahoma*; *Xun Ge* *University of Oklahoma*; *Beverly Bowers* *University of Oklahoma, College of Nursing*

"Putting It All Together" is an interactive, simulation-based learning environment developed to provide instruction to nursing students on four nursing roles. It has been designed for a grant-funded project awarded to The University of Oklahoma College of Nursing. The simulation was designed to provide nursing students an opportunity to experience the four professional roles in a realistic clinical setting, in which the student nurse is guided by a mentor nurse and actively plays the four nursing roles through interactions with patients and engaging in decision making process. In this showcase, we will present the theoretical framework, demonstrate the main design features, and discuss the innovation of this project, including

*(D & D Showcase Continued)*

the design method – computer program branching (which allows students to experience the four roles) and adaptability of the simulation software for mobile devices.

e.  **Vector Moor: Managing Cognitive Load with a Two-Dimensional Ship Mooring Simulator** *Don G. Robison Old Dominion University*; *Jennifer R. Morrison Old Dominion University*; *Michael W. Martin Old Dominion University*

Vector Moor is a two-dimensional simulation designed to bridge the gap between learning about the principles involved in mooring a ship and mooring an actual ship.  The project was originally developed as a graduate class project, but is being assessed by one federal agency for potential use. This simulation allows a learner to download the application to their personal computer and practice the skill extensively.  It has a game-like feel and users enjoy running it.   Vector Moor incorporates several innovative strategies for managing extraneous cognitive load in a complex multivariate performance context.

f.  **Visible Past:Designing Online Collaborative Location-Aware Platform for History Learning** *Xiaojun Chen Purdue University*; *Jea Choi Purdue University*

This paper describes the project, Visible Past (http://tinyurl.com/visiblepastdday), a recent attempt to integrate a location-aware platform into the high school history curriculum. The authors, a graduate student team enrolled in the Online Interaction seminar at Purdue University, applied systematic design approach (analysis, design, development and evaluation plan) to design the class activity and the teaching platform. Visible Past integrates mapping services with a content management system, which allows for the connection of physical locations or objects through 2D codes. Authors have reviewed the literature related to online history inquiry activity and to newly innovative location-aware learning theory.

g.  **Web-based Simulation to Discover Global Lunar Patterns for Children from Around the World** *Jongpil Cheon Texas Tech University*; *Steven Crooks Texas Tech University*; *Dmitry Panyukov Texas Tech University*

This system is a web-based simulation for children from all over the world who participate in MOON project to discover lunar patterns from a global perspective. The findings from MOON project showed that the understanding of global lunar patterns is not increased by only sharing their lunar observations. To overcome the limitation, the simulation is designed to provide authentic engagement with visualized differences of lunar shape, orientation and location in both hemispheres.

h.  **YoTeach! An Adventure Learning Intervention in an Undergraduate Sociology Course** *George Veletsianos, Gregory Russell, Cesar C Navarrete University of Texas at Austin*

The YoTeach project is an Adventure Learning initiative in which video narratives of teachers' classroom roles are presented within an online learning environment. Sociology students collaborate with others in making meaning of the social forces that influence teacher roles, and create and discuss their own digital projects of real-world sociological issues. Preliminary analyses indicate that the students perceived the learning environment to enable high levels of personal relevance, authentic learning, and enjoyment.

i.  **CyGaMEs Selene: A Lunar Construction GaME (D&D Outstanding Practice Award Winner)** *Debbie Denise Reese Center for Eduational Technologies, Wheeling Jesuit University*

2011 D&D Outstanding Award Winner: CyGaMEs invites youth ages 9 and older to play its award-winning, online, instructional videogame Selene to learn the Solar System's basic geological processes: "Blast away at what will quickly become a full-fledged, pockmarked moon like our own. Replicate the Moon's 4.5 billion year history. Follow with our MoonGazers hands-on activities." Prepared with new knowledge that makes Moon viewing meaningful, Selene players go outside to explore the Moon from their own backyards. CyGaMEs, a principled approach to instructional game design and embedded assessment through applied cognitive science analogical reasoning theory, translates a to-be-learned conceptual domain into an instructional game world's relational structure, gameplay, and game goals. Selene causes and measures learning as players discover and apply concepts. The CyGaMEs embedded assessment "timed report" collects data every ten seconds, measuring learning trajectories. The CyGaMEs flowometer measures affect, supporting the trace of perceived experience and investigation of the interplay between learning and affect. [http://selene.cet.edu]

Chair:

*Ikseon Choi* , *University of Georgia*

Facilitator:

*Yi-Chun Hong* , *The University of Georgia*

**3141.C2. AECT/GSA Faculty/Student Mentoring Symposium**
 *2:15 pm to 4:30 pm*
 *Hyatt Regency - Level 3: City Terrace 12*
   Presenters:
   **Ward Cates** , *Lehigh University*
   **Barbara Lockee** , *Virginia Tech*
   **Rita C. Richey** , *Wayne State University*
   **David Wiley** , *Brigham Young University*
   **Michael Grant** , *The University of Memphis*
   Facilitator:
   **Rick West** , *Brigham Young University*

**3141.C6. CHANGE - Empiricial Examinations of Technology-Based Change**
 *2:15 pm to 3:15 pm*
 *Hyatt Regency - Level 3: City Terrace 6*
   Presenters

   a. **Tweeting for Change** **Beth Rajan Sockman** *East Stroudsburg University*; **Patricia Green** *East Stroudsburg University*; **John Scognamiglio** *East Stroudsburg University*

   We have all heard of Twitter but how many of us use twitter to promulgate our ideas? When I was asked to Tweet two years ago my answer was "I am Tweety enough." Laughter. Lo and behold, I am not on the only person to feel this way. A trend among educators feel that we have too many places to check information already. But, could we be missing an opportunity of a great educational evolution.

   b. **The Influence of Organizational Shift of Mission on Faculty's Use of Technology** **Caile E Spear** *Boise State University*; **Yong Gao** *Boise State University*; **Dazhi Yang** *Boise State University*; **Stacy Jorgensen** *Boise State University*

   This study examines how the university's shift from teaching to research affects faculty's use of time intensive web 2.0 technologies in teaching. Results show that there is a difference in using Web 2.0 technologies in teaching between different status of faculty (e.g., tenure-track and non-tenure track faculty), and male and female instructors. Implications of this study provide some insights on the impact of systematic changes and policy shifting on faculty's use of technology in classrooms.

**3141.CL. D&D - Transformational Change**
 *2:15 pm to 3:15 pm*
 *Hyatt Regency - Level 3: Clearwater*
   Presenter

   a. **A Mixed Method Inquiry of a Participatory**

**Public Health Communication Initiative Among African Peer Educators.** **Derek C Eggers** *University of Kentucky*; **Joan Mazur** *University of Kentucky*; **Charles B Madinger** *University of Kentucky*

This mixed-methods research examined peer-constructed narratives in a participatory health communications strategy designed to bring about change in health related behaviors among Nigerian university students. An embedded quasi-experimental design analysis of 493 surveys based on the theory of planned behavior assessed change behavioral attitudes and intentions in comparison with qualitative data analyses. The findings show a significant relationship among variables predictive of behavioral intention favoring a positive change in abstinence intention among intervention group participants.
   Facilitator:
   **Roxanne Russell** , *Georgia State University*

**3141.OR. D&D - Gaming & Virtual Worlds**
 *2:15 pm to 3:15 pm*
 *Hyatt Regency - Level 3: Orlando Room*
   Presenter

   a. **Game and Virtual World Development Day-Camps for Middle-School Students** **Jason Underwood** *Northern Illinois University*; **Aline Click** *Northern Illinois University*; **Michael Taylor** *Northern Illinois University*

   This presentation will describe our experiences developing and conducting Game Development and Virtual World Development Summer "day-camps" for middle-school students. We will discuss our model of integrating multiple open source media development tools, gameplay and analysis, game development strategies, and freely available game and virtual world development tools to create an experience that encourages fun, creativity, and expression, while students learn the basics of design, programming, logic, and even some Math.
   Facilitator:
   **Sara Bryan** ,

**3141.G2. D&D - Interactive Systems**
 *2:15 pm to 3:15 pm*
 *Hyatt Regency - Level 2: Grand 2*
   Presenter

   a. **Physical Computing for Educators: An Action Research (Oriented) Curriculum Design** **Robert Kenny** *Florida Gulf Coast University*; **James Wilkison** *Florida Gulf Coast University*

   Physical Computing explores how everyday objects can become infused with information processing data to allow them to 'interact' with humans. These

objects become 'trainable' using cognitive and perceptual skills in combination. The presenters of this session explore their research into the design of a lesson/module/course in physical computing that is appropriate for those enrolled in Educational Technology Masters' degree programs and for the K-12 environment.

Facilitator:

*Tom Hergert* , *St. Cloud State University*

**3141.G3. D&D - Instructional Design Practice**
*2:15 pm to 2:45 pm*
*Hyatt Regency - Level 2: Grand 3*
Presenter

a. **The Effects of Instructional Designer Self-Awareness during Design** *Monica Tracey Wayne State University*; *Tamme Quinne Grzebyk: Wayne State University*

Instructional designers are the human instruments for design situations, and we are constantly looking to improve our designer preparation methods. Is it possible to articulate and document in-depth designer self-awareness during instructional design? Does in-depth designer self-awareness affect instructional design products? This interactive session presents the results of a research study integrating psychological theories, methods and processes including designer self-awareness measurements, and traditional supervision methods during ID and its effects on instructional design products.

Facilitator:

*Abbot L. Packard* , *University of West Georgia*

**3141.C9. D&D - Instructional Strategies**
*2:15 pm to 3:15 pm*
*Hyatt Regency - Level 3: City Terrace 9*
Presenters

a. **Effectiveness of Strategies to Enhance Interaction in Courses Employing Different Blend Categories** *Tom Pensabene Metropolitan Community College*; *Rod Sims Capella University*

The proposed session reviews the results of three case studies examining the strategies for interactions in blended learning situations.  The study found that blend preference influences strategies for interaction, development and implementation of activities, and acts as a benchmark for evaluation and iterative change.. Further, students tend to adapt to instructor interaction strategies reporting both satisfaction and perceived effectiveness.  The case for more active, on-going involvement of instructional designers in blended learning formats is posited.

b. **"Once Upon a Time There was This Great Teacher..." What Students' Stories Tell Us about Good Instruction** *Joanna C. Dunlap University of Colorado Denver*; *Patrick Lowenthal University of Colorado Denver*

Each semester, our students tell stories about their best learning experiences and analyze those stories to identify common themes. From this activity we generate a list of common instructional strategies to guide our assessments throughout the remainder of the course.  In this session, we present the results of this assignment as a series of case stories. We will focus on what students discover and the resulting instructional design guidelines that inform their practice (and ours).

**3141.G7. Distance Learning**
*2:15 pm to 3:15 pm*
*Hyatt Regency - Level 2: Grand 7*
Presenter

a. **Instructor Benefits and Costs of Massachusetts Institute of Technology OpenCourseWare** *Preston Parker Utah State University*

This paper covers perceived benefits and costs of instructors who contributed to the Massachusetts Institute of Technology (MIT) OpenCourseWare (OCW) project.  While previous research has investigated OCW from the perspectives of the users and institution, the instructor's perspective is the focus of this qualitative case study.  Data comes from six years worth of surveys, follow-up interviews with contributing MIT instructors, and a content analysis of written feedback comments received by the MIT OCW team.

Facilitator:

*Darryl Draper* , *Northern Illinois University*

**3141.G8. DDL Interaction Sessions**
*2:15 pm to 3:15 pm*
*Hyatt Regency - Level 2: Grand 8*
Presenters

a. **Factor Analysis of Learner-Instructor Interaction that Predict Learning Outcomes in Online Learning Environment** *Minseok Kang KyungHee Cyber University*; *Tami Im Florida State University*

Interaction in the online learning environment has been regarded as one of the most critical element which affects learning outcomes. This study examined what factors in learner-instructor interaction can predict the learner's outcomes in the online learning environment. Learners in K Cyber University participated by answering the survey, and data from 654 respondents was analyzed for this study.

b.  **What is the Role of Learner-Content Interactions in Distance Education?** *Gary Morrison Old Dominion University*; *Gary J. Anglin University of Kentucky*

Learner interactions with instructional content have been a primary means of learning in not only the classroom, but in computer-based instruction and distance learning for most of the past century. Recent trends in distance education suggest a move away from learner-content interactions with a greater emphasis on social interactions between learners and instructors. In this paper we examine the role of learner-content interactions in distance education.

**3141.R3. DDL Online Student Engagement Concurrent Session**
*2:15 pm to 3:15 pm*
*Hyatt Regency - Level 3: River Terrace 3*
Presenters

a.  **Applying Narrative and Student Choice to Increase Engagement in Large Undergraduate Courses** *Robb Lindgren University of Central Florida*; *Rudy McDaniel University of Central Florida*; *Jonathon Friskics University of Central Florida*

We describe the implementation and assessment of a novel online course platform that uses elements of narrative and student choice to promote undergraduate students' emerging media competencies.  Students select learning modules that allow them to successfully navigate a "pursuing your dream job" narrative. We describe the technologies used to create the platform and the research we conducted on student engagement and learning.

b.  **Increasing Student Engagement and Competency in Virtual Learning Environments** *Jaymes Myers Western Governors University*; *Rob Barton Western Governors University*

Virtual Learning Environments (VLEs) provide educators with an opportunity to engage student learning in an interactive and immersive manner.  This session discusses the challenges and opportunities in developing VLEs to meet the competency-based, distance education goals of the online programs at Western Governors University.  Participants will benefit from a media demonstration of various VLEs developed for WGU and a discussion of the particular challenges in developing VLEs for a variety of educational environments.
Facilitator:

*Beth Allred Oyarzun* , *UNCW/Old Dominion*

**3141.C5. Distance Learning Panel**
*2:15 pm to 3:15 pm*
*Hyatt Regency - Level 3: City Terrace 5*
Presenter

a.  **Advantages and Challenges of Fully Online Degree Programs** *Al Mizell Nova Southeastern University*; *Anthony Pina Sullivan University System*; *Bruce Harris Western Illinois University*; *Daniel V. Eastmond Western Governors University*; *MaryFriend Shepard Walden University*; *Jennifer Smolka Walden University*

Online learning continues to be the fastest growing sector within higher education.  Many colleges and universities are responding by introducing fully online degree programs.  In this interactive session, participants will engage with a panel of experienced e-Learning faculty and leaders whose institutions offer a combined total of over 200 online degree programs, ranging from associate to doctoral. Discussions will include advantages and challenges of developing, implementing, teaching, staffing, evaluating and managing fully online degree programs.
Facilitator:
*Michael Waugh* , *The University of Tennessee*

**3141.S3. EdTech in China**
*2:15 pm to 3:15 pm*
*Hyatt Regency - Level 4: Suite Room 4158*
Presenters

a.  **The Development of Organizations in Educational Technology in China** *Yongqian Liu CAET*; *dongyuan Cheng CAECT*; *Xinli Liu CAET*; *Charles Xiaoxue Wang Florida Gulf Coast University*

This presentation is composed of five parts covering historical developments of educational technology in China. Part 1 is a brief history of educational technology in China. Part 2 presents the major tasks of management in educational technology. Part 3 talks about the organization of educational technology management within universities and schools. Part 4 discusses civil organizations of educational technology in China. And part 5 is a conclusion about the managerial features of Chinese educational technology.

b.  **e-Learning and Its Learning Centers in China** *Amy Leh California State University*

The presentation reports a research study conducted at a University in China. The research examined the infrastructure of the learning centers associated

with the University, for example, their technologies, functions, and management. The research also investigated the infrastructure of e Learning at the University, for example, its technologies and delivery. Qualitative research methods were used for the study. Data collection of the study included document reviews, site visits (field notes), and interviews.

Facilitator:

*Yavuz Akbulut* , *Anadolu University*

**3141.S1. History & Archives Committee Meeting**
  *2:15 pm to 3:15 pm*
  *Hyatt Regency - Level 4: Suite Room 4108*
  Chair:
  *Rebecca P. Butler* , *Northern Illinois University*

**3141.C0. ICEM**
  *2:15 pm to 3:15 pm*
  *Hyatt Regency - Level 3: City Terrace 10*
  Presenters

  a. **A Correlational Study of Six Instructional Aspects of Global Digital Citizen** *Chih-Hsiung Tu Northern Arizona University*; *Cherng-Jyh Yen Old Dominion University*; *Michael Blocher Northern Arizona University*

  Learning, creating learning content, sharing knowledge, and collaborating in open network environments in global communities is vital to 21st learners, educators, and administrators. Preparing students to become competent "Global Digital Citizens (GDC)" is a new learning goal to educators at all levels. This study examined the linear relationships among six aspects of global digital citizen: (1) collaborative instruction, (2) digital citizenship, (3) social network technology, (4) open learning, (5) community of practice, and (6) instructional practice. This study concludes the 6 aspects of global digital citizen model are fitted to the proposed one.  A working operational definition for a global digital citizen is proposed as a competent global digital citizen should be able to create and project a positive digital identity, to have good understanding of global learning elements, to integrate social network technology to engage in open network environments, to create and to foster global digital learning community, and to implement instructional practices to support other global digital citizens.

  b. **A Virtual Community of Practice to Support Cross-Cultural Collaboration** *Curtis Ho University of Hawaii*

  Conducting cross-cultural projects virtually through use of emerging technology is becoming more common however, overcoming language, culture and time differences pose challenges. This presentation will focus on a class project between university students from two countries who were collaborating on videos about how a particular ICT is used in their country. Lessons learned about building a virtual community of practice through social media will be discussed and implications for pedagogical strategies will be shared.

**3141.C7. ICT Integration**
  *2:15 pm to 3:15 pm*
  *Hyatt Regency - Level 3: City Terrace 7*
  Presenter

  a. **Students' and Instructors' Perceptions on Use of ICT During Instruction in a Kyrgyzstan University** *Gulshat Muhametjanova Middle East Technical University*; *Kursat Cagiltay Middle East Technical University*

  This paper presents the results on students' expectations and instructors' usage of ICT during instruction in a Kyrgyzstan Turkey Manas University. Two different questionnaires were used for instructors and students of Manas University. Data were collected from 57 instructors and 200 students from different faculties. Results show that there is discrepancy between students' expectations and the rate of instructors' use of ICT.

  Facilitator:
  *Hasan Caliskan* , *Anadolu University*

**3141.B3. Learning**
  *2:15 pm to 3:15 pm*
  *Hyatt Regency - Level 3: Board Room 3*
  Presenters

  a. **Relationship of Multitasking Behaviors and Attention Deficit Trait: Taiwanese College Student Examples** *Lien Jui Lu National Chiao Tung University , Taiwan*; *Chien Chou Institute of Education/Center for Teacher Education, National Chiao Tung University, Taiwan*

  This study was to develop an instrument, Attention Deficit Trait Scale (ADTS),  to explore Taiwanese college students' multitasking. The result indicates that it is common among college students in universities to study and engage in Internet/computer and other media-related/real-life activities at the same time. The results also found significant gender and grade levels difference in the ADTS, especially in life management dimension. Various colleges also make differences in students' attention deficit trait.

**b. Research on Taiwan Engineering College Students' Learning Styles in Blended Learning Environment** *Hsin-Tzu (Tommy) Chen Chinese Culture University (Dept. of Education)*

The aim of this study is to use the learning-styles model to promote technology integrated teaching and to assist students' learning in blending learning environment. By examining the students' learning-style strengths and characteristics by age, gender, department and achievement, it will offer some concrete suggestions to improve the instruction in blended learning environment and enhance students' learning embedded with "information technology integrated teaching" and "adaptive teaching" and suggestions for further study.

Facilitator:
*Hong Wang , Fort Hays State University*

### 3141.R1. Multimedia Production
*2:15 pm to 3:15 pm*
*Hyatt Regency - Level 3: River Terrace 1*
Presenters

**a. An Iterative 4-Step ID Process for Experiential Learning** *Robert Appelman Indiana University*

This presentation lays out an Instructional Development process specifically targeting the design of complex experiential learning environments such as those found in face-to-face or virtual game contexts. This 4-Step ID Process uniquely integrates content hierarchies, learning level taxonomies, teaching methodology, storyline development, experiential mode analysis, and offers a unique incorporation of learning vectors. The iterative nature of the process allows for a vector analysis of both the design and of learning during game play.

**b. Scaffolding Student-Centered Learning in Hybrid Environments with Multimedia** *E-Ling Hsiao Valdosta State University*; *Peter Mikolaj Indiana State University*

The purpose of this study is to investigate student perceptions of using multimedia to scaffold their team projects in a hybrid environment. Thirteen students enrolled in a hybrid course will participate in the study. Data including student reflection papers and responses to the course survey will be collected and analyzed by June 2011. Results will be reported and implications for multimedia in scaffolding student-centered learning in hybrid environments will be discussed during the presentation.

Facilitator:
*Bill Sugar , East Carolina University*

### 3141.CB. NTLS - Outcomes and Collaborative Directions
*2:15 pm to 3:15 pm*
*Hyatt Regency - Level 3: Conference Center B*
Presenters:
*Ana Donaldson*, *Walden University*; *David Gibson* , *University of Vermont*; *Glen Bull* , *University of Virginia* *Michael Searson* , *KEAN University*; *Jonathan M Spector* , *University of Georgia*; *Abbie Brown* , *East Carolina University*
Chair:
*Mary Herring* , *University of Northern Iowa*

### 3141.C8. Presidential Panel
*2:15 pm to 3:15 pm*
*Hyatt Regency - Level 3: City Terrace 8*
Presenter

**a. ECT Foundation: Who We Are - What We Do - Our Impact on You** *T. Weston Miller Earlham College*; *Sharon Smaldino Northern Illinois University*; *K. J. Saville Marshall University*; *Hans-Erik Wennberg Elizabethtown College*; *Jim Ellsworth U.S. Naval War College*; *Tom Atkinson University of Central Florida*

The ECT Foundation is the charitable arm of AECT. In the state of the Foundation session come learn who we are, where our funding comes from and how you might apply for ECT Foundation support scholarships and awards.

Facilitator:
*Sharon Smaldino , Northern Illinois University*

### 3141.G5. Presidential Panel
*2:15 pm to 3:15 pm*
*Hyatt Regency - Level 2: Grand 5*
Presenters:
*Andrew Barrett*, *Colin Gray*, *Jean Jung* , *Miguel Lara*, *Indiana University*; *Xiaojun Chen* , *Purdue University*; *Hannah Kim* , *Purdue University*; *Larisa A Olesova* , *Purdue University*; *Ayesha Sadaf* , *Purdue University*; *Ji Hyun Yu* , *Purdue University*; *Robert Reiser* , *Florida State University*; *Barbara Davis* , *Florida State University*; *W. David Dick* , *Florida State University*; *Li Jin* , *Florida State University*; *Yoon Jeon Kim* , *FSU*; *Marilyn McGhee* , *FSU*
Presenter

**a. Preparing Students in Instructional Design and Technology to Become Skilled Researchers: Multiple Approaches** *Peg Ertmer Purdue University*; *Ted Frick Indiana University*; *Andrew Gibbons Brigham Young University*; *Michael Hannafin University of Georgia*; *Robert Reiser Florida State University*

How shall we prepare doctoral students to become skilled at planning, conducting, and describing, in

writing and orally, educational research? During this Presidential Session, faculty members and students from six leading programs will describe the research courses and experiences their programs offer students, with particular emphasis on the culminating pre-dissertation course or experience students undertake. The session goal is to provide attendees with meaningful insights as to how to prepare students to become skilled educational researchers.

**3141.G1. R&T -McCluskey Award**
   *2:15 pm to 3:15 pm*
   *Hyatt Regency - Level 2: Grand 1*
   Facilitator:
    ***Ana-Paula Correia*** , *Iowa State Univeristy*

**3141.R2. Research and Theory**
   *2:15 pm to 3:15 pm*
   *Hyatt Regency - Level 3: River Terrace 2*
   Presenter

   a.  **Studying the effects of state-level technology funding: Tools, strategies and results** *Kara Dawson* *University of Florida*; *Wendy Drexler* *Brown University*; *Albert Ritzhaupt* *University of Florida*; *Feng Liu* *University of Florida*; *Ann Barron* *University of South Florida*; *Gladis Kersaint* *University of South Florida*; *Cathy Cavanaugh* *University of Florida*; *Christine Harmes* *Florida Center for Instructional Technology*; *James Welsh* *Florida Center for Instructional Technology*
   A team of researchers will share innovative tools and strategies used to study the effects of state-level educational technology funding on technology integration practices, access to technological tools and infrastructure, teacher technology skills, student technology skills and student achievement. Results from twenty-eight projects involving 1,090 teachers from 150 schools will be presented. Recommendations for others wishing to coordinate similar initiatives will be presented and future research will be discussed.
   Facilitator:
    ***Charles Hodges*** , *Georgia Southern University*

**3141.G4. Research & Theory**
   *2:15 pm to 3:15 pm*
   *Hyatt Regency - Level 2: Grand 4*
   Presenters

   a.  **A New Perspective of Human Performance Technology: Workplace Learning and Performance** *Yonjoo Cho* *Indiana University*; *Seung Won Yoon* *Western Illinois University*
   Many learning professionals recognize human performance technology (HPT) as a comprehensive approach to improving organizational performance issues. However, little research has been done to advance the theory development of HPT and discuss its relationships within human resource (HR) fields. This study adds a new perspective to HPT's theory building efforts on separate but complimentary foci, workplace learning and performance, by examining how other HR fields have converged to maintain theory development efforts and how and where HPT complements HR fields.

   b.  **Performance Efficiency: A Metric and Research Methodology for Task Analysis** *David Lewis* *Nova Southeastern University*
   This presentation considers a new metric and methodology for task analysis. It is aimed at the researcher who is interested in analyzing the usability and "learnability" of computer-based learning environments. Certainly recordings have been used for years, but recordings of learner onscreen action within a computer-based learning environment is relatively new. This session considers this research methodology and discusses the applications of "performance efficiency" to the design of instructional materials.
   Facilitator:
    ***Fengfeng Ke*** , *Florida State University*

**3141.C1. Research Models**
   *2:15 pm to 3:15 pm*
   *Hyatt Regency - Level 3: City Terrace 11*
   Presenters

   a.  **A mixed method case study of student engagement, technology use and high school success** *Michele Jacobsen* *University of Calgary*; *Sharon Friesen* *University of Calgary*; *Jason Daniels* *Univeristy of Alberta*; *Stanley Varnhagen* *University of Alberta*; *Judy Donovan* *University at Buffalo*
   Surveys, interviews and classroom observations with students, teachers and  leaders informed study findings. While enthusiastic about technology, teachers design low level, low challenge recall assignments and tests. Student interest in learning with technology is high, but engagement tends to be low. Instruction is dominated by information delivery using display technology. Teachers must create meaningful, challenging and authentic student work that integrates technology. Leaders must create a shared vision for learning with technology in high schools

**b. Community Based Participatory Research as a Model for Research in K-12 Settings** *Lucilia Green Georgia Southern University*; *Judy Donovan University at Buffalo*

Community health programs, which have conducted studies in K-12 settings with great frequency, use a community-based participatory research perspective. This research approach can provide guidance for the application of ethics by the researcher as a participant-observer in the K-12 classroom. This session will explore the application of the CBPR model to three, separate, qualitative studies conducted in the southwestern United States.

Facilitator:
*Jana Dixon* ,

**3141.B2. T&P - Instructional Improvement**
*2:15 pm to 3:15 pm*
*Hyatt Regency - Level 3: Board Room 2*
Presenters

**a. Is It Transferrable? Information's Reusability, Adaptability, and Transportability through SCORM** *Macarena Aspillaga VSD, LLC*

This training intervention discusses the importance and role of SCORM, its principles, and its implications in the design and training of Web and communication technologies. The sizes of SCOs and their effects on the reusability, adaptability, and transferability of content will be discussed and analyzed, as will their effects on institutional budgets. Other issues, such as how a SCO should be divided when using branching and whether a SCO's reusability affects mental models, will be explored.

**b. Mobile Technology: A Transformative Way in Education** *Rim Razzouk Florida State University*; *Rony Ferzli Microsoft*

Mobile devices such as smart phones and portable computers are transforming our daily tasks, from the simple task of making calls to various applications such as emails, messaging, location services, multimedia, banking, and others. Mobile devices enhance and promote new ways of teaching and learning when integrated properly in classroom activities. Using the strengths of this technology also allows instructional designers and instructors to bring a variety of new tasks and applications to the learning environment. There is a growing interest in the use of active learning techniques/methods and instructional technologies in the learning environment that move learners beyond listening to lectures to activities that engage them in

topics and positively enhances their performance. Given the lack of research on mobile devices tools in engineering and the importance of this technology in education, we propose a mobile learning environment. including mobile tools that will help engineering students better understand technical concepts. This is a performance intervention.

Facilitator:
*Renee Lightner* , *NOVA*

**3141.CA. Reflection Papers**
*2:15 pm to 3:15 pm*
*Hyatt Regency - Level 3: Conference Center A*
Presenters

**a. T141-D&D Building Online Communities with Web 2.0 Tools and Strategies** *Thomas Robb EDTECH BSU*; *Yu-Hui Ching Boise State University*; *Ross Perkins Boise State University*

We identify research-grounded tools and strategies for community building, showcasing our experience of building an online community consisting of members all over the world. We will share the successful strategies and tools used, as well as challenges faced during the design, development, and implementation process. Our goal is to inform future endeavors of building successful online communities.

**b. T141-D&D Continuous Redesign of Technology Integration Experiences: A Qualitative Inquiry Using Multiple Cases of Course Delivery** *Danilo M. Baylen University of West Georgia*

This presentation describes a qualitative inquiry using multiple cases from Year 1 to 3 based on online graduate courses focusing on technology integration practices for K-12 classrooms. Each case study describes instructional strategies and student experiences to facilitate increased understanding of the course redesign process. This reflection paper presentation addresses not only how various factors influence student experiences and dispositions toward integrating technology into the curriculum, but also insights into the course redesign process.

**c. T141-D&D Feeling Language: Toward a Computer-Controlled Wearable Haptic System For Complex Information Delivery** *Shawn Vashaw Penn State Unviersity*; *Yu-Chang Hsu Boise State University*

We aim to synthesize the literature and establish the theoretical foundations of a particular type of haptic learning by 1) reporting on the development and testing of a computer-driven electronic haptic

*(3141.CA. Reflection Papers continued)*

language delivery system of our own design; 2) reporting on the speed and scope of the interpretive capabilities of users to process discrete incoming sequenced symbols through their haptic channels, and 3) discussing future directions for educational, assistive, and informational haptics research.

**d.  T141-D&D Intention versus Perception: Designing Instructional Learning Aids** *Patricia L. Hardre University of Oklahoma*; *Sherry Kollmann University of Oklahoma*

Instructional design research often focuses on the core instruction, versus evaluating and considering how the supporting components, such as instructional learning aids, influence learning and performance.   This study used a mixed methods approach that tracked 17 graduate instructional design students' development of skill in applied design practice.  This nine-month study examined students' perceptions and utilization of two different instructional aids, and their apparent effects on knowledge development and design practice.

**e.  T141-D&D Spatial Contiguity Principle in Virtual Worlds** *Younsu Kim ASU*; *Brian Nelson Arizona State University*; *Cecile Foshee The Art Institute of Phoenix*

The purpose of this study was to investigate the impact of the spatial contiguity principle in a virtual world, exploring its impact on learners' perceived mental effort experienced while completing an assessment curriculum in a virtual world. 171 7th grade students completed the virtual world-based assessment and participated post-assessment subjective cognitive load survey. The result of this study could provide a useful aspect to consider in designing virtual worlds incorporating the spatial contiguity principle.

**f.  T141-D&D The Effect of Brain Based E-Learning (BBeL) on Students' Achievement and Attitudes towards English** *Yavuz SAMUR Virginia Tech*; *Bilal Duman Mugla University*

In this pre-and-post test quasi-experimental research, brain-based learning and e-learning have been combined to design a unit of an English (as a foreign language) course to see if it is effective on middle school students' learning outcomes and attitudes towards an English course.

**g.  T141-D&D Using Multi-media Storytelling to Assess Students'' Application of Psychology Theory and Concepts** *Tracey A. Stuckey-Mickell The Ohio State University*

In this reflection paper session, the presenter will discuss the use of multi-media storytelling as an approach to assess students'' ability to apply psychological concepts and theories in a college-level adolescent psychology course for pre-service teachers. The presenter will engage participants in discussion of theoretical and research foundations for this approach, discuss the evolution of the project, display students' work, and share data collected on students' perceptions of the project.

**h.  T141-ICEM Comparing the Cultural Dimensions and Learners Satisfaction of Online Learning Environment (OLE) among American students** *Moussa Tankari Northern Arizona University*; *Bodi Anderson Northern Arizona University*

Many research studies (Hofstede, 1980; Hall, 1976, 1984); Callahan, 2005; Hermeking, 2005 & Wurtz, 2005) have looked at culture at the national and organizational level, but very few studies examined cultural at the individual level. For example, Hofstede's frameworks and to some extent Hall's conceptualization of culture appear to be limited to national culture differences and thus less well-suited for understanding and researching the multiple cultural differences within nation-states including the third or hybrid identities that are themselves fostered by the cultural flows facilitated by the internet and the web (Gunawardena, Alami, Jayatilleke, & Bouachrine, 2010). Because of the apparent weaknesses of Hofstede's cultural dimensions to effectively understand culture at the individual level, this study proposes to use CVSCALE, a modified version of Hofstede's instrument developed by Yoo, Donthu, and Lenartowicz (2011), to fill in that research gap. Next, this study also seeks to understand how culturally-diverse learners perceive satisfaction in online learning environment (OLE) as measured by the LeVIS subscale.

**i.  T141-ICEM In-Service Mathematics Teachers' Online Learning Experiences** *Heng-Yu Ku University of Northern Colorado*; *Chatchada Akarasriworn University of Northern Colorado*; *David David Glassmeyer University of Northern Colorado*; *Lisa Rice University of Wyoming*; *Bernadette Mendoza University of Northern Colorado*

The purpose of this study was to investigate secondary in-service mathematics teachers' attitudes and experiences with variety of technology tools and communication modes in an online mathematics graduate level course. In addition, findings form instructor's point of view in designing and implementing this course and recommendations on improving in-service

*(3141.CA. Reflection Papers continued)*

mathematics teachers' experiences in the online learning environment will be shared and discussed.

**j.** **T141-ID Using the Technology Acceptance Model to Predict Ghanaian Students Acceptance and Adoption of Mobile Learning** *Staylor Anamuah-Mensah Ohio University*

The rapid growth of mobile devices in developing countries suggests that mobile learning has a role to play in reducing the education gap these countries face. In Ghana this is extremely important because these devices are in the hands of learners at all times as opposed to computers which are much more difficult to access. This study aims to use the Technology Acceptance Model to identify factors that will influence Ghanaian student's acceptance of mobile learning.

**k.** **T141-ID ViCTERS (Virtual Class Technology on Edusat for Rural Schools) in Kerala, India: A Case Study.** *Briju Thankachan Ohio University*

This study aims at how ViCTERS (Virtual Class Technology on Edusat for Rural Schools) was introduced in the Kerala education sector in India. ViCTERS credited for Asia's first full satellite based eduction channel; which provides a synchronized learning environment in the rural parts of the state with high quality educational content. This study also explore the implementation stages and the major activities of the project.

**l.** **T141-KSET Problem-Based Learning and Its Learning Model for the Students with Disabilities** *Soonhwa Seok The University of Wisconsin*

This transdisciplinary proposal focuses on ecological perspectives in designing problem-based learning (PBL). It will presents a PBL conceptual framework and SHARE learning model that can be leveraged in implementation of the 21st century learning skill, in particular reasoning skills and self-determination for all students in inclusive settings. The framework is built upon two chains of reasoning. This proposal will have an implication for educators, educational policymakers, and researchers involved in inclusive education practices.

**m.** **T141-R&T An Activity and Social Network Analysis of Integrating Technology into English Language Learner Geology Instruction** *john cowan northern illinois university*; *Lisa Yamagata-Lynch Northern Illinois University*

This session will share a research project that combined activity systems analysis and social network analysis to study the impact of a National Science Foundation grant project aimed at helping teachers to integrate web-based geology content into English Language Learner (ELL) instruction. The project involved a summer session where participants attended seminars in geology content, ELL methods, technology integration, and problem-based learning and culminated in a fieldwork and cultural immersion trip to the Yucatan Peninsula.

**n.** **T141-R&T IT Girls: Attitudes Towards STEM Program Evaluation** *Tara Bunag Arizona State University/University of Phoenix*

The IT Girls program was created to allow girls to learn about and become interested in STEM fields through teaching technology topics in their communities. This study is a work in progress that examines how girls' attitudes toward STEM fields change over the course of the IT Girls program. It also highlights the role libraries can serve in addressing the gender gap in STEM fields.

**o.** **T141-R&T Patterns of Metacognition during Information Search over the Web** *So Mi Kim University of Georgia*

This qualitative case study aims to trace and model novice teachers' metacognition during Internet search. Although Internet search has the potential to guide novice learners in building complex problem representation, Internet search may not benefit all of the learners. This study particularly focuses on the role of metacognition in learning on the Web while naturalistically exploring how learners regulate their search.

**p.** **T141-R&T Promoting Learner Self-Direction with Task-Centered Learning Activities in a General Education Biology Classroom** *Gregory Francom University of Georgia*

Educational Institutions and national commissions have long emphasized the importance of building self-directed learning skills among students. However, there is a paucity of empirical research measuring the effects of different types of learning environments on student self-direction. One such learning environment that centers learning on tasks was implemented within a biology class in a large university. This quasi-experimental study measured the effect of task-centered class activities on student science skills and self-direction.

**q.** **T141-R&T Writing what they know: Quality and student preferences in responding to discussion prompts** *Vanessa Dennen Florida State University*; *Jennifer B. Myers Florida State University*

Starting an online discussion is a challenge for

*(3141.CA. Reflection Papers continued)*

both instructor and students, the former hoping to stimulate quality contributions and interactions and the latter seeking appropriate ways to respond to the instructor's prompts. This study examines student response to discussion prompts with three different emphases (comprehension, opinion, experience), looking at which elicits the highest quality response as well as which students report feeling most comfortable with. Both quality of student responses to the prompts as well as student comfort with and preferences for the prompts was studied.

r.  **T141-T&P Adobe Captivate Text to Speech: A Case Study of Lessons Learned** *Kenneth A. Eminian Ohio University*

This presentation will discuss a case-study detailing the successes and failures of implementing the text to speech feature within Adobe Captivate. The mechanics used in adjusting the text as well as the work flow process between a designer and a programmer will be addressed. The presentation will benefit those who have or are contemplating the use of this tool in learning.

s.  **T141-T&P Using the ISPI Human Performance Technology Model to Evaluate Web Usability** *Jean Snider University of North Carolina - Wilmington*; *Florence Martin University of North Carolina - Wilmington*

Completed study. The purpose of this project was to analyze a Web page for usability and effectiveness using the International Society for Performance Improvement (ISPI) Human Performance Technology (HPT) model. In this paper we will demonstrate how the HPT model forces attention on usability and Web effectiveness by analyzing how the organization supports and defines Web presence through its mission and goals as well as the operating environment, such as policies, resources, user capability, and competitive position.

**3141.C4. Teacher Education**
  *2:15 pm to 3:15 pm*
  *Hyatt Regency - Level 3: City Terrace 4*
    Presenters

  a.  **A New Design Process for Professional Learning** *Andrea Lee Ray Liberty University*

  This presentation reviews the results of a research study designed to study the effect of instructional strategies on teachers' attitudes toward change in their classroom instructional practices.  The presentation is intended as a practical resource for educators who are involved in the design of professional learning for practitioners.  Findings will

be discussed with the intention of defining a design process for professional learning.

  b.  **Behavior and knowledge: Using behavior models to describe and influence teachers' technology integration proficiency.** *Jennifer Banas Northeastern Illnois University*; *M Brooke Robertshaw Utah State University*; *Todd Campbell Utah State University*

  Teachers use technology for personal use, grade keeping, or developing instructional materials, but they do not integrate it into instruction (Ertmer, 2005; Russell, Bebell, & O'Dwyer, 2003).  What leads to inadequate technology integration and what can be done about it?  This presentation explores technology integration as a measurable behavior, models that have been used to describe technology integration behavior, and how information collected for technology integration measurements can be used to design better teacher education.
    Facilitator:
    *Eugene Kowch* , *University of Calgary*

**3141.B4. Teacher Education**
  *2:15 pm to 3:15 pm*
  *Hyatt Regency - Level 3: Board Room 4*
    Presenter

  a.  **Redefining Teacher Education for the 21st Century** *Lee Daniels E TN State Univ*; *Susan Stansberry Oklahoma State University*

  This panel presentation will discus the challenges facing teacher education programs as they prepare teachers for the 21st century. Future teachers will face the most technological savvy and socially networked generation in history. These students will be held to higher academic standards while their teachers will be evaluated in large part on their PK-12 students' performance.  Panelists will highlight local, state and federal efforts to address these challenges. Open discussion of these challenges and brainstorming for possible solutions will conclude the session.
    Facilitator:
    *Rene Mercer* , *Texas A&M University*

**3141.SJ. Teaching in Virtual Worlds**
  *2:15 pm to 3:15 pm*
  *Hyatt Regency - Level 3: St John's*
    Presenters

  a.  **Characteristics of Virtual Worlds and Best Practices for Education Simulations in Second Life.** *Peter Leong, Lyn Ackerman,Claire BORENGASSER University of Hawaii*; *Kellie Kong University of Hawaii*; *Elton Masaki*

  This presentation will describe an exploratory study to determine the best practices for education

simulations in Second Life (SL) using a two-step approach. First, based on a review of current literature, we identified the five major characteristics of virtual worlds for teaching and learning as suggested by the literature. Next, using these characteristics, we evaluated the top 20 SL educational sites as suggested by the SimTeach wiki for the best practices for education sims in SL.

b. **Developing 21st Century Skills in 3-D Virtual World Learning Spaces** *Lilly Lu Northern Illinois University*; *Elizabeth Kay Anderson Northern Illinois University*

Three-dimensional virtual worlds have great potential for developing crucial skill sets, particularly in critical thinking, communication, collaboration, and creativity. In the research grant project Art Café@Second Life (SL), we found that graduate students can develop these skills through participatory learning. This presentation will demonstrate a best practices teaching model in SL and showcase student-created virtual spaces. The best practices can be applied and modified to either k-12 or adult education settings.

c. **If You Build It, Will They Come? - Lessons Learned from a Second Life Island Development** *Peter Leong University of Hawaii-Manoa*; *Rebecca Meeder University of Hawaii*

This presentation will describe a case study of the University of Hawaii, College of Education's Second Life island design and development process. Based on the lessons learned from this process, we propose a strategic planning process that can be distilled into five manageable steps: articulate the goal, audience analysis by including stakeholders' input, research available literature & resources, decide on space plan, and publicize it.

**3153.G6. AECT**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 2: Grand 6*
Presenter

a. **Doctoral Student Research: The AECT Archives Explored** *Rebecca P. Butler, Manuel Martinez-Castro, Kristin Brynteson, Elizabeth Kay Anderson, Sara Meyer ,Kimberly Taylor, Bettylynne Gregg, Piyathida Sereebenjapol Northern Illinois University*

This session, sponsored by the AECT History and Archives Committee, provides examples of doctoral student research of early educational technology equipment found in the Educational Communications and Technology Collection located at Northern Illinois University. Doctoral students will present on the particulars of a specific

piece of educational technology, as well as the research techniques and methods used to obtain that information.

**3153.C5. AECT Panel**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 3: City Terrace 5*
Presenter

a. **Professors of Instructional Design and Technology Forum** *Brian Beatty San Francisco State University*
TBD

**3153.C6. CHANGE - Educational Informatics: Designing Performance-based Measurement Systems for Rapid Response Learning Environments**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 3: City Terrace 6*

**3153.S1. Copyright Fundamentals as Updated by Several Recent Important Cases**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 4: Suite Room 4108*
Presenter:
*Leonard DuBoff* ,

**3153.C8. Design &Development Panel**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 3: City Terrace 8*
Presenter

a. **Working as an ID: Professional Practice in Higher Education** *Susan Colaric Saint Leo University*; *Renee Cicchino Seton Hall University*; *Martonia Gaskill University of Nebraska, Lincoln*; *Jennifer Staley American Public University*

Instructional designers work in a variety of settings and on many projects. One area with tremendous growth is the development of online and blended courses in higher education. This panel discussion will bring together practitioners from public and private, not-for-profit and for-profit, large and small universities to discuss working as an ID: professional practice in higher education. The focus will be describing effective practice in instructional design, tools, and development approaches.

**3153.C9. D&D - Virtual Reality**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 3: City Terrace 9*
Presenters

a. **Augmented Reality for Learning and Teaching: A Literature Review of the State-of-the-art** *Yu-Chang Hsu Boise State University*; *Anthony Saba Boise State University*

This paper examined the latest international studies on applying augmented reality (AR) for learning and teaching. We selected quality articles published in

peer-reviewed journals that reported empirical as well as design and development research on implementing AR in various settings. During the session, we will present an in-depth analysis of our findings on the emerging themes of AR research, discuss the potential of AR in education, and recommend future research directions.

b. **The Effects of Virtual Reality on Enhancing Students" Cognitive Skills: A Meta-analysis** *Zahira Merchant* Texas A&M University; *Ernest Goetz* Texas A&M University; *Lauren Cifuentes* Texas A&M University

This meta-analysis was conducted to clarify the prevailing ambiguity of virtual reality (VR) technology to enhance cognitive skills. Twenty four studies comprised the final sample and the mean effect size is 0.53. Results suggest VR tools are an effective medium for delivering instruction. Moderation effects of five design characteristics— type of learning tasks, learning outcomes measures, treatment duration, control group treatment, and immersion level— were tested. Findings highlight effective design principles of VR learning environments.

**3153.OR. D&D - Software Design**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 3: Orlando Room*
Presenters

a. **Initial Website Design Processes:  A Replication Study on Expert Graphic Designers** *Joanne E. Beriswill* Mississippi State University

This presentation focuses upon a replication study involving the redesign of an instructional website. Three expert designers were individually asked to redesign the look and feel for a website interface. Through stimulated-recall sessions, the participants commented on their initial designs.  The results focus on the similarities and differences between this study and the original case study.

b. **Re-Connecting at the Interface: A Concept for Integrating Specific Software and Instructional Design Principles** *Jerome Bohaychuk* University of Calgary; *Eugene Kowch* University of Calgary

In digital media learning environments, combining software and instructional design approaches is not new, but combining existing research from both disciplines offers a jumping off point for considering a multi-disciplinary approach to studying instructional HCI style and strategy. This session considers and discusses what a multi-disciplinary HCI style and strategy approach might look like. This work is the conceptual framework for a masters thesis, and the

key author is very interested in D&D community feedback.

Facilitator:
 *Tom Hergert* , *St. Cloud State University*

**3153.G3. D&D - Model-Based Learning**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 2: Grand 3*
Presenters

a. **Collaborative Knowledge Building with Concept Maps** *Young Hoan Cho* University of Missouri; *Nan Ding* University of Missouri; *Andrew Tawfik* University of Missouri; *Oscar Chavez* University of Missouri

Although collaborative concept mapping (CCM) has a high potential to foster collaborative knowledge building, the effectiveness of CCM depends on how it is designed. The study explores how learners interact with peers in three types of CCM, applying the design-based research approach. For two semesters, 28 mathematics preservice teachers participated as part of their coursework. We investigated interaction patterns in each CCM activity and compared collaborative process and outcomes across three case studies.

b. **Model-Based Learning: Children's Conceptual Change Through Multiple Models** *Bruce Gabbitas* University of Georgia

Personalized learning environments, augmented reality tools, online communities, and 3D modeling have changed the way learners experience learning. Educators and designers must begin to consider the new realities of having students encounter numerous models and representations within a single learning sequence. This research study describes how children in an elementary classroom generated personal models and used those models to interact with other models. Implications for how designers design model-based environments for children are discussed.

Facilitator:
 *Victor Law* , *University of Oklahoma*

**3153.CL. D&D - Instructional Design Strategies**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 3: Clearwater*
Presenters

a. **The Effect of Case Studies on Learning Outcomes, Attitudes Toward Instructions, and Shared Mental Models** *Rim Razzouk* Florida State University

The purpose of this study is to examine the effects of case studies on individual learning outcomes, individual attitudes toward instruction, and team

SMM in a TBL environment in an undergraduate educational psychology course. Case studies related to particular educational psychology theories were designed and integrated into the course. Each case study represented a real-world situation/problem that a teacher might face in a classroom. The study employed a Latin Square design.

b. **The Effects of Goal Orientations and Discussion Facilitating Strategies on Learners' Discourse, Participation, and Satisfaction** *Tami Im Florida State University*

The purpose of this study was to examine the effects of learners' achievement goal orientations and instructor's motivational discussion facilitating strategies on discourse facilitation, participation, and satisfaction in on-line discussion. It was found that motivational discussion facilitating strategy would promote the discourse among learners, between learner-learner, and learner-instructor in on-line discussions. Also, learners' achievement goal orientation was found to be unrelated to discourse facilitation, participation, and satisfaction level in on-line discussions.

Facilitator:
*Larisa A Olesova* , *Purdue University*

**3153.G2. D&D - Fostering Student Engagement**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 2: Grand 2*
Presenters

a. **Intersection of Scholarship, Teaching and Technology— Fostering Engaged Learning** *W. Brian Lane Jacksonville University*; *Kathleen W. Ingram Jacksonville University*

In the hard sciences, important motivational factors such as relevance and confidence are often not an explicit part of the design of higher education introductory courses. We describe the implementation of an instructional strategy that used a course blog to create a community of learners made of upper-level physics seminar students and non-major introductory physics students. We examine the impact of this strategy on the introductory students' senses of relevance and confidence.

b. **Student Engagement: 140 Characters at a Time** *Lisa Giacumo ASU*; *Todd Kisicki Arizona State University*

Preservice teachers enrolled in an educational technology course participate in asynchronous discussions through the use of Twitter instead of traditional discussion boards. This presentation will discuss the process and student reactions of using Twitter as a medium for communicating with their peers outside of regular class time.

Facilitator:
*Sonja A. Irlbeck* , *Capella University*

**3153.G8. DDL - Feedback Sessions**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 2: Grand 8*
Presenters

a. **A Computer-Generated Motivational Feedback Model for College Assignment in a Blended Learning Context** *Xibin Han Tsinghua University*; *Wei Wang VT*; *Yingqun Liu Institute of Education, Tsinghua University*

In this study, a computer-generated motivational feedback model for college assignment is proposed. This model has the feature of delivering motivational feedback automatically based upon the measurement of students' motivational factors. Related to this model, a framework of the assignment system with motivational feedback is specified as well, which has the functions of motivational level measurement, grouping based on instructor's intervention, building the database of feedback messages, and feedback messages retrieval and delivery.

b. **Making a Case for the Use of Formative Feedback in Online Graduate Courses** *Colleen Halupa A.T. Still University*; *Doris Bolliger University of Wyoming*

The purpose of this study was to investigate the utilization of formative feedback in online masters and doctoral programs in health education. The research took place at a small private university in the Midwest. Two hundred and five graduate students from four different programs responded. Participants provided perceptions and preferences; barriers and reasons for its use; insights to usefulness and value; and motivating factors for its use.

Facilitator:
*Dazhi Yang* , *Boise State University*

**3153.G7. DDL - Mobile Phone & Skype**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 2: Grand 7*
Presenters

a. **edSkype 3.0: Pedagogical Skyping** *Suhana Chikatla Wallace State*; *Royce Sutton University of South Alabama*; *Avish Raj Kaw Tha Blay Learning Center*

The paper presents the authors' personal experiences with pedagogical Skyping. The authors have engaged learners synchronously via Skype for a refugee college in Thailand for the past year. The authors share their experiences in teaching and

engage the learner by collaborating virtual chats, texts, conferences, webinars, and screen casts. The paper will discuss the process and techniques of engaging classrooms and creating interactions between classrooms. The paper will provide findings based on grades collected on student performances and feedback provided on teacher evaluations by students. The session will be of particular interest to both higher education faculty as well as K-12 teachers.

**b. From Toys to Tools: Five Fantastic Freebies for Mobile Phone Use in Online Courses** *Mark Simpson Florida Gulf Coast University*; *Sheila Bolduc-Simpson Florida Gulf Coast University*

The presenters will demonstrate five free web-based applications that support mobile phone use in their online courses allowing learners to access them anytime, anywhere. These are applications that teachers and students can use for collaboration, assessment, reflection, and communication. Session participants will share their use of the same or similar applications. Conference participants teaching online courses would benefit.

Facilitator:
*Ayesha Sadaf , Purdue University*

**3153.R3. DDL - Online Engagement Session**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 3: River Terrace 3*
Presenters

**a. Making Online Instruction More Engaging and Interactive** *Bruce Harris Western Illinois University*; *Anthony Pina Sullivan University System*

Many online course lessons lack interactive and engaging strategies. Most learning management systems lack the necessary tools to build effective interactivity in the course lessons. This presentation will discuss some rather easy and simple ways the authors have used to enhance student-to-content interaction in online course lessons and will also discuss more complex approaches to increase interactivity such as creating dynamic web pages that saves, updates, and displays information from an online database.

**b. Transformational Online Engagement for Faculty and Students** *Ana Donaldson Walden University*; *Rita- Marie Conrad*; *Shu-Hsiang Chen Maejo University*

An important element of a successful online course is the development of an engaged learning community. This presentation will share how this process can transform the learning dynamic and level of engagement for both faculty and

students. The Phases of Engagement model (Conrad & Donaldson, 2011), using activity-driven instructional strategies to create effective learning communities, will be identified.  Participants will be encouraged to share experiences of transformational events and online activities that have been beneficial.

Facilitator:
*Cindy York , Northern Illinois University*

**3153.C1. Gaming**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 3: City Terrace 11*
Presenters

**a. GameWerks: Using Gaming to Foster Learning by Design** *Lucas Jensen The University of Georgia*; *Gregory Francom University of Georgia*; *Lucilia Green Georgia Southern University*

GameWerks is a week long camp experience for middle and high school campers in which campers work in groups to design a video game concept. At the end of the week, campers pitch their video game concept to video game industry professionals and receive direct, honest feedback on their work. Over three years of the GameWerks experience, we have conducted observations and surveys to determine what 21st century skills the campers employ in the design of these concepts.

**b. Our Courts Evaluation: Making Strides in Educational Gaming** *Carrie Lewis, Jason Lancaster, Nancy Haas*, *Wilhelmina Savenye, Lucilia Green Georgia Southern University*

iCivics is an online education endeavor, a legacy project of Justice Sandra Day O'Connor (ret.), designed to engage students in learning civics through educational gaming and instructional modules, which include lesson plans and materials designed to excite and educate students about participating in their own government processes. In a formative evaluation conducted on the most recent iCivics game release, research showed high levels of student engagement, interest, and participation in addition to increased content mastery.

Facilitator:
*Lucilia Green , Georgia Southern University*

**3153.B3. General Session - SICET**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 3: Board Room 3*
Facilitators:
*Shuyan Wang , University of Southern Miss*
*Tina Wu , Central Connecticut State University*

**3153.CB. Handbook of Research on Educational Communications and Technology – 4th Edition**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 3: Conference Center B*
  Chair:
   **Jonathan M Spector** , *University of Georgia*
  Discussants:
   **M.David Merrill** , *Retired Utah State University*
   **MJ Bishop** , *Lehigh University*
   **Jan Elen** , *CIP&T, KULeuven*

**3153.C0. ICEM**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 3: City Terrace 10*
  Presenters

  a.  **The Presentation of Self on Social Media** *Baiyun Chen University of Central Florida / Walden University*; **Justin Marcus** *Ozyegin University*
  This survey study investigates how university students use social media tools, and factors that might impact their self-presentation, such as cultural heritage, general disclosiveness, self-monitoring, impression management scales. In addition, it examines distinct cultural orientations that define the relationship between one's personal/private and public identities, and student-faculty relations outside a traditional or closed classroom environment.

  b.  **Transforming a Computer Science Master Program from Face-to-face to Online - A Closing Phase Project Evaluation** *Mike Sullivan, Cheng-Chang Pan, Hansheng Lei, Liyu Zhang*, **Arnold McElroy, Emily A Moore** *University of Texas at Brownsville*
  This presentation is anticipated to provide a summation of the evaluation of a FIPSE grant funded by the US Department of Education. The goal of the grant is to transition from traditional to online instruction for a master level, computer science program. Four aspects of the summative report are highlighted: student learning outcome, faculty training, institutional impact, and collaboration model. Lessons learned will be delineated.

**3153.C7. International Issues**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 3: City Terrace 7*
  Presenter

  a.  **Usability Testing of the Registrar's Office Web Site of a Turkish University** *Ahmet AKINCI, Meltem Kurtoğlu*, **Ferhat Kadir Pala**, **Hakan Tuzun** *Hacettepe University*
  The aim of this study is to test the usability of the Registrar's Office web site of Hacettepe University. "Content," "Up-to-dateness," "Navigation," and "Visual Design" were determined as usability criteria

for this purpose. An eye-tracker was used for eye movements of participants while performing the tasks. In addition, interviews were conducted with participants after the implementation. As a result of analysis, problems and needs were determined, and solutions for these were suggested by researchers.
  Facilitator:
   **Hasan Caliskan** , *Anadolu University*

**3153.G5. Presidential Panel**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 2: Grand 5*
  Presenters:
   **Lisa Rampton Halverson** , *Brigham Young University*
   **Janeel Juncker** , *Brigham Young University*
   **Simon Hooper** , *Penn State University*
   **Tutaleni I. Asino** , *Penn State University*
   **Shawn Foley** , *Penn State University*
   **Sarah Stager** , *Penn State University*
   **Yan Shen** , *University of Georgia*
   **Peter Rich** , *Brigham Young University*
  Presenter

  a.  **Preparing Students in Instructional Design and Technology to Become  Skilled Researchers: Multiple Approaches Part B** *Peg Ertmer Purdue University*; **Ted Frick** *Indiana University*; **Andrew Gibbons** *Brigham Young University*; **Michael Hannafin** *University of Georgia*; **Robert Reiser** *Florida State University*; **Simon Hooper** *Penn State University*
  How shall we prepare doctoral students to become skilled at planning, conducting, and describing, in writing and orally, educational research? During this Presidential Session, faculty members and students from six leading programs will describe the research courses and experiences their programs offer students, with particular emphasis on the culminating pre-dissertation course or experience students undertake. The session goal is to provide attendees with meaningful insights as to how to prepare students to become skilled educational researchers.

**3153.R1. Research & Theory**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 3: River Terrace 1*
  Presenters

  a.  **Impacts of Metacognition and Motivation on Self-Regulated Learning within Problem Solving Scenarios** *Dirk Ifenthaler Educational Science I*; **Inka Hähnlein** *University of Freiburg*
  This proposal reports a Category 1 Completed Study on impacts of metacognition and motivation on self-regulated learning within problem solving

scenarios. The experimental study investigated the influence of metacognitive knowledge and regulation as well as intrinsic motivation while solving a problem on how micro black holes could result from the Large Hadron Collider. Data of 72 participants were analyzed with the help of the combined HIMATT toolset. Results show that metacognitive abilities did not influence the learner's performance on the task. However, intrinsic motivation is positively associated with the learner's performance.

**b. Sequential Analysis of Causal Map Drawing Behaviors** *Woon Jee Lee* *FSU*; *Allan Jeong* *Florida State University*

The purpose of this study was to determine what behaviors and sequences of behaviors performed during map construction might lead students to create better causal maps. Sequential Data Analysis was used to explore what behavioral patterns exist when students are constructing causal maps and how behavior patterns differ between students that created more accurate maps and students that create less accurate maps.

Facilitator:

*Dirk Ifenthaler* , *Educational Science I*

**3153.G1. Research & Theory**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 2: Grand 1*
Presenters

**a. Impact of Keyword Caption Ratio, Language Proficiency, and Attitude on Foreign Language Listening Comprehension** *Kevin Maurice Rooney* *Qatar University*; *David Klein* *University of Iowa*

This study investigated the impact of three keyword caption modes on the listening comprehension of Arab ESL learners while viewing authentic video clips. The participants were divided into three groups according to their English proficiency level and watched three different video clips, each of which contained one of the three keyword caption modes. Their understanding of the content of the videos was measured using comprehension tests and their attitude was measure using a post-viewing questionnaire.

**b. Literature synthesis and meta-analysis of educational games and simulations literature** *Christopher A Frey, Albert Ritzhaupt, Nathaniel Poling, Margeaux C Johnson* *University of Florida*

This presentation presents the results of a comprehensive literature synthesis and meta-analysis of educational games and simulations

literature published between 2000 to 2010. One hundred seventy-eight articles met the inclusion and exclusion criteria to be included in this study. Preliminary results suggest that research on educational games and simulations is lacking critical information about the interventions under investigation. That is, more information about the games and simulations used in the studies should be provided.

Facilitator:

*Kara Dawson* , *University of Florida*

**3153.B2. T&P - Learning and Technology**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 3: Board Room 2*
Presenters

**a. Employees' E-learning Acceptance Levels in the Workplace of South Korea** *SUN JOO YOO* *University of Illinois at Urbana-Champaign*; *Wenhao David Huang* *University of Illinois at Urbana-Champaign*

This study was conducted to investigate the acceptance levels of employees towards e-learning in the workplace of South Korea. The survey consisted of 33 items drawn from selected categories from the Unified Theory of Acceptance and Use of Technology (UTAUT). The results indicated significant differences in the acceptance levels towards e-learning based on gender, age, position, work experience, and e-learning experience. Interestingly, locations of employees did not affect the differences in the acceptance levels towards e-learning.

**b. Instructional Systems and Training Simulation Design: A Tale of Two Worlds** *Eric Sikorski* *SAIC*; *Tristan Johnson* *Florida State University*

This session will discuss the process of developing training simulations for military and other government end users in order to address training needs and meet objectives. The presentation will illustrate how the common approach for designing, developing, implementing, and evaluating training simulations must be aligned with ISD principles. A case study will be presented to illustrate the relationship between IS and simulation design concepts.

Facilitator:

*Jeannette Jones* , *American Intercontinental University - Main Campus*

**3153.CA. Reflection Papers**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 3: Conference Center A*
  Presenters

  a.  **D&D Designing Higher Education Collaborative Innovation Experiences** *Daniel Randall*, *Rick West, Geoff Wright, Isaku Tateishi* *Brigham Young University, Provo*

  In this session, we describe two instructional environments that were designed to improve the collaborative innovation of design students. We will describe the characteristics of the environments as well as present eight case studies.  We will discuss common themes from the case studies that could guide the development of future collaborative design studio environments.

  b.  **D&D Development of a Framework for Teaching L2 English as a Situated Practice in Malawi** *Mapopa Sanga* *Virginia Tech*

  Description of a three-phase process utilizing situated cognition as a guiding theory to the development of a framework for teaching English as a second language in Malawi. The framework will be used by university faculty members in the southern African country to train pre-service teachers to employ a contextualized language approach in the teaching of English as an L2.

  c.  **D&D Finding True North: Navigating Instructional Design Principles and Models** *Jean Snider* *University of North Carolina - Wilmington*; *Melissa Raymer* *University of North Carolina - Wilmington*; *Allison Rankin* *University of North Carolina - Wilmington*; *Mahnaz Moallem* *UNCW School of Education*

  Instructional design is a systematic process of applying proven theories, models, and best practices to create an efficient and effective roadmap for analyzing, designing, developing, and evaluating a learning solution. In this presentation, we will share and reflect on our experiences in applying the Dick, Carey and Carey (2009) process model of instructional design and the Goal-based Scenario instructional strategy (Schank,1999) to assist the advising unit of a university in developing a self-directed learning module.

  d.  **D&D The Direct Approach (AD): Challenges in a Self-Instructional Module Implementation** *Thuraya Khalifa AL Ghafri* *University of North Carolina Wilmington*; *Michael Regina* *Graduate Student University of North Carolina Wilmington*

  The purpose of this presentation is (1) to share experiences of a team of graduate students

in designing, developing and evaluating a self-instructional module using direct approach (DA) to instruction (2) to explain whether the DA was appropriate for the learners, content, objectives, and context of the project, (3) to report challenges they, as novice designers, faced practical application, and (4) to discuss what they learn and lessons that may help other novice instructional designers.

  e.  **D&D Using Wikis as a Support and Assessment Tool in Collaborative Digital Game-Based Learning Environments** *Yavuz SAMUR* *Virginia Tech*; *Bilal Duman* *Mugla University*

  Related literature on wikis and how game designers and instructional designers can leverage from wikis in game-based learning settings for enhancing students' collaborative learning activities are examined.  Based on the reviewed literature, two main suggestions are given in this presentation with their underlying reasons.  First, using wikis as a support tool for enhancing collaboration in digital game-based learning (DGBL) environments, and second, using wikis as an assessment tool in DGBL are suggested.

  f.  **R&T Audio and Chat in Harmony: Trends in an Online Classroom** *Xinrong Xue* *Florida State University*; *Vanessa Dennen* *Florida State University*
  The study examined the in vivo interaction patterns among students and their instructor in a synchronous computer-mediated learning environment. The specific focus was on how participants in the text channel react to and interact with the speakers on the main audio channel. The study has implications for setting interaction ground rules and expectations when teaching via multichannel synchronous tools such as WebEx.

  g.  **R&T Finding Support in an Informal Online Community: Examining Tenure-Track Faculty Discourse** *Jennifer B. Myers* *Florida State University*
  This presentation explores academic support via blogging within an informal online community. Specifically, there is a discussion of how tenure-track faculty members found support within a blogging community of practice. Using Wenger's (1998) community of practice model, this naturalistic study examines the discourses of tenure-track faculty within an informal online community.

  h.  **R&T Formative Research Using Blending Methods** *Hatice SANCAR TOKMAK* *Mersin University*
  Some research phenomena are complex to investigate by applying research methodologies in a described way. Researchers prefer to give different names to these methodologies or use a known methodological

*(3153.CA. Reflection Papers continued)*

name by describing different applications in their research study or not name them at all. This study aims to present an innovative application of Formative Research Methodology with blending methods which emerges as a result of such a research study included investigation of a complex research phenomenon. This innovative application of Formative Research Methodology is based on the idea that the practical use of the Formative Research Methodology to develop a tentative theory may call for application of both quantitative and qualitative methods with equal weights.

j.  **R&T Instructional Design Decisions about Photographs as an Education Intervention** *Sheryl Hess*
Disser                              tional and
visual                              onsider
when                                ent
instructional text, and rationale for their decisions. The study was set up to discover patterns in thinking and uncover an explanation for how choices are made when teaming imagery and words.  A list of attributes and a checklist of questions resulted as tools to assist instructional designers integrate visual elements of a photograph and instructional principles to foster learning. Insights into instructional design practices were recommended for future implementation.

**Cancelled**

k.  **R&T Instructional Design as Negotiation: Conceptual Framework** *So Mi Kim University of Georgia*
There have been efforts to re-define ID competencies and curriculum reflecting the complex, dynamic, real world context. As part of such efforts, this study conceptualizes instructional design practice as <i>negotiation</i> between an instructional designer and understated constraints proposed by multiple stakeholders. Accordingly, the paper presents a discussion of theories and research, offering a conceptual framework for understanding the connection between ID and negotiation process. Implications for preparing instructional designers are discussed.

l.  **R&T Using Analytical Statistics and Decision Trees to Optimize Designing Community-based Decision-Making** *Ryan Allen Kirk Iowa State University*; **Jared Danielson** *Iowa State - Dept. of Veterinary Pathology*
At the ISU College of Veterinary Medicine (ISUCVM), student, faculty, alumni and employer performance and satisfaction is collected in

order to assess curriculum. This presentation will describe an ongoing case-study and will contrast two approaches. In the first approach, we use a traditional factor analysis and a theory driven top-down approach to identify constructs. In the second approach we use decision-tree analysis to induce those same outcomes. The processes and results will be compared.

m.  **TED Comparison of Parent and Teacher Perceptions of Elementary Teacher Websites and Elementary Teacher Website Practice** *Tiffany Roman, Anne Ottenbreit-Leftwich Indiana University*
Teacher-created websites, wikis, and blogs are increasing due to the relative ease of online web creation tools and the benefits of home-school communication. Given that no guidelines for teacher website creation exist, this research report compares the desired and non-essential features of teacher websites defined by Unal (2008) with a sample of 20 elementary teacher websites from a national study examining technology-using teachers (Ottenbreit-Leftwich, A. et al., 2010). The results of the feature analysis indicate desired website features are not commonly present on teacher-created websites.

n.  **TED Content and Emphasis of an Introductory Technology Course for Pre-service Teachers: 10-Year Update** *Anthony K. Betrus SUNY Potsdam*
This study presents the content and emphasis of the introductory technology course for pre-service teachers taught in the Fall 2010 semester. This study is a ten-year update of a study conducted in 2000. Results show, among other things, a move toward eliminating the stand-alone course by integrating technology into methods courses, a shift in emphasis toward developing and managing materials on the Internet, and a move away from teaching basic computer skills.

o.  **TED Creating Technology-Enhanced, Learner-Centered Classrooms: K-12 Teachers' Beliefs, Perceptions, Barriers, and Support Needs** *Yun-Jo An Texas A&M University-Texarkana*; **Charles M. Reigeluth** *Indiana University*
The purpose of this study was to explore K-12 teachers' beliefs, perceptions, barriers, and support needs in the context of creating technology-enhanced, learner-centered classrooms. An online survey was used to collect data, and one hundred twenty-six teachers participated in the survey. The findings of this study provide practical insights on how to support teachers in creating technology-enhanced, learner-centered classrooms.

*(3153.CA. Reflection Papers continued)*

**p. TED Examining Changes of Student Teachers' Beliefs about Technology Integration** *Pi-Sui Hsu Northern Illinois University*

The purpose of this qualitative study was to examine changes in student teachers' beliefs about technology integration. The findings indicated both unchanged beliefs and beliefs that changed in two directions. Changes may be attributed to cooperating teachers and peer support. This study suggests a need to build reflective activities for student teachers to gain access to the cooperating teachers' thinking process in the modeling process.

**q. TED Exploring Novice Science Teachers' Construction of Expert Professional Knowledge Using Digital Video Editing Technology** *Yuelu Sun Georgia State University*; *Brendan Calandra Georgia State University*; *Antton Puvirajah Georgia State University*

The purpose of this qualitative study is to explore the development of professional knowledge that novice science teachers experience in the process of editing the digital videos of their own practical teaching. This study focuses on the development of novice science teachers' knowledge from novice to expert when they review and reflect the videos of their teaching, identify the critical incidents they deem valuable, and compile a video product that consists of the selected critical incidents.

**r. TED Preservice Teachers' Reason-based Decisions in a Case-based Learning Environment** *Yasemin Demiraslan Iowa State University*; *Thomas Andre Iowa State University*

The purpose of this study is to examine a group of preservice teachers' reasoning and decision making in the context of solving real world problem cases related to classroom management. The participants were 28 students in an introductory educational psychology class at a large Midwestern university. Students used an instructional computing system that presented cases, dealing with conflict and classroom rules, to teach classroom management. We developed rubrics to analyze students' responses to case interpretation and case application questions. The full paper will present an elaborated description of the findings as well as the implications of study to the examination of preservice teachers' reasoning and decision making in authentic case-based learning environments.

**t. TED Technology Integration Instructional Strategies in Teacher Education: Promoting Transfer of Technology Knowledge and Skills** *Aimee M. Brenner Virginia Tech*

The purpose of this pilot study is to investigate technology integration instructional strategies in a teacher education program that result in the transfer of technology integration knowledge and skills in early career teachers to support student learning. Following a review of relevant literature, the research methodology, as well as a series of important research findings will be presented. The paper closes with a discussion of implications, limitations, and directions for future research at a larger institution.

**u. D&D Game Designer Role of the Instructor** *Chakorn Techatassanasoontorn*; *Shawn Vashaw Penn State Unviersity*

A team of instructors designed and developed a virtual world game to use in their classrooms. Their first time experience in designing and developing the game provides an in-depth and unique experience to designers in all disciplines.

**3153.B4. Teacher Education**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 3: Board Room 4*
Presenters

**a. Evolving a Pre-Service Instructional Technology and Media Class to Meet the Needs of Regional Communities** *John Barnard Gordon College*

This presentation will explore how the instructional technology and media course of a three year old early childhood education baccalaureate program is evolving to meet the needs of the suburban and rural schools in its region. These schools have widely varied technological resources that new teachers will need to address. Examples of student products will be shown as well as selections of their discussions of fieldwork observations and how they address individual educational media challenges.

**b. @Virtual, Let's Deb8: Microblogging** *Shelley Hayes University of South Florida*; *Tina Hohlfeld University of South Florida*

Conducting a debate in the classroom is not a new teaching strategy. But perhaps conducting a virtual debate via 140 character microblog posts would be considered a novel approach. This session overviews the experience of integrating one such virtual debate using free, open-source tools in a teacher education program. There will also be live microblogging.

Facilitator:
*Ellen Hoffman* , *University of Hawaii-Manoa*

**3153.R2. School Media & Technology**
*3:30 pm to 4:30 pm*
*Hyatt Regency, Floor Level 3 - River Terrace 2*
Presenters

**School Library Media Specialists: What's in a Name? An Update From The July/August Issue of TechTrend** *Lessell (Marty) Bray University of West Georgia;* **Randy Hollandsworth**, *Piedmont College;* **Judy Donovan**, *University at Buffalo;* **Delia Neuman**, *Drexel University;* **Carol A. Brown**, *East Carolina University;* **Leslie Blatt**

Researchers at the university level and practicing school library media specialists will discuss their changing roles, challenges and opportunities.

**3153.S3. TechTrends Board Meeting**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 4: Suite Room 4158*
Chair:
**Abbie Brown** , *East Carolina University*

**3153.SJ. Research in Virtual Worlds**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 3: St John's*
Presenters

a. **College Student Perceptions of Interactive Tasks in Virtual worlds** *Chientzu Candace Chou University of St. Thomas;* **Rama Kaye Hart** *University of St.Thomas*

This study examines students' perceptions of interactive learning activities in Second Life. Student reflections of two learning tasks, which included discussions about assigned readings and SL field trips, were recorded in weekly journals. Student experiences of the learning tasks are mainly positive with some challenges. Positive views included excitement, enhanced confidence, motivation for learning, and increased knowledge. Challenges were mostly due to technical issues. Instructor interventions were important in minimizing barriers to student learning.

b. **Comparing Presence and Immersion Among 3D Collaborative Virtual Environments (3D-CVEs)** *Caglayan Karapınar Middle East Technical University;* **Veysi İşler** *Middle East Technical University*

Presence and immersion are important concepts for 3D-Collaborative Virtual Environment (3D-CVEs). The purpose of this study was to explore the critical factors that increase presence and immersion in 3D-CVEs. In the study, three different environments, including Second Life,

Kaneva, and Habbo were compared. Thirty subjects completed two tasks in these environments and then a questionniare. Results showed that 3D-CVE's graphical user interface and avatars' control ability increase presence and immersion.

c. **Effect of Game Experience on Performing Virtual Environment Tasks** *Emre Canbazoğlu Middle East Technical University;* **Veysi İşler** *Middle East Technical University*

In this paper the effect of prior video game experience on virtual environment tasks is discussed by comparing the performances of participants with different kinds of video game experiences. In the study, the following four tasks were given: navigation and concentration, perception and awareness, eye and hand coordination, memory and reflex. Results indicate that gamers were better in all tasks than non-gamers.

**3160.GE. ISMF Registration**
*3:00 pm to 8:00 pm*
*Hyatt Regency - 2: Escalator Landing 2nd Level*

**3163.GF. International Open House Thursday 02**
*4:30 pm to 5:00 pm*
*Hyatt Regency - Grand Foyer*
Chair:
**Cengiz Hakan AYDIN** , *Anadolu University*

**3163.B3. SICET Board of Directors Meeting**
*4:30 pm to 5:30 pm*
*Hyatt Regency - Level 3: Board Room 3*

**3164.G5. Design & Development Awardee Presentations**
*4:45 pm to 6:00 pm*
*Hyatt Regency - Level 2: Grand 5*
Presenters

**Design & Development Awardee Presentations** *Elizabeth Boling Indiana University;* **Dabae Lee** *Indiana University;* **David H. Jonassen** *University of Missouri;* **Debbie Denise Reese** *Center for Eduational Technologies, Wheeling Jesuit University*
Congratulate the D&D Outstanding Book, NOVA Student Practice, Best Practice, and Robert M. Gagne Award Winners and see them present the work that won them their awards. This is an excellent opportunity to meet colleagues whose work makes them stand out in our field.

**3170.G4. AECT Affiliates Recepiton**
*5:00 pm to 6:00 pm*
*Hyatt Regency - Level 2: Grand 4*

**3170.S1. Quarterly Review of Distance Education Editorial Board**
*5:00 pm to 6:00 pm*
*Hyatt Regency - Level 4: Suite Room 4108*
Chair:
**Michael Simonson** , *Nova Southeastern University*

**3173.C4. Multimedia Production Division Immersive Learning Awards Reception**
*5:30 pm to 7:00 pm*
*Hyatt Regency - Level 3: City Terrace 4*

**3180.C2. GSA-Social Thursday Evening**
*6:00 pm to 7:30 pm*
*Hyatt Regency - Level 3: City Terrace 12*

**3180.G3. International Dinner**
*6:00 pm to 7:30 pm*
*Hyatt Regency - Level 2: Grand 3*
Chair:
**Ross Perkins** , *Boise State University*

**3180.SJ. QRDE Wine & Cheese Reception (Invitation Only)**
*6:00 pm to 7:30 pm*
*Hyatt Regency - Level 3: St John's*
Facilitator:
**Michael Simonson** , *Nova Southeastern University*

**3184.HL. KSET Board of Directors Meeting**
*6:45 pm to 8:45 pm*
*Hyatt Regency - Main Floor: Hotel Lobby*

**3193.G3. International Auction**
*7:30 pm to 9:30 pm*
*Hyatt Regency - Level 2: Grand 3*
Presenter

**International Auction**
Facilitator:
**Ross Perkins** , *Boise State University*

**4070.S3. AECT Intern Breakfast Meeting - Friday**
*7:00 am to 8:00 am*
*Hyatt Regency - Level 4: Suite Room 4158*
Presenter

a. **AECT Intern Breakfast Meeting**
Chairs:
**Preston Parker** , *Utah State University*

**4070.GE. ISMF Registration - Friday**
*7:00 am to 5:00 pm*
*Hyatt Regency - 2: Escalator Landing 2nd Level*

**4073.G3. School Media & Technology (SMT) & Teacher Education (TED) Breakfast**
*7:30 am to 9:00 am*
*Hyatt Regency - Level 2: Grand 3*
Facilitator:
**Leslie Blatt** ,

**4080.C4. TechTrends Open Forum**
*8:00 am to 9:00 am*
*Hyatt Regency - Level 3: City Terrace 4*
Presenter

a. **TechTrends Open Forum: Content and Representation within the Journal** *Abbie Brown East Carolina University*
Along with peer-reviewed manuscripts focused on research and practice, TechTrends publishes regular columns that represent AECT divisions, committees, and issues of specific interest to AECT members. This session is an opportunity to review current features and propose new ideas for the journal. An explanation of how to propose new columns, features and special issues will be presented.

**4080.C8. D&D Panel**
*8:00 am to 9:00 am*
*Hyatt Regency - Level 3: City Terrace 8*
Presenter

a. **Addressing Institution Challenges with Hybrid and Blended Instruction: An Analysis of Solutions with Proven Impact** *Brian Beatty San Francisco State University*; *Amy Adcock Old Dominion University*; *Charles Graham Brigham Young University*; *Karen Kaminski Colorado State University*
This interactive panel will describe a variety of instructional programs and approaches that have been used by several universities in meeting specific challenges or in realizing new, significant opportunities. Panelists will provide an overview

of the use of hybrid (or blended) instructional designs to support, enhance, and extend teaching and learning. Audience members will be invited to engage in a discussion of potential applications of hybrid instruction in their organization, and directions for research based on established theory.

**4080.R1. D&D Web 2.0 Technologies**
   *8:00 am to 9:00 am*
   *Hyatt Regency - Level 3: River Terrace 1*
   Presenters

   a. **Can Twitter Build a CSCL Environment? Focusing on Peer Interactions** *Yoon Jeon Kim FSU*; *Vanessa Dennen Florida State University*; *Bi-Jen HSIEH Florida State University*

   The purpose of this study was to investigate whether Twitter can build a collaborative learning environment for a multi-section undergraduate course. As with many other Web 2.0 tools, we still need further understanding about how micro-blogging tools support learning rather than simple social networking. In this study, we analyzed students' Twitter usage using Li and Huang's model for peer interactions in a CSCL environment (Li & Huang, 2008). Content analysis and social network analysis were used.

   b. **Using Google Applications to Teach Instructional Designer Practitioners to Create and Manage an Open Course** *Monica Tracey Wayne State University*; *Kelly Unger Wayne State University*; *Kecia Waddell Wayne State University*

   Designers and educators of instructional design (ID) practitioners must continuously incorporate appropriate evolving technologies and media for 21st century learning. While these professionals are using the technological tools, they are lagging in the utilization of an important concept; open courses. This interactive session will present a systematic process of designing, developing, implementing and evaluating instructional materials to introduce ID professionals to Google Applications as a platform to access, modify and create an open course.
   Facilitator:
    *Michele Jacobsen* , *University of Calgary*

**4080.G4. DDL Self-Regulation & Attrition Concurrent Session**
   *8:00 am to 9:00 am*
   *Hyatt Regency - Level 2: Grand 4*
   Presenters

   a. **Comparing Successful and Unsuccessful Online Students: Implications for Reducing Student**

**Attrition** *Michael Waugh The University of Tennessee*; *Su Jian University of Tennessee*

This presentation will share the results of a case study that compared survey data from two groups of online students (Completers and Droppers) who participated in the WebIT program during 2008-2010 at the University of Tennessee. Though the number of students compared is small and statistical comparisons are not possible, the two groups are characterized by distinctly unique response patterns that provide insight for the development of strategies to reduce future attrition.

   b. **Five Strategies to Promote Self-Regulated Learning in Online Courses** *Bruce Harris Western Illinois University*; *Anthony Pina Sullivan University System*; *Reinhard Lindner Western Illinois University*

   Students who are successful in completing online courses tend to be self-regulated. This presentation will discuss five instructional design strategies that online course designers and instructors can use to help their students be more effective self-regulated learners: a) conditional awareness, b) self-monitoring, c) self-evaluation, d) self-motivation, and e) self-explanation.
   Facilitator:
    *Annie Saint-Jacques* , *Laval University*

**4080.C6. Division on Systemic Change Membership Meeting**
   *8:00 am to 9:00 am*
   *Hyatt Regency - Level 3: City Terrace 6*

**4080.S1. ECT Foundation Meeting**
   *8:00 am to 10:30 am*
   *Hyatt Regency - Level 4: Suite Room 4108*
   Chair:
    *T. Weston Miller* , *Earlham College*

**4080.CA. Roundtable Sessions**
   *8:00 am to 9:00 am*
   *Hyatt Regency - Level 3: Conference Center A*
   Presenters

   a. **D&D Empathy and Digital Ethics: Considerations for Teaching and Designing With New Media** *Joe Horne Georgia State University*

   More and more university courses promote and accept new media assignments from their students; however, little regard is given to digital media ethics and the consequences of creating work in new media. This presentation asks instructional designers to consider ethical issues in their design and materials.

*(4080.CA. Roundtable Sessions continued)*

**b. D&D Game-Based Language Learning: The Impact of Competition on Students' Perception and Performances.** *Sylke Vandercruysse KULeuven - Kortrijk*; *Mieke Vandewaetere KULeuven - Kortrijk*; *Geraldine Clarebout K.U.Leuven*

In the current study, the competition element in game-based learning is investigated. It can be hypothesized that the competition element in a game may hamper deep learning, given that this may lead to a decrease in intrinsic motivation. Additionally, students' perception towards the learning environment is investigated as possible mediating variable.

**c. D&D Mobile Computer-Supported Collaborative Learning (mCSCL): A Review of Experimental Research** *Yu-Chang Hsu Boise State University*; *Yu-Hui Ching Boise State University*

This paper examined the latest international studies on mobile computer-supported collaborative learning (mCSCL). We selected articles published in peer-reviewed journals that reported empirical research on implementing mCSCL, and design and development of mCSCL environments. During the session, we will present: 1) an in-depth analysis of our findings by associating and synthesizing the various emerging themes of mCSCL research; 2) learning and instructional design suggestions for educators; and 3) future research directions.

**d. D&D Peer Tutoring in Higher Education with Reflective e-Journal** *Yunjeong Eunice Chang University of Georgia*; *Innwoo Park Korea University*

Considerable studies on peer tutoring have tended to focus on the effectiveness of peer tutoring, and rather less attention has been paid to ways of raising its effectiveness. Moreover, verification of the effectiveness of peer tutoring for supporting adult learners has enabled its extension to the higher education setting, not only in offline but also online environments. For this reason, this study verified factors influencing effective or ineffective peer tutoring.

**e. D&D SAVSI: A Student Virtual Support System for the 21st Century** *Rolando Marquez University of Central Florida*; *Kelly Morehead University of Central Florida*; *Zhigang Li University of Central Florida*

The purpose of this session is to present a proposed theoretical and conceptual framework used to develop a model of an interactive virtual student support system that can be utilized by Student Services. Attendees should expect to get a better understanding of how Student Services can provide their services in a virtual setting and how these services can be integrated into totally online and blended learning, therefore helping support e-learning.

**f. D&D Simulations and Social Studies: Teaching Diversity by Design** *John Curry Oklahoma State University*; *David Buckner Oklahoma State University*

Often in preservice teacher education, differing cultures are discussed, but it is difficult for learners to truly understand the differences in cultures and how they affect everyday lives of people. To address this issue and to attempt to assist pre-service teachers come to a deeper understanding of those issues of diversity, the researchers implemented the Real Lives® educational simulation software into an Elementary Education Teaching Methods course. Results of the study will be discussed.

**g. DDL Asynchronous Video Reflection to Enhance Social Presence in Online Practicum Class for Special Education Teachers** *lina metlevskiene KSU*; *Tim Frey Kansas State University*

With the inexpensive use of the web cameras that already are built in students laptops, there emerges new possibility to bring richness of communication and still retain time and space flexibility that is important for adult learners. This presentation will share theoretical framework and practical implementation of asynchronous video conferencing in the online practicum class for special education teachers.

**h. DDL Blending In-Class and Online Students in a Live Virtual Classroom** *Peter Fadde Southern Illinois University*

This roundtable reports on using Live Virtual Classroom software to allow online learners participate synchronously in seated classes held on campus. Issues include: 1) Use of the "chat" function as a back channel. 2) Students' use of text versus audio in the live online setting. 3) Role of student volunteers as "driver" of the LVC session. 4) Microphone configurations to capture in class discussion. 5) Instructional strategies facilitated or hindered by the LVC.

**i. DDL Do Social Media Mediate Collaborative Learning in Online Distance Courses?** *Chulapol Thanomsing Penn State Unviersity*; *Wenyi Ho World Campus, Penn State*

There is an increasing interest in exploring the use of social media as a learning tool in higher education. This roundtable will (1) review some findings

*(4080.CA. Roundtable Sessions continued)*

through literature review about the educational uses of social media in terms of pedagogical models and best practices, (2) share the lesson learned through the implementation of those tools and from the data analysis of students' perception of using the tools in online distance courses, and (3) discuss whether and how social media can be best at supporting collaborative learning.

j.   **DDL Enhancing Online Courses with Visuals: Best Practices, Copyright Issues, and Sources** *Jane Mason Adamson, Ed Gonzalez, Stephanie Parisi Saint Leo University*

By addressing the use of visuals to enhance online learning, this session will give participants the opportunity to interact with an experienced course-building team of an instructional designer, editor, and graphic artist. The instructional designer will share best practices for using visuals to support learning. The editor will present an overview of copyright issues. The graphic artist will discuss specific sources for photos and graphics. Questions and discussion by participants are encouraged.

k.   **DDL Incorporating Brookfield's Discussion Techniques into Asynchronous Online Courses** *Ann W Armstrong Capella University*; *Vern Czelusniak Capella University*; *Nan Thornton Capella University*

Today's academic faculty who administer, design, and deliver courses for online graduate programs are encouraged to create student-centered experiences using state of the art technology grounded in scholarly learning and instructional theory. This session will report the results of a study seeks to identify discussion strategies that will enhance the student learning experience when integrating a synchronous component into an asynchronous online course for graduate students.

l.   **DDL Instructors' and Learners' Attitudes Toward e-learning within a College of Education** *Suzan Alyahya UNC*; *Manal Muhammad Alanazy UNC*; *Fatma Alabdullaziz UNC*; *James Gall University of Northern Colorado*

This presentation will focus on the results of a study that measured both instructors' and learners' attitudes toward e-learning within a college of education at a medium-sized university.

m.   **DDL Using Peer Feedback and Reflective Journals in Distance Learning Classes** *Kui Xie Mississippi State University*; *Justin Allison Mississippi State University*

This qualitative case study examined students' self-reflection and peer feedback interactions in a distance learning class. Students wrote reflective journals each week and shared them with their classmates in an online discussion board. Student peers provided their feedback to the reflective journals. The results indicated six general themes in students' peer feedback to the reflective journal including relating, supporting, comforting, complimenting, challenging, and arguing.

n.   **SICET Effects of Facilitation Strategies on Students' Participation and Online Discussions: Sample Message and Discussion Criteria** *Ninghua Han Texas Tech University*; *Jongpil Cheon Texas Tech University*

This study examined the effects of two facilitation strategies on asynchronous discussions in a Chinese online course. Discussion criteria and sample message were applied to expect more students' participation and the higher quality of postings in this study. However, the findings indicated that they did not increase students' participation whereas the sample message negatively influenced the quality of online discussions. We conjecture that the sample message yielded simple responses (i.e., agree or disagree) rather than their own opinions.

o.   **SICET Building Modern Online Social Presence: A Review of Theories and its Implication for Future Trends** *Guoqiang Cui Virginia Tech*

Among all the factors that affect students' online learning experience, social presence is worth much study considering the asynchronous nature of online learning and communication issues between online instructors and students. This presentation will review the major theories of social presence especially major definitions and measurements in the field. The presenter will also bring forward the implications of the social presence research as well as discuss future trends for social presence study.

p.   **SICET Effective Use of Interactive Whiteboards in Elementary Schools: A Qualitative Study** *Ying Wang Northwestern College*; *Ronald A. Ginn Northwestern College*; *Teresa L. Gonske Northwestern College*

This proposal is to report a qualitative study on effective use of interactive whiteboards in K-12 classrooms. Five experienced elementary school teachers who have been identified by peers as the power user of interactive whiteboard were interviewed. Teachers were also asked to record their teaching practices with interactive whiteboards on video. The interview and video data are analyzed under the TPACK framework.

*(4080.CA. Roundtable Sessions continued)*

**q. SICET Interactions in Open Online Learning Communities** *Wei Li Virginia Tech*; *Hongxia Yang Virginia Tech University*

Inspired by the model of Wikipedia, Peer 2 Peer University (P2PU) such new type of online learning communities are emerging. There is an increasing awareness that online communities require a wide range of interaction opportunities. The purpose of this study is to evaluate interaction design of P2PU from three aspects: learner-learner interaction, learner-content interaction, and learner-instructor interaction. The results will be used to provide strategies for the interaction design of online learning communities.

**r. SICET Pedagogical Suggestions for Using Twitter in Higher Education** *Meng-Fen (Grace) Lin University of Hawaii*; *Ellen Hoffman University of Hawaii-Manoa*; *Claire BORENGASSER University of Hawaii*

This qualitative case study examined twitter use with undergraduate and graduate students in both online and face-to-face class settings. Through the analysis of tweets and student reports, the researchers found students enjoyed being consumers of tweets but seldom retweeted or replied. We suggest that most students are new to twitter, therefore scaffolding and modeling are necessary to encourage participation. The session will offer participants an opportunity to explore twitter and interact during the talk.

**s. SICET The Dynamic Mechanism of Educational Technology Diffusion in Basic Education in China** *Jinbao Zhang Beijing Normal University*

The dynamic mechanism of educational technology diffusion reflects main features of promotion powers in educational technology. It will help to make sure the key elements by analysis internal and external promotion powers. This paper analyzes three participants in educational technology diffusion system, and then proposed Education Technology Diffusion Dynamic Model. Based on those, this paper analyzes the main characteristics of Chinese Basic Education Technology Applications status. The paper also discusses how to promote the internal forces.

**t. SICET The Teaching Assistant's View of a Course Management System** *CHENG-HSIN (ALAN) KU Soochow University*

As the usage of Course Management System (CMS) is still a question in most universities in Taiwan, the purpose of this study is to investigate the teaching assistants' acceptance of using CMS as the content supplement for the classroom of higher education in Taiwan. By adopted of Technology Acceptance Model (TAM) and the generation of Digital Native as the teaching assistants, this study will provide an in-depth assessment of CMS and TAM.

**4080.C2. GSA - Building up your CV: From PhD student to tenure-track faculty**
*8:00 am to 9:00 am*
*Hyatt Regency - Level 3: City Terrace 12*
   Presenters:
   *Rick West* , *Brigham Young University*
   *Fethi Inan* , *Texas Tech University*
   *Brian Belland* , *Utah State University*
   Facilitator:
   *Ayesha Sadaf* , *Purdue University*

**4080.S3. Intellectual Property Committee Meeting**
*8:00 am to 9:00 am*
*Hyatt Regency - Level 4: Suite Room 4158*
   Chair:
   *Preston Parker* , *Utah State University*

**4080.C7. Using Technology in Education**
*8:00 am to 9:00 am*
*Hyatt Regency - Level 3: City Terrace 7*
   Presenters

**a. Using Mobile Phone for Speaking and Listening Fluency** *Tutaleni I. Asino Penn State University*; *Hilary Wilder William Paterson University*; *Brian J Seely Penn State University*; *General Ntshalintshali Pennsylvania State University-University Park*

Mobile phones have grown beyond simple devices that enable the transmission of the human voice to being content creation and delivery systems. They are one of the most widely available technologies around the world. This presentation explores their utility in various contexts such as English speaking and listening fluency.

**b. iEARN Projects: Do they Motivate Students to Learn English as A Second Language?** *Thuraya Khalifa AL Ghafri University of North Carolina Wilmington*

The presentation intends to introduce a technology integration project, entitled as iEARN (International Educational and Resource Network), implemented in Oman. It, first, highlights the stages of Education System in Oman since 1970 till the application of iEARN projects in 2010. Then, it summarizes the process of conducting an action research in one of the Omani schools as well as the results of this study.

**4080.GF. International Hospitality Center**
*8:00 am to 11:30 am*
*Hyatt Regency - Grand Foyer*

**4080.C5. International Panel: Technology in Every Classroom**
*8:00 am to 9:00 am*
*Hyatt Regency - Level 3: City Terrace 5*
Presenter

a. **FATIH Project in Turkey** *Hakan Tuzun Hacettepe University*; ***Cengiz Hakan AYDIN** Anadolu University*; ***Kursat Cagiltay** Middle East Technical University*

In this panel session, FATIH project in Turkey will be discussed by participants from Turkey. In the project, it is targeted that all 620000 classes in K-12 level in Turkey is provided a laptop computer, a projector, and Internet connection, with an additional interactive board in each school. This way it is aimed that the Information and Communication Technologies will be utilized in the teaching and learning process. The project has 5 phases and will be undertaken in the years 2011 through 2013 with a budget of one billion dollar. We believe a project of this magnitude will attract attention by the members of AECT and provide a heated discussion context.

Facilitator:
*Hakan Tuzun , Hacettepe University*

**4080.C0. Minorities in Media**
*8:00 am to 9:00 am*
*Hyatt Regency - Level 3: City Terrace 10*
Presenter

a. **Exploring the Experiences of Faculty of Color Teaching Online** *Denice Ward Hood University of Illinois*; ***DEEPAK SUBRAMONY** GRAND VALLEY STATE UNIVERSITY*

This presentation will be an interactive discussion around identity and instructional presence in the online educational environment. Vignettes will be presented illustrating the key themes from interviews and surveys. The audience will have an opportunity to discuss the empirical and practical implications and recommendations. Additionally, the participants will be encouraged to interrogate and deconstruct assumptions about online teaching, invisibility of traditional markers of social identity and the possible meaning they hold in teaching and learning.

**4080.B3. Multimedia Production**
*8:00 am to 9:00 am*
*Hyatt Regency - Level 3: Board Room 3*

a. **Serious Games: Issues and Challenges for Teaching and Training** *Chien Yu, Jeng-Yang Wu, Aliesha D. Johnson Mississippi State University*

The purpose of this presentation is to review what has been studied in the literature in regards to serious games for teaching and training. By discussing the foundation of gaming-based learning, the presentation discusses some challenges and impacts of serious games for teaching and training. In addition to outlining some fundamental issues and considerations, some examples drawn from literature are also included to explore the effective use of serious games and strategy of gaming-based learning.

b. **The Conceptual Nature of Gameplay: Implications for the Production of Educational Games** *David Moore Ohio University*; ***E-Ling Hsiao** Valdosta State University*

In this session we will discuss the use of games to further instructional goals. We propose that instructional design taxonomies have useful corollaries in gameplay. We propose that the essence of gameplay is essentially a conceptual transaction. Recognizing the conceptual nature of gameplay provides a method for improving and intensifying gameplay, unfortunately, it also highlights the difficulty and challenges in using games for educational purposes.

Facilitator:
*Raymond Pastore , University of North Carolina Wilmington*

**4080.G5. Presidential Panel**
*8:00 am to 9:00 am*
*Hyatt Regency - Level 2: Grand 5*
Presenter

a. **Interconnecting Training Simulation and ISD: Can We Learn From Each Other?** *Tristan Johnson Florida State University*; ***Eric Sikorski** SAIC*

The goal of this session is to engage in a dialogue about of the roles of "research in practice" and "practice in research" as applied to training simulations. The panel session will consist of a facilitated discussion between instructional researchers (academia) and practitioners (industry / government) who design and implement training simulations. The discussion will focus on the challenges associated with balancing ISD principles and practices with those of simulation design. The panel will present lessons learned and successful moments in merging ISD with training simulation design and development.

Facilitator:
*Tristan Johnson , Florida State University*

**4080.R3. Research & Theory**
*8:00 am to 9:00 am*
*Hyatt Regency - Level 3: River Terrace 3*
   Presenters

   a.  **Meta Analysis: The Effects of Cognitive Maps**
   *Woon Jee Lee FSU*; *Yi-Hsing Han Florida State University*

   The purpose of this study is to review the effects of cognitive maps on different learning outcome in different subject matters. The meta-analysis included 42 effect sizes from 15 studies. The result of the meta-analysis showed significant overall average effect size of cognitive maps. The effects of cognitive maps were not varied across different types of learning outcomes, and were consistent with various subject matters.

   b.  **The Complex Realities of Assessing Web 2.0 Activities in Naturalistic Settings** *George Veletsianos University of Texas at Austin*

   The purpose of this paper is to develop a social scientific account of the complex realities of assessing Web 2.0 activities in higher education by examining one instructor's and three Teaching Assistants' (TAs) struggles, tribulations, dilemmas, hopes, and engagement with assessing student Web 2.0 practices. Our goal is to provide a realistic account of instructor experiences "on the ground" to inform future assessment practice.

   Facilitator:
   *George Veletsianos , University of Texas at Austin*

**4080.C9. Research & Theory**
*8:00 am to 9:00 am*
*Hyatt Regency - Level 3: City Terrace 9*
   Presenters

   a.  **A Framework of Virtual Collaboration Building Interdisciplinary Research** *Ji Hyun Yu Purdue University*; *Johannes Strobel Purdue University*; *Jea Choi Purdue University*

   The transformative potential of technology-enabled communication argues for creating and extending interdisciplinary collaboration among researchers. Due to inconsistencies in research, there is a need to establish a theoretical framework explaining how to achieve the vision of virtual collaboration revolutionizing academia in general, and the engineering education in particular. We present a conceptual framework addressing virtual collaboration effectiveness building interdisciplinary research. Hypothesis and methodological suggestions for exploring the path of virtual collaboration to success are discussed.

   b.  **An Investigation of Self-efficacy for Team Learning in Undergraduate Design Teams** *Scott Schaffer Purdue University*; *Xiaojun Chen Purdue University*; *Xiumei Michael Zhu Purdue University*

   With the recent pedagogical shift from teacher-centered approach to student-centered learning, many engineering programs in higher education institutions have adopted project-based learning as a method to prepare engineering students. With the aim to understand the relationship between project-based learning contexts and student self-efficacy and performance, we selected a group of undergraduate students participating in a cross-disciplinary service learning program and studied the change in their efficacy and performance levels through out the semester.

   Facilitator:
   *Susan Colaric , Saint Leo University*

**4080.CL. Research & Theory**
*8:00 am to 9:00 am*
*Hyatt Regency - Level 3: Clearwater*
   Presenters

   a.  **Learners' Engagement with a 3D MUVE During the Stages of Problem-based Learning** *Nicholas Omale Northern Illinois University*; *Lara M. Luetkehans Northern Illinios University*

   In this session, authors will report findings from a study that examined how attributes of 3-D MUVEs affect interaction in an online problem-based learning (PBL) activity through the community of inquiry (COI) framework. Additionally, the authors recommend revisions to the COI framework to include indicators relevant to the 3-D space.

   b.  **Learning Through Argumentation in an Online Fantasy Sports Community** *Goknur KAPLAN AKILLI METU*

   Processes of reasoning and of making rational choices, called as argumentation by philosophers as early as Aristotle, have long been the subject of educational inquiries. Accordingly, dealing with learning through argumentation as it takes place in a natural everyday context which is increasingly computer-mediated in our age, and of how individuals are engaged in such processes in collaboration with each other without previously set up prompts are the main interests of the study.

**4080.R2. Research & Theory**
*8:00 am to 9:00 am*
*Hyatt Regency - Level 3: River Terrace 2*
   Presenter

   a.  **Research on Instructional Design and Technology: What are the Important Topics, Problems and**

**Questions?** *James Klein Florida State University*; *Marcy Driscoll Florida State University*; *Michael Hannafin University of Georgia*; *Rita C. Richey Wayne State University*

Many scholars have called for research to strengthen the theory and practice of instructional design and technology. Thus, we should continually ask – What are the important research topics, problems and questions for the IDT field? Participants in this symposium are individuals whose perspectives have been impacted by serving in many different roles including researcher, teacher, mentor, administrator, and journal editor. The symposium will be interactive and include audience participation.

Facilitator:
*Enilda Romero* , *Old Dominion University*

**4080.C1. Research & Theory**
*8:00 am to 9:00 am*
*Hyatt Regency - Level 3: City Terrace 11*
Presenters

a. **Effects of Case-Based E-Learning on Second Year College Students' Personal Epistemic Beliefs and Problem Solving Abilities** *Ikseon Choi University of Georgia*; *Yi-Chun Hong The University of Georgia*; *David Gattie The University of Georgia*; *Nadia Kellam The University of Georgia*; *Melissa Gay University of Georgia*; *Hyojin Park University of Georgia; Lucas Jensen University of Georgia*

The purpose of this project is to design, develop, and validate a case-based e-learning module that promotes the development of engineering students' epistemic beliefs (Perry, 1970) and thus enhances their problem-solving abilities to deal with real-world engineering problems. The second-year engineering students had vicariously experienced real-world problems through a case-based e-learning module, which consists of four major phases: exploring situations, constructing reality, creating solutions, and reflecting on the product and the process.

b. **Interaction Contexts on Online Interaction Performance: An Infield Investigation of Interaction Equivalency Theorem** *Fengfeng Ke Florida State University*

This mixed-method study explored the impact of online interaction contexts on the online interaction performance of students that were diverse in culture and age. Data were collected from 463 students in 19 online courses. The findings indicated the interaction contexts with a high student-to-student interaction climate reinforced more knowledge-building online discussions whereas the interaction contexts with a balanced design of different types of interactions promoted more self-reflective online discussions.

Facilitator:
*Martha Snyder* , *Nova Southeastern University*

**4080.B4. Relevant and Innovative Learning Scenarios: Objectives to Assessments - Designing Empowering Elements for Your Community**
*8:00 am to 9:00 am*
*Hyatt Regency - Level 3: Board Room 4*
Presenters:
*Reo H. McBride* , *Full Sail University*
*Rena J Hanaway* , *Full Sail University*

**4080.CB. Teacher Education**
*8:00 am to 9:00 am*
*Hyatt Regency - Level 3: Conference Center B*
Presenters

a. **Gaining Insights into Classroom Technology Use Through a Large-scale Action Research Initiative** *Kara Dawson University of Florida*; *Cathy Cavanaugh University of Florida*

This descriptive study explores what happens during action research in classrooms of 353 technology-using teachers involved in a statewide technology initiative. An online data collection tool known as ARTI (Action Research for Technology Integration) was developed to address the challenges of collecting useful and uniform data across a large number of K-12 classrooms. A discussion of results, limitations and future directions is provided.

b. **Integrating Technology and Open Learning to Support Integration, Pedagogical Changes, and Community in K-12 Environments** *Jonathan McKeown University of Tampa*

This presentation will discuss results of a 13 month study tracking in-service teachers' technology integration, pedagogical changes, attitudes, and community development in 11 K-12 schools. Teachers were initially selected for participation in the study based on limited exposure and resistance/hesitance to creating open learning environments and integrating technology in the classroom (epistemological beliefs). Methodology and results of the study will be reported as well as highlighting techniques and artifacts developed during the program.

Facilitator:
*M Brooke Robertshaw* , *Utah State University*

**4080.B2. Training & Performance Membership Meeting**
*8:00 am to 9:00 am*
*Hyatt Regency - Level 3: Board Room 2*

**4080.SJ. Concepts in Virtual Worlds**
*8:00 am to 9:00 am*
*Hyatt Regency - Level 3: St John's*
Presenters

   **a. Augmented Reality in Education and Training**
*Kangdon Lee* *University of Northern Colorado*
This literature review research describes Augmented Reality (AR), how it applies to learning and training, and the potential impact on the future of education.

   **b. Exploring the Naming of spTelepresence: Examining Deixis to Support Interaction in Second Life and MMORPGs** *Bodi Anderson Northern, Moussa Tankari Northern Arizona University*
With the increasing use of Second Life and MMORPGs in distance education there is an ongoing need to validate the use of these platforms for educational purposes. This current paper uses a corpus of roughly two million words to examine the role of deixis, or words and utterances which require contextual information to properly understanding their meanings or referents, in virtual environments. Findings support the continued use of virtual world learning environments.

   **c. i-MMOLE: Conceptual Framework for Designing Virtual World Instruction** *Steve Downey University of South Florida*
This paper presents a conceptual framework being developed to design lessons incorporating virtual world settings: i-MMOLE, Instruction for Massively Multiplayer Online Learning Environments. i-MMOLE has been used to create more than 350 lessons for science, social studies, math, and numerous other disciplines for middle school through adult learners. Included within this paper are descriptions of the principles and underlying theoretical bases, as well as, practical guidelines for using the i-MMOLE framework.

**4090.SB. Job Placement Center**
*9:00 am to 4:00 pm*
*Hyatt Regency - Level 3: 3rd Level Sky Bridge*

**4091.C6. A Vision for Systemic Change: The Theory of Totally Integrated Education (TIE)**
*9:15 am to 10:15 am*
*Hyatt Regency - Level 3: City Terrace 6*
Presenter

   **a. A Vision for Systemic Change: The Theory of Totally Integrated Education (TIE)** *Ted Frick*
*Indiana University*
The theory of totally integrated education (TIE) provides a vision for systemic change in education. TIE provides a rationale for what the goals of education should be. Learning activities should be designed so that students can integrate cognitive, conative and affective mental structures. Furthermore, we should seek worthwhile education—intended, guided learning that is both instrumentally and intrinsically good. We should seek totally integrated education in which students become rational human beings who act ethically.

**4091.S3. D&D Future PacifiCorp Planning Meeting**
*9:15 am to 10:15 am*
*Hyatt Regency - Level 4: Suite Room 4158*

**4091.C8. Design & Development Panel Session**
*9:15 am to 10:15 am*
*Hyatt Regency - Level 3: City Terrace 8*
Presenter

   **a. Complex Problem Solving: Current State & Future Directions** *Dirk Ifenthaler Educational Science I*; *David H. Jonassen University of Missouri*; *Woei Hung University of North Dakota*; *Deniz Eseryel University of Oklahoma*
Complex problem-solving abilities are particularly essential in the information age. The purpose of this panel is to bring together educational researchers to discuss current status of the research on complex problem solving and its implications for instructional design and technology research. In addition, panelist will address future directions in studying complex problem solving. Engagement with and questions from the audience will be encouraged.
Chair:
*Deniz Eseryel , University of Oklahoma*

**4091.R3. D&D Assessment**
*9:15 am to 10:15 am*
*Hyatt Regency - Level 3: River Terrace 3*
Presenter

   **a. A Layered Approach to Conducting a Learner Analysis** *John Baaki Wayne State University*; *Jill Erin Stefaniak Wayne State University*
Guided by Tessmer and Wedman's layers of necessity model, this highly interactive session will explore how instructional design practitioners are analyzing their learning audiences and the implications that developing audience personas can have in developing learner-centric instruction. Session attendees will participate in a learner analysis that categorizes not only what are the

learners, but who are the learners. Attendees will leave the session with a tool that they can use to conduct layered learner analyses.

Facilitator:

*Joe'l Lewis* , *University of South Alabama*

**4091.R1. D&D Distance Education**
*9:15 am to 10:15 am*
*Hyatt Regency - Level 3: River Terrace 1*
Presenter

a. **Using Collaborative Course Design to Enhance First Year Experience Courses for Undergraduate Students** *Mark Aaron Bond, Therese A. Lovegreen, Catherine T. Amelink Virginia Tech*

Collaborative design incorporates online instruction pedagogy.  Using various delivery methods including traditional in-classroom, online and hybrid models, Virginia Tech has developed Hokie Horizons, an orientation course intended to support "undecided" students' transition into college. Participants will learn how collaborative course design can foster meaningful learning, enhance students' success, and drastically improve students' perceptions of learning.

**4091.C0. D&D Instructional Design Strategies**
*9:15 am to 10:15 am*
*Hyatt Regency - Level 3: City Terrace 10*
Presenters

a. **An Activity-Driven Approach to Effectively Integrate Technology Tools: An Exploratory Study of Students' Perspectives** *Dan Cernusca Missouri University of Science & Technology*

This paper discusses how using the framework proposed the Activity Theory helped with the effective implementation of a set of instructional tools, Wiki and reflective discussion forums to improve the instructional process. To measure the impact of these tools we used a mixed-methods approach. We found an increased engagement and a decreased difficulty as a result of engaging in this course. These findings are well complemented by students' answers on several open-ended questions.

b. **The Effect of Communication Strategy and Planning Intervention on Team Processes and Performance** *Dewi Padmo, Tristan Johnson Florida State University*

This study examined the effects of a communication strategy and planning intervention on team communication, team Shared Mental Models, and team performance of course materials development teams at an open and distance learning institution. The teams in the treatment group

received the communication strategy and planning intervention, while those in the control condition engaged in the control activities. The participants were the learning material development teams at the Open University in South East Asia.

Facilitator:

*Sylvia Rogers* , *University of South Alabama*

**4091.G4. Distance Learning**
*9:15 am to 10:15 am*
*Hyatt Regency - Level 2: Grand 4*
Presenters

a. **Narratives in the Online Synchronous Classroom: A Study of Form and Function** *Christie Suggs, Vanessa Dennen Florida State University*

This study examines how narratives are used by both students and the instructor in an online synchronous class that is taught through WebEx. Findings show that narratives frequently are interwoven between the two channels, audio and text. Additionally, pure chat narratives represent less than 10% of all chat messages, but tend to span multiple chat messages and involve two or more respondents. Examples of both audio and chat-centered narratives will be shared, discussing the role they play in supporting learning and motivation.

b. **Speak Friend and Enter:  Using Asynchronous Voice Conferencing to Design Community for Online Learning** *James Doran Capella University*

Asynchronous voice conferencing (AVC) is a new technology that delivers human voice to the online classroom and satisfies distance learners' need for the convenience of asynchronous activity. This phenomenological study investigated the impact of AVC technology on the development of learning community. A month-long simulated class was offered to online learners using AVC to complete collaborative learning tasks. This talk will describe how using AVC impacted the development of a sense of community.

Facilitator:

*Yvonne Earnshaw* , *Florida State University*

**4091.C5. Distance Learning Panel Session**
*9:15 am to 10:15 am*
*Hyatt Regency - Level 3: City Terrace 5*
Presenters:

a. **Quality in Distance Education: What is it?** *Rick Shearer Penn State University*; *Penny Ralston-Berg Penn State Unviersity*; *Chih-Hsiung Tu Northern Arizona University*

Quality is an elusive idea and a subjective concept. Yet it is a topic that is often discussed in education

and especially distance education. But what is it? The quality discussion ranges from course design to learning outcomes across a curriculum, and to the broader notion of accreditation. The panel of instructional designers from institutions engaged in distance education will discuss and debate the idea of quality.

Facilitator:

*Dr. Yvonne Marie Lanter-Johnson* ,

**4091.CA. Roundtable Sessions**

*9:15 am to 10:15 am*

*Hyatt Regency - Level 3: Conference Center A*

Presenters

**a. MIM Universal Design for Learning for Science and Mathematics Education of Students with Learning Disabilities** *Yunjeong Eunice Chang University of Georgia*

Previous studies on universal design for learning (UDL) for learning disabilities (LD) focus highly on language instruction. Considering that science and mathematics education is critical for developing learners' higher level thinking skills such as problem solving and inquiry skills, more attention would be needed for supporting science and mathematics education for students with learning disabilities. This study provides the trends of studies on UDL for learning disabilities in science and mathematics education to offer directions for new research in this area by providing online environment.

**b. MIM Using a Culturally Responsive Game-Based Learning (CRGBL) Approach to Developing Technology Fluency.** *Roberto Joseph Hofstra University*; *A. Atieno Adala Indiana University*

The research project addresses technological fluency within minority youth populations by focusing on Culturally Responsive Game-Based Learning (CRGBL) as a pedagogical practice that will transform the classroom environment. By employing a CRGBL approach we will attempt to create a learning environment that is transformative and shifts the student from passive learner to one who plays an active role in their learning.

**c. KSET Verification of Internal Variables Affecting Korean Community College Students' Academic Achievement** *Young Ju Joo Ewha Womans Unviersity*; *Nari Kim University of Wisconsin-Oshkosh*

The purpose of this study was to analyze the effects of community college students' self-efficacy, intrinsic value and flow on achievement through a structural model to verify the relationships among

the internal variables that affect achievement. The results showed that self-efficacy and intrinsic value had direct effects on flow. Self-efficacy and intrinsic value did not exert any direct effect on achievement while flow had a mediator effect on the relationship between intrinsic value and achievement.

**d. D&D Dynamic Assimilation: Creating an Online System for Posting Students' Homework.** *Abbot L. Packard University of West Georgia*; *Lessell (Marty) Bray University of West Georgia*

Students are often anxious about mastering the content of statistics courses. In statistics, the practice of concepts during homework provides students with an opportunity to better assimilate those concepts. A key to the assimilation of statistical concepts is timely feedback from the instructor. This presentation chronicles the building of a student-based website that, along with a series of well-designed instructional modules allows an instructor to quickly give feedback to the student about their homework.

**e. D&D Enriching Online Student Discussions** *Tom Hergert St. Cloud State University*

This presentation will explore options for using online discussions in the contexts of hybrid and fully online courses. We will look at structures, strategies, and techniques to build, use, and assess whole-class and small group discussions. Specific attributes of the D2L Instructional Management System's Discussion tools will be used to illustrate ideas and practices.

**f. D&D Exploring the Differences between Peer Feedback in Well-structured and Ill-structured Task in an Online Course** *Yemin Huang University of Missouri - Columbia*; *Gail Fitzgerald University of Missouri*; *Xiaolin Xie University of Missouri*

This study investigated the differences between peer feedback in well-structured and ill-structured tasks. Fourteen graduate students participated in the study as part of their coursework in an online course. The study revealed that students gave more corrective feedback and detected more problems in well-structured tasks than ill-structured tasks. Students provided more reinforcing feedback and explanations for ill-structured tasks than well-structured tasks. Implications for future studies are discussed.

**g. D&D Online Instructional Design: Meeting the Needs of All Students in Online Classes** *Sara Sharick Ivy Bridge College of Tiffin University*

Due to the various needs of students, it is no longer suitable to take a one-size-fits-all approach when

*(4091.CA. Roundtable Sessions continued)*

designing instructions. This is especially true in the online environment, which by its very nature presents unique pedagogical and instructional challenges, especially for ADA compliance. This session will explore how the Universal Design for Learning can be incorporated in the development of an online course to address individual learning needs of students with learning disabilities.

h.  **D&D Practical Steps toward Accessibility in Online Courses** *Matt Marzullo Saint Leo University*; *Michael Maihack Saint Leo University*

This presentation looks at Saint Leo University's efforts to comply with ADA requirements for accessibility in online courses and offers practical steps for others beginning this venture. The session will primarily focus on course elements that impact learners with hearing and visual impairments. Specific topics include the use of ALT-tags for graphics, page setup for screen readers, audio scripts, and so forth.

i.  **D&D The Effect of Instructional Interventions on Students' Responsiveness to Online Course Evaluations and Their Feedback** *Jean-Marc Wise Florida State University*

Can in-class presentations and targeted written communications increase response rates and improve the quality of student feedback in online course evaluations? Findings of a quasi-experimental study are presented, in which the sections of an undergraduate class were randomly assigned to one of three conditions: telling students why they should complete online course evaluations, teaching them how to provide useful feedback, and a control group with no intervention. Results include quantitative and qualitative data.

j.  **ID Personalization of Online Learning Environments: A Review of Literature Research** *Irfan SURAL Eskisehir Osmangazi University*; *Mujgan Bozkaya Anadolu University*

This paper is prepared as a part of an ongoing study that investigate the relationship between online learners' preferences regarding personalization of online learning environments, their perceived learning, and performance in the online course. It covers an overview of the literature regarding personalized learning environment in Open and Distance Learning. The authors expected to share and discuss this overview and the details of the ongoing research project with the international community of experts to be able to receive suggestions.

k.  **ID Promoting International Collaboration to Support Academic Research and Publishing** *Jonathan McKeown University of Tampa*; *Sarah K Howard University of Wollongong*

This presentation will highlight and discuss techniques for pursuing research agendas with colleagues located in other countries. Based on the current work of two researchers who have been collaborating together, conducting research, and publishing for the last four years we will highlight the methods of collaboration that have worked, discuss the most effective tools as well as how to navigate problems associated with a huge difference in distance and time zones.

l.  **ID Reflections of the New Management Approaches in Distance Education** *Deniz Taşci, Hasan Caliskan Anadolu University*

This opinion paper intends to raise several questions for distance education providers to think about while managing distance education initiatives. In other words, the paper first provides a brief description of the current trends in business management and then discusses reflections of these trends in management of distance education.

m.  **ID e-Course Design and Development in Language Teaching: A Case Study of Turkish Language Certificate Programme** *Ilker Kayabas Anadolu University*

This presentation covers the details of designing and development an e-course exam in an online language program.  During this presentation, I would like to share our experiences in the context of Turkish Certificate Program e-Course design, development, implementation and management processes.

n.  **R&T Improving Learners' Affect and Understanding of Systems Emergence in Complex Inquiry Scenarios** *Benjamin Erlandson California State University, Monterey Bay*

Measures of participants' water cycle knowledge, environmental orientation, perceived instrumentality, and ability to recognize emergence were taken at various points throughout a two-hour experience with the Cloverdale virtual world. Multilevel growth modeling was used for analysis of hypothesized predictive relationships between measured variables.  Significant growth was found for both perceived instrumentality and ability to recognize emergence in participants that completed the Cloverdale virtual scenario.  Additional significant predictions from the findings will be discussed.

*(4091.CA. Roundtable Sessions continued)*

**o. R&T Preparation of Visual Materials to Study How EFL Learners Use Images in the Learning Process** *Jean Jung Indiana University Bloomington*; *Colin Gray Indiana University*; *Craig Howard Indiana University*; *Seolim Kwon Indiana University*; *Micah Gideon Modell Indiana University*; *Elizabeth Boling Indiana University*

This roundtable addresses issues in selecting and revising visuals for use in a study of how learners use images in the learning process. Images needed to be authentic, but also sufficiently ambiguous in order to stimulate a verbalization of learners' strategies for our observation. We review the original image sets, and the activity's redesign in order to shed light on the methodological obstacles in doing empirical research on the use of images in learning.

**p. R&T Self-efficacy Beliefs of Instructional Technology Graduate Students During a Capstone Experience** *Charles Hodges Georgia Southern University*; *Elizabeth Downs Georgia Southern University*

The purpose of this presentation is to report the results of a qualitative study investigating changes during a practicum course in graduate students' self-efficacy beliefs to perform as instructional technologists. Within-case and cross-case analyses of journal entries are being performed in an attempt to build a general explanation of how the practicum experience effected the students' self-efficacy beliefs to perform in a real-world context. A complete description of the practicum course will be provided.

**q. R&T The Impact of Using Blogs on College Students' Reading Comprehension and Learning Motivation** *Hui-Yin Hsu New York Institute of Technology*; *Shiangkwei Wang New York Institute of Technology*

Young adults nowadays devoted more time on accessing information presented through digital media compared with traditional print text. This phenomenon has been connecting to the lower reading and comprehension abilities of recent college students. The purpose of this study is to investigate whether young adults demonstrate better reading skills through web 2.0 facilitate materials, and discuss if the college reading educators are prepared to respond to the challenge of reflecting new literacy in their teaching.

**r. R&T The Myth of the Digital Immigrant and Digital Native** *Susan Colaric Saint Leo University*
"Digital native" and "digital immigrant" are

accepted labels. The assumption is those who grew up with information technologies are more comfortable with them, have higher usage, and expect usage by others. But is this correct? This session will present data from a national study of students' technology use and compare the digital natives of the national sample with a sample of adult students who have higher technology skill, use, and expectations; they are digital drivers.

**s. R&T The Role of Motivation in Heutagogy: Aligning Clark's Five Motivational Goals with Tenets of Heutagogy** *Jane Eberle, Jozenia Colorado Emporia State University*

Clark's research identified five goals for team motivation. These include mutual respect of team members, helping weaker members, support of shared beliefs of capabilities, accountability of team members, and directing team's competitive spirit outside of team. Heutagogy or self-determined learning, employs several tenets such as, double-loop learning, collaboration, student responsibility for learning, and teacher as facilitator. Aligning the motivational goals and tenets of heutagogy seems to be a natural inclination toward making learning more effective.

**t. R&T The effects of scaffolding type and learners' level of epistemological beliefs on the problem solving processes in a Web-based PBL environment** *Suhkyung Shin Indiana University Bloomington*; *Hae-Deok Song ChungAng University*

This paper investigated how two scaffolding type and learner's epistemological beliefs influence their problem solving process, and examined the interaction effects between epistemological beliefs and scaffolding type on problem solving processes. For this research, 2x2 factorial design was applied. The results revealed that self-monitoring scaffolding group showed higher problem-solving achievement both in the problem representation and solution development step. The results also showed that the high-level epistemological beliefs group showed higher problem-solving achievement both in the solution development and monitoring and evaluation steps.

**u. ID Analysis of Learners' Communicator Styles in Blended Learning Environments (F130)** *Ozcan Ozgur Dursun Anadolu University*; *Cengiz Hakan AYDIN Anadolu University*

This presentation uncovers the results of a study concerning differences and similarities of the learners' communicator styles in both face-to-face and online learning environments. Communicator

*(4091.CA. Roundtable Sessions continued)*

style is a construct introduced by Norton and refers to the way an individual verbally, nonverbally, and paraverbally interacts to signal how literal meaning should be taken, filtered, or understood. This presentation might be beneficial for those who are interested in communication processes in online learning environments.

**v.** **ID Second Life in Education: Students' Perceptions (F130)** *Kadriye Kobak Anadolu University*; *Yasin ÖZARSLAN Eskisehir Osmangazi University*

This study investigates higher education students' perceptions and experiences about Second Life in Educational Software Course at a Turkish State University. The aim of the study is to determine the perceptions, opinions and attitudes of students about use of this virtual environment for educational purposes. The research involved in-depth interviews with fifteen students using a semi-structured interview format. The findings represent student perceptions from a sufficiently diverse range of education faculty and educational software course.

**4091.C1. Featured Research on Online Learning and Instruction**
*9:15 am to 10:15 am*
*Hyatt Regency - Level 3: City Terrace 11*
Presenters

**a.** **Community of Inquiry Framework and Learner Achievement** *Jennifer Maddrell, Gary Morrison, Ginger Watson Old Dominion University*

The Community of Inquiry (CoI) framework argues social, cognitive, and teaching presences are essential elements to foster meaningful educational experiences. However, the findings of this quantitative empirical study suggest learner perceptions of learning and of cognitive, social, and teaching presences are not related to objective assessments of learning achievement, but are instead significantly correlated with learner perceptions of course satisfaction. As such, the effectiveness of a CoI to influence learner achievement remains unknown.

**b.** **Wikis, Activity Systems, Classroom Community, and Instructional Designs for Online Learning** *Lisa Marie Johnson Higher Education*; *Rod Sims Capella University*

What influence does the instructional design and tool selection have on collaborative outcomes and the development of classroom community in an educational context? This question can be addressed by exploring the activity system occurring in a collaborative learning experience where technology

is used for collaboration. This featured research paper discusses instructional design in the context of wikis and activity systems in relation to the development of classroom community in online collaborative learning.

Discussant:
**Wilhelmina Savenye** , *Arizona State University*
Facilitator:
**Brian Belland** , *Utah State University*

**4091.C2. GSA-01:Panel What is the future of our field? What should we be talking about that we are not?**
*9:15 am to 11:30 am*
*Hyatt Regency - Level 3: City Terrace 12*
Presenters:
**MJ Bishop** , *Lehigh University*
**Richard Clark** , *University of Southern California*
**Simon Hooper** , *Penn State University*
**Barbara Lockee** , *Virginia Tech*
**Charles M. Reigeluth** , *Indiana University*
Facilitator:
**Tutaleni I. Asino** , *Penn State University*

**4091.C7. International Research and Publication**
*9:15 am to 10:15 am*
*Hyatt Regency - Level 3: City Terrace 7*
Presenters

**a.** **Challenges and Issues in International Research in Educational Technology** *Sebnem Cilesiz Ohio State University*; *Reham Aljeeran The Ohio State University*

Despite the benefits of internationally-based research in educational technology and the receptivity of the academic community towards such research, there is great variation in such publications in the dominant journals of the field, reflecting issues and challenges faced by researchers in conducting and/or publishing their internationally-based research. In this paper, we identify and address the main challenges faced in international research and propose ways to overcome these issues as an academic research community.

**b.** **Providing Democratic Context: Another Need in International Journals** *Abbas Johari Cameron University*

Today's western educational system is a pioneer in what has been called humaneness / interpretivism in teaching and learning. But, unfortunately this learning phenomenon is still not practiced in many parts of the world especially in the developing countries. Research is needed to see how this change in attitude can be accomplished. This presentation seeks to bring related literature and

readings that may help facilitate this change. People who conduct research in international settings and are interested in publishing in the International Review section of ETR&D are the intended audience.

Facilitator:

**Curtis Ho** , *University of Hawaii*

**4091.B3. Multimedia Production Membership Meeting**
*9:15 am to 10:15 am*
*Hyatt Regency - Level 3: Board Room 3*
Presenter:

**Doris Bolliger** , *University of Wyoming*

Chair:

**Bill Sugar** , *East Carolina University*

**4091.R2. Presidential Panel**
*9:15 am to 10:15 am*
*Hyatt Regency - Level 3: River Terrace 2*
Presenter

a. **Open Educational Technology Content: Where to Access it and How to Share your Own?** *Kelly Unger Wayne State University*; **Mike Montalto-Rook** *Penn State University*; **Min Kyu Kim** *University of Georgia*; **Yi-Chun Hong** *The University of Georgia*; **Joel Gardner** *Utah State University*; **Evrim Baran** *University of British Columbia*

Have you ever felt that you were "redesigning the wheel" in regards to your educational technology course? Or thought, what are leaders in the field using in their own classrooms? In this presentation, the 2010 ECT Interns will lead a discussion around open educational technology content, and will introduce the newly created AECT Open Content website. Included will be a hands-on demonstration of how it can be used to enhance future offerings of your own courses. BYOL [bring your own laptop]

Facilitator:

**Kelly Unger** , *Wayne State University*

**4091.G5. Presidential Panel**
*9:15 am to 10:15 am*
*Hyatt Regency - Level 2: Grand 5*
Presenter

a. **You Never Forget Your First Time: Designing, Developing, Implementing, and Evaluating Online Programs** *Jason Huett University of West Georgia*; **Kimberly Huett** *University of West Georgia*; **Craig Mertler** *University of West Georgia*; **Ross Perkins** *Boise State University*; **MaryFriend Shepard** *Walden University*; **Jennifer Smolka** *Walden University*; **Les Moller** *Walden University*; **Myrna Gantner** *University of West Georgia*

Are you about to start developing new online

learning opportunities for your students in a K-12 school or university setting? Bring your questions and concerns to this diverse panel of online learning experts where we will address any pertinent issue from recruiting faculty and starting new programs to evaluating and improving existing programs to the benefits and drawbacks of private/public partnerships. We are here to help you and no topic is off limits.

Facilitator:

**MaryFriend Shepard** , *Walden University*

**4091.CL. Research & Theory**
*9:15 am to 10:15 am*
*Hyatt Regency - Level 3: Clearwater*
Presenters

a. **Where should educational technologist publish? An examination of journals within the field** *Albert Ritzhaupt University of Florida*; **Christopher Sessums** *University of Florida*; **Margeaux C Johnson** *University of Florida*

Publishing scholarly works plays an extremely important function for university faculty members. This study sought to advance the field of educational technology by determining the most academically prestigious publication venues. Seventy-nine participants responded to an online survey. Results demonstrate that educational technology professionals agree that there are indeed certain publications that stand out among others. Educational Technology Research and Development, British Journal of Educational Technology, and Computers & Education were among the highly rated journals.

b. **Whose Scholarly Work is the Most Cited in Human Performance Technology?** *Yonjoo Cho Indiana University*; **Ingu Kang** *Indiana University*

This study conducted a citation network analysis (CNA) of HPT to examine the current state of the field. The distinctive features of CNA used in this study come from using a social network analysis approach to see relational and network patterns in the citation data. Results of a CNA of the Performance Improvement Quarterly journal identified the ten most influential articles in the field and five key topics in the field. Implications from the results of the CNA were elaborated on for future research in HPT.

Facilitator:

**Yonjoo Cho** , *Indiana University*

**4091.C9. Research & Theory**
*9:15 am to 10:15 am*
*Hyatt Regency - Level 3: City Terrace 9*
Presenters

a. **Applying Young's Culture-Based-Model as a Research Lens to Explore Culture in the Instructional Design Process** *Roxanne Russell Georgia State University*; *Wanjira Kinuthia Georgia State University*

This proposal presents a Category 3 Research Methodology session on the research capabilities of Young's Culture-Based Model as a theoretical framework to identify cultural interactions in the instructional design process in a case study of a NASA consortium training program for Indian employees. This session will engage participants in conversation about exploring rigorous, innovative research methods that update our understandings of the instructional design process to be more relevant and responsible in a globalized context.

b. **Identifying Research-Worthy Problems: A Process for Novice Researchers** *Nan Thornton Capella University*; *Sonja A. Irlbeck Capella University*; *Suzanne Dunn, Ph.D. Capella University*

Novice researchers tend to apply a practitioner's mindset during the early stages of research planning – they want to solve a problem they deal with in the workplace. Their challenge is to approach the problem with a scholarly mindset – to see the problem from a research standpoint. This session will explore the process of identifying problems worthy of research and articulating the research problem to lay the groundwork for the research design.
  Facilitator:
   *Nan Thornton* , *Capella University*

**4091.G3. School Media & Technology Membership Meeting**
*9:15 am to 10:15 am*
*Hyatt Regency - Level 2: Grand 3*

**4091.B2. T&P - Building Community**
*9:15 am to 10:15 am*
*Hyatt Regency - Level 3: Board Room 2*
Presenters

a. **Online Faculty Lounge—Meet, Greet, Share, Train, and Develop** *Jeannette Jones American Intercontinental University - Main Campus*

Incorporating design principles surrounding online isolation, a faculty lounge was created to support 60 online only adjunct faculty facilitating an online student success course serving over 1600

students per session. The results included increased faculty and student satisfaction, increased student retention, reduced grade appeals, and increased content and facilitation quality. Come see the design of the online lounge and discuss tools used for team building, communication, training, and development of the content faculty.

b. **Should I Stay or Should I Go? Building Campus Community to Motivate and Retain First Year Students** *Monica Tracey Wayne State University*; *Sara Kacin Wayne State University*; *Lisa Remsing Wayne State University*

A significant problem that continues to confront higher education is the number of students who enter college but leave prior to achieving their goal of degree completion. Instructional design and technology can and should place a significant role in overcoming this collegiate epidemic. In this interactive session, the results of a design-based research study to determine what program factors promote undergraduate student retention are illustrated, and what programs hinder retention will be presented.
  Facilitator:
   *Camille Dickson-Deane* , *University of Missouri - Columbia*

**4091.B4. Teacher Education Membership Meeting**
*9:15 am to 10:15 am*
*Hyatt Regency - Level 3: Board Room 4*

**4091.SJ. Teaching in Virtual Worlds**
*9:15 am to 10:15 am*
*Hyatt Regency - Level 3: St John's*
Presenters

a. **Collaboration, Presence, and Transfer Using TeacherSim** *Peter Blair Utah State University*; *Lee Mason Utah State University*; *Nancy Glomb Utah State University*

Pre-service educators interesting in using open source virtual worlds like Open Simulator will learn how this platform has been used in a university distance education program. Results from a study conducted with students using the environment will explore if distance students experience greater or less feeling of collaboration and presence than those within diving distance of each other, and if student practice in a virtual environment transfer to face-to-face activities in a live class performance.

b. **Institutional Adoption of Virtual Worlds** *David Dannenberg Virginia Tech*

This paper addresses the institutional use of virtual world activities. Most research into

this phenomenon has examined programs or courses run by individual members of the higher education community and little is known about the institutions for which these individuals work. This paper presents the findings of a literature review examining the purpose and use of Second Life by higher education institutions.

**c. Second Life METU Campus: A Case of Teaching Methods Course** *Saniye Tugba Bulu Middle East Technical University*; *Veysi İşler Middle East Technical University*

Many universities use Second Life for educational purposes. In this study, a Second Life campus for METU in Turkey was designed and developed. A teaching methods course was delivered using a blended approach. Pre-service teachers participated in group activities to practice the implementation of teaching techniques in virtual classrooms. This presentation will discuss design and development of the campus and describe the experiences of pre-service teachers.

**4103.C6. Moving Systemic Change into Practice: Examining Two Leadership Training Programs**
*10:30 am to 11:00 am*
*Hyatt Regency - Level 3: City Terrace 6*
   Presenter

**a. Mastering the Art & Science of Transformatinal Change: Creating a Change Leadership Academy** *Francis M. Duffy Professor of Change Leadership in Education*

In this 30 minute concurrent session, the presenter will share a design for a change leadership academy to train teams of educators about how to create and sustain transformational change in school systems.

**4103.G5. Design and Development Panel**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 2: Grand 5*
   Presenter

**a. Is It Time to Consider a Career Ladder in the Instructional Design and Technology (IDT) Field?** *Sonja A. Irlbeck Capella University*; *Nan Thornton Capella University*; *Molly M Lane Capella University*; *Wilhelmina Savenye Arizona State University*; *Sharon Smaldino Northern Illinois University*

Educators and professionals in instructional design and technology are acknowledging an emerging message that instructional design is changing as a profession. As ideas related to this change continue to grow, questions arise about what is being taught and how it should be taught to up and coming professionals. This panel discussion will explore

changing landscapes of instructional design and technology, which may prompt others to consider the possibilities of a career ladder for the profession.

**4103.C8. Design and Development Panel**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: City Terrace 8*
   Presenter

**a. Scaffolding Complex Problem Solving: Current State and Future Directions** *Deniz Eseryel University of Oklahoma*; *Xun Ge University of Oklahoma*; *Roger Azevedo McGill University*; *Michael Hannafin University of Georgia*

Following the panel discussion on issues and challenges on complex problem-solving, a group of scholars and researchers will address the role of scaffolding in developing students' self-regulation and complex, ill-structured problem-solving skills. They will synthesize and reflect on the work that has been done on scaffolding, identify issues and challenges concerning technology-supported scaffolding, and discuss future directions along the line of research on scaffolding.  Particularly, the panelists will (a) address how to design advanced learning technologies to detect, track, model, and foster learners' use of the key cognitive and metacognitive processes during complex problem solving, (b) redefine the role of and discuss the implications of scaffolding in supporting complex, ill-structured problem solving based on empirical evidence, and (c) propose a conceptual framework for designing scaffolding to guide future research
   Chair:
    *Xun Ge , University of Oklahoma*

**4103.CB. D&D - Technology Integration**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: Conference Center B*
   Presenter

**a. Transforming Technology Curriculum for 21st Century Learners** *Nancye Blair McKeel Elementary Academy*

Struggling to balance academic demands of standardized testing with student needs for problem solving and creativity? A technology-infused pedagogy of student creation holds a solution! Award-winning Education Technology Specialist shares strategies and success stories for transforming technology use in elementary curriculum from Internet games and PowerPoint to a progressive, collaborative environment where even kindergartners create and publish digital media and books.
   Facilitator:
    *Barbara Hall*

**4103.C0. D&D - Implementing & Assessment**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: City Terrace 10*
Presenters

a. **Implementing Mobile Devices in Higher Education Teaching and Learning** *Joanne Gikas The University of Memphis*

By 2020, mobile phones will be the primary connection to the Internet. Increasing availability of these low cost devices means more students bring them to colleges. The purpose of this session is to define mobile learning and explore the uses of mobile learning in higher education. We will consider existing definitions of mobile learning and their inadequacies, as well as examine cases of mobile teaching and learning in higher education. Implications will also be presented.

b. **Perceived Value of Peer and Instructor Performance Assessment Using Video Annotation** *Michael Johnson Brigham Young University*

In this session the presenter will demonstrate a new video annotation/rating tool at a large university in the western United States. The tool, primarily used in business communication courses to help assess presentation and interviewing skills, facilitates peer and instructor/TA feedback on a student's performance, including the continuous rating of the performance. The presenter will describe the design and development of the tool and perceived effects of using this technology on the students' learning experiences.

Facilitator:
*Camille Dickson-Deane* , *University of Missouri - Columbia*

**4103.G4. Distance Learning**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 2: Grand 4*
Presenter

a. **Using Facebook as a Learning Management System** *Preston Parker Utah State University*

Instructors are looking for ways to handle online courses that are not only useful, but practical and innovative. Many are walking away from established learning management systems like BlackBoard and Canvas in favor of open source platforms like Moodle and Sakai. Some institutions are reverting back to creating their own in-house systems to better suit their instructors' needs. The presenter of this session will demonstrate using Facebook as a way to handle course content and management.

Facilitator:
*Wei Wang* , *Iowa State University*

**4103.C5. Design and Development Panel Session**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: City Terrace 5*
Presenter

a. **Mobile learning disrupts e-learning and online learning?** *Chih-Hsiung Tu Northern Arizona University*; *Marina S. McIsaac Arizona State University*; *Michael Blocher Northern Arizona University*; *Rick Shearer Penn State University*; *Raymond Pastore University of North Carolina Wilmington*; *Wing Wah Simon So The Hong Kong Institute of Education*

What is mobile learning? Will mobile learning disrupt or even replace e-learning and distance learning? Is mobile technology shaping our daily life and the way we live and learn? Do we have a correct understanding how and what mobile learning and technology mean to our teaching while many schools are banning students from using networking technologies and applications? Could it be that mobile devices are transforming as our identities, our social identities, and our digital identities? If yes, we do not need to carry our ID, money, wallets, purses etc.? If we are currently experiencing Mobile Learning 1.0, what would be Mobile Learning 2.0 entail? This panel discussion invites scholars, whose expertise is in e-learning, online learning and mobile learning, to ponder the critical issues in mobile learning. This will be the fifth consecutive year of hosting this panel discussion to ponder deeper and more valuable questions and issues in emerging technology-based learning.

**4103.R1. DDL - Video**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: River Terrace 1*
Presenters

a. **Examining the Video Use in Online Chat Room: Instructors' Attitude and Students' Perception** *Jinyuan Tao Florida Hospital College of Health Sciences*; *Dan Lim Florida Hospital College of Health Sciences*

This paper investigated students' perception and instructors' attitude on video use in an online course from the lens of social presence framework. Study showed that visually showing instructor's face in online video conferencing chat room increased instructor's social presence. Online students generally preferred to see instructor's facial expression while listening to their audio greeting during the greeting part of the chat time. However, after the greeting part, video was not as critical as audio.

**b. The Eyes Have it: Building Online Community Through High Fidelity Asynchronous Video** *Jered Borup* *Brigham Young University*

Distance education's flexibility and cost effectiveness has enabled a rapid move into the higher education mainstream, despite a higher attrition rate compared to face-to-face instruction. Although there is not an easy solution, many scholars have argued building a stronger community among the students can be helpful. This study reports on the effectiveness of using asynchronous video communication to build a stronger sense of community in a one-credit online technology integration course for preservice teachers.

Facilitator:

*lina metlevskiene* , *KSU*

**4103.S3. Definition & Terminology Committee Meeting #2**

*10:30 am to 11:30 am*
*Hyatt Regency - Level 4: Suite Room 4158*
Chair:

*Rita C. Richey* , *Wayne State University*

**4103.CA. Roundtable Session**

*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: Conference Center A*
Presenters

**a. AECT Positive Technology Change or The Whack-a-Mole Game?** *Harvey Foyle* *Emporia State University*; *Dusti Howell* *Emporia State University*

Positive technology change is occurring daily. Its impact on education, industry, business, and the military is evident. Technology is changing rapidly. Keeping up with the change is like playing The Whack-a-Mole Game. This roundtable presentation includes illustrations of rapid change and strategies for dealing with it.

**b. R&T Anti-Plagiarism Tools: Implication for Academic Integrity and Development of Morality in Higher Education** *Aaron Kim* *Florida State University*

Academic dishonesty among college students has been an issue for years. A recent study examined the effects of a simple plagiarism awareness online tutorial on students' behavior and found significant impact, especially among one high-risk group (students with low SAT score) (Dee & Jacob, 2010). The authors argued that plagiarism could be deterred through information as effective as APT use if not more. Then the question is 'why don't we take both approaches together since both seem to work.' As it always has been, what matters is not whether to use a tool or not, but how to use it to make it work for us

**c. R&T Best Practices for Increasing Web-based Survey Response Rates** *Ross Perkins* *Boise State University*; *Laura Bond* *Boise State University*

This is a Research Methodology (Cat 3) proposal based on a completed research study (Cat 1). Low response rates to web-based surveys are often cited as a limitation in many educational technology studies. Based on research we conducted to assess campus technology needs, we will share a number of practices that should guide web-based survey administration. A response rate of more than double of what is typically reported seems to have validated the approach.

**d. R&T Documenting the Sustainability of Innovations in Schools: Collaboration to Disseminate our Challenges and Successes** *susan farber* *University of Cincinnati*; *Bettie Hall* *Hall Associates Consulting*

This proposed session would develop feasible strategies to extend research on successful innovative instructional practices in schools. After a brief discussion of three recent models for enhancing technology integration, participants will brainstorm to design an evidence-based approach documenting and assessing the factors contributing to innovative instructional practices' sustainability. Participants will then determine how best to collaborate and then establish a timeline for enacting studies of innovative practices' sustainability in multiple settings.

**e. R&T Educational Technology Research Past and Present in Turkey** *Yuksel Goktas* *Ataturk University*; *Ilknur Resioglu* *Karadeniz Technical University*; *Melike Aydemir* *Ataturk University*; *Sevda Kucuk* *Ataturk University*; *Esra Telli* *Erzincan University*; *Gurkan Yildirim* *Ataturk University*; *Omer Arpacik* *Ataturk University*

The purpose of this study is to examine Turkish educational technology studies in the academic literature within the scope of SSCI, and to reveal methodological trends within these studies. For this purpose, Turkey-addressed articles published between the years of 1990-2010 in international journals within the scope of SSCI, SCI, ERIC, EBSCOHOST, and PREQUEST were collected as data through ETPCF. The data were examined via content analysis and presented using descriptive statistical methods.

**f. R&T Emotional Impacts of Digital Media** *David C Gibson* *Arizona State University*

In new digital media research, sensor network analyses of responses to digital media experiences

*(4103.CA. Roundtable Sessions continued)*

are beginning to map the relationships between interactions and emotions such as engagement, frustration, focus of attention and a range of other physical and mental states. This session reports on the laboratory setting, sensors, clustering and correlational analyses methods and initial findings from ongoing research.

g.  **R&T Exploring Missing Conversations in Instructional Technology about Theory, Research, Methods, and Practice** *Lisa Yamagata-Lynch Northern Illinois University*; **Elizabeth Boling** *Indiana University*

Instructional technology is a field in which theory and practice intersect through design of human learning and performance. This session is designed to start an exploratory conversation with participants on how to engage in meaningful instructional technology research through methodologies and practices that are guided by theory, and how to ensure that this work contributes to further developments in theory and practice relevant to instructional technology.

h.  **R&T Leading the Creative Group: How Leadership Impacts Group Creativity** *Janeel Juncker Brigham Young University*; **Christijan Draper** *Brigham Young University*; **Melia Fonoimoana** *Brigham Young University*

In this session, the presenters will lead a discussion of the attributes and behaviors of leaders within a creative collaborative environment. During the session, the presenters will discuss key findings from qualitative/inductive research conducted around a collaborative project of senior students in a successful animation program at a large private university in the U.S. These findings and the potential implications for developing leaders of creative groups will be discussed.

i.  **T&P A Case of the Changing Learning Management System: Inquiry in Enhancing Faculty Support and Performance** *Danilo M. Baylen University of West Georgia*

This presentation focuses on a university's experience of changing its learning management system (LMS). Survey data captured viewpoints on transitioning from one LMS to another, specifically, dispositions toward technology and change, preparation and prior experiences, need for support, and access to available resources. The inquiry focuses on potential activities and infrastructures that facilitate faculty support when a new system is introduced. It explores how faculty can effectively use the new system to support their work.

j.  **T&P College Faculty Experiences with Technology Innovations: An Exploratory Case Study** *Peggy Lumpkin Georgia State University*

The recent introduction of LiveText in the college of education at a southeastern urban research university served as a focal point to explore faculty members' incorporation of technology innovations. LiveText is a web- based learning, assessment, and accreditation system. Students' e-portfolios provide artifacts that demonstrate competencies that meet requirements for both program and institutional accreditation. An exploratory case study revealed faculty members' experiences with the introduction of Livetext.

k.  **T&P How Shared Mental Models and Team Processes Influence Team Performance in Faculty Teams** *Anne Mendenhall Florida State University*; **Dewi Padmo** *Florida State University*; **Tristan Johnson** *Florida State University*

Traditionally, university courses are developed and delivered by an individual faculty member. However, with multiple distance learning courses and programs needing to be developed, universities are employing teams. The purpose of this study was to investigate the roles of various faculty and staff teams including curriculum development teams and how the team-type influences shared mental models, team processes, and team performance. Results of this quantitative and qualitative study will be the focus of this presentation.

l.  **T&P The Creation of a Local Educational Technology/Performance Technology Digital Library** *Anthony K. Betrus SUNY Potsdam*; **Bryan Hoey** *SUNY Potsdam*

This presentation details the process of creating a digital library for student use for in an Educational Technology and Performance Technology Graduate program. This project addresses the legal issues with stem from the storage and dispersion of academic articles, chapters, and books through Fair Use, Copy Right Permission, and Public Domain arguments. Documents are organized and stored by relevance to courses taught to ensure efficient dispersal of documents to students.

m.  **T&P Training the Multigenerational Workforce: A Reaffirmation of ISD** *Shahron Williams van Rooij George Mason University*

This session critically examines the current state of research on the use of systematic instructional design procedures to develop work-related training that is inclusive of older workers.

*(4103.CA. Roundtable Sessions continued)*

n.  **TED A Correlational Study on Preservice Teachers' Individual Differences and Course Related Performances** *Yasemin Demiraslan Iowa State University*

This study aimed at exploring relationships between preservice teachers' individual differences and their performances in an educational psychology class. Results revealed that students' course performances were often related to their educational background (i.e., GPA, ACT, total credit hours). We fail to find significant correlations between students' course performances and their motivations (self-efficacy, task value, and locus of control), goal orientations, decision making styles, and personality. The need for further studies and design considerations of such studies will be discussed to inform the examination of individual difference variables in various instructional design and technology applications.

o.  **TED An examination of two contexts in ePortfolio integration into teacher education from a student perspective** *Albert Ritzhaupt University of Florida*; *Michele A Parker University of North Carolina Wilmington*; *Abdou Ndoye Qatar University*

Though ePortfolios have grown in acceptance by teacher education programs across the United States, there still remain many questions regarding whether the tools are meeting student and teacher education program needs. This presentation will address this concern by first describing ePortfolios within teacher education. Two teacher education programs' ePortfolio initiatives are evaluated using the Electronic Portfolio Student Perspective Instrument (EPSPI) (Ritzhaupt, Singh, Seyferth, & Dedrick, 2008) in relation to several integration characteristics.

p.  **TED Blended Learning as the Future of Teacher Education: A Preliminary Study of Faculty Belief** *Ying Wang Northwestern College*; *Michael Urban Bemidji State University*

This preliminary qualitative study aims to examine if faculty members with and without online teaching experiences differ in how they perceive online learning in teacher education. Eight teacher educators from two institutions, five of whom never taught online, participated in semi-structured interviews. Findings indicate that faculty members with and without online teaching experience share similar concerns about online learning in teacher education and believe blended learning holds the future of teacher education.

q.  **TED Mentoring Pre-service Teachers in Technology Integration Through a Professional Learning Community** *Rebecca Hunt Northern Illinois University*; *Lara M. Luetkehans Northern Illinios University*

In the last decade teacher preparation programs have responded to state and federal mandates to prepare teachers to integrate technology, in many instances using a single technology integration course taught in a university setting and often disconnected from the realities of K-12 classrooms. In this session, presenters will share findings from the implementation of capstone technology integration experience guided by a professional learning community of pre-service teachers, technology/ media specialists, cooperating teachers, and university faculty.

r.  **TED PowerPoint 3.0: Beyond the Ordinary** *Earl Nicodemus West Liberty University*

Have you noticed that every PowerPoint presentation looks the same? The purpose of this session is to teach participants to unlock the potential of PowerPoint by using hyperlinks, invisible hyperlinks, custom animations and triggers to create non-linear presentations that actively engage the users.The session will be supplemented by an on-line video and PowerPoint presentations which will help participants to review the procedures demonstrated.

s.  **TED Supporting Student Teachers Before They Get There: Online Support and Mentoring for Teachers-in-Training** *Trey Martindale University of Memphis*

Early-career teacher attrition is a significant and costly problem facing America's schools. In this session we will discuss an ongoing project to introduce and enculturate pre-service teachers into an online community for mentoring and professional support. The goal of the project is to reduce teacher attrition by developing a rich online network of professional relationships, mentoring, and supporting resources.

t.  **TED Technology for TESOL: The Design of a Learning Community** *Haihong Hu University of Central Arkansas*; *Terence Cavanaugh Univeristy of North Florida*

With the rapidly growing English to Speakers of Other Languages (ESOL) population in the United States, the state mandates for ESOL in teacher preparation, and the development of technology, there is a growing need for a course on Technology for Teaching ESOL. This presentation will discuss the design process and principles of a cooperative learning experience for such a course.

**4103.C7. International Division Membership Meeting**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: City Terrace 7*

**4103.B3. Multimedia Production**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: Board Room 3*
Presenters

a. **Identifying Multimedia Production Competencies and Skills of Instructional Design and Technology Professionals: Results from recent job postings** *Bill Sugar* East Carolina University; *Stephen Brent Hoard* East Carolina University; *Abbie Brown* East Carolina University; *Lee Daniels* E TN State Univ
We describe and discuss results from a recent analysis of over six month's of Instructional Design and Technology job advertisements (n=609). Specific job skills from these postings were categorized and analyzed. The data set includes three job settings (Corporate, Higher education, and Combination). We present pertinent results and compare these with earlier studies. Implications on courses that teach multimedia production skills are explored.

b. **Instructional Design and Technology Professionals in Higher Education: Multimedia Production Competencies Identified from a Delphi study** *Bill Sugar* East Carolina University; *Abbie Brown* East Carolina University; *Lee Daniels* E TN State Univ; *Stephen Brent Hoard* East Carolina University
During this presentation, we report on the results of a recent Delphi study. Eleven Instructional Design and Technology professionals, who work in a higher education setting, identified key multimedia competencies required of entry-level Instructional Design and Technology professionals. Responding initially to three open-ended questions, this Delphi panel distinguished and ranked seventy-one unique competencies. We summarize these results during this presentation and reflect upon possible multimedia production curricular changes within our own graduate programs.
Facilitator:
*Cheng-Yuan Lee* , Coastal Carolina University

**4103.C1. New Books**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: City Terrace 11*
Presenters

a. **Exploring the Educational Use of an Augmented Reality (AR) Book** *Cheolil Lim* Seoul National University; *Taejung Park* Seoul National University; *Mary Beth Jordan* Albuquerque Academy/Simms Library
The purpose of this study is to explore the potential effects of AR books in education. To achieve this goal, we examined works related to reviews of technological features and educational use and conducted a needs analysis to assess educators' needs. A collective review of the study results, including a literature review and the needs analysis indicated that AR books have positive learning effects on both cognitive and affective domains, demonstrating their potential for use in classroom environments.

b. **Lessons Learned During the Initial Year of a One-to-One High School eBook Reader Project** *John Just* Nova Southeastern University; *Keith Mastorides* Clearwater High School; *Bonnie Kelley* Pinellas County Schools; *Mary Beth Jordan* Albuquerque Academy/Simms Library
Learn from a visionary high school principal, supported by an Assistant Superintendent of Management Information Systems and Supervisor of Library Media/Technology, how one school district in Florida has created a buzz around the world by implementing the first one-to-one Kindle ebook reader initiative in K-12 public education, including access to Student Portal, Moodle and digital textbooks, newspapers and novels
Facilitator:
*Mary Beth Jordan* , Albuquerque Academy/Simms Library

**4103.C9. Research & Theory**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: City Terrace 9*
Presenters

a. **Analyzing Interaction Patterns to Verify a Simulation/Game Model** *Rod Myers* Indiana University; *Ted Frick* Indiana University
In order for simulations and games to be effective for learning, instructional designers must verify that the underlying computational models being used have a high degree of fidelity to the conceptual models of their real-world counterparts. In this study, the MAPSAT method for analyzing patterns in time (APT) was used to compare gameplay results from the Diffusion Simulation Game with predictions based on Rogers' theory of the diffusion of innovations.

b. **The spatial mnemonic: A cognitive tool for aiding verbal recall** *William Kealy* University of North Carolina at Greensboro
Two versions of spatial mnemonics were compared, one incorporating abstract shapes with a high potential for generating word associations while the

other using shapes with a low associative potential. Fifteen participants studied six displays consisting of shapes and five target words and then completed implicit and explicit recall tasks. Mnemonics using high-association shapes yielded significantly better recall. This suggests an approach to the design of memory aids that assist learners in generating schemes for remembering.

Facilitator:
*Rod Myers* , *Indiana University*

**4103.R2. Research & Theory**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: River Terrace 2*
Presenter

a. **What Are We Talking About? An Analysis of the Last Decade of Research Published in Major Journals in Our Field** *Rick West* *Brigham Young University*

This panel will consist of five groups presenting their analysis of the main topics, authors, and methodologies over the last decade in five academic journals in our field. In our panel discussion we will first present the findings from each of the journals, then engage in a discussion about overall trends.

Facilitator:
*E-Ling Hsiao* , *Valdosta State University*

**4103.CL. Research & Theory**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: Clearwater*
Presenters

a. **Investigating Types of Feedback on a Web-Based Multimedia Instructional Program** *Natalya Koehler* *Iowa State University*; *Linda Hagedorn* *Iowa State Unievrsity*; *Ana-Paula Correia* *Iowa State Univeristy*; *Ann Thompson* *Iowa State University*; *Rachel Graham* *Iowa State University*

The purpose of this completed study was to investigate the effects of two types of feedback on knowledge gains in low and high prior knowledge undergraduate students. Ninety students used a web-based multimedia instructional program with behavior tracking. For both types of feedback - "single try" and "two tries" – this program facilitated retention of knowledge. Additionally, both types of feedback contributed to knowledge gains in both low and high prior knowledge students.

b. **Motivational Factors and Performance of College Students in a Geography Course** *ChanMin Kim* *University of Georgia*; *Seung Won Park* *University of Georgia*; *Niem Tu Huynh* *Texas State University*;

*Ryan Schuermann* *Texas State University*
We investigated relationships between motivational factors and performance of college students in a general education geography course. A self-report measure of students' motivational factors was administered three times (beginning, middle, and end of the semester) for two semesters. Performance data were obtained from three major exams scores and final course grades. Findings are discussed and a set of guidelines for motivational support is suggested to improve student performance.

Facilitator:
*Natalya Koehler* , *Iowa State University*

**4103.R3. Research & Theory**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: River Terrace 3*
Presenters

a. **A Phenomenological Study of Students' Informal Learning Experiences during Anchored Investigations in Mathematics** *Keri Valentine* *University of Georgia*; *T J Kopcha* *University of Georgia*

This phenomenological study explores the lived experiences of 13 middle school students learning abstract mathematical concepts. Students engaged in an instructional program designed to support the investigation of the fourth dimension through an anchored investigation supported by elements of informal learning (IL). Student-generated learning summaries, lived-experience descriptions, and interview data indicated that the program supports student motivation and learning. Implications for design and future use of IL to learn abstract concepts are discussed.

b. **The Effects of Cognitive and Kinesthetic Interactivity Design on Clinical Knowledge and Reasoning Skills in a Medical Multimedia Learning Environment** *Hyuksoon Song* *New York University*; *Michael W Nick* *New York University*; *Martin V. Pusic* *New York University*; *Umut Sarpel* *New York University*; *Jan L. Plass* *New York University*; *Swati Sathe* *New York University*; *Adina L. Kalet* *New York University*

We studied the effects of a multimedia instructional module incorporating different level of cognitive and kinesthetic interactivity on clinical knowledge and reasoning skills in the domain of medical education. 53 third-year medical students participated in this study. Two-way ANOVA revealed that high cognitive interactivity groups performed better than low cognitive interactivity

group in knowledge acquisition. In addition, there was a trend of interaction effect between cognitive and kinesthetic interactivity in clinical reasoning skills.

Facilitator:

*James Klein* , *Florida State University*

### 4103.B2. T&P - Learning and Change
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: Board Room 2*
Presenters

a. **Identifying and Modeling Progression toward Performance-based Expertise and Automation on Complex Tasks** *Jonathan McKeown* *University of Tampa*

This presentation will report on a study that continues to advance recent research utilizing web and computer based platforms to assess external representations of complex thinking, problems, and mental model change over time. Using annotated concept maps and model representations from text, participants' level of expertise and problem solving was analyzed. Specifically this study looked at whether the probability of success of a performing complex task could be identified prior to the task being performed.

b. **The Changes of Students' Self-efficacy for Cross-disciplinary Team Learning** *Xiaojun Chen* *Purdue University*; *Scott Schaffer* *Purdue University*

The intent of this study is to gain a better understanding of undergraduate students' self-efficacy for cross-disciplinary learning and students overall learning experiences on team design projects. In this study, the researcher attempts to assess if participation on project-based multi-disciplinary teams changes student cross-disciplinary learning self-efficacy, and explore if and how characteristics of the team context and tasks influence student self-efficacy and performance. Preliminary results will be shared in this proposal with planned analysis procedure.

Facilitator:

*Brandy Walker* , *University of Georgia*

### 4103.B4. Teacher Education
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: Board Room 4*
Presenters

a. **The Memorable Teacher Project: Video Reflections on Significant Teachers in the Lives of Pre-service Teachers** *Nancy Luke* *Western Carolina University*

Pre-service teachers recorded and edited a short video in which they described a memorable teacher.

Qualitative artifact analysis was conducted on over 800 digital videos to determine dominant themes. Preliminary analysis suggests that many key characteristics of memorable and significant teachers reside in the affective domain and relate to the ethic of care (Noddings, 1984). Implications for teacher education on the effective use of video for reflection on practice by pre-service teachers will be offered.

b. **Video Annotated Teaching Observations: Analyses of Asynchronous Collaborative Viewing** *Craig Howard* *Indiana University*

Video annotated observation provides an asynchronous format for pre-service teachers to discuss video captured observations of real-world teaching through text messages linked visually and temporally to a video recorded teaching clip. Using a lens of social constructed knowledge building, I draw out patterns of learner discourse denoting growth from concrete noticing to more sophisticated and abstracted learner discourse.

Facilitator:

*Yuelu Sun* , *Georgia State University*

### 4103.SJ. Research in Virtual Worlds
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: St John's*
Presenters

a. **Influence of Teacher Avatar Gender and Ethnicity on Student Evaluations and Perceptions** *Dennis Beck* *University of Arkansas*; *Cheryl Murphy* *University of Arkansas*

People interact in a Multi User Virtual Environment (MUVE) via avatars that can be customized to minute details of ethnicity and gender. Teachers in MUVEs teach with little knowledge of student biases toward avatars of different genders and ethnicities. This study examines the influence of teacher avatar gender and ethnicity on students' perceptions and evaluations. Results may help to level the playing field for teacher avatars of differing genders and ethnicities.

b. **Learner-Course Owner Interactions within University-Community Partnerships: A Study of Second Life** *Nil - GOKSEL CANBEK, GULSUN KURUBACAK* *Anadolu University*

This presentation defines learner-course owner interactions within University-Community Partnerships (UCPs) by focusing on specific samples in Second Life. Deep understanding of online learner-course owner interaction within the context of distance learning is explained to enhance new perspectives for future studies.

**4113.GF. International Open House**
*11:30 am to 12:00 pm*
*Hyatt Regency - Grand Foyer*
   Chair:
   ***Cengiz Hakan AYDIN*** , *Anadolu University*

**4114.S1. AECT Past Presidents' Luncheon**
*11:45 am to 12:45 pm*
*Hyatt Regency - Level 4: Suite Room 4108*

**4114.G3. DDL Luncheon**
*11:45 am to 12:45 pm*
*Hyatt Regency - Level 2: Grand 3*

**4114.C2. Graduate Student Assembly Membership Meeting/Brown bag**
*11:45 am to 12:45 pm*
*Hyatt Regency - Level 3: City Terrace 12*
   Presenters: ***Tutaleni I. Asino*** , *Penn State University*
   ***Ayesha Sadaf*** , *Purdue University*

**4114.C4. Minorities in Media (MIM) Luncheon**
*11:45 am to 12:45 pm*
*Hyatt Regency - Level 3: City Terrace 4*
   Facilitator:
   ***Patricia Young*** , *Uni. of Maryland Baltimore Co.*

**4120.GF. International Hospitality Center**
*12:00 pm to 4:30 pm*
*Hyatt Regency - Grand Foyer*

**4130.C8. CHANGE - Pushing the Boundaries of Systemic Change Theories**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 3: City Terrace 8*
   Presenters

   **a. Critical Systems Thinking for Systemic Change in Education: Guidelines and Examples** *Sunnie Watson* *Ball State University*; ***William Watson*** *Purdue University*
   Repeated calls for holistic, systemic change in education has been highlighted as numerous piecemeal approaches to education reform have been implemented and failed to bring meaningful change. This paper provides a critique of the current soft systems approach to educational systems design and systemic change methodologies and introduces critical systems theory for a critical, emancipatory and pluralistic approach to educational change in order to provide educational systems researchers to critically reflect on the issues of power, emancipation, race, class and others. Furthermore, the paper offers discussions on the practical research and change guidelines for using these CST methodologies in educational research and change, along with some example CST studies and efforts that can illuminate these guidelines.

   **b. Educational Change Theories-in-use: Seeing Multiple Theories and Goal Orientations** *Brian Beabout* *University of New Orleans*
   While scholars have developed a vast array of change theories (Duffy, 2003; Fullan, 2001; Lewin, 1951; Jenlink et al, 1998; Reigeluth & Duffy, 2008; Rogers, 2003), there is little known about the connections between these theories and the theories-in-use (Argyris and Schon, 1974) of practicing school reformers. This qualitative study of the implicit theories of change held by school leaders supports the conception of change as a complex and fluid practice in schools (McLaughlin, 1990; Spillane, 2002).

   **c. Leading School System Emergence: Not Just a Challenge for "Admin Types" Anymore.** *Eugene Kowch* *University of Calgary*
   In the 2010-2011 school year over 275,000 teacher jobs in the United States are will disappear (AASP, 2010). Worldwide, countries and school leaders will be similarly affected by the global economic crisis – a long term systemic change factor. School and technology leaders will witness large "change forces" resulting in unpredictable, unsteady, emerging entities. The purpose of this paper is to discuss a framework for leading and understanding complex emerging education systems by examining corresponding characteristics of the changing school contexts and qualities framing system emergence (systemic change). Join us for a vibrant discussion of hopeful next generation leadership - hopeful work to be done by technologists as school system leaders.

**4130.R2. Design and Development Panel**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 3: River Terrace 2*
   Presenters:

   **Comparing Instructional Design Studio Programs** ***Brad Hokanson*** *University of Minnesota*; ***Gregory Clinton*** *University of Georgia;* ***Elizabeth Boling*** , *Indiana University;* ***Trey Martindale*** , *University of Memphis;* ***Lloyd Rieber*** , *University of Georgia;* ***Mable Kinzie*** , *University of Virginia;* ***Patricia L. Hardre*** , *University of Oklahoma*
   Designers learn through designing. A number of leading schools of instructional design have adopted the studio form of education for their professional programs. Representatives from leading programs have agreed to present and discuss their programs and the advantages of studio based education. Engagement with and questions from the audience will be encouraged.

**4130.C1. D&D - Technology-Based Assessment**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 3: City Terrace 11*
Presenters

a. **Challenging the Assessment in Web 3.0** *Pedro Isaias* *Universidade Aberta*; *Dirk Ifenthaler* *Educational Science I*

This is a Theory/Concept Proposal on the challenges of assessment in Web 3.0. After reflecting on the development of Web generations, critical aspects of Web 3.0 are introduced. Then the paper will present assessment techniques which have potential to be used for future Web 3.0 learning environments. A rubric comparing available assessment techniques and features of Web 3.0 will highlight the potentials for future developments which will be discussed in the concluding section.

b. **The Assessment Agent System: Design, Development, and Evaluation** *Jianhua Liu* *Virginia Polytechnic Institute and State University*

This presentation reports the design, development, and evaluation of a computer-based assessment system for a large-scale assessment based on concept maps. This online tool, named Assessment Agent System, was designed by following an agent-oriented software design method. The Assessment Agent System is composed of five types of software agents. Software agents in the system, through communication and cooperation, collectively provide various functionalities. Furthermore, this study explored the concept map assessment method for computer-based large-scale assessments.

Facilitator:
*Sonja A. Irlbeck* , *Capella University*

**4130.C0. D&D - Online Learning**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 3: City Terrace 10*
Presenters

a. **Designing Online Diversity Training for Higher Education** *Ward Cates* *Lehigh University*; *Yuanyuan Zhang* *Lehigh University College of Education*

Online technologies hold promise for addressing identified diversity training needs in higher education institutions. But how might we design such an online training to support teaching and learning? In this presentation, we describe findings of our front-end analysis, highlight how specific identified diversity needs might be mapped to specific instructional strategies involving online technologies, and discuss design recommendations.

b. **Integrating Web-Based Tools for Improving Communication, Engagement and Feedback in 1:1 Student-to-Computer Classrooms** *Jeremy Dickerson* *Coastal Carolina University*; *Joe Winslow* *Coastal Carolina University*; *Cheng-Yuan Lee* *Coastal Carolina University*

This session presents Web 2.0 technologies integrated with instructional techniques for improving communication, engagement and feedback in 1:1 student-to-computer classrooms such as computer labs. Specific instructional activities aligned with Web 2.0 tools will be discussed. These are technologically-rich and theoretically sound instructional methods designed to improve student attention, recall of prior learning, interaction, the monitoring of learning, the knowledge discovery and feedback. Examples of Web 2.0 technologies include Edmodo, Wallwisher, Polleverywhere, Pindax and others.

Facilitator:
*Stefanie Buck* , *Oregon State University*

**4130.G3. DDL Membership Meeting**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 2: Grand 3*

**4130.G4. ETR&D Joint Editorial Board Meeting**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 2: Grand 4*
Chair:
*Jonathan M Spector* , *University of Georgia*

**4130.R3. Engagement and Rudeness**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 3: River Terrace 3*
Presenters

a. **Creating Cool Classroom Content For iPads** *Dusti Howell* *Emporia State University*; *Janet Holland* *Emporia State University*; *Judy Donovan* *University at Buffalo*

The average iPad or iPhone APP today costs tens of thousands of dollars and takes months to develop. I will take a short look at the programming options and resources available for the very best in app development before addressing more practical options, such as creating PDFs, MP4s and iPubs. There are a good number of very effective tools available that can allow educators and students an easier path for developing material for the iPad.

b. **Rudeness in the Classroom & Public Spaces Revisited: College Students' Perceptions of Appropriate Use of E-Communication** *Sharon Anne OConnor-Petruso* *Brooklyn College CUNY*;

***Barbara Rosenfeld*** *Brooklyn College*; ***Manuel Martinez-Pons*** *City University of New York at Brooklyn College*; ***Judy Donovan*** *University at Buffalo*

With the advent of Web 2.0 and "user-friendly" technologies, students have a vast array of e-communication tools at their fingertips. This session presents the results of three surveys given to 450 college students about their perceptions of appropriate technology use. Generational issues and students' e-relationships with peers and social networking sites are explored. Pragmatic guidelines (do's and don'ts) are presented. This presentation will be of interest to those who covet appropriate use of e-communication tools.

**4130.CA. Roundtables Sessions**
 *1:00 pm to 2:00 pm*
 *Hyatt Regency - Level 3: Conference Center A*
  Presenters

  a.  **SC Online Course Design: A Technology Affordance Perspective Based on Systems Thinking** ***Jin Mao*** *Wilkes University*; ***Rick Shearer*** *Penn State University*

  With the focus of future learning environments moving toward online, virtual, and digital, the proposal focuses on the design of online courses from a technology affordance perspective based on systems thinking. The technology affordance discussions will center on new technologies, the challenges brought about by such technologies, and the participatory culture in the areas of communication, collaboration, and interaction.

  b.  **SC The Future of Instructional Design: Is a Paradigm Shift Ahead?** ***Gurupreet Khalsa*** *Univ. of South Ala.*; ***Gayle V. Davidson-Shivers*** *University of South Alabama*

  Predicting the future is generally tricky; unforeseen events can dramatically alter even studied forecasts. The future of Instructional Design is intricately linked with future theories of learning, expansion of technology, and general views of education combined with the globalization of cultures.  In this round table presentation, we will encourage a discussion of how ID may change as the future unfolds, as well as the challenges faced by professional organizations in the ID field.

  c.  **D&D Competency-Based Education: Designing Instruction to Improve Student Learning** ***Rob Barton*** *Western Governors University*; ***Jaymes Myers***

*Western Governors University*

A clear focus on design methodology will produce cohesive, integrated academic programs, resulting in more competent graduates. In this presentation, we will share the design process for creating online degree programs at Western Governors University. Participants will leave with a framework that will assist in establishing desired student outcomes in their courses, determining how those outcomes are best assessed, and planning a structured path that leads students towards competence without teaching to the test.

  d.  **D&D Designing Authentic Learning Experiences in a Graduate Mixed-methods Research Course** ***Kent Sabo*** *Arizona State University*; ***Victor Diaz*** *Arizona State University*; ***Kori Hamilton*** *Arizona State University*; ***Rusen Meylani*** *Arizona State University*; ***Julie Luft*** *Arizona State University*

  The purpose of this design case session is to describe the design, technology integration and student outcomes of an authentic, task-centered learning experience in a graduate mixed-methods research course.  This session briefly discusses authentic learning experiences and mixed-methods research instruction in a graduate curriculum. It continues with a description of the learning experience and design decisions followed by reflections on student attitudes and outcomes.

  e.  **D&D Integration of Instructional Technology in Higher Education: A Review and Analysis of Faculty Self-Reported Measures** ***Claudia Ruiz*** *Saint Leo University*

  It is paramount that instructional designers identify the instructional technologies that higher education faculty members use comfortably, those that they use sparingly, and those that they tend to avoid. This exploratory review and analysis of results from a survey administered to faculty members in a small liberal arts college in Florida should serve as a guide to plan for professional development and to inform instructional designers about faculty technology literacy skills.

  f.  **D&D Students' Attitudes toward Peer Assessment: Research Findings and Future Directions** ***Yemin Huang*** *University of Missouri - Columbia*; ***Xiaolin Xie*** *University of Missouri*

  Mixed results were often reported by studies on students' attitude toward peer assessment. The conflicting results were caused by the fact that previous studies were conducted in different conditions using various measurements. By analyzing previous studies, the instructional

*(4130.CA. Roundtables Sessions continued)*

elements that affected students' attitudes were identified. More quasi-experimental and experimental studies are needed in the future to investigate the effects of these instructional interventions on students' attitudes.

**g.  D&D The Use of Variables to Facilitate Transfer in the Design of Instructions** *Heather L. Rideaux-Henry University of Central Florida and Embry-Riddle Aeronautical University*; ***Atsusi Hirumi*** *University of Central Florida*

This presentation will synthesize research on the trends and issues of the design of instructions that focuses on the manipulation of variables to facilitate transfer of learning within a community gardening with a focus on at-risk groups.

**h.  ID A Different Approach to Managing an e-Certificate Program in Language Teaching** ***Mehmet Emin Mutlu*** *Anadolu University*

The management of distance education programs in an academic institution is realized in the management processes of the academic institution. This study will present a case in which the coordination and management system of the certificate program and also the use of resources are performed effectively.

**i.  ID Online Assesment in Language Teaching: A Case Study in Turkish e-Certificate Program** *Buket Kip Kayabas Anadolu University*

This presentation covers the details of designing an online exam in an online language program. During this presentation, I would like to share my own experiences in the context of organising online exams in an online certification program and personal experiences concerning main problems I came-across and solutions I came-up. I believe that this presentation might especially help those who design online courses or develop online curriculum.

**j.  ID Tutor Support Needs in the Context of Teaching-Learning Conversation in Online Learning Environment** *Muhammet Recep OKUR Anadolu University*

Tutors are part of the faculty and in this context they hold an important place in distance education system. Faculty take different role in distance education as tutor, instructor, mentor, adviser etc. Each of these roles has different responsibilities and support needs in distance education. Tutor support needs in the context of interaction and communication are an important point. The purpose of this study is to examine tutor support needs and expectations.

**k.  ID When East meets West: Faculty and Teaching Development in Taiwan** *Mei-Yau Shih Univ of Massachusetts Amherst*

The author was awarded a Fulbright Specialist grant to go to Taiwan during December 2010 and January 2011. This session will provide a summary of different faculty development models in Taiwan and US, plus the author's observation of cultural differences on implementing teaching development initiatives and the challenges both countries encounter when promoting excellence in college teaching.

**l.  ID Diversity and Treatment Design: Using Font Styles that are Culturally Sensitive** *Dominique C Thomas Cameron University*; ***Abbas Johari*** *Cameron University*

In our modern era, instructional designers need to realize that instructional material is not intended for one specific culture. The truth is that we live in a diverse world with Individuals that have their own needs and expectations. The arrangement of font families that are culturally sensitive can at least enhance the learners' engagement and attitude. Typography is not a new field of study; it has been around for centuries and is becoming more dynamic each day. This presentation will engage the participants to discovery of these elements and their important in culturally-sensitive treatments design.

**m.  ICEM Improving Social Presence in an Online Class Through the Use of Twitter (F091)** *Dan Becker Northern Arizona University*; ***Chih-Hsiung Tu*** *Northern Arizona University*

Twitter is a promising tool that has the potential to improve social presence and thus overall student satisfaction in the online environment. Students and instructors who work in an online environment have much to gain from a tool that could enhance the immediacy of communication between students and instructors. This presentation looks to discuss an ongoing study where Twitter is being used as a communication tool and its potential effect on social presence.

**n.  ICEM Comparison of the Tools for Rapid e-Learning Content Development (F091)** *Salih GÜMÜŞ sgumus*

The goal of this presentation is to reveal the results of an evaluation study in which various rapid e-learning development tools were compared according to needs of a large size ODL provider. It might be beneficial for those audiences who are interested in rapid e-learning content development.

*(4130.CA. Roundtables Sessions continued)*

o.   **ICEM Qualitative Analysis: Student Teachers Posts Regarding Open and Distance Learning in a Social Interaction Environment (F091)** *Yasin ÖZARSLAN Eskisehir Osmangazi University*; *Deniz TASCI Anadolu University*; *Cengiz Hakan AYDIN Anadolu University*

This paper covers the results of a qualitative analysis of the student teachers posts concerning open and distance learning in a social interaction environment. According to the results of the analysis, the student teachers were classified into three categories: supporters, opponents and concerned. Those researchers who are interested in qualitative analysis of social interactions and those practitioners who are interested in ODL in teacher training might find this presentation quite beneficial.

### 4130.C2. Graduate Student Assembly
*1:00 pm to 5:00 pm*
*Hyatt Regency - Level 3: City Terrace 12*

### 4130.C7. Mobiles for Education
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 3: City Terrace 7*
Presenter

a.   **The Use of Mobile Phones for Learning in Bermuda, Namibia and Poland** *Tutaleni I. Asino Penn State University*; *Stacey I. DeShield Penn State University*; *Cynthia Petrovich-Corn Penn State University*

The field of mobile learning aims to find way of harnessing personal and portable technologies for effective education. One commonly available mobile device around the world is a mobile phone. This presentation share findings from an international comparative study in three countries (Bermuda, Namibia and Poland) on how both students and teachers use their mobile phones and their general openness to mobile learning.

Facilitator:
*Robert Doyle , Harvard University*

### 4130.C4. McJulien Lecture (MIM)

**7 Principles of Virtual World Design, Dr. Keysha Gamor of KG2 Consulting, Fairfax VA, sponsored by ICF International**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 3: City Terrace 4*
Presenter:
*Keysha Gamor , KG2 Consulting*

### 4130.SJ. Multimedia Production
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 3: St John's*
Presenters

a.   **Pedagogical Agent Delivering Emotional Support and Motivational Messages in Computer-based GED Math** *Tami Im Florida State University*; *Sang Soo Lee Pusan National University*

Pedagogical agent is an animated life-like character in screen that provides contextualized advice, feedback, and information with voices, gestures, body movements, and facial expressions which are used to support learning in a computer based learning environment. Three pedagogical agents are in the process of development to deliver emotional support and cognitive motivational messages in a math computer based module. This paper will present the development process of pedagogical agents and lessons learned during the production.

b.   **The Effects of Emotion on Multimedia Learning** *Ismahan Arslan-Ari Texas Tech University*; *Erol Ozcelik Atilim University*; *Steven Crooks Texas Tech University*

The purpose of this study was to examine the effects of emotions on multimedia learning. One hundred and fifty four undergraduate college students studied either high emotional or low emotional instructional materials about the immune system. The results indicated that the effect of emotion was significant on a transfer test but not on a retention test. In addition, the emotional material was perceived to be more positive, aversive, dominant, and interesting than the neutral material.

Facilitator:
*Becky Sue Parton , Southeastern Louisiana University*

### 4130.S1. Past Presidents Lunch
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 4: Suite Room 4108*

### 4130.G5. Presidential Panel
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 2: Grand 5*
Presenter

a.   **Performance Assessment of 21st Century Teaching and Learning: Insights into the Future-NTLS Invited Session** *Mary Herring University of Northern Iowa*; *David C Gibson Arizona State University*; *Jonathan M Spector University of Georgia*; *Daniel Tillman University of Virginia*; *Glen Bull University of Virginia*

Insights concerning digital performance assessment of project-based learning that documents progress

toward meeting standards. Presented by Panelists from 2010 National Technology Leadership Summit (NTLS). Panelists will discuss (1) Performance assessment and project-based learning as crucial elements to the development of 21st century skills in both teachers and learners and (2) Methods for documenting progress toward meeting standards for performance.

Discussant:

**David C Gibson**, *Arizona State University*

## 4130.R1. R&T Concurrent 16

*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 3: River Terrace 1*
Presenters

a. **Knowledge Building Activities and Knowledge Convergence in Online Workplace Communities of Practice** *Darryl Draper Northern Illinois University*; *Susan Land Penn State University*; *Roy B. Clariana Penn State University*

This proposal explores the evidence of knowledge building activities and knowledge convergence in workplace CoPs. Learning outcomes assessed knowledge convergence as evidenced in discussion forum posts and authentic cased-based essay assessments. A comparison group (self-paced design) was used to draw conclusions about the differential effects of knowledge-building strategies on these learning outcomes. The results show there was positive evidence of a higher level of knowledge convergence in the community of practice learning environment.

b. **Exploring the Semantic Relation Approach to Concept Modeling** *Min Kyu Kim University of Georgia*

This is an exploratory study aimed at devising methodologies and technologies for creating concept maps from everyday language input from students. The concept maps have potential uses for formative assessment and feedback. An innovative approach based on semantic relationships is compared with current methods involving proximity relationships and adjacency. The semantic relation approach appears to have the potential to enable concept maps to be more usable as the basis for formative assessments and feedback.

Facilitator:

**Roxanne Russell** , *Georgia State University*

## 4130.C9. Research & Theory

*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 3: City Terrace 9*
Presenters

a. **Self-Explanations and "Expert-Like" Planning during Problem-Solving in Geometry** *Yekaterina Sliva Old Dominion University*; *Ginger Watson Old Dominion University*; *Gary Morrison Old Dominion University*

The purpose of the study was to investigate the effectiveness of prompting learners to self-explain and plan during problem-solving designed to assist in building expertise in geometry.Statistical analyses yielded a significant effect of treatment on performance, but did not support the predicted reduction of cognitive load during problem-solving. A significant correlation was found between individual learners' quality of self-explanations and planning, and their post-test performance.

b. **The perceived effect of computer programming on mathematics** *Peter Rich Brigham Young University*; *Neil Bly Brigham Young University*

Research on the cognitive relationship between mathematics achievement and computer programming abound. Yet, relatively little research has examined the perceived effect learning to program has. This phenomenological study revealed the ways in which several different computer programmers report learning to program affected their understanding of and approach toward mathematics.

Facilitator:

**Suha Tamim** ,

## 4130.CL. Research & Theory

*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 3: Clearwater*
Presenters

a. **Examining Student Teachers' Decision Making Processes in Case-based Learning Environments** *Yasemin Demiraslan Iowa State University*; *Thomas Andre Iowa State University*

The purpose of this study is to compare and determine the impacts of three types of case-based learning environments on preservice teachers' decision making processes associated with classroom management issues. The participants were 72 students in an introductory educational psychology class at a large Midwestern university. Pre-post tests, each including 11 questions, were used to assess students' performances. Presented are the findings of data analysis and implications of the study.

**b. Online Learners' Perceptions of University and Departmental Community** *Marcus Childress Emporia State University*; *Daniel Spurgin University of Kansas*; *Jozenia Colorado Emporia State University*

Online students and faculty bypass face-to-face university and departmental interactions when they enter their virtual classrooms. This lack of engagement by online participants raises two important questions: • Do online programs inadvertently or explicitly replace these missing physical interactions with other kinds of interactions? • Are these missing interactions affecting the learning community? This study (survey) attempts to answer these questions by investigating how much university and departmental community occurs in an online graduate program.

Facilitator:

*Andrew Barrett , Indiana University*

**4130.CB. School Media & Technology**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 3: Conference Center B*
Presenter

**a. Elementary Media Projects You Have to See to Believe!** *Nancye Blair McKeel Elementary Academy*; *Mary Beth Jordan Albuquerque Academy/Simms Library*

Engage over 20 innovative and adaptable Student-Created Media Projects, integrating all content areas to improve attention, motivation, depth of learning, and retention. Learn about captivating, cutting-edge uses of Windows Movie Maker/iMovie, Digital Photography and Stop Motion, Animated and Hyperlinked PowerPoints, Animoto, Voki, Prezi, Digital Storybooks, and more to take your elementary students to the next level. Project guides and instructional vodcasts included!

**4130.B3. School Media & Technology**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 3: Board Room 3*
Presenter

**a. Student Use of Simulation for Inquiry Learning in Chemistry Classes: Key Characteristics of Simulation** *WooRi Kim Purdue University*; *Minchi Kim Purdue University*; *Peg Ertmer Purdue University*; *Jun Fang Purdue University*; *Annette Tomory Purdue University*; *Lessell (Marty) Bray University of West Georgia*

Simulations provide complex, dynamic, and interactive learning environments for science learning and teaching. However, the process of

how students are engaged in scientific problem solving with simulations is less investigated than the outcome of learning. The purpose of the study was to explore the learning process involved in inquiry with simulation and investigate key features of simulation that influence student inquiry in chemistry classrooms. A total of 109 high school students participated in the study. Four common themes were identified as critical aspects of simulation relevant to student inquiry: (1) immediate visualization, (2) abundant practice for experiment, (3) situated interaction and negotiation, and (4) virtual modeling and reality. The findings of this study demonstrate implications of dynamic simulation process.

Facilitator:

*Lessell (Marty) Bray , University of West Georgia*

**4130.B2. T&P- Proving an E-Learning Strategy for Physicians at Mayo Clinic**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 3: Board Room 2*
Presenter

**a. Proving an E-Learning Strategy for Physicians at Mayo Clinic** *Leslie S. Redinger Mayo Clinic*

Asynchronous e-learning is underutilized as an option for physician continuing education. Effective and interactive learning can be developed in-house to address the needs of the entire healthcare team. A member of the design team uses a case study to show how e-learning was created to address institutional policies and standards of practice. The discussion will focus on understanding the performance problem, creating the development team, selecting learning methods, and creating online assessments using various tools.

Facilitator:

*Camille Dickson-Deane , University of Missouri - Columbia*

**4130.B4. Teacher Education**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 3: Board Room 4*
Presenters

**a. Integrating Web 2.0: Pre-service Teachers' Perceptions and Ideas** *Hsin-Te Yeh Metropolitan State College of Denver*; *Yi-Chia Cheng Tamkang University,Taiwan*; *Miri Chung Metropolitan State College of Denver*

Web 2.0 plays an important role in technology integration today. The purpose of this study was to understand pre-service teachers' perceptions of Web 2.0 in education and their ideas for integrating Web 2.0 tools into teaching and learning. In addition, the

top 5 popular Web 2.0 tools were also listed. The results could serve as good resources for both pre-service and in-service teachers to enhance teaching and learning.

**b. Seeding Purpose in Twitter Use with Preservice Teachers** *Vanessa Dennen Florida State University*; *Yoon Jeon Kim FSU*; *Bi-Jen HSIEH Florida State University*

This presentation will take an applied focus and present best practices in implementing Twitter in a course setting, with the desired outcomes of both enhancing the course experience (proximal goal) and encourage lifelong learning via community (distal goal). These practices are based on our experiences over multiple semesters of Twitter use with preservice teachers across multiple sections of a required technology skills course.

Facilitator:
*Joe Horne , Georgia State University*

**4130.C6. Teacher Education**
*1:00 pm to 2:00 pm*
*Hyatt Regency - Level 3: City Terrace 6*
Presenters:
*Phillip Harris , AECT Executive Director*
*Joan Harris, University Elementary School*

**a. The Myths of StandardizedTests** *Phillip Harris AECT Executive Director*; *Joan Harris University Elementary School*

The presentation will be an interactive discussioon between the authors of the recently published book titled The Mythis of Standardized Tests and the audience. The authors will discuss the basic assumptions of standardized tests.

Facilitator:
*Jennifer Banas, Northeastern Illnois University*

**4133.GF. ISMF Student Producer Showcase**
*1:30 pm to 3:30 pm*
*Hyatt Regency - Level 2: Grand Foyer- Ballroom 3*

**4141.R3. D&D - Instructional Design**
*2:15 pm to 3:15 pm*
*Hyatt Regency - Level 3: River Terrace 3*

**a. Design Thinking: Towards the Construction of Knowledge** *Brad Hokanson University of Minnesota*
The education and processes of instructional designers can benefit from an understanding of design thinking. Design thinking is viewed as a third way of thinking, different from the sciences and the humanities (Cross, 1982). It involves extensive experimentation and exploration, based on an expanding body of knowledge that develops as part of an iterative process. An explanation of

design thinking will be presented, integrated with a series of activities to illustrate the concepts.
Facilitator:
*Abbot L. Packard , University of West Georgia*

**4141.C1. D&D - Model-Based Scaffolding**
*2:15 pm to 3:15 pm*
*Hyatt Regency - Level 3: City Terrace 11*
Presenters

**a. Cognitive Regulation in a Simulation-Based Inquiry Learning Environment** *Victor Law University of Oklahoma*; *Deniz Eseryel University of Oklahoma*

This study examines the effect of learners' cognitive regulation on their understanding of complex systems. Ninety ninth grade students learned ecology in the context of a simulation-inquiry learning environment. The results of hierarchical multiple regression confirmed that cognitive regulation due to inquiry learning and cognitive regulation due to dynamic question prompts had positive effects on students' understanding of complex systems.

**b. Exploring the Effects of Causal Mapping Procedures on Causal Understanding** *Allan Jeong Florida State University*; *Woon Jee Lee FSU*

This study examined three structural attributes of causal maps (total links, temporal flow, outcomes node position) and their relationship to map accuracy (ratio of correct/incorrect links) to identify effective mapping processes and strategies. The findings suggest that limiting the number of links can increase accuracy where as increasing temporal flow was not found to increase accuracy. The implications of these findings on how to setup causal mapping tasks and directions for future research are discussed.

Facilitator:
*Wilhelmina Savenye , Arizona State University*

**4141.C0. D&D - Technology-Based Learning Environments**
*2:15 pm to 3:15 pm*
*Hyatt Regency - Level 3: City Terrace 10*
Presenters

**a. Effects of Experience on Learning from a Counseling Simulation: Ideas about Fidelity and Design** *Amy Adcock Old Dominion University*; *Ginger Watson Old Dominion University*; *Brett H. Cook Old Dominion University*

This presentation will describe a new phase of design research on an existing simulation designed to supplement the training of counseling students.

The system, Computer Agents Teaching Helping Interactions Effectively (CATHIE), is entirely web-based and self-paced. This current phase of research is meant to explore issues of simulation fidelity and expert-novice differences by examining the effects of CATHIE on counseling students at varying levels of prior knowledge and experience.

b. **Message Content Analysis of Students' Communication Using Twitter** *Bi-Jen HSIEH Florida State University*; *Vanessa Dennen Florida State University*; *Yoon Jeon Kim FSU*

To understand students' communication characteristics and patterns on Twitter, this study analyzes students' tweets posted for an undergraduate course. Content analysis approach was used to categorize the tweets into two major domains (i.e., interaction-orientation and self-disclosure) and eight sub-categories. Posting personal statements/thoughts and affective expressions were two main motivations for students to tweet. Interactive activities in Twitter were also analyzed, and that expands the potential use of Twitter.

Facilitator:

*Jennifer Maddrell* , *Old Dominion University*

**4141.SJ. Distance Learning**
 *2:15 pm to 3:15 pm*
 *Hyatt Regency - Level 3: St John's*
 Presenters

a. **Building Access to Engineering Education: Early Findings in Delivering the First Fully-Online Undergraduate Engineering Degree** *Stephanie L. Moore University of Virginia*; *James F. Groves University of Virginia*; *Sheila A Warren University of Virginia*

In Fall 2007, three community colleges and a major research university in Virginia formed a partnership to address gaps in access to quality engineering education, committing to a state-wide infrastructure for distance delivery of undergraduate engineering education.  In this session, we will review the data on the performance of this program to date, discuss the challenges that are unique to this domain, and explore the systemic features necessary to make this sort of program possible.

b. **Development of an Online Course: Programming Languages for Education** *Tina Hohlfeld University of South Florida*

This session will report the results of applying design-based research methods to the iterative

development of an online graduate level course for instructional designers to learn object oriented programming. Students learn to program with Adobe Flash Professional and Action Script 3.0 while they create interactive multimedia educational applications. Course design and redesign were based on the theoretical frameworks of adult learning, multimedia, cognitive load, problem-based learning, and social constructivism.

Facilitator:

*Wei Wang* , *Iowa State University*

**4141.R1. DDL - Social Networking**
 *2:15 pm to 3:15 pm*
 *Hyatt Regency - Level 3: River Terrace 1*
 Presenters

a. **Effective Strategies of Social Network Sites (SNS): Examining Mixable through the Community of Inquiry Framework** *Ji Hyun Yu Purdue University*; *WooRi Kim Purdue University*; *Taeho Yu Purdue University*; *Jennifer Richardson Purdue University*

Educators in higher education are eager to integrate Web 2.0 from linking information to purposefully connecting people. Social Network Sites, particularly, have been used for successful sharing of ideas as well as socially-shaped scholarly reflections. This paper identifies key drivers of education-based SNS through on the Community of Inquiry framework. Implication for the integration of education-based SNS into classroom is discussed.

b. **Social Networking Indicators that Connect Instruction and Learning in Online Courses** *Gloria Nobles Capella University*; *Sonja A. Irlbeck Capella University*

This presentation focuses on recent research related to the use of social networking use in online community college classes. Experienced instructional designers and "designers-by-assignment" (Merrill, 2007, p. 336) (i.e. subject matter experts that are assigned the role of designing and developing instruction) were surveyed to determine how they incorporated social networking applications into the design of courses and the indicators they found that indicate that learning was enhanced due to social networking integration into the design of instruction.

Facilitator:

*lina metlevskiene* , *KSU*

**4141.G3. Distance Learning New Board of Directors Meeting**
*2:15 pm to 3:15 pm*
*Hyatt Regency - Level 2: Grand 3*

**4141.G4. ETR&D Awards**
*2:15 pm to 4:30 pm*
*Hyatt Regency - Level 2: Grand 4*
Presenters:
**Christopher J Dede** , *Harvard Graduate School of Education*
**Sebnem Cilesiz** , *Ohio State University*
Chairs:
**Jonathan M Spector** , *University of Georgia*
**Michael Hannafin** , *University of Georgia*

**4141.B3. Evolving Technology**
*2:15 pm to 3:15 pm*
*Hyatt Regency - Level 3: Board Room 3*
Presenters

a. **An Educational Evolution: From Conventional Learning, to E-Learning, to Game-Based Learning** *Cheryl Christensen Grand Canyon University*; **Pablo Benvenuto** *StudyBuddyCampus.com*; **Lessell (Marty) Bray** *University of West Georgia*
Today we see a shift in learning behaviors demanded by a generation that has been raised in a video game age, where multiple players get together online to compete in teams and collaborate to solve and achieve complex tasks. This session will explore the results of current research in game-base learning, current trends in educational game development and skills assessment in a game-based learning environment.

b. **Web 2.0 Mashup Instructional Website Design Gearing up for a Web 3.0 Future** *Janet Holland Emporia State University*; **Dusti Howell** *Emporia State University*; **Lessell (Marty) Bray** *University of West Georgia*
Many experts believe Web 3.0 will act like a personal assistant bringing together many different resources within one learning environment. Through mixing, mashing, and integrating Web 2.0 tools into one seamless online learning environment, instructional materials can be targeted towards desired learning goals. So, with this presentation, we will cover ways to effectively select and mash quality Web 2.0 resources into your instructional website.
Facilitator:
**Lessell (Marty) Bray** , *University of West Georgia*

**4141.CA. Roundtable Sessions**
*2:15 pm to 3:15 pm*
*Hyatt Regency - Level 3: Conference Center A*
Presenters

a. **D&D Design and Development of a Tool for Instructional Designers Using Merrill's First Principles of Instruction** *Kent Slack Arizona State University*; **James Klein** *Florida State University*
Design and development research has been conducted to create a software tool. The tool will allow novice instructional designers and instructors with little to no instructional design experience to create instruction that uses Merrill's First Principles of Instruction. The tool, design process, development challenges, and future directions will be discussed. Participants will have the opportunity to provide feedback and guide future development of the tool.

b. **D&D Digging In: Designs that Develop Intersubjectivity in Course Room Discourses** *Barbara Hall*
The purpose of this roundtable discussion is to explore factors that influence the design of the initial discussion prompts in course-based, online learning. Intersubjectivity as a quality standard that is different from the current state of discourse in threaded discussions will be asserted as a means of stimulating conversation among conference participants. The results of a current study will be briefly presented and ideas for future research will be solicited.

c. **D&D Exploring College Students' Experience Using Video Editing Technology: A Qualitative Case Study** *Yuelu Sun Georgia State University*; **Brendan Calandra** *Georgia State University*; **Joe Horne** *Georgia State University*
This study explores college students' experience using digital video editing technology. The authors are interested in finding out how the use of the digital video technology affects students' learning. The research findings are hoped to provide useful information for the design of the curriculum as well as contribute to the knowledge base of effective use of emerging technologies for learning.

d. **D&D The Development of a Learning Environment Design Model for Enhancing Creativity based on Collective Intelligence** *YOUNG-TAE LEE*; **Cheolil Lim** *Seoul National University*; **Sunhee Kim** *Seoul National University*; **Myongkyu Lee** *Seoul National Univ.*
A learning environment design model was suggested to enhance students' creativity with utilizing collective intelligence. The model was developed

*(4141.CA. Roundtable Sessions continued)*

by the following three steps: finding out general principles from theoretical frameworks, identifying specific sub-strategies, and extracting theoretical components. As a result of this study, ten general design principles and three theoretical components were identified. Prototypes applied to each of the principles, also, were presented in this paper. This model, ultimately, could provide learners more complex, adaptive and dynamic learning.

e.  **D&D The Formal and Non-Formal Educational Experiences of Designers/Developers of Educational Software** *Marisa Exter Indiana University*

This paper presents a three-phase study on the formal (university) and non-formal educational experiences of designers/developers of educational software. A mixed-methods analysis of the interview and survey data will be presented.  Types of educational backgrounds and roles played, discrepancies between what is stressed in college and what is needed on the job, and participant recommendations for university programs will be discussed. The importance of communication and critical thinking skills and real-world projects is highlighted.

f.  **D&D Turning the Page: The Shift from Print to Digital in Educational Publishing** *Shawn Mahoney Arizona State University and Harvard Graduate School of Education*

This presentation describes a qualitative research study utilizing Howard Gardner's Good Work model as the framework to investigate excellence, ethics, and engagement of instructional designers and subject-matter experts working within the development process for print and digital materials in educational publishing. Participants were asked about aspects of self, society, the field, and the domain of educational technology. The research model, results of the study, and implications for instructional designers and subject-matter experts will be discussed.

g.  **DDL Longitudinal Perspective of Web 2.0 System Adoption using the Technology Acceptance Model** *Andrew Tawfik, Ben Richardson, Francis Kibaru University of Missouri*

Learning management systems (LMS) do not support Web 2.0 interactions such as artifact sharing and collective knowledge construction needed to enhance the social nature of online learning. This study explored how perceptions emerge as 20 participants use a Web 2.0 LMS throughout a semester. Participants were given a survey that

addressed technology adoption model factors at various times throughout a semester. The results of the study assist educational technologists to understand how system adoption develops.

h.  **DDL Social Network Analysis as a Measurement of Social Presence** *Jea Choi Purdue University; Johannes Strobel Purdue University*

Social Presence is a concept about the sense of community, which relates to the quality of e-learning. Most social presence measurement instruments are limited to the form of Likert Scale. The purpose of this study is to develop a quantitative measurement in which the author shows the possible way of translating social presence coding as a Social Network Analysis term. This study is significant to those who are interested in enhancing social presence in e-learning.

i.  **DDL Social Networking Sites and Content Communities: Similarities, Differences, and Affordances for Learning** *Penny Thompson Michigan State University*

A framework is proposed that matches two popular forms of social media with the types of learning they afford. Kaplan and Haenlein's (2010) taxonomy is expanded to consider how learners participate in social media and how participation styles connect to general and discipline-specific learning. This framework can help researchers ask more precise questions about learning with social media, and can also provide guidance for teachers wanting to use social media with their students.

j.  **DDL Speaking from a Distance: Using Vocal Audio Transmission in a Web 2.0 World** *Kari Wold University of Virginia*

As international education becomes increasingly prevalent, educators must produce extremely effective instructional design for using international blended learning, virtual education, and a host of other Web 2.0 delivery mediums. Attractive vocal audio transmission will be essential in enticing students into these types of educational content. What attractive vocal audio transmission is, however, has yet to be explored. This session will therefore investigate what gender, intonation, and language could most impact the effectiveness of student learning.

k.  **DDL Theory-grounded Web 2.0 Practices: A Framework and a Case Study** *Yu-Hui Ching Boise State University; Yu-Chang Hsu Boise State University*

This paper presents a synthesized framework to guide the design and assessment of learning

*(4141.CA. Roundtable Sessions continued)*

experiences afforded by Web 2.0 tools and aligned with Web 2.0 learning paradigm. In addition, by applying the framework, an analysis of a Web 2.0 activity implemented in an online course will be presented, particularly focusing on intentionality, artifacts and learning and practice activities. Design considerations and challenges will be discussed and future research direction will be provided.

l.   **DDL They Are Asking for More: Engaging Graduate Students in a Virtual Seminar** *Annie Saint-Jacques Laval University*

Faculty members and instructional designers interested in engaging graduate students in a synchronous online setting will enjoy this interactive discussion about effective practices. This session is based on the preliminary findings of the author's research conducted at the graduate level in five North American universities. Data were collected through post facto observations of synchronous online graduate seminars, interviews with faculty members, students and instructional designers, as well as mid-term and after-the-term online student questionnaires.

m.   **DDL What Challenges do Faculty Face in Adopting Synchronous Virtual Classroom?** *Chandra Roughton University of North Carolina Wilmington*; *Florence Martin University of North Carolina - Wilmington*

Virtual classrooms allow instructors and students to interact online synchronously. Most virtual classrooms support audio, video, application sharing, and content display. The purpose of this research is to determine why so few faculty members at the university use synchronous tools to teach their online classes. This study answers the following questions. What are the main reasons why faculty do not use synchronous tools? Would the faculty be willing to adopt synchronous tools in the future?

n.   **ID Ambient Technology Support for Person-In-Environment Efficacy** *General Ntshalintshali Pennsylvania State University-University Park*; *Tutaleni I. Asino Penn State University*

Social work's person-in-environment (PIE) framework provides a guide to identify, analyze, and resolve problems of social functioning. Current research does not adequately explore improving PIE's implementation through technology.  This study proposes a new technology-enhanced experience for the social worker/client environment.  The envisaged solution will add a technology dimension to form a three-way alliance between social worker, technology, and client.  It will help the social worker adhere more closely to PIE and produce the intended benefits.

o.   **ID Building a Distance Education Class on International Issues in ICTs for Education** *Ross Perkins Boise State University*

During the 2010-2011 academic year, I taught an elective in our master's degree program that focused on international issues of ICTs for education. The topic is quite broad and my students and I explored a number of areas. In this session, we will discuss the format of the class, readings, discussion threads, and final projects. The hope is to give others ideas to create similar sections and to hopefully gain insight for course improvement.

p.   **ID E-book for Education in Indonesia** *Hery The University of Hawaii-Manoa*

Ministry of Education in Indonesia in August 2008 launched the website called "Buku Sekolah Elektronik" (electronic school book). The site is located in http://bse.depdiknas.go.id. The purpose of this research is to analyzing the quality of the website and the quality of the books on the website to fulfill the user's needs. This research is conducted by a qualitative analysis of "saran (suggestion)" section on the site.

q.   **ID Learner and Teacher Perspectives on the 21st Century Skills** *Hasan Caliskan Anadolu University*

Providing schools with appropriate and recent technology is important but will not be enough unless the users receive a sound instruction and feel ready for them.  Pedagogy matters no less than technology. So, it is this paper's aim to determine how students feel about those skills. Do they possess 21st Century Skills already? Are they aware of them? How do they evaluate themselves on these skills? How important do learners and teachers perceive the skills?

r.   **ID Lessons Learned: Designing a Web-Based, Cross-Cultural Peace Education Program  for South Korean Teachers** *Sunnie Watson Ball State University*

This paper contributes to the existing literature by offering an example of a peace education tool on how peace education approaches can be implemented through a web-based international project.  This international-virtual-schooling project responds to Woolman's (1985) call for small-scale social organizations to encourage inter-group interaction. The program was created to support pre-service and in-service teachers in South Korea to engage in a learning process by exploring

*(4141.CA. Roundtable Sessions continued)*

cultural ideas concerning different countries, religions, and races.

**s.   MMP Advancing Teaching and Learning: Implementing Game Usability Evaluation in the Classroom Community** *Rolando Marquez University of Central Florida*; *Zhigang Li University of Central Florida*; *Kelly Morehead 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 make choices regarding usability, but can teachers conduct usability testing, putting themselves in the role of their students and therefore anticipating the challenges they will face? This presentation will explore the importance of educators conducting usability testing to improve teaching and learning, the issues surrounding the implementation process, and its implications within education.

**t.   MMP Determining the Effectiveness of the 3D Alice Programming Workshop for At-risk High School Students** *Jackie HeeYoung Kim Armstrong Atlantic State University*; *Patricia Wachholz Armstrong Atlantic State University*; *Wendy Marshall Armstrong Atlantic State University*; *Bill Harris Armstrong Atlantic State University*

This presentation will provide the overview of AT & T-sponsored educational research project and the evaluation plan of the 3D visual programming use in the project. The primary focus of this project was to develop and evaluate 3 D programming workshops designed to improve confidence, performance, and attitude toward school and learning of "at risk" high school students in the urban areas of Gotham County in an East Coastal area, where numbers of unsuccessful high school students has become serious concerns for educators.

**u.   MMP Multimedia Database Applications: Issues and Concerns for Classroom Teaching** *Chien Yu Mississippi State University*

Educators need to efficiently interact and manage a variety of digital media files. The purpose of this presentation is to review the current applications of multimedia database in teaching and learning, and to discuss some of the issues or concerns that educators may have while incorporating multimedia data to their classrooms. Some strategies and recommendations are also provided in order for educators to be able to use multimedia data more effectively in their teaching environments.

**v.   MMP Multimedia iPad Books for Deaf Children: Designing and Testing Interactive Features Projected to Impact Motivation** *Becky Sue Parton, Robert Hancock*, *Ratish Shrestha Southeastern Louisiana University*

Our research team created a storybook for Deaf children on the iPad.  Interaction was a cornerstone of the design process both in terms of the gaming components in the app and the messages from the books' characters sent through push notifications. Session will show the development process, encourage participants to explore the app and provide feedback, and display video of the kids' reaction to the motivational messages.

**w.   MMP The Use of Social Media Networks in Teaching and Learning** *Eddie Vega, Heidi L. Schnackenberg SUNY Plattsburgh*

Educational institutions and faculty have begun to utilize social networks (e.g. Facebook, MySpace) as vehicles for interacting with students and even conducting classes.  However, ECAR (2010) data revealed that social media, which were used by more than two thirds of the respondents in their personal lives, were utilized by less than a third to communicate with peers and/or instructors in online courses.  The current presentation demonstrates effective ways of using social networks for academic purposes.

**4141.C7. Multimedia Learning**
   *2:15 pm to 3:15 pm*
   *Hyatt Regency - Level 3: City Terrace 7*
   Presenters

**a.   Creativity and Destruction:  A Stage Theory Model of Professional Video Game Players** *Michael Thomas Dept. of Curriculum & Instruction*; *Sahoon Kim University of Wisconsin*

This study focuses on illuminating the trajectory of professional game players and constructs a practical model that may explicate their motivation, interest, and learning style. In the development of the professional lives of professional gamers, we identified 5 distinct stages. Each stage is characterized by its own unique activity components. This study offers an integrated model for the explication of professional gamers' motivation, interest, and learning style.

**b.   The Effects of Pedagogical Agents on Students' Achievement and Attitude** *Figen Unal ColaK Anadolu University*; *Ozlem Ozan Eskisehir Osmangazi University*

This presentation intended to reveal the results of a study in which the effects of use of different

forms (off-screen, graphical, video) of pedagogical agents on students' academic achievement and attitudes was investigated. The results have shown significant differences among groups in terms of academic achievement. The students also preferred graphical agents then other forms.

Facilitator:

*Yavuz Akbulut* , *Anadolu University*

**4141.C5. Socratic Seminar**
*2:15 pm to 4:30 pm*
*Hyatt Regency - Level 3: City Terrace 5*
Presenter

a. **Socratic Seminar: An International Forum on Socratic Teaching** *Marina S. McIsaac Arizona State University*; *Richard Cornell University of Central Florida*; *Robert Doyle Harvard University*; *Paul Hong Suk Kim Stanford University*; *Karen Murphy Texas A&M University*; *Lauren Cifuentes Texas A&M University*; *Cengiz Hakan AYDIN Anadolu University*; *Abbas Johari Cameron University*

Socratic Seminar is an international forum composed of leading teachers, researchers, and educational philosophers who provide analyses and critiques on philosophy of education as well as all aspects of educational technology including cultural, social, economical, and political impacts of media design for instruction. Describing philosophies of education and various teaching and learning methods, a panel of international professors and a graduate student will enter into what is known as the Socrates method of discovery learning and teaching -- called "dialectic." The strength of the method transpires the fact that mentors must not make statements, but provide guidance that encourages critical thinking, leading to true knowledge.

Facilitator:

*Chih-Hsiung Tu* , *Northern Arizona University*

**4141.S3. MIM Business Meeting**
*2:15 pm to 3:15 pm*
*Hyatt Regency - Level 4: Suite Room 4158*

**4141.C8. Presidential Panel**
*2:15 pm to 3:15 pm*
*Hyatt Regency - Level 3: City Terrace 8*
Presenter

a. **Implications of New AECT Standards for Educational Technology Graduate Programs** *Ellen Hoffman University of Hawaii-Manoa*; *Mary Herring University of Northern Iowa*; *Drew Polly UNC-Charlotte*; *Lee Daniels E TN State Univ*; *Delia Neuman Drexel University*; *Leslie Blatt*

This panel presentation by members of the AECT Standards Committee will cover real-world examples of how four university programs have begun to revise curriculum based on the new AECT standards. The goal for this interactive session is to provide an opportunity for participants to share ideas about potential impacts on courses and assessments. In addition to the panelists, AECT leaders and other members of the Committee will be on hand to answer questions.

Facilitator:

*Mary Herring* , *University of Northern Iowa*

**4141.G5. Presidential Panel**
*2:15 pm to 3:15 pm*
*Hyatt Regency - Level 2: Grand 5*
Presenter

a. **Instructional Design Pathways and Byways: An Interactive Panel Led by the Instructional Technology & Futures Group** *Jonathan M Spector University of Georgia*; *Russell Osguthorpe Brigham Young University*; *Andrew Gibbons Brigham Young University*; *Elizabeth Boling Indiana University*; *Stephen Yanchar Brigham Young University*; *Richard Schwier University of Saskatchewan*; *Dr. Katy Campbell University of Alberta*

The Instructional Design and Technology Futures Group is an informal group of scholars and professionals who have been meeting informally since 2002 and who last met at Brigham Young University December 8-9, 2010. Participants included Russ Osguthorpe, Andy Gibbons, Stephen Yanchar, Elizabeth Boling, Kennon Smith, Richard Schwier, Katy Campbell, and Mike Spector. This interactive panel session presents provocative points of discussion worthy of responses and reactions from AECT members.

Facilitator:

*Jonathan M Spector* , *University of Georgia*

**4141.C9. Research & Theory**
*2:15 pm to 3:15 pm*
*Hyatt Regency - Level 3: City Terrace 9*
Presenters

a. **An Automated Measure of Group Knowledge Structure Convergence** *Roy B. Clariana Penn State University*; *Darryl Draper Northern Illinois University*; *Susan Land Penn State University*

This presentation describes an automated method for analyzing posttest essays as a measure of group knowledge convergence in a collaborative online learning setting using a Pathfinder network based approach and ALA-Reader software. Based on graph theory and network analysis perspective, degree centrality of a graph is used as a measure of

essay convergence. Results show that knowledge convergence occurred for participants in the community of practice.

b. **The Relationship Between Team Shared Mental Model and Team Performance and Students' Course Satisfaction** *Ercan Top* *Abant Izzet Baysal Universites*; *Erman Yukselturk* *Orta Dogu Teknik Universitesi*; *Tristan Johnson* *Florida State University*

The purpose of the study was to examine how Team Shared Mental Model (SMM), team performance, and students' course satisfaction change over time and how Team-SMM affects team performance and students' course satisfaction.

Facilitator:
*Kevin Maurice Rooney* , *Qatar University*

**4141.R2. Research & Theory**
*2:15 pm to 3:15 pm*
*Hyatt Regency - Level 3: River Terrace 2*
Presenters

a. **Approaches to Studying Online Games for Learning** *Jake Enfield* *Indiana University*; *Rod Myers* *Indiana University*; *Miguel Lara* *Indiana University*; *Seolim Kwon* *Indiana University*; *Tzu-Feng We* *Indiana University*; *Ted Frick* *Indiana University*

How do we know whether a particular game is effective in promoting learning, and how can we measure that learning? What design elements have a positive influence on learning outcomes? In this symposium, we will present overviews of five different studies which use the Diffusion Simulation Game (DSG) as a test case. These studies examine such aspects as model fidelity, cognitive load, signaling, corrective feedback, and cooperative play in Second Life.

b. **simSchool: An Online Dynamic Simulator for Enhancing Teacher Preparation** *David C Gibson* *Arizona State University*

This session will present research on a simulator used in teacher preparation. The session will include the rationale, the key components of the simulator created, and research findings. Results of analyses of two sets of data, concerning pedagogical practices and teaching skills, indicate that changes in pre-service educators can be assessed as a direct outcome of activities completed within the simulated environment.

Facilitator:
*Min Kyu Kim* , *University of Georgia*

**4141.CL. Research & Theory**
*2:15 pm to 3:15 pm*
*Hyatt Regency - Level 3: Clearwater*
Presenters

a. **The Development and Validation of the Online Student Connectedness Scale** *Doris Bolliger* *University of Wyoming*; *Fethi Inan* *Texas Tech University*

A study was conducted to develop and validate an instrument that can be used to measure perceptions of connectedness of students enrolled in online or certification programs in higher education. The instrument consists of 25 items and has four scales: community, comfort, facilitation, and interaction and collaboration. One hundred and forty-six online learners participated in the study. Results of a factor analysis and reliability analysis confirmed that the scale is a valid and reliable instrument.

b. **Validation of a Measure of Learning by Patients with Diabetes** *Hannah Kim* *Purdue University*; *Scott Schaffer* *Purdue University*

Patient self-management education is becoming increasingly important as more people become afflicted with a chronic disease such as diabetes. Studies focused on improving self-management knowledge and skills have focused less on learning and more on provision of information or recording of daily activities. Accordingly, there is no theoretical or empirical framework which fully describes the structure of self-management learning activities. Thus, analysis of learning activities related to self-management may inform development of guidelines to design patient-centered and patient-oriented self-management support systems. This study examined patient self-management practices through the lens of learning environment design. An instrument measuring patient self-management education practices was developed and tested using factorial analysis. The model of identified factors and associated items may inform design of formal and informal learning supports for patients in various settings.

**4141.B2. T&P - Theoretical Purism in an Eclectic Land: The Life of Theory in a Practical Field**
*2:15 pm to 3:15 pm*
*Hyatt Regency - Level 3: Board Room 2*
Presenter

a. **Theoretical Purism in an Eclectic Land: The Life of Theory in a Practical Field** *Don G. Robison, James Marken* *Old Dominion University*

As an instructional designer are you a theoretical purist or an eclectic? An experienced instructional

designer and a university professor will explore and debate the issues of theoretical perspective in instructional design practice, particularly in applied settings. This will be a discussion of instructional design ends and means. Participants will be invited into the discussion and collegial debate. The aim is to encourage a theoretically passionate, evidence based, eclectic, humble, and objectively effective practice.

Facilitator:

*Renee Lightner* , *NOVA*

**4141.C6. Teacher Education**
  *2:15 pm to 3:15 pm*
  *Hyatt Regency - Level 3: City Terrace 6*
  Presenter

  a. **Power of the Pen, Purse or Purpose? Ideas and Strategies for Regulating Our (Fading?) Contribution to Teacher Preparation** *Kay Persichitte* *Univ of Wyoming*; *Eugene Kowch* *University of Calgary*

  Powerful forces are reshaping AECT and our profession in the 21st century. In the 2010-2011 school year over 275,000 teacher jobs in the United States will disappear while federal governments worldwide accumulate long term debt that has only begun to change all education systems at every level – worldwide. Meanwhile in 2010, AECT made a landmark decision to halt its 20+ year partnership with NCATE, pressing "hold" on its role in accrediting educational technology programs for education organizations. Join us as we discover, explore and discuss major contemporary issues shaping emerging education organizations and governments (as well as other professions) to imagine our way forward as a profession. The future of your future work could depend, in part, on renewing this kind of engaged thinking (Reigeluth, 1991). There's no time to waste. Please join us for an exciting, action-packed hour.

  Facilitator:

  *Bettie Hall* , *Hall Associates Consulting*

**4141.B4. Teacher Education**
  *2:15 pm to 3:15 pm*
  *Hyatt Regency - Level 3: Board Room 4*
  Presenter

  a. **Exploring Approaches for Evidence Selection and Organization to Examine Preservice Teacher Quality** *Craig Shepherd* *University of Wyoming*; *Michael Hannafin* *University of Georgia*

  This session will articulate various definitions of evidence in legal and professional practices (using single-case methods) and compare them with

recent eportfolio movements to assess preservice teacher quality. Many teacher education programs have turned to eportfolios to examine classroom practices. However, few studies articulate or examine claims through provided evidence. Once evidence collection and organization approaches are compared, thoughts regarding appropriateness in eportfolio contexts will be explored—including consequences, training needs, and directions for research.

Facilitator:

  *Nicola Ritter* , *Texas A&M University*

**4141.CB. Visual Literacy Theory and Practice for Web Sites and Online Learning**
  *2:15 pm to 3:15 pm*
  *Hyatt Regency - Level 3: Conference Center B*
  Presenters

  a. **Anatomy of a Website: Analyzing Visual Elements of Great Website Interfaces** *Joanne E. Beriswill* *Mississippi State University*

  Do you want to learn about great visual design? The purpose of this presentation is to demonstrate a model for identifying the visual characteristics of excellent website interfaces--the anatomy of a website.

  b. **Online Learning and Internet Visual Literacy Skills of Older Adults** *Beth Rubin* *School for New Learning*

  This presentation will describe the concept of Internet visual literacy. This concept is applied in a case study of online learning where extensive scaffolding to support adult students did not succeed because students' low Internet visual literacy skills made scaffolding inaccessible to them; some solutions are shared and will be generated by the group.

**4153.S3. 2012 PIDT Planning Meeting**
  *3:30 pm to 4:30 pm*
  *Hyatt Regency - Level 4: Suite Room 4158*
  Chair:
    *Rick West* , *Brigham Young University*

**4153.CL. D&D - Systemic Change**
  *3:30 pm to 4:30 pm*
  *Hyatt Regency - Level 3: Clearwater*
  Presenter

  a. **HyFlex Course Design: A Summary Report on Five Years of Implementation** *Brian Beatty* *San Francisco State University*

  The HyFlex course design provides a way to combine traditional classroom-based and online instruction in the same course, at the same time,

with the same instructor. This presentation provides a comprehensive report on the five-year evolution of the HyFlex design model, the measured impacts on student participation and learning, rollout of the course model in a large university system, and the complicated path to innovative change in a social system.

Facilitator:

**Helmut M. Niegemann** , *University of Erfurt*

**4153.C0. D&D - Virtual Worlds**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 3: City Terrace 10*
Presenter

a. **Pedagogical Foundations of Virtual Worlds: A Review of the Literature** *Naomi Malone University of Central Florida*; *Atsusi Hirumi University of Central Florida*

The study presented in this session examines the reported pedagogical foundations of existing Virtual World Learning Environments. It details the specific theories and strategies that were reportedly used to create the twenty training and educational Virtual Worlds included in the study. Trends and Issues were examined based on four components of grounded design, an exhaustive review of literature, and follow up interviews with Virtual World creators to inform future research and practice.

Facilitator:

**Michele Jacobsen** , *University of Calgary*

**4153.R3. D&D - Instructional Design Practice**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 3: River Terrace 3*
Presenters

a. **Presentations as Aesthetic Learning Experiences: An Exploration of Instructional Strategies Used By Exceptional Presenters** *Joanna C. Dunlap University of Colorado Denver*; *Patrick Lowenthal University of Colorado Denver*

Articles are continually written about improving presentations, but they tend to focus on the very basics (e.g., practice your presentation, don't read your slides, and use a specific font size). We believe that the "exceptional" quality of a presentation is key to its use as an effective instructional strategy. In exploring the question, "What makes an exceptional presentation?" by examining exceptional presentations, we have derived specific recommendations that we cover in this session.

b. **Scoping out! Improving Teacher-Created Interactive Whiteboard Message Designs to Enhance Visual Scope and Perceptual Fluency** *Veronica Ent Saint Vincent College*

New interactive whiteboards have taken classrooms by storm, and teachers, are designing lessons using more visuals and interactivity than before. This session discusses the challenges of preserving visual scope, enhancing visual literacy, and restoring perceptual fluency in order encourage successful learning situations employing interactive messages. This session will also discuss the common pitfalls and the need for instructional design support for teachers with potentially conflicting understandings of how twenty-first century learners discern visual messages.

Facilitator:

**Sonja A. Irlbeck** , *Capella University*

**4153.C1. D&D - Technology-Based Scaffolding**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 3: City Terrace 11*
Presenters

a. **A Virtual Tutee System for Motivation to Read** *Seung Won Park University of Georgia*; *ChanMin Kim University of Georgia*

This paper proposes design principles and strategies for a Virtual Tutee System (VTS) that aims to enhance intrinsic motivation of college students with regard to reading assignments. VTS is a computer-based learning environment in which students are asked to teach virtual tutees. VTS primarily capitalizes on motivational benefits of a learning-by-teaching technique.

b. **Following the Course within a Course. Ways to Embed Online-Forums into Course Structure and Requirements.** *Pablo Pirnay-Dummer University of Jena*; *Dirk Ifenthaler Educational Science I*

LMS integrate interactive learning environments and course and user administration and facilitate customized online instructional materials. In our mixed-methods study, we investigated the learning progression between two different strategies of forum application (N=33; N=53). The communication processes requires a focus on a vertical connection between different performers. It also needs to address the qualification aspects of the course, even if that means to follow the external regulations imposed by assignments and grading.

Facilitator:

**Camille Dickson-Deane** , *University of Missouri - Columbia*

**4153.SJ. Distance Learning**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 3: St John's*

Presenters

a. **Examination of a Serious Game-Based Online Course** *Taryn Hess* *21st Century Learning Solutions*; *Glenda Gunter* *University of Central Florida*
Although the use of online environments and serious games for educational purposes continues to increase, little research exists that supports their effectiveness for education. When combining both these trends, there is a greater lack of research. Therefore, this study investigated the effectiveness of a serious game-based online course through a comparison of student learning experiences and outcomes of a non-game-based online course. Based on current literature, no other known study has conducted a similar investigation.

b. **Enhancing the Importance of Objectives in Online Learning: The P.I.E. Development Builder** *James Walker* *Saint Leo University*; *Johnny Ernest Orr* *Saint Leo University*
One of the challenges facing instructional designers is making sure that objectives within the course structure are being addressed throughout the presented curriculum.  The Perspective, Interaction, and Evaluation (P.I.E.) Builder Interactive Form concept gives instructional designers and content experts a tool to verify connections to stated objectives.

Facilitator:
*Victoria Rath* , *University of Central Florida*

**4153.C7. DDL - Critical Thinking Concurrent Session**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 3: City Terrace 7*
Presenters

a. **Comparison of Moderated and Non-Moderated Discussion Boards on Student Critical Thinking** *Jennifer R. Morrison* *Old Dominion University*; *Ginger Watson* *Old Dominion University*; *Gary Morrison* *Old Dominion University*
The purpose of this study was to compare the effects of moderated and non-moderated discussion boards on critical thinking and learning in a graduate-level online distance education course. Current distance education literature has examined the role of interaction, specifically learner-learner interaction, in learning and discussion design to enhance achievement. Findings from this study indicated improved critical thinking and preparation strategies when participants' views of peer responses to discussion board questions were restricted until a predetermined date.

b. **Promoting Deep Thinking and Creativity in Online Learning Environments: Moving Beyond Micro-Thoughts and Low-Level Tasks** *Abbie Brown* *East Carolina University*
Recent research reports and reflections regarding web-based communication suggest a potential problem in current, common online instructional practice. Development of deep thinking and creativity may not be supported. This session presents the challenges that networked, digital media present in terms of supporting and developing skills in deep thinking and creativity and begins a discussion among online instructors of potential strategies for promoting these skills while continuing to make best use of web-based communication's strengths.

Facilitator:
*Annie Saint-Jacques* , *Laval University*

**4153.R1. DDL - Design Concurrent Session**
*3:30 pm to 4:00 pm*
*Hyatt Regency - Level 3: River Terrace 1*
Presenter

a. **Online Studio Methods for Teaching Instructional Design** *Miriam Larson* *Virginia Tech University*
How can we effectively educate and mentor reflective instructional designers in blended learning environments using technology-supported studio critique methods?  Based on a previous analysis of over 130 multidisciplinary research studies and papers on studio-based design education, the author identified several studio critique methods to test in an introductory instructional design course. Over several semesters, the studio critique methods were used in an introductory instructional design course offered in a blended environment.  A variety of online tools were tested to determine which provided adequate support for the critique methods. This session will highlight the studio critique methods and supporting technologies that fostered the desired learning outcomes.

Facilitator:
*Evrim Baran* , *University of British Columbia*

**4153.CA. Roundtable Sessions**
  *3:30 pm to 4:30 pm*
  *Hyatt Regency - Level 3: Conference Center A*
  Presenters

  a.  **D&D Assembling the Puzzle that is Instructional Design: the Science, the Craft, and the Art** *Jill Erin Stefaniak Wayne State University*; **John Baaki** *Wayne State University*; **Jason Siko**

  The roots of instructional design draw from both learning theory and general systems theory. Many of the complaints from designers about models are that they are too mechanistic and rigid, and unrealistic. Exploration of how other industries have blended creativity into curriculum and practice and its relevance to the application of instructional design will be discussed. This session will provide a forum to discuss the conceptual challenge associated with teaching the art of instructional design.

  b.  **D&D Disseminating Design Knowledge: Issues in Developing the Design Case** *Elizabeth Boling Indiana University*; **Craig Howard** *Indiana University*; **Kennon Smith** *Indiana University*

  Interactive discussion of the practical and methodological issues encountered by authors who represent design knowledge outside the traditional research format, led by editors involved in reviewing and publishing such cases. Participants interested in epistemology of design and those planning to author design cases for publication, will be asked to identify their own context for a design case and engage in discussion of the conceptual and technical issues they would face as authors.

  c.  **D&D Perspectives on Gaining Real-World, Entrepreneurial Instructional Design Experience While Training to be an Instructional Designer** *Trey Martindale University of Memphis*; **Renita Russell** *University of Memphis*

  The IDT Studio at the University of Memphis is an entrepreneurial not-for-profit business and consultancy in instructional design and e-learning. The Studio is staffed by current instructional design and technology (IDT) graduate students who gain real experience working with external clients. We will describe the Studio and discuss its potential to reshape how we prepare graduate students in IDT.

  d.  **D&D The Importance of Analysis in Instructional Design** *Denise Tolbert National University*; **Cynthia Chandler** *National University*

  Awareness of instructional design principles is essential for successful course design. An assessment of the capstone courses in the Masters of Science in Educational and Instructional Technology program highlighted a weakness in this area. This session describes how program assessment and evaluation were used to help overcome this weakness and to continually improve a masters program.

  e.  **D&D The Invisibles Forces that Affect Instructional Design** *Joel Gardner Utah State University*; **YI YANG** *Franklin University*; **Eunice Luyegu** *Franklin University*; **lewis chongwony** *Franklin University*

  There are invisible forces that influence instructional design. However, we as a field tend to focus on the obvious while neglecting some of these influential forces. In this roundtable discussion, we present what several of these invisible forces are and share how we have observed them in several unique design contexts, including our work as Instructional Design Faculty at Franklin University in Columbus, Ohio. We also provide a checklist for understanding instructional design contexts.

  f.  **D&D Understanding Instructional Designers:' Reflection through Design Journals** *Yi-Chun Hong The University of Georgia*; **Lucas Jensen** *The University of Georgia*; **Ikseon Choi** *University of Georgia*

  Exercising reflection is important in instructional design practices, yet reflection in a design process can be messy and complex to capture. To guide our investigation of instructional designers' reflection, we have identified important aspects that instructional designers need to reflect upon. The data will be collected from participants' design journals and interviews. The findings of instructional designers' reflection patterns and their perceptions of using design journals for practicing reflection will be presented.

  g.  **DDL An Investigation of Mobile Learning Readiness and Design Considerations for Higher Education** *Jongpil Cheon Texas Tech University*; **Steven Crooks** *Texas Tech University*; **Jaeki Song** *Texas Tech University*

  This study will employ activity theory as a framework for identifying college students' current perceptions and needs for mobile learning (m-learning). The use of mobile devices continues to evolve, and many educators are eager to explore the potential of these devices to enhance student-centered learning by facilitating anytime/anywhere collaboration and communication. Data will be

*(4153.CA. Roundtable Sessions continued)*

analyzed to determine the factors that influence the acceptance of m-learning. Moreover, the results will provide instructional design guidelines for m-learning in higher education environments.

**h. DDL College Students' Perceptions and Communicational Behaviors in Google Groups: Two-year Phase Case Study in Taiwan** *Hsiao-Wei Lin Graduate School of Curriculum and Instruction, National Taipei University of Education*

The purposes of this study are using Google Groups within the framework of instructional activities to understand: how students' perceptions affected the ways they communicate with peers and with Google Groups and how these interactions affect students' understanding of subject concepts. This study provided insights into how the use of Google Groups affects the communication between group members and how individuals with different levels of perceptions to the patterns of their communicational behaviors and interact with peers, which was based on a two-year phase case study (n=193) and presents an in-depth study of college students' communication behaviors in Google Groups.

**i. DDL Connectivism as a Postmodern Learning Theory in Distance and Lifelong Education** *Sylvia Rogers University of South Alabama*; *Gayle V. Davidson-Shivers University of South Alabama*

We live in a world where technology plays an increasing role in daily life and knowledge quickly becomes obsolete. Connectivism has been put forth as a learning theory to explain how we learn in our current environment. Connectivism has been defined as learning through a distributed network. In this presentation, we will argue that the theory of connectivism is an emerging theory and ideally suited as a postmodern theory for distance and lifelong learning.

**j. DDL Faculty Development and a Mobile Technology Mediated Learning Environment (MTMLE)** *Don Stephen Stumpf Armstrong Atlantic State University*; *Cindy York Northern Illinois University*

In a world inundated with mobile technology it becomes especially challenging to integrate this technology into the learning environment in a meaningful way to foster an enhanced learning transaction. Faculty must acquire practical knowledge of the pedagogical theories that support the use of mobile devices in this environment. This roundtable discussion examines best practices for faculty development associated with mobile technology mediated learning environments as a means of enhancing the learning transaction.

**k. DDL Mobile Social Learning in an Online Course: A Mixed-Method Study** *Yu-Chang Hsu Boise State University*; *Yu-Hui Ching Boise State University*

This research investigated the impact of mobile technology and social web on students' sense of community, participation level of major course activities, and social learning in an online learning environment. Through mixed-method design, the authors aim to gain insight from the study to provide useful design suggestions for educators to incorporate mobile technologies and social web tools in online learning in a meaningful and engaging way. Challenges in design and implementation will also be shared to inform design decisions during this presentation.

**l. DDL Virtual classrooms: What motivates residential students to choose the traditional environment over a virtual environment?** *Deborah Deale UNC- Wilmington*; *Raymond Pastore University of North Carolina Wilmington*; *Florence Martin University of North Carolina - Wilmington*; *Chapin Brinegar University of North Carolina Wilmington*; *Caitlin Boninti University of North Carolina Wilmington*; *Chandra Roughton University of North Carolina Wilmington*; *Sarah Ruth Simkins University of North Carolina Wilmington*

Current research reveals that most graduate students are attracted to the flexibility and convenience offered by online programs. Online, virtual synchronous courses are growing as an alternative to live, face-to-face or asynchronous courses. There is little research which examines factors that influence resident students decisions to attend class virtually or face-to-face and how their learning styles affects this decision (Pastore & Carr-Chellman, 2009).

**m. R&T Dale's Cone of Experience Revisited – Once Again** *Marcus Childress Emporia State University*; *DEEPAK SUBRAMONY GRAND VALLEY STATE UNIVERSITY*

This roundtable discussion will address the history of Dale's Cone of Experience, the continued misapplication of Dale's Cone of Experience to guided practice and how researchers and educators can put an end to the continued misrepresentation of what Dale intended as merely a visual metaphor. Participants are invited to share their own encounters with the fictional "cone of learning."

*(4153.CA. Roundtable Sessions continued)*

**n. R&T Learner Self-efficacy Beliefs in a Computer-intensive Asynchronous College Algebra Course** *Charles Hodges Georgia Southern University*; *R. Caroline Jones Georgia Southern University*

This study was conducted to explore the influence of the four traditionally hypothesized sources of self-efficacy on learners' self-efficacy beliefs regarding learning mathematics in a computer-intensive, asynchronous format. Participants (N=261) completed surveys assessing their self-efficacy to learn mathematics in this environment and to assess their mastery experiences, vicarious experiences, social persuasion, and affective/physiological state. Survey results were analyzed using regression analysis. Three components were found to be important to the development of self-efficacy beliefs.

**o. R&T Learners' Perceptions of an Animated Pedagogical Agent in an Interactive Environment** *Enilda Romero Old Dominion University*

This is a phenomenological study of learners' perceptions of emotionally expressive animated pedagogical agents. Eight participants were asked to describe their lived experiences as they interacted with the animated agent. Data was collected through individual interviews and guided reflection journals. Results indicate five main themes emerged from the data collected: perceptions of importance, perceptions of enjoyment, perceptions of humanness of the agent, perceptions of barriers for implementation and suggestions for improvement.

**p. R&T Possibility to Integrate Implicit Theory with Motivational Messages** *Tami Im Florida State University*; *John Keller Florida State University*

Students' ability beliefs have been emphasized in cognitive theories of achievement motivation such as Dweck & Elliot's theory of implicit theory of intelligence. They partitioned students' ability beliefs into two categories: entity, or fixed, beliefs and incremental beliefs which assume that intelligence can and does change. However, little is known about effective and efficient ways to influence these beliefs. This paper describes the theoretical basis and an empirical approach to using pedagogical agents to deliver belief change messages.

**q. R&T Social Networks in Cyberspace: The Dynamics of an Online Community of Practice** *john cowan northern illinois university*

This session will share the methods for determining the existence and structure of online communities and the results of a social network analysis of 11 cohort groups of students (n=243) who attended a hybrid educational technology masters program to determine if communities of practice were developed, if sustained over time, and if networks formed between members of various cohorts in the larger community after their time in the program.

**r. R&T Technology for All: The Educational and Motivational Impact of After-school Technology Programs** *Dan Rauzi Boys & Girls Clubs of America*; *Jennifer Borland Rockman, et. al., Inc.*

Boys & Girls Clubs of America offers technology programs to its members through a program called Club Tech. In 2009, BGCA completed a research project on the effectiveness of the Club Tech programs using attitudinal surveys and pre/post technology skills tests to gauge outcomes of the program. The results of the study have implications for all structured technology programs that aim to teach technology skills.

**s. SMT Do Laptop Computers Lead to More Learning?** *Susan Stansberry Oklahoma State University*; *Stephoni Case Oklahoma State University*

A qualitative study based on two schools that have initiated a laptop program. Each student has been provided with a laptop 24/7 and uses it in every class throughout the school day. Objectives of the school districts are similar, but implementation of and preparation for the plans are different. This study examines those similarities and differences and proposes an eclectic approach to other schools considering a laptop initiative. This study also examines the cultural and community implications of such a program in a face to face school setting.

**t. SMT Personalized Integrated Educational Systems: Challenges, Solutions, and Prescriptions for Transforming Education with Technology** *William Watson Purdue University*; *Sunnie Watson Ball State University*; *Charles M. Reigeluth Indiana University*

In order to enact truly learner-centered environments, technology is needed to manage the entire learning process of each individual learner, freeing teachers to facilitate learning rather than primarily provide instruction. Current educational software faces a great challenge in trying to meet the needs of such a system. This discussion examines what educational software needs to be, the challenges that exist in meeting those needs, and offers a vision for how those challenges might be overcome.

*(4153.CA. Roundtable Sessions continued)*

**u. SMT Rapid E-learning for Middle School Technology Classrooms: A Design Case** *Kent Sabo, Carrie Lewis, Jason Lancaster, Wilhelmina Savenye Arizona State University*

The purpose of this design case session is to describe the design and development of a self-instructional learning module created with a rapid e-learning authoring tool, for use in blended learning middle school technology classrooms. The session will provide any teacher, school technology specialist or professional development specialist interested in creating dynamic learning modules with guidance and best practices in the design and development process within a rapid e-learning environment.

**v. SMT Supporting Students' Scientific Argumentation: The Role of Teacher and Technology** *Hale Havva Ustunel Middle, Saniye Tugba Bulu Middle East Technical University*

Despite the justification for the use of scaffolds to support argumentation skills, more research is needed to explore the dynamics among teacher-student-technology. The purpose of study was to explore how to design technology-enhanced learning environments to facilitate scientific argumentation. For the study, 56 middle school students participated in Web Based Science Inquiry environment. The presentation will discuss the experiences of students and present some guidelines on design of such environments.

**w. SMT Transforming Collaboration: Student Learning, Anytime, Anywhere** *Lucilia Green Georgia Southern University*; *Stephanie Jones Georgia Southern University*

Collaboration between school librarians and classroom teachers to integrate information literacy skills instruction into the curriculum has long been a goal of the school library profession This study explores the practical application of virtual collaboration in brick and mortar K-12 schools, as well as highlighting the components of virtual collaboration that help school library media specialists foster instructional partnerships with teachers in order to address 21st century information literacy skills.

**x. SMT What Do You Know About Scholar Productivity and e-Book?** *Hery The University of Hawaii-Manoa*

E-book is a major breakthrough in educational technology which enhances my productivity. In this presentation, I would like to share my personal experiences on using e-books. Amazon and B&N free e-book apps, Sage and ASCD publisher books' sample chapters, and audio e-books from Story Line are the major topics to be presented. The participants, potentially, will be able to obtain the benefit of e-book by practicing my experiences.

**4153.S1. Intellectual Property Issues for Educators**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 4: Suite Room 4108*
Presenter:
  *Leonard DuBoff* ,

**4153.CB. PowerPoint: Historical and Modern Perspectives**
*3:30 pm to 4:00 pm*
*Hyatt Regency - Level 3: Conference Center B*
Presenter

**a. Victorian PowerPoint and Virtual Worlds: How the Past Influences the Present in Visual Learning** *Elizabeth Kay Anderson Northern Illinois University*

What do 3-D virtual worlds have in common with 1900s magic lantern slides? This presentation will pose engaging questions about visual learning in a post-Web 2.0 world by drawing parallels between lantern slides and current scholarly discussions on Web 3.0 technologies such as virtual worlds. The presentation includes a demonstration of lantern slides, an examination of primary materials that inspired this research, and an interactive discussion concerning the parallels in visual education then and now.

**4153.C8. Presidential Panel**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 3: City Terrace 8*
Presenter

**a. The Instructional Guidance Debate: Fully Guided vs. Constructivist-Type Approaches** *Richard Clark University of Southern California*; *Michael Hannafin University of Georgia*; *Robert Reiser Florida State University*

Since the 1990's, interest in constructivist approaches to teaching and learning has continued to grow. Recently, however, a significant debate about the instructional effectiveness of these approaches has arisen, with critics indicating that the amount of instructional guidance provided by such approaches is insufficient, and that such methods are less effective and efficient than instructional approaches that provide learners with a much greater degree of guidance. During this Presidential Session, two leading figures with opposing views will continue this debate.
Facilitator:
  *Robert Reiser*, *Florida State University*

**4153.G5. Presidential Panel: Status of AECT and Government Relations**
  *3:30 pm to 4:30 pm*
  *Hyatt Regency - Level 2: Grand 5*
  Presenters:
    **Stephanie L. Moore** , *University of Virginia*
    **Kay Persichitte** , *Univ of Wyoming*
  Facilitator:
    **Barbara Lockee** , *Virginia Tech*

**4153.R2. Resaerch & Theory**
  *3:30 pm to 4:30 pm*
  *Hyatt Regency - Level 3: River Terrace 2*
  Presenters

  a. **The Dewey that you don't know** *David Moore Ohio University*

  In this presentation I am proposing to do something a little different for the Research and Theory Division. Historically, papers for the AECT conference submitted to the division have focused on Research and have avoided Theory. More recently the division has made an effort to provide forums for theory and methodological pieces.I would like to focus on Theory by connecting the field of Instructional Technology to the philosophies of John Dewey. John Dewey is well known in education circles for his progressive education agenda. However, what is less widely known, if not ignored all together, is his larger philosophical framework that he described as Instrumentalism. Larry Hickman (1992), the Director of the Dewey Center at Southern Illinois University, has written extensively that Instrumentalism is a technology centric philosophy of knowing. As such, Dewey may provide a theoretical foundation for research in the Instructional Technology field.

  b. **Theoretical Suggestions for Adaptive Instruction** *Min Kyu Kim University of Georgia*; **Jonathan M Spector** *University of Georgia*

  While it is generally accepted that cognitive development for a wide range of students requires optimal learning environments suited to their needs, adaptive instruction in the modern educational system has been slow in reference to teaching problem solving. This paper proposes theoretically grounded suggestions to advance the research and implementation of adaptive instruction in problem solving, drawing on a framework of learning progress applicable to the whole process of adaptive instruction.

  Facilitator:
    **David Moore** , *Ohio University*

**4153.C9. Resaerch & Theory**
  *3:30 pm to 4:30 pm*
  *Hyatt Regency - Level 3: City Terrace 9*
  Presenters

  a. **Collective Efficacy and Its Relationship with Leadership in Group Work** *Yeol Huh Indiana University*

  As Bandura claimed, among the four sources of efficacy-shaping mastery experience were identified as the most important in regard to frequency and students' perception of importance in a project-based high school classroom. Also groups' collective efficacy was found to be higher in groups with group-identified leaders than in groups without leaders. Also a positive correlation was examined between the level of group's collective efficacy and their performance outcome.

  b. **Libraries in the Digital Age: Merging Physical and Virtual Third Spaces** *Shuang Hao Florida State University*; **Vanessa Dennen** *Florida State University*

  This study examines the intersection of physical and virtual third space in the context of a large public university's library. It demonstrates how students use the library as a third place and how they integrate virtual third places into this setting. This study should be of interest to librarians, student services professionals, and educators concerned with how their students study/work out of class.

  Facilitator:
    **lina metlevskiene** , *KSU*

**4153.B3. School Media & Technology**
  *3:30 pm to 4:30 pm*
  *Hyatt Regency - Level 3: Board Room 3*
  Presenter

  a. **More than Calculators: Technology Use for Supporting Secondary Students with Mild Disabilities** *Susie Gronseth Indiana University*; **Leslie Blatt**

  There are over 36,000 technology supports currently available for individuals with disabilities, and many of these supports have found their way into the classroom. Come learn about the findings of a national study of technology use by secondary students with mild disabilities and discuss the benefits and challenges educators perceive concerning the use of these tools in their classrooms.

**4153.B2. T&P - Teams and Teamwork**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 3: Board Room 2*
   Presenters

   **a. A Collegiate Flying Trapeze Team: A Phenomenological Study of Teamwork, Mental Models, and Team Effectiveness** *Anne Mendenhall Florida State University*

   The results of a qualitative study that examined teamwork, mental models, and team effectiveness will be presented. The study was conducted at a university that is home to a collegiate circus. A student-based flying trapeze team was the subject of the study because of its unique characteristics (1) well-established team, (2) complexity and high risk factors of their tasks, (3) student team in a university, (4) and a team deemed as cohesive and successful team.

   **b. Validation of a Team Process Model** *Yalin Kilic Turel Firat University*; *Tristan Johnson Florida State University*; *Rinat B. Rosenberg-Kima Florida State University*

   The purpose of this study is to illustrate the role of the agent-based modeling simulation approach for team structures and to validate an agent-based team modeling tool called Social Simulation of Team Learning. Autonomous dynamics, process, outcomes, and foundations of teams will be discussed as well as providing the general overview of agent-based modeling. Based on the theoretical foundations of team-work structure, we will analyze the team process by means of our agent-based-modeling tool.
   Facilitator:
   *Larisa A Olesova , Purdue University*

**4153.C6. Teacher Education**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 3: City Terrace 6*
   Presenter

   **a. Podcasting 101 – Easy Podcasting for Teachers** *Earl Nicodemus West Liberty University*

   Participants will learn to set up free web sites where they can post audio, video, or text files which will be available to their students via a RSS feed. Students can subscribe to the RSS feeds using Google Reader, Microsoft Outlook, or any other feed reader.
   Facilitator:
   *Haihong Hu , University of Central Arkansas*

**4153.B4. TED/SMT Joint Session**
*3:30 pm to 4:30 pm*
*Hyatt Regency - Level 3: Board Room 4*

Presenters

   **a. Top Ten Experiences Teaching With Technology** *Bettie Hall Hall Associates Consulting*

   The role of the successful use of technology in building teacher self-efficacy has been established in the literature, but how can we increase the number of successful experiences for any given teacher? In this highly interactive, energetic session, participants share their most successful experiences of integrating technology into teaching.

   **b. Using WebQuests to Engage Students in Computer Supported Collaborative Learning** *Dabae Lee Indiana University*; *Eunbae Lee University of Georgia*; *Lessell (Marty) Bray University of West Georgia*

   WebQuests are powerful tools to present collaborative learning projects and engage students through the process of introduction, task, process & resources, evaluation and conclusion. WebQuests are inquiry-oriented learning approaches using web resources on selected topics. WebQuests can be used in any disciplines, at all grade levels, at distance and via face-to-face. This presentation will introduce WebQuests used in CSCL, discuss the benefits of WebQuests, and illustrate technology tools for building a WebQuest.
   Facilitator:
   *Andrea Lee Ray , Liberty University*

**4163.GF. International Open House Friday 02**
*4:30 pm to 5:00 pm*
*Hyatt Regency - Grand Foyer*
   Chair:
   *Cengiz Hakan AYDIN , Anadolu University*

**4164.G5. AECT General Member Meeting, Awards & Speeches**
*4:45 pm to 5:45 pm*
*Hyatt Regency - Level 2: Grand 5*

**4180.CA. Joint University Reception**
*6:00 pm to 7:30 pm*
*Hyatt Regency - Level 3: Conference Center A*

**4190.S1. Estate Planning (for charitable giving)**
*7:00 pm to 9:00 pm*
*Hyatt Regency - Level 4: Suite Room 4108*

**4193.G5. ISMF Awards Ceremony**
*7:30 pm to 9:30 pm*
*Hyatt Regency - Level 2: Grand 5*

**5070.S3. AECT Intern Breakfast Meeting - Saturday**
*7:00 am to 8:00 am*
*Hyatt Regency - Level 4: Suite Room 4158*
  Chairs:
   ***Preston Parker*** , *Utah State University*

**5070.GE. ISMF Registration - Saturday**
*7:00 am to 12:00 pm*
*Hyatt Regency - 2: Escalator Landing 2nd Level*

**5070.R1. Nominating Committee for 2012 Elections**
*7:00 am to 8:00 am*
*Hyatt Regency - Level 3: River Terrace 1*

**5080.R1. 2012 AECT Convention Planning**
*8:00 am to 9:30 am*
*Hyatt Regency - Level 3: River Terrace 1*

**5080.C7. D&D - Game-Based Learning**
*8:00 am to 9:00 am*
*Hyatt Regency - Level 3: City Terrace 7*
  Presenters

  **a. Gamifying the Conference Experience: A Design Case** ***Rod Myers, Micah Gideon Modell*** *Indiana University*
  In this presentation, we will discuss the creation of a game to enhance the experience of an academic conference. The theme of the game is the faculty dossier. Players cooperate and compete to compile evidence of achievements in research, teaching, and service. We will discuss the goals of the game, the precedent we drew on and major design decisions made prior to the first and second implementations, and future plans for the game.

  **b. Groupcraft: Collaboration and Learning with Starcraft II** ***Christopher A Frey, Nathaniel Poling, Cathy Cavanaugh*** *University of Florida*
  The commercially successful video game Starcraft II is used in a two-credit undergraduate honors course to help teaching 21st century skills. The presentation focuses on the collaborative affordances and learning opportunities that the game provides. Starcraft II serves as a highly motivating learning tool helping students to create more effective brainstorming and group decision making strategies.
  Facilitator:
   ***Helmut M. Niegemann*** , *University of Erfurt*

**5080.C2. DDL Community Tools Concurrent Session**
*8:00 am to 9:00 am*
*Hyatt Regency - Level 3: City Terrace 12*
  Presenters

  **a. Creating an Online Learning Community for eLearning Faculty: Tools, Strategies, and Best Practices** ***Mark Aaron Bond*** *Virginia Tech*; ***Samantha Blevins*** *Virginia Tech*; ***Sunkyung Kim*** *Virginia Tech*
  This session will explore how an Online Learning Community (OLC) may be an effective means for improving professional development opportunities for eLearning faculty. Using an active community of eLearning faculty formed by the Institute for Distance and Distributed Learning at Virginia Tech as an example, we will discuss strategies for creating a thriving learning community, motivation for participation, collaborative tools, and recent research regarding challenges and successes of creating an OLC.

  **b. Blended Instruction as Plaid: Reflections on Designing for Student Learning in Higher Education** ***Lois A Lindell*** *University of Northern Iowa*
  Research highlights the role of blended learning as a model that combines best practices from face-to-face with online pedagogy. Instructional designers face a wide range of choices for use in blended instruction. Identifying which strategy should be used when, requires understanding of the desired student learning outcomes. Only after matching instruction to learning, can the appropriate learning environment be identified. Personal experiences in designing blended instruction will be utilized in this session.
  Facilitator:
   ***Jane Mason Adamson*** , *Saint Leo University*

**5080.C8. Distance Learning Panel Session**
*8:00 am to 9:00 am*
*Hyatt Regency - Level 3: City Terrace 8*
  Presenter

  **a. Evaluating Teaching Quality Online: It's Not Just Course Design!** ***Maria D. Avgerinou*** *DePaul University*; ***Ana Donaldson*** *Walden University*; ***Karen Swan*** *University of Illinois Springfield*; ***Doris Bolliger*** *University of Wyoming*; ***Kathryn Ley*** *U Houston Clear Lake*; ***Beth Rubin*** *School for New Learning*
  This panel presentation will focus on the evaluation of the quality of online teaching vs. just the quality of the course design. Our discussion will evolve around such questions as what it is that an online instructor brings to the course, and whether existing evaluation surveys mostly designed with f2f teaching in mind, can capture it; how to evaluate those who teach pre-designed courses; what is the value of those evaluations for promotion and tenure; whether good/poor teaching can occur in a poorly/well designed course, etc.

**5080.S3. FutureMinds Committee Meeting**
*8:00 am to 9:00 am*
*Hyatt Regency - Level 4: Suite Room 4158*
  Chairs:
  ***Charles M. Reigeluth*** , *Indiana University*
  ***Francis M. Duffy*** , *Professor of Change Leadership in Education*

**5080.C9. ISMF City Terrace 9**
*9:00 am to 11:00 am*
*Hyatt Regency - Level 3: City Terrace 9*

**5080.G1. ISMF Grand Lab**
*9:00 am to 11:00 am*
*Hyatt Regency - Level 2: Grand 1*

**5080.G6. ISMF Grand Lab**
*9:00 am to 11:00 am*
*Hyatt Regency - Level 2: Grand 6*

**5080.G7. ISMF Grand Lab**
*9:00 am to 11:00 am*
*Hyatt Regency - Level 2: Grand 7*

**5080.G8. ISMF Grand Lab**
*9:00 am to 11:00 am*
*Hyatt Regency - Level 2: Grand 8*

**5080.CA. Instructional Design**
*8:00 am to 9:00 am*
*Hyatt Regency - Level 3: Conference Center A*
  Presenters

  a. **A Developmental Study of an Instructional Systems Design Model for Elementary School Teachers** *Cheolil Lim*, ***Soyoung Choi, Miyoung Hong, Shin Hye Han*** *Seoul National University*
  The purpose of this study is to develop an optimal instructional systems design model for elementary school teachers by conducting the design-based research methodology. The initial model was developed by reflecting the recent development of ISD studies and practical consideration of the school and teacher situations. The primary model was then modified based on the feedback from ID experts, and revised model was developed. The second model was examined by the elementary school teachers, and the final model was suggested by analyzing and reflecting the reactions and suggestions.

  b. **Motivation Across Cultures: Sustaining Students' Motivation for Better Learning Outcome in Cultural Perspective** *Yu Ao* *University of Central Florida*
  This presentation focuses on the results of a study concerning the motivational differences between East Asian and North American students. With the rapid pace of globalization, the way of interacting with people in education and businesses in the United States or anywhere in the world for that matter starts to go beyond boundaries. This is especially true in the States because it is such a culturally diverse country entailing people from varied backgrounds. An increased interest in investigating cultural differences is taking place. This research inquiry centered on the motivational differences between East Asian and North American culture, as well as the motivational strategies appropriate for instructional designers to use when designing course content to effectively address East Asian learners.
  Facilitator:
  ***Cengiz Hakan AYDIN*** , *Anadolu University*

**5080.C1. Mobile Technologies**
*8:00 am to 9:00 am*
*Hyatt Regency - Level 3: City Terrace 11*
  Presenters

  a. **The Collector: Data Collection Using Mobile Technology** ***Donna Peszek, Janet L. Peters***, ***amy s hribar*** *University of Minnesota*; ***Lucilia Green*** *Georgia Southern University*
  This paper is a report on the development and creation of The Collector, an application for elementary students to use to collect data "in the field" using the latest mobile technology. The Collector was developed and designed to enhance student data collection, organization, and interpretation skills. The application runs on mobile devices affording real-world applications and learning experiences.

  b. **Using Mobile and Research-Based Technologies in the K-8 Math/Science Curriculum:  the xSTEM Framework.** *Julie Reinhart* *Saint Xavier Univerisity*; ***Jane Lundin*** *Saint Xavier University*; ***Lucilia Green*** *Georgia Southern University*
  The xSTEM framework was designed to aide teachers with developing hands-on instruction that extends current instructional practices by integrating scientific and mobile technologies into K-8 math and science curricula.  This concurrent presentation describes the xSTEM framework and showcases some of the professional development projects that elementary school teachers developed with the xSTEM framework.  This initiative was funded by a federal grant to promote engaging instructional practices in science, technology, engineering and mathematics (STEM) in elementary schools.
  Facilitator:
  ***Judy Donovan*** , *University at Buffalo*

**5080.C6. Research & Theory**
*8:00 am to 9:00 am*
*Hyatt Regency - Level 3: City Terrace 6*
   Presenters

   a.  **Scaffolding scientific inquiry in virtual science learning** *Hui-Ling Wu Texas A&M University*
   Because scaffolding is a crucial form of support for students engaging in complex learning environments, it is important that researchers determine which of the numerous kinds of scaffolding will allow them to educate students most effectively. This study aims to explore how the timing of teacher-based metacognitive scaffolding in combination with different kinds of computer-based procedural scaffolding (continuous or faded) affects student's development of scientific inquiry skills over time.

   b.  **What do we Know about Scholars' and Researchers' Participation in Online Networks?** *George Veletsianos University of Texas at Austin*; *Royce Kimmons University of Texas at Austin*
   Recent years have seen increasing interest in the notion of "digital scholarship." Such interest has largely focused on technology as a tool in the research endeavor, while paying inadequate attention to the scholar and his/her role and activities in online participatory cultures. In this proposal we (a) discuss the field's understanding of scholars' participation in online networks, (b) present the latest research on the topic, and (c) highlight the areas in need of future empirical research.
   Facilitator:
   *Jane Eberle* , *Emporia State University*

**5080.C5. School Media & Technology**
*8:00 am to 9:00 am*
*Hyatt Regency - Level 3: City Terrace 5*
   Presenter

   a.  **National Board Certification** *Delia Neuman Drexel University*; *Mary Beth Jordan Albuquerque Academy/ Simms Library*
   An interactive session discussing National Board certification for Library Media Specialists. Audience experiences and questions welcomed.

**5080.C0. Teacher Education Panel**
*8:00 am to 9:00 am*
*Hyatt Regency - Level 3: City Terrace 10*
   Presenter

   a.  **Intellectual Property Committee: Fair Use, the TEACH Act and Open Educational Resources for Your Classroom** *Heather Leary Utah State University*; *Preston Parker Utah State University*
   Using copyrighted materials in the classroom can present concerns for the educational community. There are many ideas to consider when selecting materials for teaching, especially when those materials are copyrighted. This session will present basic concepts on fair use, the TEACH Act, and open educational resources, while engaging the audience with real cases as examples of how to use copyrighted materials in teaching. Presenters will also entertain scenarios from the audience.
   Facilitator:
   *Aimee M. Brenner* , *Virginia Tech*

**5090.C4. AECT Saturday Board of Directors Meeting**
*9:00 am to 12:00 pm*
*Hyatt Regency - Level 3: City Terrace 4*
   Chair:
   *Ana Donaldson* , *Walden University*

**5090.B4. Creativity in the Design Process**
*9:00 am to 12:00 pm*
*Hyatt Regency - Level 3: Board Room 4*
   Presenter

   a.  **Creativity in the Design Process** *Brad Hokanson University of Minnesota*
   Creativity is a mental ability that can be enhanced and which is valuable to educators, designers, and institutions. This session is based on the lessons learned from teaching and researching in the field of creativity. Workshop participants will be tested on their own creative ability, complete a series of exercises to increase their own creativity, and will learn and practice activities designed to encourage creativity and problem solving.

**5090.B2. Getting Started with Moodle 2.0**
*9:00 am to 12:00 pm*
*Hyatt Regency - Level 3: Board Room 2*
   Presenter

   a.  **Getting Started with Moodle 2.0** *David Dannenberg Virginia Tech*
   This three-hour workshop introduces you to Moodle 2.0, the newest version of the popular open source learning management system. During our time together, you will be able to see for yourself the new features and customizations available to you. For those new to Moodle we will cover the basics of installation, customization, course creation and management. Participants will need to bring their own laptop in order to complete the hands-on exercises.

**5090.B3. Web Accessibility Makes Good Sense: Section 508 Compliance Solutions for eLearning Courses and Websites**
 *9:00 am to 12:00 pm*
 *Hyatt Regency - Level 3: Board Room 3*
   Presenter

   a. **Web Accessibility Makes Good Sense: Section 508 Compliance Solutions for eLearning Courses and Websites** *Ian A Lubin Georgia Southern University*; *Gifflene Charles-Toussaint University of Oklahoma*

   This workshop provides best-practice solutions to educators on developing and maintaining web accessibility, which means making websites usable by all individuals including those with disabilities. Section 508 compliance requires that electronic and information technology in use by federal agencies is web accessible. The general focus is on the creation and enhancement of eLearning courses and institutional websites. A second micro emphasis involves accessible documents solutions, including strategies for developing web instructional support documents and applications. Participants are requested to bring their own laptops.

**5091.CB. D&D Panel - Part 1**
 *9:15 am to 10:15 am*
 *Hyatt Regency - Level 3: Conference Center B*
   Presenter

   a. **Engineering in the Classroom: Digital Fabrication as a Tool for Authentic STEM Knowledge Construction** *Jonathan David Cohen*, *Daniel Tillman, Erika Renee Carson*, *Monty Jones University of Virginia*; *Susan Stansberry Oklahoma State University*; *Jennifer L Chiu University of Virginia*; *Glen Bull University of Virginia*; *Mable Kinzie University of Virginia*

   This interactive panel describes an approach to elementary STEM Education, based on a novel combination of children's engineering, instructional design, and new technology driving the emerging field of digital fabrication. Panelists will provide an overview of children's engineering, demonstration of engineering design software for students, and a description of the ID process used. Attendees will discuss applications for STEM Education and beyond. Part two of this panel addresses the accompanying innovative online teacher training.

**5091.C7. D&D - Game-Based Learning**
 *9:15 am to 10:15 am*
 *Hyatt Regency - Level 3: City Terrace 7*
   Presenter

   a. **Interplay: Evoking Emotions and Sparking Imagination Through Story, Play and Game** *Atsusi Hirumi University of Central Florida*; *Christopher Stapleton Simiosys, Inc.*; *Tom Atkinson University of Central Florida*

   The Interplay instructional strategy builds on experiential learning theories by integrating story, play and game with objectives, assessments, and events to evoke emotions, spark imagination and create memorable learning experiences. This session will delineate the key components of Interplay, review related neuroscience research on human emotions and imagination, and present play testing and formative evaluation data from applying Interplay to create an innovative exhibit experience for the Museum of Science and Industry sponsored by NASA.
   Facilitator:
   *Jeannette Jones , American Intercontinental University - Main Campus*

**5091.C2. DDL - Web 2.0 Concurrent Session**
 *9:15 am to 10:15 am*
 *Hyatt Regency - Level 3: City Terrace 12*
   Presenters

   a. **Using Personal Learning Environments and Web 2.0 to Motivate Online Learners** *Lucas Jensen The University of Georgia*

   Could granting online learners more control over their learning environment motivate them to learn? This presentation will explore the idea of Personal Learning Environments and the idea of moving online learning from closed, proprietary systems to environments more congruous with actual online environments. There will also be an examination of motivation theories that support this notion and examples will be presented of actual, implemented Personal Learning Environments.

   b. **Web 2.0 and Motivation Theories: Ways to Promote Enduring Student-Generated Content** *Eunbae Lee University of Georgia*

   This presentation will discuss four motivation theories that can illustrate how student-generated content (SGC) can create powerful learning activities. The presentation will provide guidelines about how to design, develop, and facilitate SGC-based activities. Audiences will be presented with specific demonstrations of SGC that use the three popular and free educational Web 2.0 tools: YouTube, blogs, and wikis as well as advice for selection of the appropriate technology application for students.
   Facilitator:
   *Andrew Barrett , Indiana University*

**5091.C1. Integrating Technology Resources**
*9:15 am to 9:45 am*
*Hyatt Regency - Level 3: City Terrace 11*
Presenter

a. **School Librarians and Technology: Integrating Online Resources for Teaching** *Linda Sellers Utah State University*; *Heather Leary Utah State University*; *Mary Beth Jordan Albuquerque Academy/ Simms Library*

School library media specialists, along with classroom teachers, are increasingly using online resources in their teaching. Understanding how Librarians view and use online resources is important for developing professional learning opportunities for Librarians and classroom teachers. This study explored how school library media specialists view and use technology for teaching and learning. The session will present study results and provide discussion about integration of online resources in K12 libraries and classrooms.

Facilitator:
*Judy Donovan , University at Buffalo*

**5091.CA. International Forum**
*9:15 am to 10:15 am*
*Hyatt Regency - Level 3: Conference Center A*
Presenter

a. **International Forum** *Chih-Hsiung Tu Northern Arizona University*; *Abdullah SAYKILI Afyon Kocatepe University*; *Renkang Xia Fourth Military Medical University, China*; *Xiaodong Xu South China Normal University, China*; *Yingjie Ren Bohai University, China*; *Serpil Kocdar Anadolu University, Turkey*; *Murat Ertan DOGAN Anadolu University*; *Tulay GORU Anadolu University*

This is annual forum is sponsored by the International Division for 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 the division. This presentation facilitates presenters and audiences networking and seeking for cross countries/cultures collaborations.

Facilitator:
*Cengiz Hakan AYDIN , Anadolu University*

**5091.C8. Presidential Panel**
*9:15 am to 10:15 am*
*Hyatt Regency - Level 3: City Terrace 8*
Presenter

a. **Selecting the Right Path: Faculty, Administration, Support, Corporate, K-12...How to Choose?** *Karen Kaminski Colorado State University*; *T. Weston Miller Earlham College*; *Dan Schuch PacifiCorp*; *Leslie Blatt*

Trying to decide what your future might be? In this session five panelists represent careers in various facets of higher education or business. We will discuss the primary responsibilities position and the path one might travel to gain a similar position, including choices you might make to help you gain an advantage when applying for jobs. Discussion will include the advantages and disadvantages of the position, unique requirements and expectations, and commonalities.

Facilitator:
*Karen Kaminski , Colorado State University*

**5091.C6. Research & Theory**
*9:15 am to 10:15 am*
*Hyatt Regency - Level 3: City Terrace 6*
Presenters

a. **Validation of Student Assessment using Natural Language and Concept Map Representation Models** *Tristan Johnson Florida State University*; *Dirk Ifenthaler Educational Science I*; *Anne Mendenhall Florida State University*; *Selcuk KARAMAN Ataturk University*; *Pablo Pirnay-Dummer University of Jena*

Natural language (text) and concept map representations are becoming more used for knowledge and mental models elicitation. We have previously tested the validity of text and map representations, but focused on the beginning sequence of instructional activities. The main purpose of the current study is to test criterion validity for text representations and concept maps using reference models over time. To reach this aim, approximately 320 text and concept map representations of students were paired with reference model representations (original book text, expert concept map, and expert text model) for similarity analysis at the beginning and at the end of a 15-week course. The similarity analysis statistically compared and then validated two elicitation methods. One of results is that text representation has higher similarity with all three reference models. Strength and weakness of elicitations are discussed in terms of different similarity measures and the differences over time.

b. **Validation of an Instrument to Measure Change Facilitator Style: Promoting Technology-Supported Education Innovation** *Feng Liu University of Florida*; *Cathy Cavanaugh University of Florida*; *Albert Ritzhaupt University of Florida*; *Kara Dawson University of Florida*

This paper presents the results of one validation study on the instrument: Change Facilitator Style Questionnaire (CFSQ) and explores its use in research on school technology integration. Participants included 678 K-12 teachers across the state of Florida. The results showed the CFSQ is overall a reliable and valid measurement of the leadership style of school principals as change facilitators. More study is called for the reorganization of CFSQ items.

Facilitator:
*lina metlevskiene , KSU*

**5091.C5. School Media & Technology Panel**
*9:15 am to 10:15 am*
*Hyatt Regency - Level 3: City Terrace 5*
Presenter

a. **Creating an Assessment Blueprint for a Pre-Service Teachers' Technology Integration Course** *Robert Kenny Florida Gulf Coast University*; *Glenda Gunter University of Central Florida*; *Charles Xiaoxue Wang Florida Gulf Coast University*; *Susan Hibbard Florida Gulf Coast University*; *Lucilia Green Georgia Southern University*

Most colleges of education offer courses in technology integration. Often instructors are simply overwhelmed with the amount of technology that surrounds them. Selecting WHICH technologies to introduce becomes a serious filtering problem. The answer may rest on a foundation of Self Determination Theory in which instructors simply build a framework of five application/functional areas and allow each student to build his or her own personal 'technology toolbox'.

**5091.C0. Teacher Education**
*9:15 am to 10:15 am*
*Hyatt Regency - Level 3: City Terrace 10*
Presenters

a. **Cultivating Engineering Education Community of Practice for K-12 Teachers** *Linda Mellish Purdue University*; *WEI LIU Purdue University*

In accordance to social learning theories, our hypothesis is that learning will occur through teacher participation in the web-supported community. Armed with information obtained from a needs assessment conducted with participants, a web-supported community is being developed with the goal of providing on-going learning, interactive instruction through the sharing of videos and lesson plans, and mentoring and networking opportunities. The goal is that eventually this learning community will become self-sustaining.

b. **Electronic Professional Development: Design. Learn. Community.** *Susan Stansberry Oklahoma State University*; *Pasha Antonenko Oklahoma State University*; *Kristin Brynteson Northern Illinois University*; *Elizabeth Kay Anderson Northern Illinois University*; *Ellen Hoffman University of Hawaii-Manoa*; *Michael Menchaca University of Hawaii*; *Amy Hutchison Iowa State University*

This panel features electronic professional development initiatives at Oklahoma State University, Northern Illinois University, and the University of Hawaii Manoa. Each of these initiatives were developed in response to pressing needs from the teachers of those states and reflect innovation in design, content, and collaboration. The purpose of this panel is not only to highlight these projects but to encourage sharing and discussion from session attendees.

Facilitator:
*Peter Rich , Brigham Young University*

**5103.C8. AECT Panel Session**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: City Terrace 8*
Presenter

a. **Michigan Chapter of AECT: Growing the Future of Educational Technology Through Community Engagement** *Monica Tracey Wayne State University*; *Kelly Unger Wayne State University*; *Lisa Remsing Wayne State University*; *Christina Chateauvert Wayne State University*; *Phillip Harris AECT Executive Director*

Technology has impacted every aspect of ID from K-12 through corporate environments. In 2009, the Michigan Chapter of AECT (MIAECT) was created to bring awareness, at a community level, of improving ID and educational practice through all forms of technology. This interactive session is for individuals interested in creating a local AECT chapter, those who have chapters, and for AECT leaders interested in helping a local chapter grow, will highlight the chapter creation process, discuss successes and lessons learned, illustrate some of the chapter events, and welcome input from attendees on how we can improve the chapter.

**5103.C5. Capturing and Captioning Web Video with Camtasia**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: City Terrace 5*
Presenter

a. **Capturing and Captioning Web Video with Camtasia** *Amy Berger Pepperdine University*

As educators incorporate more and more web-based videos into their courses, usability surfaces as an issue, particularly in light of ADA Section 508 and the 21st Century Communications & Video Accessibility Act (signed into law by President Obama in October 2010). Camtasia is a low-cost tool for capturing and captioning web video, helping educators avoid problems related to usability of web-based videos. Participants are asked to bring their own laptop or device for installing Camtasia.

**5103.C7. D&D - Simulation & Games**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: City Terrace 7*
Presenters

a. **The Relationship between the Flow State and Modern Educational Computer Games** *Mansureh Kebritchi Walden University*

Few studies have gathered data on the cause of motivational effect of educational computer games and identifying a theory based-framework for designing effective games. This presentation provides the results of a mixed methods research in which flow theory was used to discover underpinning motivational factors of a modern mathematics computer game. Findings indicated state of flow is the motivational foundation of the games and correlated to the increased achievement of students.

b. **Using Second Life® to Enhance Spatial Ability in Chemical Education: A Structural Equation Modeling Analysis** *Zahira Merchant Texas A&M University*; *Ernest Goetz Texas A&M University*; *Wendy Keeney-Kennicutt Texas A&M University*; *Oiman Kwok Texas A&M University*; *Lauren Cifuentes Texas A&M University*

The study explores the potential of the 3-D virtual world of Second Life® (SL) to enhance undergraduate students' learning of Valence Shell Electron Paired Repulsion (VSEPR) Theory chemistry concept. Using quasi-experimental pre-posttest control group design and structural equation modeling technique of data analysis, spatial ability was hypothesized to mediate the relationship between SL and learning of the

concept. Preliminary results suggest instructional designers can use SL to develop spatial ability for enhancing chemistry achievements.
Facilitator:
*Jeannette Jones* , *American Intercontinental University - Main Campus*

**5103.C2. DDL - Evaluation Session**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: City Terrace 12*
Presenters

a. **How Program Evaluation Facilitates Online Teaching: A Partnership Experience** *Wei Wang Iowa State University*; *Ana-Paula Correia Iowa State Univeristy*

This proposal describes a partnership experience between a team of external evaluators and the stakeholders of an online graduate program at a mid-western university in the U.S. Using a Participant-Oriented evaluation approach (Fitzpatrick, Sanders & Worthen, 2011), this study looks at how program evaluation activities lead the improvement of an online graduate program. Findings suggest that the program evaluators play a critical role in (1) supporting faculty members overcoming obstacles related to teaching online, and (2) facilitating the dialogue among stakeholders.

b. **Effective Online Tools for Creating Social Presence in Large Online Classes** *Victoria Rath University of Central Florida*; *Glenda Gunter University of Central Florida*

This presentation will share the results of an empirical research study that examined online tools used to effectively create social presence, engage, motivate, and support student achievement. With continued budget cuts and hiring freezes, many institutions are increasing online class sizes as a way to meet increased enrollment demands with reduced resources. Researchers will share findings of those tools that provided social presence in a large online course.
Facilitator:
*Nan Thornton* , *Capella University*

**5103.CA. Research & Theory**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: Conference Center A*
Presenters

a. **Cognitive Presence in Synchronous Online Classes** *Steve Harmon Georgia State University*; *Marshall Jones Winthrop University*

This paper presents the results of an analysis of

cognitive presence in a synchronous online learning environment which employed an instructional strategy called virtual impersonation (VI). This session will present the theoretical framework for the VI instructional strategy, the instructional strategy itself, an explanation of using cognitive presence as a means of assessing learning in online environments and the methodology and results of our analysis.

**b. Distance Education Theory, Research, and Practice: Is there A Relationship?** *Gary J. Anglin University of Kentucky*; *Gary Morrison*, *Jennifer Maddrell Old Dominion University*

The development and testing of theories is essential for the growth of a field of study. Several researchers have criticized the research in in distance education and the lack of theory development. In this paper an updated analysis of the literature as reflected in four distance learning journals is presented. This paper examines DE research and theories to determine if the research leads to theory development or testing of theory is described.

Facilitator:

*Lisa Waters* , *University of Hawaii*

**5103.C6. Research & Theory**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: City Terrace 6*
Presenters

**a. Relationship of Computer Games and Social Skills: Do computer games decrease the social skills?** *Feray Ugur Erdogmus*, *Kursat Cagiltay Middle East Technical University*

This study analyze the effect of computer games in social skills, this study aimed to analyze the social skills of both people who plays computer games and who do not and clarify whether there is a difference between their social skills. Participants of this study were 42 university students. According to results, in terms of social skills there is no significant difference between the subjects who plays computer games and who do not.

**b. Using an Online Statistical Simulation Game with Storyline Gaming Characteristic to Develop Basic Statistical Knowledge and Skills** *Elena Novak, Tristan Johnson Florida State University*

In this study we explored instructional benefits of using an online statistical simulation game with storyline gaming characteristic (GC) on learning effectiveness, efficiency, and engagement for statistics students. In addition, we looked at the effect of storyline on specific learning outcomes.

65 students were randomly assigned to two treatment conditions: (1) Simulation+No GC and (2) Simulation+Storyline GC. Preliminary findings indicate that simulation-based learning is an effective method for improving student's performance and engagement.

Facilitator:

*Tara Bunag* , *Arizona State University/University of Phoenix*

**5103.C1. School Media & Technology**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: City Terrace 11*
Presenter

**a. Web 3.0 – The Forty Best Free Web Sites and Software Downloads for Teachers** *Earl Nicodemus West Liberty University*; *Mary Beth Jordan Albuquerque Academy/Simms Library*

This session will provide a high speed overview of 20 great free internet sites and 20 great free software downloads which will benefit teachers at all levels.

**5103.C0. Standards Committee Meeting**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: City Terrace 10*
Chair:
*David D. Carbonara* , *Duquesne University.*

**5103.CB. Teacher Education - Part 2**
*10:30 am to 11:30 am*
*Hyatt Regency - Level 3: Conference Center B*
Presenter

**a. Engineering in the Classroom: Digital Fabrication as a Tool for Authentic STEM Knowledge Construction, Part II** *Monty Jones, Jonathan David Cohen, Daniel Tillman, Erika Renee Carson University of Virginia - Curry School of Education IT*; *Susan Stansberry Oklahoma State University*; *Jennifer L Chiu*, *Glen Bull, Mable Kinzie University of Virginia*

The second of two panels, this interactive panel will begin with a review of an innovative approach to elementary STEM Education, based on a novel combination of children's engineering, instructional design, and new technology driving the emerging field of digital fabrication. Panelists will then focus on the on-line teacher training initiatives that accompany these new approaches to STEM Education.

Facilitator:

*Elizabeth Kay Anderson* , *Northern Illinois University*

# DESIGN IN EDUCATIONAL TECHNOLOGY:

## Design thinking, design process, and the design studio

**The 4th bi-annual Association for Educational Communications and Technology (AECT) Research Symposium is soliciting research-supported papers concerning design and educational technology.**

The symposium will be held in Louisville, Kentucky, July 18-20 in conjunction with the AECT Leadership Meetings. The symposium will bring together scholars, theorists, researchers, and other creative thinkers for an intimate conversation about design. The work of the symposium will be published in a book by Springer, publisher of ETR&D and TechTrends.

Design, from the Latin designare, to "mark out, point out, describe, design, contrive", is a focus for many of the ideas and theories of contemporary educational technology.

Three components of the broader concept of design will form the framework of the symposium: design thinking, design process, and the design studio.

- The conscious adoption of aspects of design thinking is evident in a range of divergent professions including business, government, and medicine. Design thinking is future oriented; concerned with "the conception and realization of new things". At its core is a focus on "planning, inventing, making, and doing." (Cross, 1982), all of which are of value to the field of educational technology.

- For an instructional designer, an understanding of the design process is critical, often 'drawing' from other traditional design fields. Much of the curriculum in educational technology deals with application of models of instructional design. An examination of the design process as practiced, of new models for design, and of ways to connect theory to the development of educational products are potential topics for the symposium.

- Finally, number of leading schools of instructional design have adopted the studio form of education for their professional programs. Studio based education is intrinsic to design education in many fields, and is increasingly important within education. Research and praxis based observations will be critical to effective use, and will be examined as part of the symposium.

A balance of contributions will be solicited from the three areas; presentations will provide a rich and engaging opportunity for participants. Examples and experiences from outside the traditional boundaries of instructional design and educational technology will also enrich the discussion.

The scholarship presented will be critiqued, discussed, refined, and will ultimately culminate in an edited volume that will be published to advancing the design as it applies to education and instructional technology.

- Presentations will be in a discussion based format, with each topic beginning with a summary presentation followed by a discussion exploring the ideas presented; each symposium participant is expected to read the papers prior to the event.

- Two or three plenary speakers will address the core topics of design; design thinking, design process, and studio based education. Concurrent presentations will be integrated in to the schedule, encouraging dialog and collaboration.

- Social and recreation events will be developed to engage the participants more fully with the topic of design; non-electronic work periods will be used to examine design from a different view point; for example, a workshop on bookmaking could highlight physical aspects of studio based education. As seen at both the AECT conference and PIDT, these events are critical for building collegiality and connections within the field.

It is the intent of the symposium to not limit the presentations or presenters to a narrow definition of instructional technology, and to include a broader range of presenters to encourage an extended scope of discussion. Participants may also include architects, web designers, practitioners in social media and commerce, or those in related fields who are seeing to understand and examine design process and thinking.

In addition, this symposium is a unique learning opportunity for new and developing scholars. Non-participants are encouraged to bring a "plus one"; a graduate student or junior colleague where appropriate.

## OVERVIEW

It is the goal of the symposium to gather together a select group of scholars to share research for real dialogue and deep discussions about design, pedagogy, and studio format learning. The symposia will begin July 18, 2012 with a dinner and end on July 20, 2012 before noon. It will be held at the Galt House in Louisville, Kentucky. As the symposium will be held in conjunction with the AECT Leadership Meeting, a favorable rate has been negotiated for the hotel of $105 per night. Conference fee (with included meals) is expected to run around $350.

## FORMAT

Proposals/presentation abstracts will be accepted, through electronic submission via the AECT website, until January 31, 2012. Notification of acceptance/rejection will be sent by March 1, 2012. The initial form for proposals asks that interested presenters submit a short (minimum 750 words/maximum 1500 words) abstract communicating their conceptual ideas as well as how their thoughts will advance research and/or practice for new learning paradigms and technologies.

Proposals will be blind reviewed for fit with the symposium's goals by a panel of members from the symposium advisory board. Please understand that proposals should be well developed; innovative and inspiring ideas that have yet to be fully-developed are also welcome.

Presentations at the symposium will be held in a discussion-centered environment. Each presenter will be asked to adhere to a strict 5-10 minute time-limit for formally presenting their ideas, followed by a 45-50 minute discussion period where exploration of their ideas with session attendees is expected. Note that presentations should not address single instances of design, but rather seek to find more far reaching, generalizable and valid ideas in how design is approached in the field of educational technology.

Through a collaborative dialogue, this symposium is designed to push the limits of creative thinking about the transformational power of design in examining process, design thinking, and the studio based learning environments.

The general goal is for presenters to enter the symposium with a completed first draft paper, briefly present their ideas, engage in rigorous debate, and then revisit their papers to make adjustments based on the feedback from other attendees. This symposium may also open doors for scholarly collaboration opportunities as well. The expectation is that the discussion and collaboration fostered at the symposium may lead to papers that are different from the initial drafts. Should a proposal be selected and the presenter accepted, the presenter will be asked to commit to:

Strictly adhering to the presentation and discussion guidelines for the symposium.

Writing the initial proposal into a paper suitable for discussion and submitting the full paper to the symposium chairs by May 15, 2012. Failure to provide the formal paper by May 15, 2012 will result in a rescinding of the proposal acceptance and invitation to attend.

Commit to reading all papers from the other presenters prior to attending the symposium. Attendees with be given access to all of the presenters' papers after May 15, 2012.

Attend the full symposium (including all sessions and workshops) and actively participate in all collaborative and/or group activities.

Based on feedback and collaboration from symposium attendees, make adjustments to your initial paper and resubmit the final draft for publication in an upcoming Springer Press symposium book by November 1, 2012.

**FOR FURTHER INFORMATION PLEASE CONTACT:**
Brad Hokanson, University of Minnesota,
brad@umn.edu

Andrew S. Gibbons, Brigham Young University,
andy_gibbons@byu.edu

# 2012 AECT IAP-DDL Awards

These Awards are sponsored by *Information Age Publishers (IAP)* and the *Division of Distance Learning (DDL)* of the *Association for Educational Communications and Technology (AECT)*.  IAP generously funds all awards and DDL is responsible for judging nominees and selecting Award recipients. DDL welcomes nominations and will publish 2012 Award contact persons by January 2012 - http://www.aect.org/Foundation/Awards/IAP_DDL.asp

If you are a DDL member who would like to manage the nominations-evaluation for a specific award, contact 2011-12 AECT DDL President-Elect, Kathryn Ley, ley@uhcl.edu

## 1. IAP-DDL-AECT Crystal Award

To recognize innovative and outstanding multimedia-based distance learning courses (online, CD-ROM/DVD or video-based) and distance learning projects (single modules, lessons, workshops, something less than an entire course).

## 2. IAP-DDL Distance Education Best Practices Award

The practice that is submitted can be any aspect of distance education that would qualify as a Best Practice.  This means that it can serve as an example that can be emulated by others based on the description submitted. The example that is submitted may be one that is used online, in a CD-ROM/DVD, or within video-based courses.

## 3. IAP Distance Education Book Award

The outstanding book published within the last three years that describes important aspects of distance education, theory or examples that can help others involved in distance education, or research on an important aspect of distance education.

## 4. IAP Journal Article Award

An outstanding article published in the last three years that describes best practices in distance education or research on an important aspect of distance education.

## 5. IAP-DDL Burmeister Outstanding DDL-sponsored AECT Presentation Award

This award will be given out annually to honor a DDL-sponsored session that is an example of best practices in distance education or leads to the improvement of distance education. All DDL-sponsored concurrent session presentations at this year's conference will be considered for this award that will be recognized at next year's conference.

## FAQs

**When/Where are the 2012 IAP DDL Awards contact persons listed?** No Later than January 2012 - http://www.aect.org/Foundation/Awards/IAP_DDL.asp

**How many awards will be given in each category?** Up to three awards may be given in each category.

**What does one win?** Recognition for all and cash awards for some – amount to be determined.

**What is the purpose of the Awards?** The Awards promote quality, professional distance learning activities and products and publicly acknowledge exemplary instances in five categories.

**Do nominees submitting the application have to be AECT members?** No.

**What is the deadline for my application?** If you have questions about application deadlines or process, ask the specific Award contact person.

**How do I know what evidence to submit for the award?** It varies by award and award criteria. Some are identified in the Award criteria, e.g., instructional product summaries required for three awards [Best Practices, Outstanding Presentation, Crystal]. Ask the specific Award contact person.

# Welcome to the 2012 PacifiCorp Design
# & Development Competition!

PacifiCorp and the Design and Development Division of AECT are pleased to announce the 2012 PacifiCorp Design and Development Award for promising instructional design research by graduate students working with mentors in the Design and Development Division or the corporate arena. PacifiCorp is specifically interested in promoting collaboration and mentoring within the professional community.

**The goals for this award are to:**
- Improve the professional practice of design and development in adult learning and performance-improvement settings;
- Promote collaboration among students, faculty, and practitioners;
- Provide mentoring for promising students by leaders outside their home institutions; and,
- Recognize innovative design-and-development approaches to adult learning and performance-improvement problems.

You will work in teams of two graduate students to respond to the problem statement.

**\*\*\* First Phase Submissions are due April 15, 2012 \*\*\***

email your submissions to Karen Kaminski at Karen.Kaminski@colostate.edu

**Competition Schedule:**

| | |
|---|---|
| November 2011 | Call available |
| Early 2012 | AECT/D&D Webinar on the competition |
| March 2012 | Teams can ask questions of the client representative regarding round 1 |
| April 15, 2012 | First Phase submission due |
| May 15, 2012 | Student teams notified; Mentors assigned to prepare for Phase Two |
| August 15, 2012 | Phase two submissions due |
| September 1, 2012 | Student teams notified; |
| | Three top teams work with their mentor preparing for Phase Three |
| Fall 2012 | Phase three competition at the AECT Annual Conference |

**PacifiCorp Design and Development Team Members**        **PacifiCorp Pacific Power**

Karen Kaminski, Ph.D., Chair, Colorado State University          Daniel Schuch
Marcus Childress, Ph.D. Emporia State University
Jeton McClinton, Ph.D. Jackson State University
Patricia J. Slagter van Tryon, Ph.D. East Carolina University

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# PacifiCorp 2012 Problem Statement

HighTech Inc. is a large organization with offices distributes in large cities across the United States.  The majority of the employees belong to the union and are closely tied to union support. You have been with the company for 17 years and current serve as the head of the training unit. You have four immediate reports in your office.  While much of the training and professional development is distance delivered, you also oversee a distributes training staff.

On Friday afternoon your supervisor calls you into the office and informs you that the unions has given the company a 90 day notice that its members are going on strike.  You are given the task of developing the training program for the replacement workers.  There are at least 5 different job classifications being affected by the strike.  In preparation for the strike the replacement workers must be trained before the strike begins. They have requested that all the training take place during the same allocated week. While you have been told you have no budget limitations, your efforts to keep costs down will be recognized.

What do you do?

**First Phase of the Competition**
The executives desire a presentation of your plan of action. This group would like your team to put together a document outlining your approach to training the replacements. The document should be detailed enough to give the group a sense of what you intend to do, but it should not be the final product in all its detail. It should be a document that accompanies your presentation to help them decide whether to go forward with your team or hire outside training. The creation of this presentation and document is your first task. This document must be submitted by April 15, 2011. A client representative will be available after January to answer your questions about the context/circumstances of the problem. Up to six proposals from Phase One will be selected to proceed to Phase Two.

**Second Phase of the Competition**
Once there is agreement that your proposal represents a viable solution for the organization, you will work with an independent learning consultant who will be assigned to you (a mentor) on what will become the final plan. What you create will be a detailed description of the process you propose and the means by which you will deliver it. As much as possible, justifications for the decisions that went into your proposal will need to be provided. The creation of the process and training is your second task. These documents are due on August 15, 2011. The top three proposals from Phase Two will enter the third and final phase.

**Third Phase of the Competition**
You've been part of the team that has designed and developed all of the materials for preparing the replacements hired. Your supervisor has now asked you to make a half-hour presentation to the team who is hiring the replacements.  At the AECT annual conference in Louisville, Kentucky you will have 30 minutes to present your case for your solution.

# Call for Proposals
# 2012 AECT International Convention

## Learning in the Age of Globalization
## Louisville, Kentucky
**October 30-November 3, 2012**

**Concurrent Sessions: October 31-November 3**
**Workshop Sessions: Tuesday, October 30, Wednesday, October 31, & Saturday, November 3**

## Invitation to Present

The AECT International Convention supports our efforts to improve ourselves by bringing together participants 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 2012 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 *Learning in the Age of Globalization*.  Global citizens "must be able to competently negotiate cultural differences, manage multiple identities, comfortably interact with people from different cultures, and confidently move across cultures as well as the virtual and physical worlds" (Zhao, 2007). Converging web, mobile, and social technologies have generated a level of communication and interaction never before possible.  In the Age of Globalization, how are these tools being used to enhance learning and prepare students and their organizations to succeed in a global society?  In response, AECT 2012 seeks to explore the transformational potential that these innovations hold for education and training, as well as share current research and best practices related to these developments.

Presentations related to the following sub-themes are encouraged:
- Distributed Learning Systems: Globalizing Education
- Mobile Technologies for Teaching and Learning
- Social Tools for Teaching and Learning
- Innovations in Open Educational Resources
- The Continuing Evolution of Distance Education
- Issues in Learning and Design in the Age of Globalization
- Research Methods for New and Emerging Technologies

In keeping with the conference premise, proposals may be submitted that feature the use of advanced information and communications technologies for remote presentation through a special track for Second Life. More traditional proposals that present findings and discuss important developments in research and practice are also welcome.

## General Information

**Proposal Deadlines:**
Proposals Open – December 15, 2011
Proposals Close – February 15, 11:59PM (EST), 2012

The review process by divisions and affiliates will be completed within six weeks of the closing date for proposals. Check with division and affiliate leaders with regard to their specific interests and review processes.

**Proposal Process:**
For a complete online proposal description, visit the conference website at http://www.aect.org/events/call

To be considered, a complete proposal 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 expected to follow the AECT Code of Ethics, available at http://www.aect.org/About/Ethics.asp

Proposals are peer-reviewed in a blind review process. See the Division/Affiliate links on the AECT.ORG website for further information on proposal requirements. You will receive electronic notification that your proposal has been received and, at the appropriate time, whether it has been accepted for the program. Proposals will be reviewed using the following criteria:
   1. Clarity of the proposal and the quality of writing.
   2. Quality of proposed session's content, organization and format.
   3. Relevance, timeliness, and general interest level of the topic.
   4. Match to the convention's focus and other demands of the program.
   5. Suitability for division/affiliate or organization mission and membership.
   6. Length and session type including appropriateness for needs of the convention program.
   7. Level of interactivity with audience. Discussion and topic-related activities are encouraged.
In an effort to encourage additional discussion, planners also have been advised to create panel presentations on a given topic. This will facilitate a greater sharing of ideas and discussion.

The vast majority of proposals are regular proposals. Such proposals must be submitted electronically (see How to Submit a Proposal Electronically, below) to one primary AECT division or affiliated organization for consideration. That is, proposers must identify a division or affiliate to which to submit 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. If this Convention Planner and/or the peer review panel for a division feel a proposal is not well suited to their division/affiliate, they may recommend it for consideration by another division/affiliate. This occurs 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 have 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 to a particular group, we encourage you to contact the Convention Planner for that division or organization. The following list describes particular topics suggested by each group and identifies the planner for each

## How to Submit a Proposal Electronically

To be considered, a complete proposal must be submitted electronically no earlier than December 15, 2011 and no later than February 15, 2012.  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

Failure to comply to the word limit will result in a proposal rejection.

### Procedure:

1. Go to www.aect.org/events/call
2. Read the guidelines for electronic submissions.
3. Complete and submit the requested information in the online proposal form.

After you submit your proposal, you will receive electronic notification that it has been received.  The peer review process begins shortly after the submission deadline.

## Notification of Results of Review Process:

You will receive notification from the designated division/affiliate convention planner whether your proposal has been accepted or rejected within two months after February 15.  If accepted, you will be required to reply to the appropriate division convention planner and register for the conference to verify your commitment to make the presentation at AECT 2012 in Louisville, KY.  It is the responsibility of the key presenter to notify all individuals involved in the presentations as to the status of the proposal.  You must register for the conference; presentations of presenters who have not registered by September 30, 2012 will be dropped, and their presentations removed from any print and/or electronic documents related to the convention program.

## Funding:

Presenters are required to assume responsibility for all costs associated with the presentation, including handout materials, convention registration, housing costs, and related expenses.

## Types of Sessions:

### Concurrent Sessions

These 30- or 60-minute sessions are primarily in presentation format and have comprised the majority of convention sessions in past years.  The focus of these sessions is on sharing information, such as best practices and research results.  Proposals for 60-minute sessions may include more than one presentation (as in symposia or panel discussions).  In addition, two 30-minute concurrent presentations may be "bundled" with another of related content to form one 60 minute session.

### Roundtables

Roundtables are designed for small group discussion of specialized topics, with the presenter

leading the discussion.  This participatory format allows for a highly interactive presentation lasting 60 minutes. Typically, several Roundtable discussions are scheduled simultaneously in one large room, with minimal audiovisual use.

**Reflection Paper Sessions**
Reflection Paper Sessions are designed to showcase a project, program, process, activity or the like in an informal setting.  These sessions may be projects that are in progress and/or in their beginning stages.  A small table is provided to support a display board, laptop, and handouts.  Presenters will give a brief summary of their project followed by direct interaction with participants. Feedback and insights of colleagues on these innovative developments are especially welcome.

**AECT/Second Life Concurrent Sessions**
Presenters and their avatars present in a 60 minute session both in RL and SL on key issues in the field related to one of this year's themes and sub-themes.  AECT/SL presenters would prepare for presenting both venues.  AECT will provide a presentation room with a facilitator as well as a computer connected to a data projector so attendees can view the AECT/SL simulcast presentation on a large screen. Following the presentation, the onsite facilitator will coordinate live questioning of the presenter in RL and SL.  Depending on bandwidth availability at the convention site and at the presenter's site, live questioning may be done using two-way video, two-way audio, email, or chat (such as IM).

**Fee-Based Workshops**
Half- and full-day workshops are intended to provide intense professional development opportunities that result in participants acquiring new skills.  Workshops are targeted to specific interest groups and will be delivered on Tuesday, Wednesday and Saturday (October 30, 31, and November 3).  Persons or committees interested in submitting a workshop proposal should also submit a Workshop Budget and Expense form.  No workshop proposal will be considered without these forms.

**Presidential Sessions**
Presidential Sessions are selected by the AECT President-Elect, Marcus Childress. These limited sessions will be selected based on their strong alignment with the conference 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 are submitted directly to the President-elect (mchildre@emporia.edu) 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.

## AECT

**(Design and Development continued)**

3153.OR D&D Software Design

3153.OR.a Initial Website Design Processes: A Replication Study on Expert Graphic Designers

3153.OR.b Re-Connecting at the Interface: A Concept for Integrating Specific Software and Instructional Design Principles

4080.C8 D&D Panel 1

4080.C8.a Addressing Institution Challenges with Hybrid and Blended Instruction: An Analysis of Solutions with Proven Impact

4080.R1 D&D Web 2.0 Technologies

4080.R1.a Can Twitter Build a CSCL Environment? Focusing on Peer Interactions

4080.R1.b Using Google Applications to Teach Instructional Designer Practitioners to Create and Manage an Open Course

4091.C0 D&D Instructional Design Strategies

4091.C0.a An Activity-Driven Approach to Effectively Integrate Technology Tools: An Exploratory Study of Students' Perspectives

4091.C0.b The Effect of Communication Strategy and Planning Intervention on Team Processes and Performance

4091.C8 D&D Panel 3

4091.C8.a Complex Problem Solving: Current State & Future Directions

4091.R1 D&D Distance Education

4091.R1.a Using Collaborative Course Design to Enhance First Year Experience Courses for Undergraduate Students

4091.R3 D&D Assessment

4091.R3.a A Layered Approach to Conducting a Learner Analysis

4091.S3 D&D Future PacifiCorp Planning Meeting

4103.C0 D&D Implementing & Assessment

4103.C0.a Implementing Mobile Devices in Higher Education Teaching and Learning

4103.C0.b Perceived Value of Peer and Instructor Performance Assessment Using Video Annotation

4103.C8 D&D Panel 9

4103.C8.a Scaffolding Complex Problem Solving: Current State and Future Directions

4103.CB D&D11 Technology Integration

4103.CB.a Transforming Technology Curriculum for 21st Century Learners

4103.G5 D&D Panel 8

4103.G5.a Is It Time to Consider a Career Ladder in the Instructional Design and Technology (IDT) Field?

4130.C0 D&D34 Online Learning

4130.C0.a Designing Online Diversity Training for Higher Education

4130.C0.b Integrating Web-Based Tools for Improving Communication, Engagement and Feedback in 1:1 Student-to-Computer Classrooms

4130.C1 D&D21 Technology-Based Assessment

4130.C1.a Challenging the Assessment in Web 3.0

4130.C1.b The Assessment Agent System: Design, Development, and Evaluation

4130.R2 D&D Panel 2

4130.R2.a Comparing Instructional Design Studio Programs

4141.C0 D&D27 Technology-Based Learning Environments

4141.C0.a Effects of Experience on Learning from a Counseling Simulation: Ideas about Fidelity and Design

4141.C0.b Message Content Analysis of Students' Communication Using Twitter

4141.C1 D&D14 Model-Based Scaffolding

4141.C1.a Cognitive Regulation in a Simulation-Based Inquiry Learning Environment

4141.C1.b Exploring the Effects of Causal Mapping Procedures on Causal Understanding

4141.R3 D&D04 Instructional Design

4141.R3.a Design Thinking: Towards the Construction of Knowledge

4153.C0 D&D08 Virtual Worlds

4153.C0.a Pedagogical Foundations of Virtual Worlds: A Review of the Literature

4153.C1 D&D25 Technology-Based Scaffolding

4153.C1.a A Virtual Tutee System for Motivation to Read

4153.C1.b Following the Course within a Course. Ways to Embed Online-Forums into Course Structure and Requirements.

4153.CL D&D06 Systemic Change

4153.CL.a HyFlex Course Design: A Summary Report on Five Years of Implementation

4153.R3 D&D17 Instructional Design Practice

4153.R3.a Presentations as Aesthetic Learning Experiences: An Exploration of Instructional Strategies Used By Exceptional Presenters

4153.R3.b Scoping out! Improving Teacher-Created Interactive Whiteboard Message Designs to Enhance Visual Scope and Perceptual Fluency

5080.C7 D&D15 Game-Based Learning

5080.C7.a Gamifying the Conference Experience: A Design Case

5080.C7.b Groupcraft: Collaboration and Learning with Starcraft II

5091.C7 D&D Game-Based Learning

5091.C7.a Interplay: Evoking Emotions and Sparking Imagination Through Story, Play and Game

5091.CB D&D Panel 5

5091.CB.a Engineering in the Classroom: Digital Fabrication as a Tool for Authentic STEM Knowledge Construction

5103.C7 D&D Simulation & Games

5103.C7.a The Relationship between the Flow State and Modern Educational Computer Games

5103.C7.b Using Second Life® to Enhance Spatial Ability in Chemical Education: A Structural Equation Modeling Analysis

Design and Development Showcase

3140.GF Design and Development Showcase

3140.GF.a Design a New Cooking Game for Children's Informal Learning

3140.GF.b Design and Evaluation of Scaffolds to Support Middle School Students' Construction of Evidence-based Arguments

3140.GF.c Optics Reflection and Refraction: A Virtual Instructional Simulation

## Distance Learning

**(Distance Learning continued)**

## Division on Systemic Change

## (International continued)

## Multimedia Production

4080.B3.b The Conceptual Nature of Gameplay: Implications for the Production of Educational Games

4091.B3 Multimedia Production Membership Meeting

4103.B3 Multimedia Production Divison Concurrent Session (1)

4103.B3.a Identifying Multimedia Production Competencies and Skills of Instructional Design and Technology Professionals: Results from recent job postings

4103.B3.b Instructional Design and Technology Professionals in Higher Education: Multimedia Production Competencies Identified from a Delphi study

4130.SJ Multimedia Production Division Concurrent Session (5)

4130.SJ.a Pedagogical Agent Delivering Emotional Support and Motivational Messages in Computer-based GED Math

4130.SJ.b The Effects of Emotion on Multimedia Learning

NESLA (New England School Library Association)

## Presidential Session

2141.C8 Presidential Panel 13

2141.C8.a Will You Choose the Power of the Pen, Purse or Purpose? Contemporary Ideas and Strategies for Regulating Our Profession

2153.C8 Presidential Panel 12

2153.C8.a The Road to Full Professor for Women in Academia

3103.G5 Presidential Panel 06

3103.G5.a Keynote Panel: Discussion of the Future of the Field, Technology, and our Place.

3130.G5 Presidential Panel 01

3130.G5.a A Collegial Conversation with Leading Scholars about Educational Technology, Instructional Design and the Learning Sciences

3141.C8 Presidential Panel 02

3141.C8.a ECT Foundation: Who We Are - What We Do - Our Impact on You

3141.CB NTLS - Outcomes and Collaborative Directions

3141.G5 Presidential Panel 09A

3141.G5.a Preparing Students in Instructional Design and Technology to Become Skilled Researchers: Multiple Approaches

3153.G5 Presidential Panel 09B

3153.G5.a Preparing Students in Instructional Design and Technology to Become Skilled Researchers: Multiple Approaches Part B

4080.G5 Presidential Panel 05

4080.G5.a Interconnecting Training Simulation and ISD: Can We Learn From Each Other?

4091.G5 Presidential Panel 14

4091.G5.a You Never Forget Your First Time: Designing, Developing, Implementing, and Evaluating Online Programs

4091.R2 Presidential Panel 07

4091.R2.a Open Educational Technology Content: Where to Access it and How to Share your Own?

4130.G5 Presidential Panel 08

4130.G5.a Performance Assessment of 21st Century Teaching and Learning: Insights into the Future-NTLS Invited Session

4141.C8 Presidential Panel 03

4141.C8.a Implications of New AECT Standards for Educational Technology Graduate Programs

4141.G5 Presidential Panel 04

4141.G5.a Instructional Design Pathways and Byways: An Interactive Panel Led by the Instructional Technology & Futures Group

4153.C8 Presidential Panel 11

4153.C8.a The Instructional Guidance Debate: Fully Guided vs. Constructivist-Type Approaches

5091.C8 Presidential Panel 10

5091.C8.a Selecting the Right Path: Faculty, Administration, Support, Corporate, K-12...How to Choose?

## Research & Theory

1080.R2 NSF Early Career Symposium - Tuesday

1080.R2.a NSF Early Career Symposium - Tuesday

2080.R2 NSF Early Career Symposium - Wednesday

2080.R2.a NSF Early Career Symposium - Wednesday

2114.G7 Research & Theory Board of Directors Meeting

2130.C9 R&T Concurrent 02

2130.C9.a Profiles of Teachers Using Project-based Learning in the Classroom

2130.C9.b The use of Lecture Capture in Light of Teaching Approach and Content Type: An Institution-Wide Study

2130.R2 R&T 01-Applications of MAPSAT in Educational Research: Map & Analyze Patterns & Structures Across Time

2130.R2.a Applications of MAPSAT in Educational Research: Map & Analyze Patterns & Structures Across Time

2141.C9 R&T Concurrent 05-Senior Faculty

2141.C9.a The Uncertainly of Educational Technology Research: Bane or Benefit?

2141.OR R&T Concurrent 04

2141.OR.a Educational Mobile Apps: Searching, Evaluating, and Integrating

2141.OR.b Twitter-based knowledge sharing in professional networks

2153.C9 R&T Concurrent 06-Junior Faculty

2153.C9.a What are higher education faculty's experiences and practices on Social Networking Sites such as Twitter, Facebook, Zotero, and Academia.edu?

2153.C9.b Physiological Measures of Attention and Cognition in Instructional Environments

2153.OR R&T Concurrent 03

2153.OR.a Definite and Indefinite: A Critical Perspective on Defining Mobile Learning and Mobile Learning Environments

2153.OR.b Technology & knowledge: An exploration of teachers' conceptions of subject-area knowledge practices and technology integration

3103.G1 R&T Concurrent 07-Senior Faculty

3103.R2 R&T Concurrent 10

3103.R2.a Teaching Qualitative Research in Educational Technology: A Panel Discussion

3130.G1 R&T Membership Meeting

3141.G1 R&T Concurrent 08-McCluskey Award

## (Research & Theory continued)

## School Media & Technology

## SICET (Society of International Chinese in Educational Technology)

2130.B3 Keynote-1: Dr Hsin-Yih Shyu, Department of Educational Technology at Tamkang University, Taiwan

2141.B3 Community (2)

2141.B3.a Design Local, Learn Global: Celebrating the Community of Social Networking

2141.B3.b Assessing Impact of Teacher Attributes and Collaboration in Teacher Professional Development on Student Outcomes

2153.B3 Tech Practice 1 (2)

2153.B3.a From Blog to Blogfolio: Integrating Blogging into Curriculum

2153.B3.b Integrating Technology into the Classroom: The WebDilemma Strategy

3103.B3 Design & Development (2)

3103.B3.a A Decision Support System Model for Online Teaching and Learning

3103.B3.b Creating Instructional Content to Accommodate Students' Learning Styles

3114.B3 Tech Practice 2 (2)

3114.B3.a INSITE: An Exemplary Project of Technology Integration and International Collaboration in Teacher Preparation

3114.B3.b Teaching in an EFL Program in Second Life: Student Teachers' Reflections and Implications

3130.B3 Keynote-2: Dr. Xibin Han, Deputy Dean of Institute of Education, Tsinghua University, China.

3141.B3 Learning (2)

3141.B3.a Relationship of Multitasking Behaviors and Attention Deficit Trait: Taiwanese College Student Examples

3141.B3.b Research on Taiwan Engineering College Students' Learning Styles in Blended Learning Environment

3153.B3 General Session - SICET

3163.B3 SICET Board of Directors Meeting

## Teacher Education

2080.B4 Teacher Education Board of Directors Meeting

2130.C0 TED concurrent 3

2130.C0.a Best Practices in the Design of Multicultural Web Resources for Classroom Settings

2130.C0.b Encouraging Multi-Literacy Learning: Creating a Community for Learning

2141.C0 TED concurrent 16

2141.C0.a Redesigning a Teacher Education Program by Critically Examining the Foundation of the Enterprise

2141.C0.b Towards Technological Fluency: Pre-Service Teachers' Technology Skill-Building Experiences

2153.C0 TED concurrent 10

2153.C0.a On the Reasonableness of TPACK as an Implementation and Evaluation Framework

2153.C0.b Using 21st Century Thinking Skills Applied to the TPACK Instructional Model

3103.B4 TED Concurrent 17

3103.B4.a Technology Integrated Professional Development: Case Study of Junior High Science and Mathematics Teachers

3103.B4.b Using a Behavior Theory to Design Strategically Technology Integration Professional Development for Teachers

3103.C0 TED concurrent 7

3103.C0.a Factors Affecting Pre-Service Teachers' Intentions to Use Web 2.0 Technologies to Supplement Learning in K-12

3103.C0.b Furthering the Use of Homemade PowerPoint Games in K-12 Education

3103.C4 TED concurrent 2

3103.C4.a Best Practices for Assisting Preservice Teachers in Integrating Multimedia to Support Learning

3103.C4.b Comparing the Technology Integration Aspects of Traditional and Alternative Teacher Educations Programs

3103.CL TED Concurrent 19

3103.CL.a Clinical Experience eSupervision: A Design-Based Study of Student Teacher Performance in a Technology-Supported Cognitive Apprenticeship

3130.B4 TED concurrent 5

3130.B4.a Developing Resources to Teach Ethics in Teacher Education

3130.B4.b Utilizing Interactive Simulation in Teacher Education

3130.C4 TED concurrent 12

3130.C4.a Explore the Use of Mobile Devices to Conduct Teacher Professional Development

3130.C4.b Mobile Technologies and Devices in the Twenty-First Century 2.0 Learning Environment

3130.CL TED concurrent 11

3130.CL.a Online Teacher Behavior: Pre-Service Teacher Perceptions

3130.CL.b Pre-service Teachers' Stages of Concern and Their Technological Pedagogical Content Knowledge (TPACK)

3141.B4 TED Concurrent 22

3141.B4.a Redefining Teacher Education for the 21st Century

3141.C4 TED Concurrent 1

3141.C4.a A New Design Process for Professional Learning

3141.C4.b Behavior and knowledge: Using behavior models to describe and influence teachers' technology integration proficiency.

3153.B4 TED concurrent 15

3153.B4.a Evolving a Pre-Service Instructional Technology and Media Class to Meet the Needs of Regional Communities

3153.B4.b @Virtual, Let's Deb8: Microblogging

4080.CB TED concurrent 13

4080.CB.a Gaining Insights into Classroom Technology Use Through a Large-scale Action Research Initiative

4080.CB.b Integrating Technology and Open Learning to Support Integration, Pedagogical Changes, and Community in K-12 Environments

4091.B4 Teacher Education Membership Meeting

4103.B4 TED concurrent 9

4103.B4.a The Memorable Teacher Project: Video Reflections on Significant Teachers in the Lives of Pre-service Teachers

## Training & Performance

## Virtual Worlds

4103.SJ VW Research in Virtual Worlds 3

4103.SJ.a Influence of Teacher Avatar Gender and Ethnicity on Student Evaluations and Perceptions

4103.SJ.b Learner-Course Owner Interactions within University-Community Partnerships: A Study of Second Life

## Reflection Papers

3103.CA.a D&D Cognitive Load in Training a Complex Multivariate Task

3103.CA.b D&D Design and Development of Authenticity in Web-based Inquiry Learning

3103.CA.c D&D Developing a Student Leadership Retreat Using Instructional Design Techniques

3103.CA.d D&D Employing Multimedia Software to Address Common Misconceptions in Astronomy Education

3103.CA.e D&D Intentional Design of an Online Graduate Course Using Merrill's First Principles: A Case in Progress

3103.CA.f D&D Mobile Computing: Perspectives on Design, Learning, and Development

3103.CA.g D&D Problems Faced During the Design and Development of a Distant Web Design Course

3103.CA.h D&D Review on the Effectiveness of Educational Games and Game Based Learning.

3103.CA.i D&D Twitter Communications in the Professional Conference Setting

3103.CA.j MMP Tired of PowerPoint? Using Research-based and Theory-grounded Guideline in Selecting Web 2.0 Tools for Effective and Engaging Presentations

3103.CA.k MMP Using Adobe Flash to Develop an Interactive Multimedia instructional Module

3103.CA.l R&T ARCH: Bridging the Divide Between Assessment Practice in Low and High-Stakes Contexts

3103.CA.m R&T Beliefs and Practices toward Student-Centered Learning in Higher Education

3103.CA.n R&T Discovering the Landscape: Monitoring Virtual Charter Schools

3103.CA.o R&T The Relationships Among Personality, Internet Uses And Cyberspace Positive Psychology By Structure Equation Modeling

3103.CA.p SMT Determining Curricular Connections for Digital Fabrication Activities: Focus on Upper Elementary Mathematics Standards of Learning

3103.CA.q SMT Development and Evaluation of a Second Life Workshop

3103.CA.r SMT Easy Tech Tools for the Classroom

3103.CA.s SMT Integrating Common Core Standards into Online Learning for Teachers: Tennessee Early Grades Reading Toolkit

3103.CA.t SMT Using Social Networking to Support Student Engagement

3130.CA.a DDL An Analysis and Comparison of Lecture Capture Products

3130.CA.b DDL Building Diverse and Inclusive Online Courses with Humanistic Learning Theory and Universal Design for Learning

3130.CA.c DDL Cross-Institutional Online Engineering Tutoring

3130.CA.d DDL Design Principles to Foster Lived Body Experiences and Embodied Knowing in Text-based Online Learning Environment

3130.CA.e DDL Exploring Cloud Computing for Distance Learning

3130.CA.f DDL Instructional Modeling in Online Courses

3130.CA.g DDL Transactional Distance Model-Based Instructional Design for Online Courses

3130.CA.h DDL Truly Connecting with Online Students: Instructional Technology Course Redesign Goes Online

3130.CA.i SMT Professional Media Associations and the Essential Links: Association Vision, Member Needs, and Web Communication

3130.CA.j SMT Students' Utilization and Perceptions of Netbooks in the Classroom

3130.CA.k SMT Students' Attitudes and Beliefs about Social Media Use in K-12 Educational Contexts

3130.CA.l SMT Transformational Change Through Distance Learning: Removing Educational Barriers in K-12 and Modeling an Environmental Conscience.

3130.CA.m SMT Twitter, Tumblr, and Twiddla? Mentorship Opportunities in Web2.0 Environment

3130.CA.n SMT Usability Study of Smart Storytelling Toy for Children's Storytelling

3130.CA.o SMT Using Blogs and Wikis as Reflective Tools to Support Meaningful Learning

3130.CA.p TED Exploring Beginning Teachers' Barriers:  Guidelines to Support Teaching Practice with Emerging Technologies

3130.CA.q TED From Modeling to Integration- Technology from College to Classroom

3130.CA.r TED Improving Teacher Questioning Strategies Through Collaborative Video Self-analysis

3130.CA.s TED Instructional Technology Sustainability for Staff Development

3130.CA.t TED Teacher Beliefs, Practice, and Technology Integration

3130.CA.u TED The Instructional Technology Leadership Academy: A New Approach to Teacher Education

3130.CA.v TED Using Web 2.0 to Facilitate Pre-Service Teachers' Diversity Awareness in Reading Context

3130.CA.w TED Learning to Teach with Digital Technologies and Learning to Lead: A Tale of Two Countries

3141.CA.a D&D Building Online Communities with Web 2.0 Tools and Strategies

3141.CA.b D&D Continuous Redesign of Technology Integration Experiences: A Qualitative Inquiry Using Multiple Cases of Course Delivery

3141.CA.c D&D Feeling Language: Toward a Computer-Controlled Wearable Haptic System For Complex Information Delivery

3141.CA.d D&D Intention versus Perception:  Designing Instructional Learning Aids

3141.CA.e D&D Spatial Contiguity Principle in Virtual Worlds

3141.CA.f D&D The Effect of Brain Based E-Learning (BBeL) on Students' Achievement and Attitudes towards English

3141.CA.g D&D Using Multi-media Storytelling to Assess Students''

Application of Psychology Theory and Concepts

3141.CA.h ICEM Comparing the Cultural Dimensions and Learners Satisfaction of Online Learning Environment (OLE) among American students

3141.CA.i ICEM In-Service Mathematics Teachers' Online Learning Experiences

3141.CA.j ID Using the Technology Acceptance Model to Predict Ghanaian Students Acceptance and Adoption of Mobile Learning

3141.CA.k ID ViCTERS (Virtual Class Technology on Edusat for Rural Schools) in Kerala, India: A Case Study.

3141.CA.l KSET Problem-Based Learning and Its Learning Model for the Students with Disabilities

3141.CA.m R&T An Activity and Social Network Analysis of Integrating Technology into English Language Learner Geology Instruction

3141.CA.n R&T IT Girls: Attitudes Towards STEM Program Evaluation

3141.CA.o R&T Patterns of Metacognition during Information Search over the Web

3141.CA.p R&T Promoting Learner Self-Direction with Task-Centered Learning Activities in a General Education Biology Classroom

3141.CA.q R&T Writing what they know: Quality and student preferences in responding to discussion prompts

3141.CA.r T&P Adobe Captivate Text to Speech: A Case Study of Lessons Learned

3141.CA.s T&P Using the ISPI Human Performance Technology Model to Evaluate Web Usability

3153.CA.a D&D Designing Higher Education Collaborative Innovation Experiences

3153.CA.b D&D Development of a Framework for Teaching L2 English as a Situated Practice in Malawi

3153.CA.c D&D Finding True North: Navigating Instructional Design Principles and Models

3153.CA.d D&D The Direct Approach (AD): Challenges in a Self-Instructional Module Implementation

3153.CA.e D&D Using Wikis as a Support and Assessment Tool in Collaborative Digital Game-Based Learning Environments

3153.CA.f R&T Audio and Chat in Harmony: Trends in an Online Classroom

3153.CA.g R&T Finding Support in an Informal Online Community: Examining Tenure-Track Faculty Discourse

3153.CA.h R&T Formative Research Using Blending Methods

3153.CA.i R&T Grounding Design of Instruction in Research and Theory in Higher Educational Settings

3153.CA.j R&T Instructional Design Decisions about Photographs as an Education Intervention

3153.CA.k R&T Instructional Design as Negotiation: Conceptual Framework

3153.CA.l R&T Using Analytical Statistics and Decision Trees to Optimize Designing Community-based Decision-Making

3153.CA.m TED Comparison of Parent and Teacher Perceptions of Elementary Teacher Websites and Elementary Teacher Website Practice

3153.CA.n TED Content and Emphasis of an Introductory Technology Course for Pre-service Teachers: 10-Year Update

3153.CA.o TED Creating Technology-Enhanced, Learner-Centered Classrooms: K-12 Teachers' Beliefs, Perceptions, Barriers, and Support Needs

3153.CA.p TED Examining Changes of Student Teachers' Beliefs about Technology Integration

3153.CA.q TED Exploring Novice Science Teachers' Construction of Expert Professional Knowledge Using Digital Video Editing Technology

3153.CA.r TED Preservice Teachers' Reason-based Decisions in a Case-based Learning Environment

3153.CA.t TED Technology Integration Instructional Strategies in Teacher Education: Promoting Transfer of Technology Knowledge and Skills

3153.CA.u D&D Game Designer Role of the Instructor

## Roundtables

4080.CA.a D&D Empathy and Digital Ethics: Considerations for Teaching and Designing With New Media

4080.CA.b D&D Game-Based Language Learning: The Impact of Competition on Students' Perception and Performances.

4080.CA.c D&D Mobile Computer-Supported Collaborative Learning (mCSCL): A Review of Experimental Research

4080.CA.d D&D Peer Tutoring in Higher Education with Reflective e-Journal

4080.CA.e D&D SAVSI: A Student Virtual Support System for the 21st Century

4080.CA.f D&D Simulations and Social Studies: Teaching Diversity by Design

4080.CA.g DDL Asynchronous Video Reflection to Enhance Social Presence in Online Practicum Class for Special Education Teachers

4080.CA.h DDL Blending In-Class and Online Students in a Live Virtual Classroom

4080.CA.i DDL Do Social Media Mediate Collaborative Learning in Online Distance Courses?

4080.CA.j DDL Enhancing Online Courses with Visuals: Best Practices, Copyright Issues, and Sources

4080.CA.k DDL Incorporating Brookfield's Discussion Techniques into Asynchronous Online Courses

4080.CA.l DDL Instructors' and Learners' Attitudes Toward e-learning within a College of Education

4080.CA.m DDL Using Peer Feedback and Reflective Journals in Distance Learning Classes

4080.CA.n SICET Effects of Facilitation Strategies on Students' Participation and Online Discussions: Sample Message and Discussion Criteria

4080.CA.o SICET Building Modern Online Social Presence: A Review of Theories and its Implication for Future Trends

4080.CA.p SICET Effective Use of Interactive Whiteboards in Elementary Schools: A Qualitative Study

4080.CA.q SICET Interactions in Open Online Learning Communities

4080.CA.r SICET Pedagogical Suggestions for Using Twitter in Higher Education

## (Roundtables continued)

*Note that some sessions listed reflect organizational participation by the individual, but not necessarily attendance or presenting status for the session.*

Carr, Ronald L. 2141.B3

Carson, Erika Renee 3103.CA, 5091.CB, 5103.CB

Case, Stephoni 4153.CA

Cates, Ward 2091.S3, 2123.B4, 3103.R1, 3130.S1, 3141.C2, 4080.S1, 4130.C0

Cavanaugh, Cathy 3141.R2, 4080.CB, 5080.C7, 5091.C6

Cavanaugh, Terence 4103.CA

Cennamo, Katherine 3103.C8

Cernusca, Dan 3130.CA, 4091.C0

Chandler, Cynthia 4153.CA

Chang, Wei-Shan 3103.CA

Chang, Yunjeong Eunice 3103.C6, 3130.C6, 3141.C2, 4080.CA, 4091.CA

Charles-Toussaint, Gifflene 5090.B3

Chateauvert, Christina 5103.C8

Chavez, Oscar 3153.G3

Che Din, Sharkawi 3130.B2

Chen, Baiyun 3153.C0

Chen, Hsin-Tzu (Tommy) 3141.B3

Chen, Huei-Lien 2141.B3

Chen, Kuan-Chung 3130.CL

Chen, Lin Ching 3130.G4

Chen, Shu-Hsiang 3153.R3

Chen, Xiaojun 2070.S3, 3114.B3, 3140.GF, 3141.G5, 4070.S3, 4080.C9, 4103.B2, 5070.S3

Cheng, dongyuan 3141.S3

Cheng, Yi-Chia 4130.B4

Cheon, Jongpil 2141.C7, 2153.R2, 3103.CA, 3140.GF, 4080.CA, 4153.CA

Chien, Szu-Yueh 3141.C2

Chikatla, Suhana 2090.OR, 2130.C2, 2141.G6, 3153.G7

Childress, Marcus 2141.C9, 3103.C2, 3130.S1, 4130.CL, 4153.CA, 5090.C4

Ching, Yu-Hui 3141.CA, 4080.CA, 4141.CA, 4153.CA

Chirinos, Daniel 3103.C7

Chiu, Jennifer L 5091.CB, 5103.CB

Cho, Yonjoo 3130.B2, 3141.G4, 4091.CL

Cho, Young Hoan 3153.G3

Choi, Ikseon 2114.G6, 3130.G2, 3140.GF, 4080.C1, 4153.CA

Choi, Jea 3140.GF, 4080.C9, 4141.CA

Choi, Soyoung 3103.C6, 5080.CA

chongwony, lewis 4153.CA

Chou, Chien 3141.B3

Chou, Chientzu Candace 3153.SJ

Chow, Anthony 3103.C1, 3130.OR

Christensen, Cheryl 4141.B3

Chung, Miri 4130.B4

Cicchino, Renee 3153.C8

Cifuentes, Lauren 2114.S3, 3153.C9, 4141.C5, 5103.C7

Cifuentes Estrada, Wielman Humberto 3103.C5

Cilesiz, Sebnem 3103.C7, 4091.C7, 4141.G4

Cisneros, Jes 3141.S1

Clarebout, Geraldine 2153.R2, 3103.CA, 4080.CA

Clariana, Roy B. 4130.R1, 4141.C9

Clark, Richard 2153.G6, 4091.C2, 4153.C8

Claypoole, Joseph 3130.SJ

Click, Aline 3141.OR

Clinton, Gregory 4130.R2

Cohen, Jonathan David 3103.CA, 5091.CB, 5103.CB

Colaric, Susan 3153.C8, 4080.C9, 4091.CA

Colorado, Jozenia 2141.S3, 2153.C9, 4091.CA, 4130.CL

Conn, Cynthia 3130.S3, 5080.S3

Conrad, Rita- Marie 3153.R3

Cook, Brett H. 4141.C0

Corbeil, Rene 3130.S3

Cornell, Richard 2123.B4, 3130.C8, 4080.S1, 4141.C5

Correia, Ana-Paula 2141.G7, 3141.G1, 4103.CL, 5103.C2

cowan, john 3141.CA, 4153.CA

Crooks, Steven 2141.C7, 3103.CA, 3140.GF, 4130.SJ, 4153.CA

Cropper, Max 1090.C0

Cui, Guoqiang 3103.B3, 3114.B3, 4080.CA

Cukurbasi, Baris 3103.C7

Curry, John 3130.R1, 4080.CA, 4091.B3

Czelusniak, Vern 4080.CA

**D**

Daniels, Jason 3141.C1

Daniels, Lee 3141.B4, 4103.B3, 4141.C8, 5103.C0

Danielson, Jared 2130.C9, 3130.S1, 3153.CA

Dannenberg, David 4091.SJ, 5090.B2

Daugherty, Janet 2130.G6

Davidson-Shivers, Gayle V. 2114.G6, 2130.C5, 2153.C5, 3130.G2, 4130.CA, 4153.CA

Davis, Barbara 3141.G5

Davis, Wilhelmina 2130.C8

Dawson, Kara 3141.R2, 3153.G1, 4080.CB, 5091.C6

Deale, Deborah 3141.C2, 4153.CA

Dede, Christopher J 4141.G4

Delialioglu, Omer 2153.C7

Demiraslan, Yasemin 3153.CA, 4103.CA, 4130.CL

Dennen, Vanessa 2130.G7, 2141.OR, 3103.CA, 3141.CA, 3153.CA, 4080.R1, 4091.G4, 4130.B4, 4141.C0, 4153.C9

deNoyelles, Aimee 2130.G7, 3103.SJ

Descy, Don E. 2091.S3, 2123.B4, 3130.S1, 3153.S3, 4080.S1

DeShield, Stacey I. 4130.C7

Diaz, Victor 4130.CA

Dick, W. David 3141.G5

Dickerson, Jeremy 3103.CA, 4130.C0

Dickson-Deane, Camille 3130.C0, 4091.B2, 4103.C0, 4130.B2, 4153.C1

Ding, Nan 3153.G3

Dixon, Jana 3141.C1

DOGAN, Murat Ertan 5091.CA

Donaldson, Ana 1130.C2, 2080.G6, 3073.G4, 3103.G5, 3114.S1, 3141.CB, 3153.R3, 5080.C8, 5090.C4

Dong, Yaozu 3140.GF

Donovan, Judy 2153.C1, 3103.C1, 3130.OR, 3141.C1, 3153.R2, 4130.R3, 5080.C1, 5091.C1

Doran, James 4091.G4

Dotson, Kaye 2141.C1

Dousay, Tonia 3141.C2

Downey, Steve 4080.SJ

Downs, Elizabeth 4091.CA

Doyle, Robert 2114.S3, 3130.C8, 4130.C7, 4141.C5

Drake, Joel 3140.GF

Draper, Christijan 4103.CA

Draper, Darryl 3141.G7, 4130.R1, 4141.C9

Drexler, Wendy 3141.R2

Driscoll, Marcy 4080.R2

Driscoll, Marcy P. 3130.G5

DuBoff, Leonard 3153.S1, 4080.S3, 4153.S1

Duffield, Judith A. 3130.S3

Duffy, Francis M. 4103.C6, 5080.S3

Duman, Bilal 3141.CA, 3153.CA

Dunlap, Joanna C. 3141.C9, 4153.R3

Dunn, Ph.D., Suzanne 4091.C9

Dursun, Ozcan Ozgur 4091.CA

Dyehouse, Melissa 2141.B3

Dykman, Paul 3130.B4

**E**

Earle, Rodney S. 3130.S3, 5103.C0

Earnshaw, Yvonne 2130.G7, 3141.C2, 4091.G4

Eastmond, Daniel V. 2153.G6, 3141.C5

Eastmond, Nick 2080.G6

Eberle, Jane 4091.CA, 5080.C6

Ebert, Olga 3103.CA

Eggers, Derek C 3141.CL

Eichelberger, Ariana 2141.G7

Elen, Jan 3103.S3, 3153.CB, 4103.S3

Ellsworth, Jim 2123.B4, 3141.C8, 4080.S1

Ely, Donald P. 3130.S1

Eminian, Kenneth A. 3141.CA

Enfield, Jake 3103.CB, 4141.R2

Ent, Veronica 4153.R3

Erlandson, Benjamin 2130.C8, 3130.G6, 4091.CA

Ertmer, Peg 2130.C5, 2141.C5, 2153.C8, 3103.C0, 3130.R3, 3141.G5, 3153.G5, 4130.B3, 5080.S3

Ervin, Rob 3130.G8

Eseryel, Deniz 2114.G6, 2141.R2, 3130.G2, 3164.G5, 4091.C8, 4103.C8, 4141.C1

Exter, Marisa 4141.CA

**F**

Fadde, Peter 2141.C5, 4080.CA

Fairbairn, Shane Jay 3103.C5

Fang, Jun 2130.C5, 4130.B3

farber, susan 2153.C0, 4103.CA

Ferzli, Rony 3141.B2

Figley, Amy 3130.OR

Fine, Bethann 2153.C0

Fitzgerald, Gail 4091.CA

Flick, Joann 3103.S3, 4103.S3

Flores, Raymond 2141.C7

Foley, Shawn 3153.G5

Fonoimoana, Melia 4103.CA

Foshee, Cecile 3130.SJ, 3141.CA

*Note that some sessions listed reflect organizational participation by the individual, but not necessarily attendance or presenting status for the session.*

Foyle, Harvey 4103.CA
Francom, Gregory 2153.G8, 3141.CA, 3153.C1
Frantiska Jr., Joseph 5080.S3
Frey, Christopher A 1090.C9, 3153.G1, 5080.C7
Frey, Tim 4080.CA
Frick, Ted 2091.CB, 2130.R2, 2153.G7, 3103.CA, 3130.G7, 3141.G5, 3153.G5, 4091.C6, 4103.C9, 4141.R2, 5080.S3
Friesen, Sharon 3141.C1
Friskics, Jonathon 3141.R3
Fulford, Catherine 2141.OR, 5103.C0

**G**

Gabbitas, Bruce 3153.G3
Gall, James 4080.CA
Gamor, Keysha 4130.C4
Gannon Cook, Ruth 2130.G6
Gantner, Myrna 3103.G7, 4091.G5
Gao, Ping 3130.CA
Gao, Yong 3141.C6
Garcia Ansani, Elena 3130.CA
Gardner, Joel 1090.C0, 4091.R2, 4153.CA
Gaskill, Martonia 3153.C8
Gattie, David 4080.C1
Gay, Melissa 4080.C1
Ge, Xun 3140.GF, 4103.C8
Gee, Donna 3103.CA
Giacumo, Lisa 3153.G2
Gibbons, Andrew 1090.C1, 2080.G8, 2141.R2, 2141.S3, 3103.G1, 3141.G5, 3153.G5, 4141.G5, 4153.S3
Gibson, David C 4103.CA, 4130.G5, 4141.R2
Gibson, David 3141.CB
Gikas, Joanne 2090.C6, 2153.OR, 4103.C0
Ginn, Ronald A. 4080.CA
Glassmeyer, David David 3141.CA
Gloeckner, Gene 3130.CA
Glomb, Nancy 4091.SJ
Goetz, Ernest 3153.C9, 5103.C7
GOKSEL CANBEK, Nil - 4103.SJ
Goktas, Yuksel 4103.CA
Gonske, Teresa L. 4080.CA
Gonzalez, Ed 4080.CA
GORU, Tulay 5091.CA
Graf, David 2130.CB
Graham, Charles 4080.C8
Graham, Rachel 4103.CL
Grant, Michael 2090.C6, 2130.C9, 2141.C8, 2153.OR, 3103.C8, 3141.C2
Gray, Colin 2153.G7, 3141.G5, 4091.CA
Green, Lucilia 3130.R2, 3141.C1, 3153.C1, 4153.CA, 5080.C1, 5091.C5
Green, Patricia 3141.C6
Gregg, Bettylynne 3141.C2, 3153.G6
Gronseth, Susie 2080.G6, 4153.B3
Groves, James F. 3130.CA, 4141.SJ
Grzebyk:, Tamme Quinne 3141.G3
Gunawardena, Charlotte N. 2141.C6

Gunter, Glenda 2091.S3, 2130.C1, 2153.S3, 3130.B4, 4153.SJ, 5091.C5, 5103.C2
Gunuc, Selim 3130.CB
gutierrez, ileana 3103.S3, 4103.S3
GÜMÜŞ, Salih 4130.CA

**H**

Haas, Nancy 3153.C1
Hackbarth, Steven 3153.S3
Hagedorn, Linda 4103.CL
Hall, Barbara 4103.CB, 4141.CA
Hall, Bettie 4103.CA, 4141.C6, 4153.B4
Halupa, Colleen 3153.G8
Halverson, Lisa Rampton 3153.G5
Hamilton, Kori 4130.CA
Han, Ninghua 4080.CA
Han, Shin Hye 3103.C6, 5080.CA
Han, Xibin 3130.B3, 3153.G8
Han, Yi-Hsing 4080.R3
Hanaway, Rena J 4080.B4
Hancock, Robert 4141.CA
Hannafin, Michael 2130.G8, 2153.C2, 3141.G5, 3153.G5, 4080.R2, 4103.C8, 4130.G4, 4141.B4, 4141.G4, 4153.C8
Hao, Shuang 4153.C9
Hardre, Patricia L. 3141.CA, 4130.R2, 4153.S3
Harmes, Christine 3141.R2
Harmon, Steve 5103.CA
Harrell, Robert 2091.S3, 2123.B4, 4080.S1
Harris, Bill 4141.CA
Harris, Bruce 3130.C5, 3141.C5, 3153.R3, 4080.G4
Harris, Joan 4130.C6
Harris, Phillip 2091.S3, 2103.S3, 2123.B4, 3153.S3, 4080.S1, 4130.C6, 5080.S3, 5103.C8
Hart, Rama Kaye 3153.SJ
Hart, Susan 2114.G6, 3130.G2
Harvey, Douglas 3103.CL, 3130.CA
Hassall, Lesya 2130.C9
Hayes, Shelley 3153.B4
He, Wu 3130.CA
Heaton, Kiya 3130.CA
Hemphill, Hoyet 5080.S3
Hergert, Tom 2114.G6, 2141.C7, 3130.G2, 3141.G2, 3153.OR, 4091.CA
Herring, Mary 2080.S3, 2091.S3, 2103.S3, 2123.B4, 2153.CB, 3130.S3, 3141.CB, 3153.S3, 4080.S1, 4130.G5, 4141.C8, 5103.C0
Hess, Sheryl 2153.G6, 3153.CA
Hess, Taryn 4153.SJ
Hibbard, Susan 3103.C7, 5091.C5
Higgins, Emily 3140.GF
Hill, LeRoy 3130.C0
Hirumi, Atsusi 4130.CA, 4153.C0, 5091.C7
Hlynka, Denis 3103.S3, 4103.S3
Ho, Curtis 3141.C0, 4091.C7
Ho, Wenyi 4080.CA

Hoard, Stephen Brent 4103.B3
Hodges, Charles 3103.C8, 3130.S3, 3141.R2, 4091.CA, 4153.CA
Hoey, Bryan 4103.CA
Hoffman, Ellen 3103.R2, 3130.S3, 3153.B4, 4080.CA, 4141.C8, 5091.C0, 5103.C0
Hofstetter, Fred 5103.C0
Hohlfeld, Tina 3103.C4, 3130.CA, 3153.B4, 4141.SJ
Hokanson, Brad 2141.S3, 4130.R2, 4141.R3, 5090.B4
Holcomb, Terry L. 3153.S3
Holder, K.C. 3103.CA
Holland, Janet 4130.R3, 4141.B3
Hollandsworth, Randy 3130.R2, 3153.R2
Hong, Miyoung 5080.CA
Hong, Yi-Chun 3140.GF, 4080.C1, 4091.R2, 4153.CA
Hood, Denice Ward 4080.C0
Hooper, Simon 3103.CA, 3153.G5, 4091.C2
Horne, Joe 4080.CA, 4130.B4, 4141.CA
Hoskins, Jerome 3103.CA
Howard, Craig 2130.R2, 3141.C2, 4091.CA, 4103.B4, 4153.CA
Howard, Sarah K 2153.OR, 4091.CA
Howell, Dusti 4103.CA, 4130.R3, 4141.B3
hribar, amy s 5080.C1
Hsiao, E-Ling 3141.R1, 4080.B3, 4103.R2
HSIEH, Bi-Jen 4080.R1, 4130.B4, 4141.C0
Hsu, Hui-Yin 1130.C7, 2090.C1, 3130.CA, 4091.CA
Hsu, Pi-Sui 3153.CA
Hsu, Yu-Chang 3141.CA, 3153.C9, 4080.CA, 4141.CA, 4153.CA
Hu, Haihong 4103.CA, 4153.C6
Huang, Ding-Chung 3140.GF
Huang, Wen-hao David 3153.B2, 4080.B2
Huang, Xiaoxia 2130.G7, 2153.G7, 3130.CA
Huang, Yemin 4091.CA, 4130.CA
Huett, Jason 2130.C8, 3103.G7, 4091.G5
Huett, Kimberly 3103.G7, 4091.G5
Huh, Yeol 4153.C9
Hung, JuiI-Long 3103.B3
Hung, Woei 4091.C8
Hunt, Christy 3114.B3
Hunt, Rebecca 4103.CA
Hutchison, Amy 5091.C0
Huynh, Niem Tu 4103.CL
Hähnlein, Inka 3153.R1

**I**

Ifenthaler, Dirk 2130.C7, 3153.R1, 4091.C8, 4130.C1, 4153.C1, 5091.C6
Ikawa, Tomoka 2153.C1
Im, Tami 3130.G6, 3141.G8, 3153.CL, 4130.SJ, 4153.CA
Inan, Fethi 2141.C7, 4080.C2, 4141.CL
Ingraham, Kathleen 3130.B4
Ingram, Kathleen W. 3153.G2

Irlbeck, Sonja A.    3153.G2, 4091.C9, 4103.G5, 4130.C1, 4141.R1, 4153.R3

İşler, Veysi 3153.SJ, 4091.SJ

**J**

Jacobsen, Michele    3103.S3, 3141.C1, 4080.R1, 4103.S3, 4153.C0

Jain, Smita    2090.C6, 2153.OR

Jang, Syh Jong    3130.CL

Jeffrey, Arthur    2153.C5

Jensen, Lucas 2153.G8, 3153.C1, 4153.CA, 5091.C2

Jeong, Allan    3103.R3, 3153.R1, 4141.C1

Jeong, Soo-Jeong    3103.C6

Jia, Xiaokai    2153.G7

Jian, Su    4080.G4

Jiang, Wenting    2141.OR

Jin, Li    2130.C7, 3103.R3, 3130.G8, 3141.G5

Johari, Abbas 4091.C7, 4130.CA, 4130.G4, 4141.C5

Johnson, Aliesha D.    4080.B3

Johnson, Larry    3091.G5, 3103.G5

Johnson, Lisa Marie    4091.C1

Johnson, Margeaux C 1090.C9, 3153.G1, 4091.CL

Johnson, Melissa    3103.CA, 3141.C2

Johnson, Michael    4103.C0

Johnson, Tristan    3103.C9, 3153.B2, 4080.G5, 4091.C0, 4103.CA, 4141.C9, 4153.B2, 5091.C6, 5103.C6

Johnson, Wendell    3103.S3, 4103.S3

Jonassen, David H.    3103.R1, 3130.G5, 3164.G5, 4091.C8

Jones, Jeannette    3153.B2, 4091.B2, 5091.C7, 5103.C7

Jones, Lisa Ann    3130.CA

Jones, Marshall    5103.CA

Jones, Monty    5091.CB, 5103.CB

Jones, R. Caroline    4153.CA

Jones, Stephanie    4153.CA

Joo, Minho    3103.CA

Joo, Young Ju    4091.CA

Jordan, Beth    3130.CA

Jordan, Mary Beth    2091.S3, 4080.S3, 4103.C1, 4130.CB, 5080.C5, 5091.C1, 5103.C1

Jorgensen, Stacy    3141.C6

Joseph, Roberto    4091.CA

Juncker, Janeel    3153.G5, 4103.CA

Jung, Jean    3141.G5, 4091.CA

Jung, Jiyoon    2153.G7

Just, John    4103.C1

**K**

Kacin, Sara    4091.B2

Kagami, Ai    2153.C1

Kalet, Adina L.    4103.R3

Kaminski, Karen 2080.S3, 2091.S3, 2114.G6, 3130.CA, 3130.G2, 4080.C8, 4091.S3, 5080.S3, 5091.C8

Kang, Ingu    4091.CL

Kang, Minseok    3141.G8

KAPLAN AKILLI, Goknur 4080.CL

Kara, Nuri 3130.CA

Karaaslan, Hasan    2141.C1

KARAMAN, Selcuk 5091.C6

Karapınar, Caglayan    3153.SJ

Katsaros, Alex    2130.G6

Kawulich, Barbara    3103.G7

Kayabas, Ilker    4091.CA

Ke, Fengfeng    2130.C5, 3103.CA, 3130.G6, 3141.G4, 4080.C1

Ke, Meiyu 3140.GF

Kealy, William    4103.C9

Kebritchi, Mansureh    5103.C7

Keeney-Kennicutt, Wendy 5103.C7

Kellam, Nadia    4080.C1

Keller, John    4153.CA

Kelley, Bonnie    4103.C1

Kemp, Jerrold E.    5080.S3

Kenny, Robert    2130.C1, 2153.S3, 3103.C7, 3141.G2, 5091.C5

Kersaint, Gladis    3141.R2

Khalsa, Gurupreet    4130.CA

Kibaru, Francis    4141.CA

Kim, Aaron    4103.CA

Kim, ChanMin    3130.CA, 4103.CL, 4153.C1

Kim, Hae Young    3141.C2

Kim, Hannah    3141.G5, 4141.CL

Kim, Jackie HeeYoung 4141.CA

Kim, Min Kyu    4091.R2, 4130.R1, 4141.R2, 4153.R2

Kim, Minchi    2130.C5, 3130.CA, 4130.B3

Kim, Nari 2103.B4, 4091.CA, 4130.G3, 4141.G3

Kim, Paul Hong Suk    2090.B3, 4141.C5

Kim, Sahoon    3103.SJ, 4141.C7

Kim, So Mi    3130.CA, 3141.CA, 3153.CA, 4130.G4

Kim, Sunhee    4141.CA

Kim, Sunkyung    5080.C2

Kim, Sunyoung    3103.C6

Kim, WooRi    2130.C5, 4130.B3, 4141.R1

Kim, Yoon Hee    3130.C6

Kim, Yoon Jeon    2130.C7, 3141.G5, 4080.R1, 4130.B4, 4141.C0

Kim, Younsu    3141.CA

Kimmons, Royce    2153.C0, 5080.C6

Kinsinger, Addie    2080.S3, 2091.S3, 2123.B4, 3114.S1, 4080.S1

Kinuthia, Wanjira    4091.C9

Kinzie, Mable    2114.G6, 3130.G2, 4130.R2, 5091.CB, 5103.CB

Kip Kayabas, Buket    4130.CA

Kirk, Ryan Allen    3153.CA

Kisicki, Todd    3153.G2

Klein, David    3153.G1

Klein, James    4080.R2, 4103.R3, 4141.CA

Kobak, Kadriye    4091.CA

Kocdar, Serpil    5091.CA

Koech, Japheth Kipkorir 3153.CA

Koehler, Adrie A    2141.G6, 3130.CA

Koehler, Natalya    4103.CL

Kollmann, Sherry    3141.CA

Kolloff, Fred    3130.S3, 5103.C0

Kong, Kellie    3141.SJ

Kopcha, T J    2141.G8, 3103.CL, 4103.R3

Koszalka, Tiffany A.    2153.C8, 3103.G2, 4130.G4

Kowch, Eugene    2080.S3, 2141.C8, 3130.S3, 3141.C4, 3153.OR, 4130.C8, 4141.C6, 5080.S3

KU, CHENG-HSIN (ALAN) 4080.CA

Ku, Heng-Yu    3141.CA

Kucuk, Sevda    4103.CA

Kulo, Violet    3103.R1

Kurtoğlu, Meltem    3153.C7

KURUBACAK, GULSUN 4103.SJ

Kwok, Oiman    5103.C7

Kwon, Seolim    4091.CA, 4141.R2

**L**

Lancaster, Jason    3153.C1, 4153.CA

Land, Susan    2130.C5, 3103.CA, 4130.R1, 4141.C9

Lane, Molly M    4103.G5

Lane, W. Brian    3153.G2

Lanter-Johnson, Dr. Yvonne Marie 4091.C5

Lara, Miguel    3141.G5, 4141.R2

Larson, Miriam    4153.R1

Lauderdale, Skyler    3130.C4

Law, Victor    3153.G3, 4141.C1

Layne, Ludmila Ortegano 2141.C6

Leary, Heather    3141.S1, 5080.C0, 5091.C1

Lee, Cheng-Yuan    3103.CA, 4103.B3, 4130.C0

Lee, Chia-Jung    3130.CL

Lee, Dabae    3164.G5, 4153.B4

Lee, Eunbae    2153.G8, 3103.CA, 4153.B4, 5091.C2

Lee, Jieun    3130.C6

Lee, Kangdon    4080.SJ

Lee, Myongkyu    4141.CA

Lee, Sang Soo    4130.SJ

Lee, Sungwoong    3103.C6

Lee, Woon Jee    3103.CA, 3153.R1, 4080.R3, 4141.C1

Lee, Young-Jin    3130.R1

LEE, YOUNG-TAE    4141.CA

Lefaiver, Mary    3114.B3

Leh, Amy 3141.S3, 5080.S3

Lehmann, Thomas    2130.C7

Lei, Hansheng    3153.C0

Lei, Jing    2153.C7

Leong, Peter    3141.SJ

Lewis, Carrie    3153.C1, 4153.CA

Lewis, David    3141.G4

Lewis, Joe'l    3103.C9, 4091.R3

Ley, Kathryn    2103.B4, 2130.G6, 3103.S3, 4103.S3, 4130.G3, 4141.G3, 5080.C8

Li, Haiying    3103.R3

Li, Ku    3103.CA

Li, Kun    3141.C2

Li, Wei    3103.B2, 4080.CA

Li, Zhigang    4080.CA, 4141.CA

Lightner, Renee    3141.B2, 4141.B2

Lim, Cheolil 3103.C6, 4103.C1, 4141.CA, 5080.CA

Lim, Dan    4103.R1

Lin, Hsiao-Wei    4153.CA

Lin, Lijia 3103.CA

# Participant Index

*Note that some sessions listed reflect organizational participation by the individual, but not necessarily attendance or presenting status for the session.*

Parker, Michele A   4103.CA

Parker, Preston   2070.S3, 2080.S3, 3103.G6, 3141.G7, 4070.S3, 4080.S3, 4103.G4, 5070.S3, 5080.C0

Partin, Christina   3130.C4

Parton, Becky Sue   4130.SJ, 4141.CA

Pastore, Raymond   2130.CB, 2141.CB, 3130.R1, 4080.B3, 4091.B3, 4103.C5, 4153.CA

Patterson, Terry   2080.S3

Patton, Sandy   2123.B4, 4080.S1

Pensabene, Tom   3141.C9

Perkins, Ross   2080.G6, 2090.C7, 2114.S3, 3141.CA, 3180.G3, 3193.G3, 4091.G5, 4103.CA, 4141.CA

Persichitte, Kay   2103.S3, 2141.C8, 3130.S3, 4141.C6, 4153.G5, 5103.C0

Peszek, Donna   5080.C1

Peters, Janet L.   5080.C1

Peters, Phil   2130.G6

Petrovich-Corn, Cynthia   4130.C7

Pina, Anthony   2103.B4, 3103.G8, 3130.C5, 3141.C5, 3153.R3, 4080.G4, 4130.G3

Pirnay-Dummer, Pablo   3103.CB, 4153.C1, 5091.C6

Plass, Jan L.   4103.R3

Poling, Nathaniel   1090.C9, 3153.G1, 5080.C7

Polly, Drew   3103.C8, 4141.C8, 5103.C0

Preast, Vanessa   2130.C9

Pusic, Martin V.   4103.R3

Putney, Dawn   3103.G7

Puvirajah, Antton   3153.CA

**R**

Raj, Avish   3153.G7

Ralston-Berg, Penny   4091.C5

Randall, Daniel   3153.CA

Rankey, Pam   2130.G7

Rankin, Allison   3153.CA

Rath, Victoria   4153.SJ, 5103.C2

Rauzi, Dan   2141.OR, 4153.CA

Ray, Andrea Lee   3141.C4, 4153.B4

Raymer, Melissa   3153.CA

Razzouk, Rim   3141.B2, 3153.CL

Recker, Mimi   3103.B4

Redinger, Leslie S.   4130.B2

Reese, Debbie Denise   3140.GF, 3164.G5, 5080.S3

Reeves, Thomas C.   2080.G8, 2141.C9

Regina, Michael   3153.CA

Reigeluth, Charles M.   3153.CA, 4091.C2, 4153.CA, 5080.S3

Reinhart, Julie   5080.C1

Reiser, Robert   2130.C7, 3141.G5, 3153.G5, 4153.C8

Remsing, Lisa   4091.B2, 5103.C8

Ren, Yingjie   5091.CA

Resioglu, Ilknur   4103.CA

Rice, Kerry   3103.B3

Rice, Lisa   3141.CA

Rich, Peter   2090.C0, 3103.R2, 3130.CA, 3153.G5, 4130.C9, 5091.C0

Richardson, Ben   4141.CA

Richardson, Jennifer   2141.G6, 3130.R3, 4141.R1

Richey, Rita C.   3103.S3, 3141.C2, 4080.R2, 4103.S3

Rideaux-Henry, Heather L.   4130.CA

Rieber, Lloyd   2153.G8, 3130.G6, 4130.R2

Riglaben, Ravic   3103.G7

Ritter, Nicola   4141.B4

Ritzhaupt, Albert   1090.C9, 2141.CB, 3130.C1, 3141.R2, 3153.G1, 4091.CL, 4103.CA, 5091.C6

Robb, Thomas   3141.CA

Roberts, Elaine J.   5080.S3

Robertshaw, M Brooke   3103.B4, 3141.C4, 4080.CB

Robinson, Rhonda S.   2130.C0, 3103.S3, 3130.S1, 4103.S3

Robison, Don G.   2130.C8, 3103.CA, 3140.GF, 4141.B2

Rogers, Sylvia   4091.C0, 4153.CA

Roman, Tiffany   3130.CL, 3153.CA

Romero, Enilda   2114.G7, 3130.G6, 3140.GF, 4080.R2, 4153.CA

Rooney, Kevin Maurice   3153.G1, 4141.C9

Rosenberg-Kima, Rinat B.   4153.B2

Rosenfeld, Barbara   4130.R3

Roughton, Chandra   3103.R3, 3141.C2, 4141.CA, 4153.CA

Rubin, Beth   4141.CB, 5080.C8

Ruggiero, Dana   3130.CA, 3141.C2

Ruiz, Claudia   4130.CA

Russell, Gregory   3140.GF

Russell, Renita   4153.CA

Russell, Roxanne   2130.OR, 3103.G2, 3141.CL, 4091.C9, 4130.R1

**S**

Saba, Anthony   3153.C9

Saba, Anthony   3103.B3

Sabo, Ken t   4130.CA, 4153.CA

Sadaf, Ayesha   2070.S3, 3103.C0, 3130.R3, 3141.G5, 3153.G7, 4070.S3, 4080.C2, 4114.C2, 5070.S3

Saint-Jacques, Annie   3103.G8, 4080.G4, 4141.CA, 4153.C7

SAMUR, Yavuz   3141.CA, 3153.CA

SANCAR TOKMAK, Hatice   3153.CA

Sang, Xinmin   3103.S3, 4103.S3

Sanga, Mapopa   3153.CA

Sarpel, Umut   4103.R3

Sathe, Swati   4103.R3

Savenye, Wilhelmina   2130.R2, 3103.CA, 3153.C1, 4091.C1, 4103.G5, 4141.C1, 4153.CA

Saville, K. J.   2123.B4, 3141.C8, 4080.S1

Saxberg, Bror   2153.G6

SAYKILI, Abdullah   5091.CA

Schaffer, Scott   4080.C9, 4103.B2, 4141.CL

Schlosser, Charles   3130.G7

Schmertzing, Lorraine C.   3130.S3

Schnackenberg, Heidi L.   4141.CA

Schuch, Dan   2153.C5, 5091.C8

Schuermann, Ryan   4103.CL

Schwier, Richard   2141.R2, 2153.G7, 4141.G5

Schwind, Michael   3130.G8

Scognamiglio, John   3141.C6

Searson, Michael   3141.CB

Seaton, Jennifer   2153.G7

Seely, Brian J   4080.C7

Sellers, Linda   3103.B4, 5091.C1

Sells, Stephanie   3130.OR

Seok, Soonhwa   3141.CA

Seol, Sunmi   2090.B3

Sereebenjapol, Piyathida   3153.G6

Sessums, Christopher   4091.CL

Sharick, Sara   4091.CA

Shariff, Sya Azmeela   2153.R2, 3141.C2

Sharma, Priya   2130.C5, 3103.CA

Shearer, Rick   4091.C5, 4103.C5, 4130.CA

Shen, Yan   2130.G8, 3153.G5

Shepard, MaryFriend   3103.C5, 3141.C5, 4091.G5

Shepherd, Craig   4141.B4, 4153.S3

Shih, Mei-Yau   4130.CA

Shin, Hyoung Seok   3103.C6

Shin, Suhkyung   4091.CA

Shoffner, Mary B.   3103.S3, 4103.S3

Shrestha, Ratish   4141.CA

Siko, Jason   3103.C0, 3130.CA, 4153.CA

Sikorski, Eric   3153.B2, 4080.G5

Simkins, Sarah Ruth   4153.CA

Simonson, Michael   3130.G7, 3153.S3, 3170.S1, 3180.SJ

Simpson, Mark   3153.G7

Sims, Rod   3141.C9, 4091.C1

Slack, Kent   4141.CA

Slagter van Tryon, Patricia J   2091.S3, 2141.C0

Sliva, Yekaterina   3140.GF, 4130.C9

Smaldino, Sharon   2080.G6, 2123.B4, 2153.CB, 3103.C8, 3130.S3, 3141.C8, 3153.S3, 4080.S1, 4103.G5, 4153.S3

Smith, Kennon   4153.CA

Smolka, Jennifer   3073.G4, 3141.C5, 4091.G5

Snider, Jean   3130.R1, 3141.CA, 3153.CA

Snyder, Martha   3103.CA, 4080.C1

So, Wing Wah Simon   4103.C5

Sockman, Beth Rajan   3130.S3, 3141.C6

Song, Hae-Deok   4091.CA

Song, Hyuksoon   4103.R3

Song, Jaeki   4153.CA

Song, KiBong   3103.B2

Sorensen, Christine   3130.S3

Spear, Caile E   3141.C6

Spector, Jonathan M   1130.C2, 2091.S3, 2130.OR, 2141.R2, 2153.C2, 3103.C9, 3130.G5, 3141.CB, 3153.CB, 4114.S1, 4130.G4, 4130.G5, 4141.G4, 4141.G5, 4153.R2

Spurgin, Daniel   4130.CL

Stager, Sarah   3153.G5

Staley, Jennifer   3153.C8

Stansberry, Susan   3141.B4, 4153.CA, 5091.C0, 5091.CB, 5103.CB

Stapleton, Christopher   5091.C7

Stefaniak, Jill Erin   4091.R3, 4153.CA

Stewart, Michael   3130.G8

Strobel, Johannes   2141.B3, 4080.C9, 4141.CA

Strycker, Jesse   2130.C2, 3103.C4, 3130.C4

Stuckey-Mickell, Tracey A.   3103.R2, 3141.CA

*Note that some sessions listed reflect organizational participation by the individual, but not necessarily attendance or presenting status for the session.*