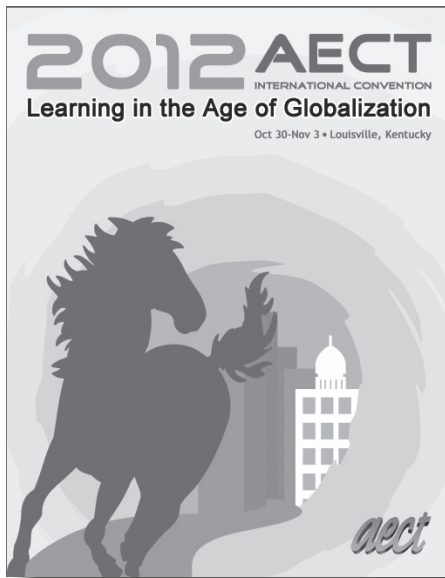


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The Association for Educational
Communications and Technology
1800 N. Stonelake Drive, Suite 2
P.O. Box 2447
Bloomington, IN 47404-2447

Toll Free: 877-677-2328

Local: 812-335-7675

Fax: 812-335-7678

E-mail: aect@aect.org

Web Site: aect.org

Welcome to Louisville and the 2012 AECT International Convention!

This year's convention theme is Learning in the Age of Globalization. Converging web, mobile, and social technologies have generated a level of communication and interaction never before possible. In an Age of Globalization, we must ask how these tools are used to enhance learning and prepare individuals and their organizations for success in a global society. This emphasis on globalization and learning will be the foundation of our time together during the week ahead. Throughout the week, our distinguished keynote speakers will guide our discovery of globalization, technology, learning, and the mind. Wednesday's keynote speaker, Dr. Yong Zhao is Presidential Chair and Associate Dean for Global Education, College of Education at the University of Oregon. In his presentation, Dr. Zhao will discuss a future-oriented education that starts with what comes with each child instead of an authoritative prescription of knowledge and skills and aims to prepare students as globally competent and creative entrepreneurs. He will also discuss the role technology plays in creating and delivering such an education. Thursday's keynote speaker, Dr. Malcolm Brown is Director of the EDUCAUSE Learning Initiative (ELI). In his presentation, Dr. Brown will address developments in higher education over the past decade and how this period of rapid evolution will continue into the foreseeable future. He will also explore these changes, the technology that enables them, and their implications for our teaching and learning practice. Friday's keynote speaker, Dr. Daniel Willingham is Professor of Cognitive Psychology at the University of Virginia. In his presentation, Dr. Willingham will explore the enormous improvement in the average educator's access to powerful digital technologies and the significant advances in our understanding of the workings of the brain. He will also take a principled look at the relationship of neuroscience and technology, suggesting that AECT members might play an important role in this national conversation.

The most notable innovation at the 2012 AECT International Convention is the use of *Poken* digital networking devices that enable users to exchange contact details (digital business cards) and share digital content with a touch. Be sure to log into your *Poken* hub to update your information, social networks, and documents, if you haven't done so already.

In addition to the keynote sessions, our convention includes many special events that are open to all convention participants. Wednesday afternoon's PacifiCorp Design and Development Competition presentation session gives you a chance to see the three finalist teams present the products of their hard work. Wednesday evening's Welcome Reception offers you the opportunity to learn about divisions-affiliates and their conference activities. After the reception, be sure to join your favorite division-affiliate members for a leisure dinner. On Thursday afternoon, join Design and Development Showcase participants to review their exemplary instructional design work. On Thursday evening, you will not want to miss the International Division annual dinner and auction. Friday afternoon features AECT awards presentations, president-elect speeches, and our membership meeting. Immediately following, you will want to attend our Joint University Reception, offering everyone a chance to interact with our sponsoring institutional participants and learn more about their program offerings and current initiatives. Bring your appetite for a fun-filled reception featuring some of Louisville's finest fare. If you are looking to extend your celebratory mood on Friday evening, join the ECT Foundation for a river cruise on the Spirit of Jefferson, featuring AECT's own *JazzTechs*. And, of course don't forget our many concurrent sessions, poster presentations, luncheons, dinners, workshops, presidential sessions, and our International School Media Festival (ISMF).

Many thanks to the division and affiliate planners, reviewers, volunteers, and AECT support personnel for their countless hours of work in preparation for this week's events. Enjoy your week in Louisville!



Marcus Childress
Emporia State University
Convention Chair



Zeni Colorado
Emporia State University
Convention Planner

Keynote Speakers



Yong Zhao, Ph.D.

**Presidential Chair and Associate Dean for Global Education,
University of Oregon**

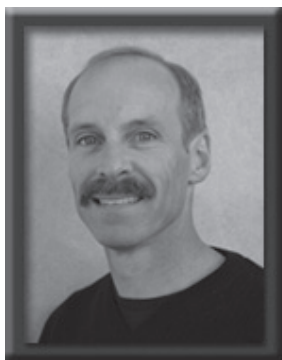
***World Class Learners: Educating Creative and Entrepreneurial
Students***

Wednesday, October 31st - 4:45 p.m. to 6:00 p.m.

East Suite Tower - Grand Ballroom A

Education is about preparing children to live in the future. While at no time we could predict exactly what the future would be like, in closed, slow-changing societies, the future could be predicated based on the past, with reasonable confidence. Thus education in general has been about delivering a prescribed set of knowledge and skills to help children find employment and live as citizens. However with globalization and rapid technological changes, such societies do not exist on earth anymore, making it virtually impossible to pre-determine the skills and knowledge needed for the future. What then should education do?

In his presentation, Professor Yong Zhao discusses a future-oriented education that starts with what comes with each child instead of an authoritative prescription of knowledge and skills and aims to prepare students as globally competent and creative entrepreneurs. He will also discuss the role technology plays in creating and delivering such an education. This presentation is based on Zhao's latest book *World Class Learners: Educating Creative and Entrepreneurial Students* (Corwin, 2012).



Malcolm Brown, Ph.D.

Director, EDUCAUSE Learning Initiative

The Changing Landscape of Higher Education

Thursday, November 1st - 3:30 p.m. to 4:45 p.m.

East Suite Tower - Grand Ballroom A

Developments in higher education over the past decade represent a striking departure from the traditional, "one size fits all" transmission model of education. And it's not over yet; this is a period of rapid evolution that will continue into the foreseeable future. These changes have their roots in the psychology of how we learn, in the participatory culture associated with social networking technology and in the enablement of information technology. They are clearly informing all aspects of how we conduct and support teaching and learning in higher education and are the drivers of the pace of change we are seeing today. This session will be an exploration of these changes, the technology that enables them, and their implications for our teaching and learning practice. ges.



Daniel T. Willingham, Ph.D.

Professor, University of Virginia

The Mind, the Brain, and Quality Control in Educational Technology

Friday, November 2nd 3:30 p.m. to 4:45 p.m.

East Suite Tower - Grand Ballroom A

The last decade has seen enormous improvement in the average educator's access to powerful digital technologies. It has also seen significant advances in our understanding of the workings of the brain. The convergence of these boons has, unfortunately, had some negative side effects: scare-mongering ("the Internet is changing teen's brains!") and its inverse, technological neurobabble ("this new technology is based on the latest brain research!"). In his presentation, Dr. Willingham offers a principled look at the relationship of neuroscience and technology, and suggests that AECT members might play an important role in this national conversation.

Convention At-A-Glance

Tuesday, October 30

- 7:00am - 5:00pm • AECT Convention Registration (*2nd Level*)
- 7:00am - 5:00pm • Technology Help Center (*Willis Room*)
- 8:00am - 5:00pm • NSF Symposium (*Laffoon Room*)
- 9:00am - 5:00pm • Educational Partners Displays Set-Up (*2rd Level, Registration Foyer*)
- 9:00am - 4:00pm • Professional Development Workshops
- 1:00pm - 5:00pm • AECT Board of Directors (*Brown Room*)
- 6:30pm - 9:30pm • PacifiCorp Design Competition Reception (*Jockey Silk's Bourbon Bar*)

Wednesday, October 31

- 7:00am - 8:00am • AECT Convention Intern Meeting (*Collins Room*)
- 7:00am - 5:00pm • AECT Convention Registration (*2nd Level*)
- 7:00am - 5:00pm • Technology Help Center (*Willis Room*)
- 8:00am - 12:00pm • NSF Symposium (*Laffoon Room*)
- 8:00am - 12:45pm • AECT Committee Meetings & Division Board of Directors Meetings
- 9:00am - 12:00pm • Professional Development Workshops
- 11:45am - 11:00pm • Graduate Student Center (*Brown Room*)
- 12:30pm - 3:30pm • ECT Foundation Board (*Collins Room*)
- 1:00pm - 5:00pm • Jenny K. Johnson International Hospitality Center (*2nd Level, Grand Ballroom Foyer*)
- 1:00 pm - 4:30pm • Educational Partners Displays (*2rd Level, Registration Foyer*)
- 1:00pm - 4:30pm • SICET Keynote & Sessions (*Holly Room*)
- 1:00pm - 4:30pm • **Concurrent Sessions & Presidential Sessions**
- 1:30pm - 3:30pm • D&D PacifiCorp Design Competition (*Segell Room*)
- 2:15pm - 3:15pm • First Timer's Orientation Session (*Grand Ballroom A*)
- 4:45pm - 6:00pm • **First General Session: Dr. Yong Zhao, Presidential Chair and Associate Dean for Global Education, University of Oregon** (*Grand Ballroom A*)
- 6:00pm - 8:00pm • **AECT Welcome Reception** (*2nd Level, East Exhibit Hall*)

Thursday, November 1

- 7:00am - 8:00am • AECT Convention Intern Meeting (*Collins Room*)
- 7:00am - 5:00pm • AECT Convention Registration (*2nd Level*)
- 7:00am - 5:00pm • Technology Help Center (*Willis Room*)
- 7:30am - 9:00am • **Breakfast with Champions** (*Grand Ballroom B*) *Ticketed Event*
- 8:00am - 4:30pm • Educational Partner Displays (*2rd Level, Registration Foyer*)
- 9:00am - 4:00pm • Job Placement Center (*2nd Level*)
- 9:00am - 3:00pm • Jenny K. Johnson International Hospitality Center (*2nd Level, Grand Ballroom Foyer*)
- 9:00am - 4:00pm • Virtual World Demonstration, (*2nd Level*)
- 9:15am - 11:30pm • **Roundtable Sessions** (*Grand Ballroom B*)
- 9:15am - 11:00pm • Graduate Student Lounge Center (*Brown Room*)
- 10:30am - 5:30pm • SICET Sessions & General Sessions (*Holly Room*)
- 10:30am - 3:15pm • **Concurrent Sessions, Presidential Sessions & Division Membership Meetings**
- 10:30am - 3:15pm • Virtual World Sessions (*Clements Room*)
- 11:45am - 12:45pm • SICET Luncheon (*Café Magnolia Private Room*)
- 11:45am - 1:00pm • Design & Development/Research & Technology Division Awards Luncheon (*Combs Chandler Room*) *Ticketed Event*
- 11:45am - 1:00pm • School Media & Technology Luncheon (*Nunn Room*) *Ticketed Event*
- 2:00pm - 4:00pm • D&D Showcase Presentations (*2nd Level - Grand Ballroom Foyer*)
- 3:30pm - 4:45pm • **Second General Session: Dr. Malcolm Brown, Director, EDUCAUSE Learning Initiative** (*Grand Ballroom A*)

Thursday, November 1

- 4:00pm - 8:00pm • ISMF Registration Opens (*2nd Level*)
- 5:00pm - 6:00pm • AECT Affiliates' Leadership Reception (*Combs Chandler Room*)
- 5:00pm - 6:30pm • MPD Immersive Award Reception (*Collins Room*)
- 6:00pm - 6:30pm • International Division Social & Silent Auction (*Carroll Ford Room*)
- 6:30pm - 7:30pm • International Division Dinner (*Carroll Ford Room*)
- 6:30pm - 8:30pm • Graduate Student Bowling Event (*Brown Room*)
- 7:00pm - 7:30pm • ISMF Q&A: Panel with Student Producers (*Jones Room*)
- 7:30pm - 9:30pm • International Division Live Auction (*Carroll Ford Room*)
- 7:30pm - 9:00pm • ISMF Award Winning Film Screenings (*Jones Room*)

Friday, November 2

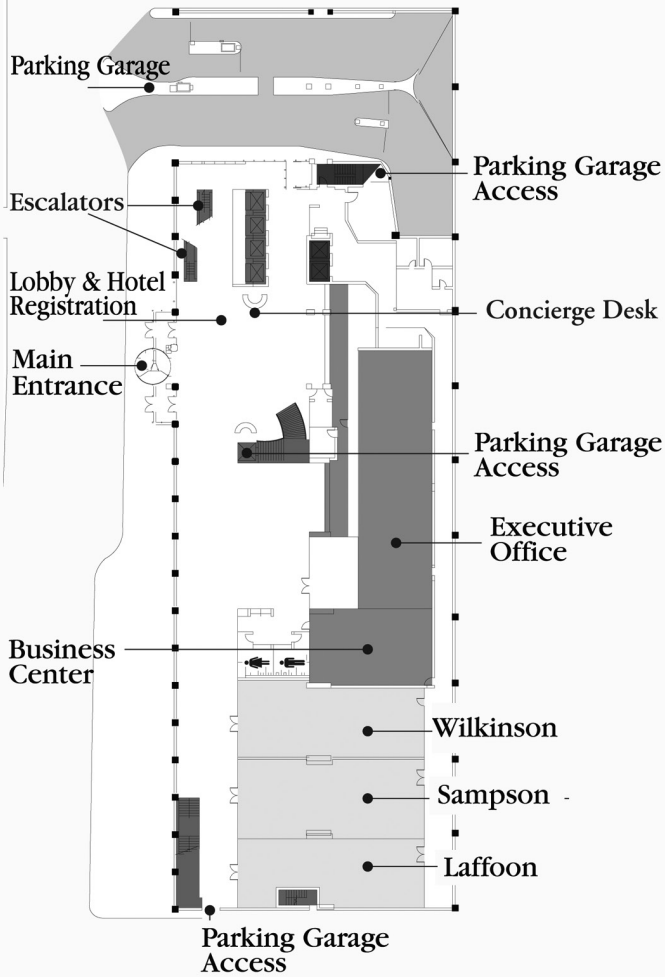
- 7:00am - 8:00am • AECT Convention Intern Meeting (*Collins Room*)
- 7:00am - 5:00pm • AECT Convention Registration (*2nd Level*)
- 7:00am - 5:00pm • ISMF Registration (*2nd Level*)
- 7:00am - 5:00pm • Technology Help Center (*Willis Room*)
- 8:00am - 10:30am • ECT Foundation Board of Trustees (*Collins Room*)
- 8:00am - 4:30pm • Educational Partner Displays (*2nd Level Registration Foyer*)
- 8:00 am - 3:15pm • Virtual World Sessions (*Clements Room*)
- 8:00am - 3:15pm • SICET Sessions and Roundtables (*Holly Room*)
- 8:00am - 3:15pm • **Concurrent Sessions, Presidential Sessions & Division Membership Meetings**
- 8:00am - 4:30pm • ISMF Workshops
- 9:00am - 4:00pm • Job Placement Center (*2nd Level*)
- 9:00am - 4:00pm • Virtual World Demonstration, (*2nd Level*)
- 9:15am - 11:00pm • Graduate Student Center (*Brown Room*)
- 9:15am - 3:15pm • **Roundtable Sessions** (*Grand Ballroom B*)
- 9:15am - 3:15pm • **Poster Sessions** (*Grand Ballroom C*)
- 11:45am - 1:00pm • Teacher Education Division Luncheon (*Carroll Ford Room*) *Ticketed Event*
- 11:45am - 1:00pm • Distance Learning Division Luncheon (*Combs Chandler Room*) *Ticketed Event*
- 11:45am - 1:00pm • Past President's Council Luncheon (*Collins Room*) *For Past Presidents Only*
- 11:45am - 1:00pm • Minorities in Media Luncheon (*Breathitt Room*) *Ticketed Event*
- 1:30pm - 3:30pm • ISMF Student Produced Showcase (*2nd Level, East Exhibit Hall*)
- 3:30pm - 4:45pm • **Third General Session, Daniel Willingham, Professor of Psychology, University of Virginia** (*Grand Ballroom A*)
- 4:45pm - 5:45pm • **AECT Member Meeting: Awards & Meet the Candidates** (*Grand Ballroom A*)
- 6:00pm - 7:30pm • Joint University Reception (*Grand Ballroom B-C*)
- 7:30pm - 9:30pm • ISMF Awards Festival (*Grand Ballroom A*)
- 8:00pm - 8:30pm • Board the *Spirit of Jefferson* for the 8:30pm-10:30pm River Cruise. *Ticketed Event*
At the statue, located outside the East Suite Tower, there is pathway that goes under the highway and directly to the Spirit of Jefferson Riverboat.
- 8:30pm - 10:30pm • ECT Foundation River Cruise on the *Spirit of Jefferson* *Ticketed Event*

Saturday, November 3

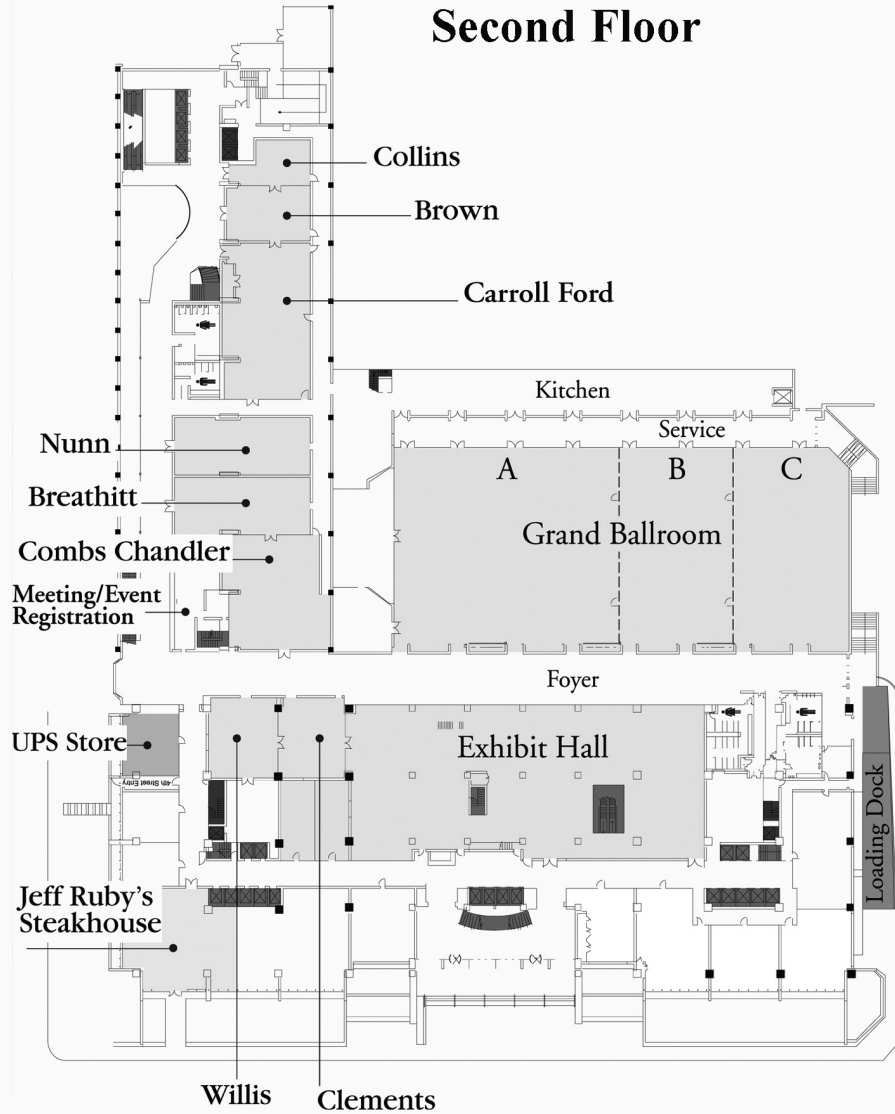
- 7:00am - 12:00pm • AECT Convention Registration (*2nd Level*)
- 7:00am - 12:00pm • ISMF Registration (*2nd Level*)
- 7:00am - 12:00pm • Technology Help Center (*Willis Room*)
- 7:00am - 8:00am • AECT Convention Intern Meeting (*Carroll Ford Room*)
- 8:00am - 9:00am • 2013 AECT Convention Planning Meeting (*Carroll Ford Room*)
- 9:00am - 11:00am • ISMF Workshops
- 8:00am - 11:45pm • **Concurrent Sessions, Presidential Sessions & Committee Meetings**
- 9:00am - 12:00pm • Professional Development Workshops
- 9:00am - 12:00pm • AECT Board of Directors (*Brown Room*)

SUITE TOWER

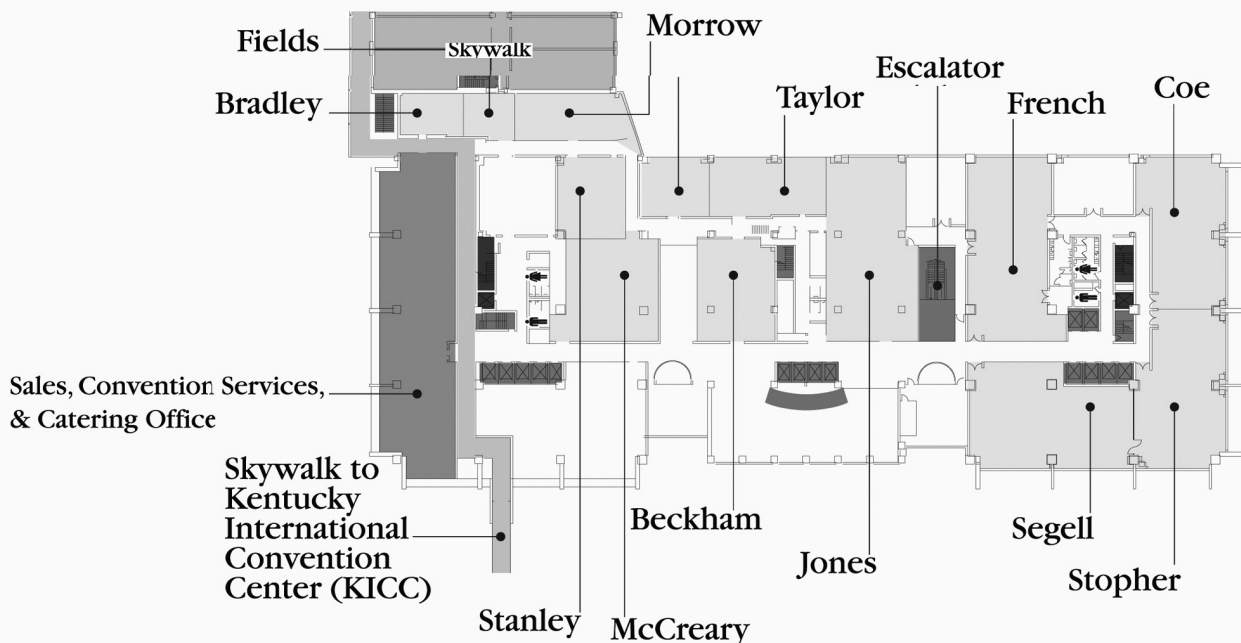
First Floor Lobby



Second Floor

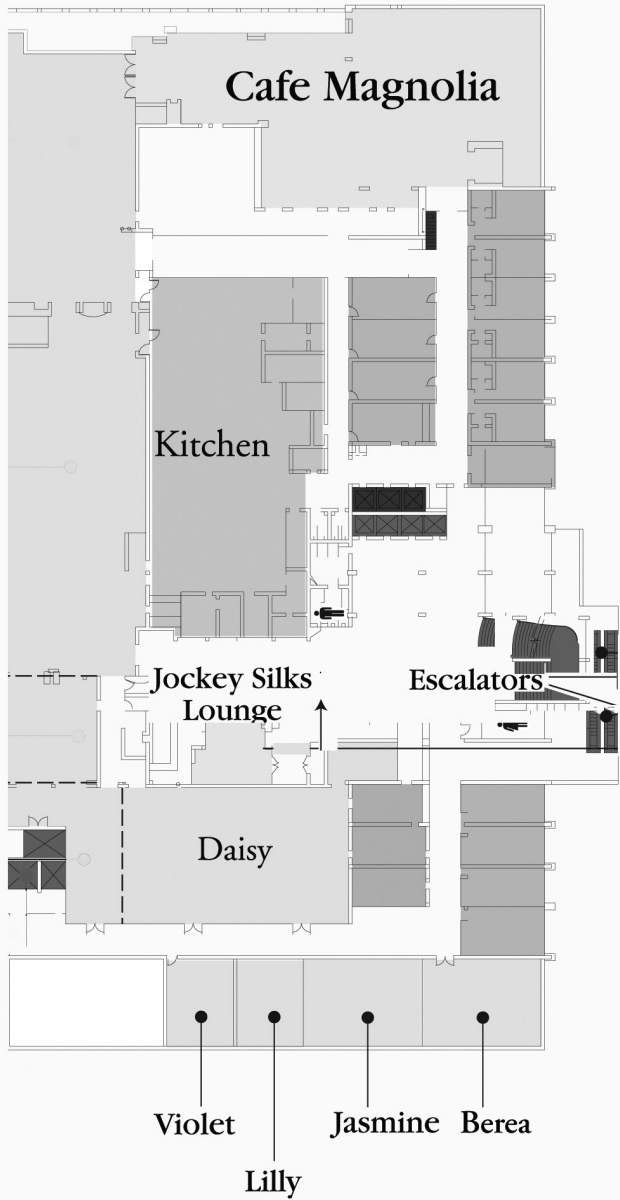


Third Floor

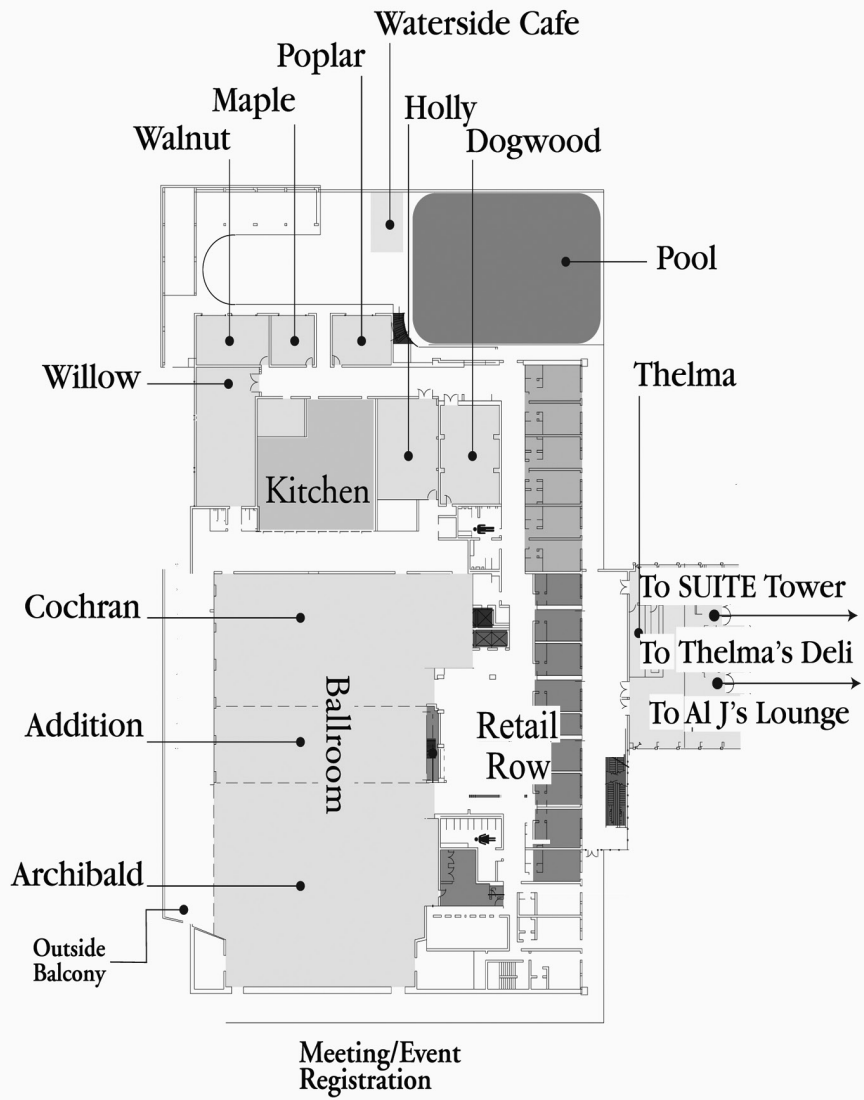


RIVUE TOWER

Second Floor



Third Floor



General 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/ISMF Registration Desk and Hours

The AECT Registration booth is located on the 2nd^d level of the Galt House Hotel. The ISMF Registration booth opens at 3pm on Thursday.

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 “Convention Update” will be available at the registration desk on Wednesday morning, November 9. This will include all updates to convention program received by Tuesday, November 8.

Convention Evaluation – Willis 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 Willis 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 – Willis Room

Check in at the AECT Technology Center 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 Willis room is located on the second 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 – Willis 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 Willis 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.

General Information

Jenny K. Johnson Hospitality Center & International Rendezvous – 2nd Level

The Jenny K. Johnson International Hospitality Center is a welcome center open to all international convention attendees. The hospitality center is located in on the 2nd level of the Galt Hotel. 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 1:00pm-5:00pm Thursday and Friday, 9:00am – 3:00pm.

Graduate Student Center – Brown Room

The Graduate Student Center is a great place for graduate students to take a break, meet with fellow graduate students and interact with AECT leaders who present 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 – 2nd Level

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 – 2nd Level Registration Desk

Lost and found items may be turned in to the AECT Registration Desk located at the convention registration area on the 2nd Level. We will make every effort possible to return a lost item to its rightful owner.

Mobility Services:

Should you need independent mobility equipment to rent during the AECT International Convention, October 29-November 3rd, the following company serves as a vendor for the Galt House, Louisville, KY.

To place an order for a scooter, please contact Joe Shroat at Moving On, 502-964-3556; They will need your weight to assure they fit you with the best mobility unit they can.

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 – 2nd Level 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 2nd level.

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. 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.)

General Information

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. Tickets will be collected at the door.

The Business Center

The UPS Store and Business Center is located on the second floor of the Suite Tower in the Galt House, Suite 150. Services include: Digital Printing & Copying, folding, collating, packaging receiving and shipping.

Please contact the UPS Store located at the Galt House for a full line of services.

Phone: 502-583-3784 Fax: 502-584-3786

Website: <http://www.theupsstorelocal.com/6123/>

Email: store6123@theupsstore.com

Regular Hours of Operation:

Monday through Friday, 7:00am - 7:00pm.

Saturday and Sunday 8:00am-5:00pm.

Concierge Desk

Located on the hotel's lobby level, the Concierge Desk has a wealth of information waiting for you. The Galt House 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 Louisville 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 staff prior to your arrival so that they can service all your needs. The concierge can be reached at 502-589-5200, ext. 4196.

Airport Transportation

The Galt House has arranged airport transportation with your reservation via Sandollar Limousine. To take advantage of this service you can go directly to their website, www.sandollarlimo.com or www.galthouseshuttle.com to submit your flight information and details. The cost for this service is only \$15 per person one way or discounted \$25 round trip person and can be attached to room billing. Once at the hotel you can arrange your departing trip at the transportation desk directly at (502) 561-4022. Operation hours: 7:00am to 8:00pm. Special early or late transportation can be arranged. Call or see the above web link for further information.

Taxi Cab

Bellmen will summon a cab for you whenever you have the need. Cab fare to the airport costs approximately \$20.00. Sandollar Limousine and Shuttle operates in partnership with our hotel. Phone number: (502) 561-4022. Visit the [Sandollar web site](#).

Toonerville Trolley

The trolley covers a large area of downtown Louisville and gives easy access to many local attractions with the convenience of boarding in front of the hotel. Hours of operation are Mon. – Sat., 7:30am to 11:00pm. Free

General Information

Tarc

Tarc is the local bus system. It is inexpensive to ride and pick up is just a block from the hotel. Carriage Rides are also available for guests to enjoy the city year round.

Parking

Galt House Hotel & Suites has 3,200 on-site parking spaces available in our attached covered parking garage for guests. The current charge is \$12.00 per night for in and out privileges. Valet parking is offered for \$18.00 per night.

Local Restaurants

To receive a list of other restaurants within walking distance from the Galt House Hotel, stop by the AECT registration desk or check the AECT website. www.aect.org/events/Louisville/local/

Internet Services

Complimentary WiFi is available in all common areas including all hotel lobbies, restaurants and lounges. There is a fee of 5.95 for wireless Internet in all guest rooms for a 24-hour period.

AECT Educational Partners – Tabletop Exhibits, – 2nd Level, Registration Foyer

Wednesday through Friday, take time to stop by the tabletop exhibits and see what's new and available to professionals like you in the field of instructional technology. The tabletop exhibits are open Wednesday through Friday during normal operation hours. Participating educational partners with displays include:

ECT Foundation

Contact: Sharon Smaldino, ECT
Foundation President
Phone: 815-753-9144
E-mail: ssmaldino@niu.edu

Routledge Taylor Francis

Contact: Alex Masulis
Phone: 917-351-7124
E-mail: masulis@taylorandfrancis.com

Morehead State University

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

UNT College of Information External Affairs

Contact: Landon Ellison,
Landon.Ellison@unt.edu
Phone: 940-369-5053
E-mail: www.ci.unt.edu

Springer Publishing

Contact: Carol Bischoff
Phone: 212-620-8085
E-Mail: carol.bischoff@spriner.com

Walden University

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

Presidential Sessions

~ Wednesday, October 31 ~

Who Are We and Do We Make a Difference? AECT and the Marketing of Instructional Designers and Educational Technologists or Whatever We're Called.

1:00 pm to 2:00 pm

East- Suite Tower - 1: Sampson

Ana Donaldson, Walden University; **Ellen Hoffman**, University of Hawaii - Manoa; **Ellen Wagner**, Sage Road Solutions, LLC

This Presidential session will preview a potential AECT initiative to actively promote our profession. Challenged by last year's keynoter Ellen Wagner, multiple discussions arose about who we are, including a recent TechTrends article by AECT President Ana Donaldson urging branding our field and marketing what we do. The goal of the session is to consider activities that will enhance outreach and bring together research that demonstrates the positive impacts of practitioners on learning.

Quality Online Doctoral Programs: Not an Oxymoron. A Presidential Panel Discussion

1:00 pm to 2:00 pm

East- Suite Tower - 01: Wilkinson

Jason Huett, University of West Georgia; **Ross Perkins**, Boise State University; **Swapna Kumar**, University of Florida; **Greg Jones**, University of North Texas

Are you currently developing an online doctoral program for your university? Do you have an interest in how quality online doctoral education really works at traditional institutions? Bring your questions to this panel of experts with first-hand experience in designing, developing, implementing, and evaluating online doctoral programs at traditional institutions. This panel session will depend heavily on audience participation so bring your questions and take advantage of this group of online doctoral program experts.

Leading Globalized, Interdisciplinary Organizations: A Close Look at Specialization, Interdisciplinary and Chances for Transformation of Our Field

2:15 pm to 3:15 pm

East- Suite Tower - 1: Sampson

Eugene Kowch, University of Calgary - Faculty of Ed

Educational technologists are influential leaders who need to know much more about the nature of leading the complexity of globalized, adaptive complex organization systems (Childress, 2011; Author, 2011; Reigeluth & Duffy, 2009; Goldstein et al., 2011). By considering first the conditions of the organization and then the qualities of organizations in flux, education technology leaders can explore some key features of the critical contexts and dynamics of (leading) a complex globalized organization. First, the construct of specialization, including: (1) redundancy and (2) diversity that describe the very possibility for emergence (system wide change) in today's specialized, globalized organization are investigated with examples. Then by exploring a new framework for understanding specialization in a new way within active, resonant globalized organizations at the cusp of change we examine how to 'get change done' as system leaders (Author, 2012 in press). This means recasting leadership and change in the interdisciplinary way that we do implicitly in educational technology – by going beyond the shortcomings of classic educational leadership theory and systems thinking (Author, 2009). Finally, this overview of the dynamic features found in powerful, adaptable globalized organizations is extended by outlining (1) organization learning and (2) innovation features found in emerging organizations/relational networks at the cusp of change. If you want to build potential change, you'll enjoy our conversation.

Women in IDT Leadership Series: The Road to Full Professor for Women in Academia

2:15 pm to 3:15 pm

East- Suite Tower - 01: Wilkinson

Monica Tracey, Wayne State University; **MJ Bishop**, Lehigh University; **Elizabeth Boling**, Indiana University; **Tiffany A. Koszalka**, Syracuse University; **Katy Campbell**, University of Alberta

While women make up nearly half of doctoral degree recipients in the U.S., they comprise only about one quarter of full professors. As a continuation of last year's session, this 90-minute, interactive session will address three specific areas to assist women on their Road to Full Professor: presenting yourself for external review, creating a list of external reviewers, and writing effective external review letters. Experts will provide input on these areas followed by an opportunity for attendees to engage in conversation on additional issues.

Handbook of Research on Educational Communications and Technology (4th edition)

3:30 pm to 4:30 pm

East- Suite Tower - 2: Grand Ballroom A

Jonathan M Spector, University of North Texas; **M.David Merrill**, Retired Utah State University; **Jan Elen**, CIP&T, KULeuven; **MJ Bishop**, Lehigh University; **Yogun Ren**, East China Normal University; **Brian Belland**, Utah State University; **Jennifer Hamilton**, Westat; **Patricia Young**, University of Maryland Baltimore Co.; **Eunjung Oh**, Georgia College and State University; **Melissa James**, Springer Publishing

Presidential Sessions

In this panel session, the 4th edition of the Handbook for Research on Educational Communications and Technology will be previewed and discussed. In addition to a short review of the editor process by the editors, four contributing authors will provide a brief synopsis of their chapters. The panel will also include Springer's senior editor responsible for the Handbook. Questions from participants are welcome and suggestions for the next edition will be entertained. The Handbook will be in press and hopefully available by the annual meeting per the original publication initiated three years ago.

~ Thursday, November 1 ~

A Treaty to End the Paradigm Wars: An Instructional Theory for the Information Age

9:15 am to 10:15 am

East-Suite Tower - 1: Sampson

Charles M. Reigeluth, Indiana University

First, behaviorism ruled the world, then cognitivism, and lately constructivism. Like its predecessors, constructivism is now coming under fire. Like the marriage of King Louis XIV of France with the princess of Spain that brought an end to the war between those countries, perhaps the time is right for a marriage of these three paradigms to end the paradigm wars. This presentation explores whether such a marriage could and should happen, and if so, how.

The New AECT Certificate Program Endorsement (CPE)

9:15 am to 10:15 am

East-Suite Tower - 01: Wilkinson

Phillip Harris, AECT Executive Director; **Ana Donaldson**, Walden University; **Ellen Hoffman**, University of Hawaii - Manoa; **Lara M. Luetkehans**, Northern Illinois University; **Monica Tracey**, Wayne State University; **Tom Hergert**

This presidential panel session is for representatives of academic programs interested in seeking the new AECT Certificate Program Endorsement. Panelists will share the policies and processes guiding the launch of the AECT Endorsement, the experiences of the participants involved in the initial reviews, as well as tips to initiate and navigate the process for obtaining the new AECT Certificate Program Endorsement.

The New AECT Standards and Endorsement Plan for Educational Technology Graduate Programs

10:30 am to 11:30 am

East-Suite Tower - 01: Wilkinson

Ellen Hoffman, University of Hawaii - Manoa

This session, sponsored by the AECT Standards Committee, is a discussion with the community on the status of the new standards and the proposed program endorsement plan. 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 organizer who is the committee chair, AECT leaders and other members of the Committee will be on hand to answer questions.

System-Driven Change, Tighter Coupling, and the Potentially Productive Role(s) of Data Systems: Where We Should be Heading

10:30 am to 11:30 am

East-Suite Tower - 1: Sampson

Samuel Stringfield, University of Cincinnati; **Brian Beabout**, University of New Orleans

The rapid evolution of data warehousing, combined with increasingly sophisticated "dashboard" querying and reporting systems is creating what Karl Weick (1979) referred to as less "loosely coupled" education systems. Yet Weick and subsequent systems theorists have been clear that no system can or should be tightly coupled on all dimensions of professional work. The positive and potential negative consequences of these technology-driven changes are explored through the presentation of High Reliability Organization (HRO) theory, and school- and system-level case studies of productive uses of data systems. Other, less positive examples are also explored as part of an effort to suggest more and less productive ways forward.

How Did We Get Where We Are? Beliefs, Values and Practices Influencing the Evolution of Two Pioneer Academic Programs

1:00 pm to 3:15 pm

East-Suite Tower - 2: Grand Ballroom A

Robert Reiser, Florida State University; **Walter Dick**, Florida State University; **James Klein**, Florida State University; **Vanessa Dennen**, Florida State University; **Michael H. Molenda**, Indiana University; **Robert Heinich**; **Charles M. Reigeluth**, Indiana University; **Elizabeth Boling**, Indiana University

This session will focus on the theories, beliefs and practices that have historically influenced two pioneer instructional systems/instructional technology graduate programs: Florida State University and Indiana University. Faculty members from each program, active during the early, middle, and recent years in the program, will describe the development and changes in the theoretical and practical foundations of these programs.

Presidential Sessions

One-to-One Laptop Implementation in El Salvador

2:15 pm to 3:15 pm

East- Suite Tower - 01: Wilkinson

William Mejia; **Peter Fadde**, Southern Illinois University

This paper describes lessons learned from the implementation of the Closing Knowledge Gap Program (CKGP) in El Salvador in which every student receives a laptop to eliminate the digital divide. The one-to-one laptop model allows teachers to “break down classroom walls, and engage students in real world learning” (Center for Digital Education, 2005, p. 5) and students to use the technology throughout the day, continuing their schoolwork at home, or wherever they are.

~ Friday, November 2 ~

Leadership and Success: A Candid Conversation with Previous ECT Interns about Their Experiences as Leaders in the Field

8:00 am to 9:00 am

East- Suite Tower - 01: Wilkinson

Jennifer B. Myers, Florida State University; **Anne Mendenhall**, Florida State University; **Fatih Ari**; **Ayesha Sadaf**, Purdue University; **Xiaojun Chen**, Purdue University

During this panel presentation, leaders from six different Educational Communications and Technology (ECT) intern classes will discuss how their internship experience has shaped who they became as a leader and how they continue to grow into the leaders in the field. The goal of the session is to provide insight into the benefits of participating in the ECT Internship program as well as what it really means to be a leader of Educational Communication and Technology during the Age of Globalization.

Discussants:

Thomas C. Reeves, University of Georgia

Anthony Pina, Sullivan University System

ChanMin Kim, The University of Georgia

LMS-less Open Educational Courses

8:00 am to 9:00 am

East- Suite Tower - 1: Sampson

Preston Parker, Utah State University; **Heather Leary**, University of Colorado-Boulder

Using copyrighted materials for educational purposes presents teachers with concerns. As legislation for the use of copyrighted materials in the classroom is being updated (TEACH Act), many teachers are turning to open educational resources, digital libraries and repositories, and massive open online courses (MOOCs). This shift represents epistemological thoughts aligned with areas like Flat World Knowledge. By means of discussion and presentation, these ideas will be covered.

The Evolution of an “Honor Roll” Online Master’s Program in IT: Critical Decisions and Outcomes

8:00 am to 9:00 am

East- Suite Tower - 1: Laffon

Lara M. Luetkehans, Northern Illinois University; **John Cowan**, Northern Illinois University; **Darryl Draper**, Northern Illinois University; **Wei-Chen Hung**, Northern Illinois University; **Pi-Sui Hsu**, Northern Illinois University; **Hayley Mayall**, Northern Illinois University; **Nicholas Omale**, Northern Illinois University; **Sharon Smaldino**, Northern Illinois University; **Lisa Yamagata-Lynch**, University of Tennessee

In this Presidential Session, faculty, support staff and students from Northern Illinois University’s online master’s cohort program in Instructional Technology will share the process and critical design decisions in the conceptualization and implementation of the program. Outcomes including retention rate, job placement and student satisfaction as well as external validations including cohort professional networking and receiving recognition among the top 10 online education programs by US News and World Report will be discussed.

Presidential Sessions

Intellectual Property in the Age of Globalization

9:15 am to 10:15 am

East- Suite Tower - 01: Wilkinson

Leonard D DuBoff, AECT; **Mary Ann DuBoff**, AECT

The program will cover Intellectual Property as it applies to online education. It will include an explanation of the high points of the America Invents Act as applied to educators, the importance of trademark protection, and an analysis of recent copyright cases (including fair use and translations) which must be considered when teaching in both brick and mortar as well as online venues. URL infringements will also be discussed.

Textbooks Used in Graduate Programs in Instructional Design and Technology: Comparisons Across Time and Countries

9:15 am to 10:15 am

East- Suite Tower - 1: Sampson

Tristan Johnson, Florida State University; **Xinrong Xue**, Florida State University; **Melissa Mackal**, eLearning Advancements, LLC

A survey was administered to look at textbooks used in Instructional Design and Technology graduate programs. We will present the methods and results from a follow-up study that was conducted in 2009-10. Based on the findings, there were various changes and trends that will be discussed. We will review which textbooks were the most frequently used in our field. We will review the use of these textbooks for the International programs in our field.

Collaborative Overview of the TPACK-Centered Teacher Education Initiative (TEI)

10:30 am to 11:30 am

East- Suite Tower - 01: Wilkinson

Jonathan M Spector, University of North Texas; **Abbie Brown**, East Carolina University; **Marcus Childress**, Emporia State University; **Glen Bull**, Editor, CITE Journal; **David Gibson**, simSchool

This panel of AECT and SITE leaders will share their association's collaborative efforts with Microsoft's Partners in Learning to develop a TPACK-based (Technology + Pedagogy + Content Knowledge) Teacher Education Initiative (TEI). The goal of the initiative is to ensure that future teachers are prepared to use technology effectively by building upon prior work such as the PT3 initiative, and continuing to advance this effort by incorporating new and emergent technologies.

Publish, Don't Perish: Tips for Writing Research Articles and Getting Them Published

1:00 pm to 3:15 pm

East- Suite Tower - 2: Grand Ballroom A

Robert Reiser, Florida State University; **Michael Hannafin**, University of Georgia; **James Klein**, Florida State University; **Peg Ertmer**, Purdue University; **Brenda Bannan**, George Mason University

The presenters during this session, each of whom has had more than 20 years of experience publishing research papers and editing and/or reviewing manuscripts for leading research journals, will describe a series of tips for how researchers in our field can improve the quality of the research manuscripts they prepare. Common writing errors and suggestions for how to avoid them will be discussed and other strategies for improving the quality of research manuscripts will be described.

2012 AECT International Convention Program Planning Committee

Marcus Childress, AECT President-elect and International Convention Chair, Emporia State University
Zeni Colorado, Convention Planner, Emporia State University

Design and Development Division

Mable Kinzie, University of Virginia

Distance Learning Division

Kathryn Ley, University of Houston-Clear Lake

Division on Systemic Change

Bill Watson, Purdue University

International Division

Peter Leong, University of Hawaii-Manoa

Multimedia Production Division

John Curry, Morehead State University

Research and Theory Division

Michael Grant, University of Memphis

School Media and Technology

Marty Bray, Haralson County Schools, Georgia

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Anne Ottenbreit-Leftwich, Indiana University
Susan Farber

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Wenhao David Huang, University of Illinois

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Al Mizell, Nova Southeastern University

International Council for Educational Media

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International Student Media Festival

Otto Benevides and Ronna Papesh

International Visual Literacy Association

Maria Avgerinou, DePaul University

Korean Society for Educational Technology

YunJeong Eunice Chang, University of Georgia

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Camille Dickson-Deane, University of Missouri-Columbia

New England School Library Association

Charles White, Retired, Connecticut
Department of Education

Society of International Chinese in

Educational Technology

Shuyan Wang, University of Southern Mississippi and Andy-Guoqiang Cui, Montclair State University

Leadership Planning Committee

Cindy York, Northern Illinois University

Featured Research

James L. Klein, Arizona State University

Virtual Worlds Committee

Tom Atkinson

Graduate Student Assembly

Ayesha Sadaf, Purdue University
Tonya Dousay, University of Georgia

ECT Foundation

Wes Miller, Earlham College

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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
Ana Donaldson, Jennifer Smolka and MaryFriend Shepard, Walden University, Breakfast with Champions Coordinators
Mike Jordan, Job Placement Center Coordinator

2012 AECT Early Career Symposium

The AECT Faculty/Student Mentor program has merged with the Early Career Symposium. Sponsored by the National Science Foundation, this symposium provides an avenue for early career scholars to receive mentoring from established researchers. The symposium will engage participants in a day and a half of focused career mentoring and networking.



Dr. Brad Hokanson is a professor in the College of Design at the University of Minnesota and serves as Associate Dean for Research and Outreach. A faculty member in the graphic design program, he teaches in the areas of interactive media, critical thinking and creative problem solving. He has a diverse academic record, including degrees in art, architecture, urban design, and received his Ph.D. in Instructional Technology from the University of Minnesota. His research focuses on creativity and the use of technology to aid cognition. Visits to Buenos Aires support his Argentine tango habit.



Dr. George Veletsianos is Assistant Professor of Learning Technologies at the University of Texas, Austin. His research focuses on the design and study of emerging technologies and pedagogies in online and hybrid education settings, and their relationship to student and instructor experiences and practices. More specifically, he studies Adventure Learning, pedagogical agents, and Networked Participatory Scholarship.

His research of these topics draws from socio-cultural theory while being informed from related fields such as Sociology and Human-Computer Interaction. Given the embryonic nature of theory specific to Learning Technologies to understand emergent phenomena, the majority of his work falls within the interpretive research paradigm.



Dr. David Wiley is Associate Professor of Instructional Psychology and Technology at Brigham Young University, where he also directs the Open Education Group.

David is currently a Peery Social Entrepreneurship Research Fellow in the BYU Marriott School of Business and Senior Fellow for Open Education in the National Center for Research in Advanced Information and Digital Technologies (Digital Promise). Previously, he was a Nonresident Fellow at the Center for Internet and Society at Stanford Law School. He is the founder of the Open High School of Utah. Among other recognitions, David has received a National Science Foundation CAREER grant and the John Deaver Drinko Outstanding Achievement Award from Marshall University

More information about David Wiley can be found at <http://davidwiley.org/>



Dr. Zeni Colorado will be facilitating the symposium on behalf of AECT's Research and Theory Division. She is an Assistant Professor in the Department of Instructional Design and Technology in The Teachers College at Emporia State University. She has been recognized as part of the 2010-2011 PDK Class of Emerging Leaders and was given the 2010 Colleague to Colleague (C2C) Innovation in Teaching Award. Recently, she was recognized for Excellence in Service for The Teachers College at Emporia State University. Her research interests include teaching and learning with new and emerging technologies, social community in the classroom, technology management, issues in distance education, and integrating technology into the K-12 environment. Dr. Colorado is alum of the 2010 AECT Early Career Symposium.

2012 AECT Early Career Symposium Participants

Early Career Faculty Participants

Xiaojun Chen
Andre Denham
Maria Earle
Marisa Exter
Yu-Chang Hsu
Xiaoxia Huang
Patrick Lowenthal
Jeton McClinton
Seungoh Paek

Advanced Doctoral Student Participants

Serdar Abaci
Fatih Ari
Camille Dickson-Deane
Craig Howard
Eunbae Lee
Liangyue Lu
Enilda Romero-Hall
Brijun Thankachan
Seung Won Park

AECT Board of Directors

2011-2012 AECT Board of Directors



Ana Donaldson (2013)
President
Walden University
319-415-1920
ana.donaldson@cfu.net



Tony Betrus (2014)
Division of Multimedia Production
State University of New York
315-265-3238
betrusak@potdam.edu



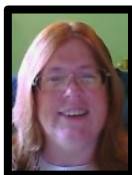
Marcus Childress (2014)
President-elect
Emporia State University
IDT Department
620-341-5829
mchildre@emporia.edu



Al Mizell (2014)
Distance Learning Division
Nova Southeastern University
Fischler School of Education &
Human Services
954-262-8642 mizell@nova.edu



Ellen Hoffman (2014)
Secretary-Treasurer
University of Hawaii - Manoa
College of Education
808-956-3904 ehoffman@hawaii.edu



Nancy B. Hastings (2014)
Training & Performance Division
University of West Florida
850-474-3013
nhastings@uwf.edu



Barbara Lockee (2012)
Past President
Virginia Tech
540-231-9193
barbara.lockee@vt.edu



Susan Stansberry (2012)
Teacher Education Representative
Oklahoma State University
405-744-8007
susan.stansberry@okstate.edu



Tom Hergert (2014)
Design & Development Division
Representative
Northern Virginia Community
College – Manassas Campus
Learning & Technology Resources
320-493-2515 Tom.hergert@gmail.com



Leslie Blatt (2014)
School Media and Technology
Representative
973-763-5812
libreader@gmail.com



David Richard Moore (2014)
Research & Theory Division
Representative
Ohio University, IT Department
740-597-1322 moored3@ohio.edu



Monica Tracey (2013)
At-Large Representative
Wayne State University
313-577-1700
monicatracey@wayne.edu



Wes Miller (2013)
ect Foundation Representative
Earlham College
Instructional Technology & Media
765-983-1278
wesm@earlham.edu



MJ Bishop (2013)
At-Large Representative
Lehigh University
610-758-3235
mj.bishop@lehigh.edu



David Dannenberg (2013)
Graduate Student Assembly
Representative
540-449-9315
ddannemb@vt.edu



Trey Martindale (2012)
AECT Affiliate Representative
University of Memphis
901- 870-6926
emartndl@memphis.edu



Frank Duffy (2012)
Division of Systemic Change
Representative
301-854-9800
fmduffy@earthlink.net



Vicki Napper (2014)
Professional Ethics Committee
Representative
801-791-4479
vnapper@weber.edu



Bob Doyle (2012)
International Division
Representative
Harvard University
617- 495-0757
rdoyle@fas.harvard.edu

ect Foundation Members

Executive Committee:

Sharon Smaldino, President
Northern Illinois Univ.
DeKalb, IL 60115
ssmaldino@niu.edu

Ward Cates, President-Elect
Lehigh University
Bethlehem, PA 18015
ward.cates@lehigh.edu

Wes Miller, Past President
Earlham College
Richmond, IN 47374-4095
wesm@earlham.edu

Denise Tolbert, Secretary
National University
Costa Mesa, CA 92626
dtolbert@nu.edu

Deborah Anthony,
Co-Treasurer
Brighton, MI 48116
deborah_anthony@hp.com

Robert Harrell, Co-Treasurer
Jonesboro, GA 30236-5223
rharrell47@gmail.com

AECT Board Liaison:

Barbara Lockee (2011-2012)
Barbara.lockee@vt.edu

Ana Donaldson (2012-2013)
ana.donaldson@cfu.net

Trustees:

Tom Atkinson
Celebration, FL 34747
Atkinson@aect.org

Otto Benavides
California State Univ. Fresno,
Clovis, CA 93613-1611.
ottob@csufresno.edu

Dick Cornell
Casselberry, FL 32707-5021.
cornell@mail.ucf.edu

Jim Ellsworth
jbelsworth@aol.com

Addie Kinsinger
Scottsdale, AZ 85260
addkin@msn.com

Chris Miller
Morehead State University
Morehead, KY 40351
c.miller@morehead-st.edu

Patricia Miller
Reno, NV 89509
patricimiller2383@sbcglobal.net

Stephanie Moore
University of Virginia
Charlottesville, VA 22904
slm6un@eservices.virginia

Delia Neuman
Drexel University
Philadelphia, PA 19104-2875
mdn29@drexel.edu

Kathy Saville
Saint Mary's College
Notre Dame, IN 46556
kjsaville@gmail.com

Hans-Erik Wennberg
Elizabethtown College
Elizabethtown, PA 17022
wennberg@etown.edu

Charlie White
Myrtle Beach, SC 29572
charliewvt@aol.com

Patricia L. Fessler (Pat)
(Emeritus)
Palos Hts, IL 60463
plfessler@worldnet.att.net

Robert Hale (Emeritus)
Madison, CT 06443
HALERG@sbcglobal.net

Sandy Patton
Springs, CO 80829
pattosl@comcast.net

Roger Tipling (Emeritus)
Springfield, MO 65804
RogerTipling@MissouriState.edu

Mary (Pat) Webb (Emeritus)
Hurst, TX 76054
pat.webb@charter.net

Paul W. Welliver (Emeritus)
State College, PA 16801
PWW3@PSU.EDU

Presidential Awards

Jennifer Banas – Northeastern Illinois University
MJ Bishop – Lehigh University
Ward Cates – Lehigh University
Abbie Brown – East Carolina University
Lois Freeland – AECT
Tom Hergert – Northern Virginia Comm. College
Mary Herring – University of Northern Iowa
Ellen Hoffman – University of Hawaii
Addie Kinsinger – Arizona State University
Lara Luetkehans – Northern Illinois University
Wes Miller – Earlham College
Kay Persichitte – University of Wyoming
Ayesha Sadaf – Purdue University
Sharon Smaldino – Northern Illinois University
Jill Stefaniak – Wayne State University
Bill Sugar – East Carolina University
Monica Tracey – Wayne State University
Cindy York – Northern Illinois University

Annual Achievement Award

Delia Neuman – Drexel University
Jennifer Smolka – Walden University
Nan Thornton – Walden University

Distinguished Service Award

Kay Persichitte – University of Wyoming
Sharon Smaldino – University of Northern Illinois

James W. Brown Publication Award

Rita Richey – Wayne State University
Jim Klein – Arizona State University
Monica Tracey – Wayne State University
Richey, R., Klein, J. & Tracey, M. (2012). *The Instructional design knowledge base: Theory, research and practice.*

ECT Mentor Endowment Scholarship Award

Jered Borup – Brigham Young University

AECT/ECT Foundation Internship Awards

Strohbehn Intern Award

Tonia Dousay – University of Georgia

Jenny K. Johnson

International Intern Award

Ava (Shu-Hsiang) Chen – Chulalongkorn University & Maejo University

Cochran Intern Award

Tutaleni Asino – Pennsylvania State University
Jered Borup – Brigham Young University
Hanah Kim – Purdue University
Hyun Song Kim – University of Georgia

ICEM Intern Award

Sinem Aslan – Indiana University

AECT Legacy Scholarship Award

(Appears in Convention Update if awarded)

ETR&D Research:

Outstanding Reviewer Award

Richard Mayer – University of California

ETR&D Development: Outstanding Reviewer Award

David Jonassen – University of Missouri

AECT Distinguished Development Award

Elliot Soloway – University of Michigan
Model-IT & mobile learning tools in the classroom

Design & Development Division Awards

Nova Southeastern Award for Outstanding Practice by a Graduate Student in Instructional Design

Sinem Aslan – Indiana University

Certificate of Merit Winners:

Tonia Dousay – University of Georgia

Hyun Song Kim – University of Georgia

Zabria Merchant – Texas A&M University

Outstanding Service to the Division Award

Brian Beatty – San Francisco State University

Colin M. Gray – Indiana University

Outstanding Practice Award

Christine Trinter – University of Virginia

Project Paralax

Outstanding Book Award

(Appears in Convention Update if awarded)

Outstanding Journal Article Award

Deniz Eservel – University of Oklahoma

Xun Ge – University of Oklahoma

Dirk Ifenthaler – University Oklahoma

Victor Law – University of Oklahoma

Dynamic modeling as a cognitive regulation scaffold for developing complex problem-solving in an educational massively multiplayer online game environment.

Journal of Educational Computing Research, 45(3). 265-286.

Robert M. Gagne Award for Graduate Student Research in Instructional Design

(Appears in Convention Update if awarded)

9th Annual Pacificorp Design & Development

Award Finalists & Mentors

Daniel Baldwin and Qing Zhang– Emporia State University

Mentor: *Shauna Bona* – Founder & Co-president, McKinnon-Mulherin, Inc.

Kenneth Eminian and Briju Thankachan – Ohio University

Mentor: *Dotty Sammons* – Associate Professor, Instructional Technology & Design & Chair, Graduate Department of Educational Leadership & Instructional Design, Idaho State University

Seung H. Gutsch and Daphne C.Y. Tseng – Emporia State University

Mentor: *Andy Gibbons* – Chair, Instr. Psychology & Technology, Brigham Young University

Join us for the unfolding of the Pacificorp Competition, on Wednesday, 1:30-3:30 p.m. in the East-Suite Tower, 01-Wilkinson.

Multimedia Production Division Awards

AECT Immersive Learning Award

Min Liu, Lucas Horton, Jaejin Lee, Jina Kang, Matthew O’Hair, Chu-Wei Lu, Jason Rosenblum, Austin Reilly, & Mengwen Cao – The University of Texas

Interactive/Nonlinear Multimedia: *Alien Rescue*

<http://alienrescue.net>

Immersive Learning Runner-up

Susan Pedersen – Texas A&M University

Doug Williams – University of Louisiana

Interactive/Nonlinear Multimedia:

Hurricane Hal <http://hurricanehal.velscience.com>

AECT and Division Awards

International Division Awards

Robert deKieffer International Fellowship Award

Mei Feng Liu – Beijing Normal University

International Contributions Award

Charles Xiaoxue Wang – Florida Gulf Coast University

President's Service Recognition Award

Cengiz Hakan Aydin – Anadolu University

Distinguished Service Award

Robert Doyle – Harvard University

Outstanding Practice by a Student of Educational Technology in an International Setting Award

Omar Xochihua Alvarez – Universidad Autonoma de Baja California

R.W. "Buddy" Burniske Award

Luca Botturi – Seed(non-profit), Lugano Switzerland

Chiara Bramani – Seed(non-profit), Lugano, Switzerland

Sara Corbino – Seed (non-profit), Lugano, Switzerland

Finding your voice through digital storytelling. *Tech Trends*, 56 (3).

Outstanding Journal Article Published in International Review of ETR&D

Michael Kenneth Thomas – University of Wisconsin-Madison

Wan-Lin Yang – University of Wisconsin-Madison
"Neoliberalism, globalization, and creative educational destruction in Taiwan"

Distance Learning Division Awards

Information Age Publishing Distance Education Book Award

(Appears in Convention Update if awarded)

Division of Distance Learning-Information Age Publishing Crystal Award

(Appears in Convention Update if awarded)

Division of Distance Learning-Information Age Publishing Best Practice Award

(Appears in Convention Update if awarded)

Awards from the Division of Systemic Change

Outstanding Change Book Award

(Appears in Convention Update if awarded)

Outstanding Change Journal Article Award

Brian Beabout – University of New Orleans

Distinguished Service to the Systemic Change Division

Stephanie Moore – University of Virginia

Charles M. Reigeluth Emerging Researcher Award

(Appears in Convention Update if awarded)

Research & Theory Division Awards

Outstanding Service Award

Jozenia Colorado – Emporia State University
For service as Research and Theory
President

Outstanding Book Award

Lisa Yamagata-Lynch – University of Tennessee
Activity systems analysis methods

Outstanding Presentation Award

Daniel Surry – University of South Alabama
Reconsidering Instructional Design
Research in an Age of Technological
Primacy

Outstanding Journal Article Award

Min Kyu Kim – University of Georgia
Cross-validation study of methods &
technologies to assess mental models
in a complex problem solving situation.
Computers in Human Behavior

**Dean & Sybil McClusky
Research Award**

Sinem Aslan – GP Strategies Corporation
Investigating “The Coolest School in
America”: A Study of Educational
Technology in a Learner-Centered
Information-Age School

**Training & Performance Division
Awards**

Outstanding Research Paper Award

Scott Weersing – Old Dominion University
“The Journey from Instructional Design to
Performance Improvement”

Teacher Education Division Awards

**Scholarly Advancement of the Field of
Educational Technology**

Peg Ertmer – Purdue University

**Award for Service to the Teacher
Education Division/AECT**

Susan Stansberry – Oklahoma State University

Minorities in Media Awards

**McJulien Minority Graduate Scholarship
Award**

Claudius Rodgers – Indiana University

McJulien Speaker Award

Kevin Clark – George Mason University

University Reception Participants

The Joint University Reception will be held Friday 11/02/12

Grand Ballroom B-C, 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



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



UNIVERSITY
of HAWAII®
MĀNOA
University of Hawaii at Manoa
Host: Ellen Hoffman
ehoffman@hawaii.edu



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



Indiana University
Host: Thomas Brush
tbrush@indiana.edu



University of North Texas
Host: Mike Spector:
mike.spector@unt.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



University of Georgia
Host: Dr. Greg Clinton
gclinton@uga.edu



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



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



Arizona State University
Host: Wilhelmina Savenye
savenye@asu.edu



University of Kentucky
Host: Gary J. Anglin
gangling@uky.edu

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Breakfast w/ Champions

"Breakfast With Champions"

Sponsored by Walden University, the **"Breakfast With Champions,"** event brings the top professionals in the field together to interact with AECT attendees. The breakfast allows members to engage in conversations on research topics and interests with **AECT leaders** and other **top scholars**. You can be part of this exciting opportunity by purchasing a ticket for \$5.00 at registration desk before Thursday, 11/01.



Please Join Us at the Breakfast with Champions!

Gary Anglin
Otto Benavides
MJ Bishop
Elizabeth Boling
Rob Branch
Malcolm Brown
John Burton
Dick Cornell
Walter Dick
Ana Donaldson
Bob Doyle
Marcy Driscoll
Jan Elen
Peg Ertmer
Robert Heinich

Dirk Ifenthaler
David Jonassen
Marina McIsaac
David Merrill
Mike Molenda
Kay Persichitte
Charles Reigeluth
Robert Reiser
Tom Reeves
Rhonda Robinson
Willi Savenye
Mike Simonson
Elliot Soloway
Michael Spector
David Wiley

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AECT Division Highlights

Design and Development

Join us in the Design and Development Division (D&D), both in any of the exciting events below and also in activities across the year. D&D represents the interests of the AECT members concerned with the systemic design and development of instructional and learning environments.

This year's conference offers many opportunities to experience innovative approaches to design and development research and practice, with over 50 concurrent, panel, roundtable, and poster 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 explore: *Supporting Students' Philosophical Development as a Necessity in IDT*.
8:00 – 11:30 a.m. in East-Suite Tower, 01-Wilkinson
- Afternoon:
 - Celebrate the 9th Anniversary of the PacifiCorp Design and Development Award Competition as the finalists present their solutions to the judging panel
1:30 – 3:30 p.m. East-Suite Tower, Segell
- Evening:
 - Stop by the D&D table at the Welcome Reception to meet and greet the D&D Board and fellow division members
6:00 – 8:00 p.m. East- Suite Tower, 2 - Exhibit Hall-East
- After Hours:
 - Come with us out on the town, at the Gordon Biersch Brewery for drinks, wonderful food, and conversation! This event is sponsored by the Graduate Student Association (GSA) and the D&D Division.
Contact GSA Representative Colin Gray (comgray@indiana.edu) for tickets to this event (or stop by the D&D table at the Welcome Reception and ask for one) and join us for some fun networking!

Thursday

- Afternoon:
 - Join us for the D&D/R&T Awards Luncheon
11:45 a.m. East-Suite Tower, 2 – Combs Chandler
 - Get more involved in D&D by attending our membership meeting immediately following the Luncheon 1:00 p.m. East-Suite Tower, 2 - Breathitt
 - Check out the D&D Showcase to see instructional design in practice. Chat with designers and see the results of their work
2:00 – 3:30 p.m. East Suite Tower, Exhibit Hall East

AECT Division Highlights

- Winners of the D&D Outstanding Book, Best Practice, NOVA Student Practice, and Research Awards will discuss their award-winning work

4:30– 6:00 p.m. East-Suite Tower - Breathitt

D&D PANEL SESSIONS:

This year, D&D is sponsoring six panel sessions to foster interactive discussion among panelists and audience members on emergent issues of current interest to the field:

Wednesday

- Principles and Precedent in the Education of Expert Instructional Designers
1:00 – 2:00 p.m., East-Suite Tower, 3 – Stanley

Thursday

- Assessment in Game-Based Learning, Parts 1 and 2
9:15-10:15 a.m.; 10:30-11:30 a.m.; East-Suite Tower, 3, Stanley

Friday

- Pros and Cons of the Cohort Model for ID Programs
8:00 - 9:00 a.m., East-Suite Tower, 3 – Stanley
- The 2012 AECT Summer Research Symposium:
 - Part I: Getting Into the Mind of the Designer
1:00 – 2:00 p.m., East-Suite Tower, 3 – Stanley
 - Part 2: Educating the Novice Designer
2:15-3:15 p.m., East-Suite Tower, 3 – Stanley

D&D CONCURRENT SESSIONS:

Gosh, do we have a great line-up of papers, roundtables, & posters! There are multiple sessions on the following topics:

- Instructional Design: Emergent Models and the Training of Instructional Designers
- New Technologies in Instruction
- Game-Based Learning
- Learning via Simulation
- A Wide-Ranging Collection of Instructional Practices
- Design for Online Learning
- Learning to Problem-Solve
- University Course Design, and

Whether you've been a D&D member for years, or are new to AECT and interested in finding a home in the organization, we look forward to meeting you at the conference, sharing scholarship in design and development practice, networking, and having fun!



Mable Kinzie

*Design & Development, President Elect & Program Planner
Associate Professor, University of Virginia*

Distance Learning Division (DDL)

This year the Distance Learning Division (D&D) accepted of 75 proposals including forty-seven concurrent sessions, six panel sessions, sixteen roundtables and eight posters. . DDL reviewed submissions for five different awards.

Join other DDL members for the DDL Awards Luncheon Friday, 11:45 a.m. followed at 1:00 p.m. by the membership meeting and the Board Meeting. The membership and board meetings are open and in the same room as the luncheon.

Session highlights span DDL members' broad range of interests:

Wednesday

- Afternoon:
 - The Effect of Problem-based Learning Online on Learner Self-regulation; Concept Learning in e-learning Environments
1:00-2:00 p.m. East Suite Tower - French
 - Using Facebook as a Learning Management System; Evaluating and Selecting a Learning Management System
2:15 - 3:15 p.m. East Suite Tower - Jones
 - Online Engagement Beyond Instruction: Phases of Engagement; Dragging the Y Generation into e-Learning
3:30 – 4:30 p.m. East Suite Tower - Jones

Thursday

- Morning:
 - Motivation, Beliefs, and Learning Styles for ESL Learning; Social Networking for Self-Directed Foreign Language Learning
9:15 – 10:15 a.m. East Suite Tower - Jones
 - Faculty Engagement and Satisfaction: . . . Using Learning Analytics; Evaluating an Online Course Development
10:30 – 11:30 a.m. East Suite Tower- French
- Afternoon:
 - Intersubjective Implications of Global Participants in Threaded Discussions; Do Descriptive Subject Headings . . . Enhance Critical Discourse in Online Discussions?
1:00 - 2:00 p.m. East Suite Tower - Jones

Friday

- Morning:
 - Building . . . Community: The Use of Protocols in Blended Learning; Closeness, Cliques and Cohesion: . . . Social Network Analysis
8:00 – 9:00 a.m. East Suite Tower – McCreary
- Afternoon:
 - Successful Online Students' . . . Value of a Collaborative Learning Community; Optimizing Adult Learners' Online Collaborative Work
2:15 – 3:15 p.m. East Suite Tower - McCreary

AECT Division Highlights

Saturday

- Morning:
 - Using Digital Gaming . . . to Enhance . . . Online Discussions; Factors Affecting Teachers' Acceptance of Digital Educational Games
8:00 – 9:00 a.m. East Suite Tower - McCreary
 - Web 2.0 Social Media Tools to Improve Teaching Online, Nationally and Internationally; What Students Talk About on Twitter
9:15 - 10:15 East Suite Tower - McCreary

DDL PANEL SESSIONS:

Six DDL Panels offer lively interactions among panelists and encourage audience participation.

Wednesday

- Effective Approaches to Preparing Online Learners to Persist: What's Working and Why
3:30 – 4:30 p.m. East Suite Tower - Laffon

Thursday

- Equivalency Theory in Distance Education in the Age of Globalization
9:15 – 10:00 [East Suite Tower - Laffon
- A Faculty, Instructional Designer and Administrator Dialogue on the Continuing Evolution of Distance Education
10:30 – 11:30 a.m. East Suite Tower - Laffon
- Experts on Earning Tenure: Advice from Tenured Faculty
1:00 – 2:00 p.m. East Suite Tower -Laffon

Friday

- A Faculty, Instructional Designer and Administrator Dialogue on the Continuing Evolution of Distance Education
10:30 – 11:30 a.m. East Suite Tower – Laffon
- Experts on Earning Tenure: Advice from Tenured Faculty
1:00 – 2:00 p.m. East Suite Tower - Laffon

Kathryn Ley
Distance Learning
Division Program Planner



Division for Systemic Change

Join the Division for Systemic Change as we promote moving beyond piece-meal approaches to improving an obsolete system and seek instead to transform our educational system to incorporate a new paradigm of learning. Highlights of our sessions this year include reviews of new paradigm schools across the United States, studies of systemic change efforts in school districts, and envisioning the future of higher education.

Wednesday

- Afternoon:
 - Join us to hear about systemic change in action as this session reviews new paradigm schools across the United States, as well as presents on multiple case studies of school district change efforts in the Canadian context.
1:00 – 2:00 p.m. East Suite Tower, 2 – Carroll Ford.
 - Join us to help evaluate and shape the division's new website, which seeks to push the conversation on systemic change further into the public debate on school reform and better connect practitioners and researchers.
2:15 – 3:15 p.m. East Suite Tower, 2 – Carroll Ford.

Thursday

- Morning:
 - Join us to be presented a vision for new paradigm, learner-centered instruction and assessment that focuses on ensuring the learning of all students rather than comparing students to each other.
10:30 – 11:30 a.m. East Suite Tower, 2 – Carroll Ford.

Friday

- Morning:
 - Division Membership Meeting- join us to help shape the future of the division's work.
8:00 – 9:00 a.m. West Rivue Tower 2 – Violet.
 - Join us for a panel discussion on systemic change in higher education as leaders in the field of systemic change discuss the current challenges facing higher education and how systemic change might transform higher education to meet the needs of today's global society.
10:30 – 11:30 a.m. East Suite Tower, 3 – Stanley.

We look forward to seeing and interacting with you!

Bill Watson
Division for Systemic Change Planner



AECT Division Highlights

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 Jenny K. Johnson International Hospitality Center, open Thursday and Friday from 9AM - 3PM on the second floor the East-Suite Tower at Exhibit Hall-West. Please also consider attending the International Division's many interesting concurrent sessions, roundtable sessions and poster session, as well as the following special events:

Wednesday

- Morning:
 - International Division Board of Directors Meeting
9:15 – 10:15 a.m. East-Suite Tower, Floor 2 – Carroll Ford Room

Thursday

- Afternoon:
 - Socratic Seminar – 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 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.
3:15 p.m. West-Rivue Tower, Floor 3 – Dogwood Room
- Evening:
 - International Dinner
6:00 p.m. East-Suite Tower, Floor 2 – Carroll Ford Room
 - Auction
7:30 p.m. East-Suite Tower, Floor 2 – Carroll Ford Room
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.

Friday

- Morning:
 - International Division Membership Meeting –Please come and meet other members and become a member or take an active role in the division.
8:00 – 9:00 a.m. West Rivue Tower, Floor 3, Dogwood Room
 - International Forum –highlights research and development projects from several countries.
10:30 – 11:30 a.m. West-Rivue Tower, Floor 3 – Dogwood Room

International Open Hours

Thursday, Nov 1 and Friday, Nov 2, 9:30 – 10:00am & 1:00-1:30pm
(East- Suite Tower, Floor 2 - Exhibit Hall-West)

Jenny K. Johnson International Center

Thursday, Nov 1 and Friday Nov 2
9:00 - 3:00 p.m. East- Suite Tower, Floor 2 - Exhibit Hall-West



Aloha,
Peter Leong
*International Division
Conference Planner
University of Hawaii-Manoa*

We look forward to seeing you!

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 various topics, including: Gaming in Physics, Multimedia Development Tools, Audio in Multimedia, Instructional Design in Multimedia, and Multimedia and Learning.

Thursday Afternoon:

Membership Meeting - We invite any and all AECT members interested in any aspect of multimedia production and/or design to attend.
2:15 to 3:15 p.m. East-Suite Tower 3, Morrow

Thursday Evening:

Immersive Learning Award Ceremony -
Come join us and see the entries and winners!
5:30 - 7:00 p.m. East-Suite Tower, 2 - Collins



John H. Curry
*Multimedia Production
Division Program Planner
Morehead State University*

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 for junior faculty and graduate students, as well as offering our membership almost 80 concurrent, invited, roundtable, and poster sessions.

I hope you will make time in your schedule for these special events:

Wednesday Afternoon

- We will be honoring Sinem Aslan with the Dean & Sybil McClusky Research Award and she will present her research
1:00 - 2:00 p.m. East- Suite Tower, 1 – Laffon
- Join us for a special invited session on *Social Media, Social Networking & Learning* with senior researcher Vanessa Dennen from Florida State University and junior researcher Royce Kimmons from University of Texas-Austin
2:15 - 3:15 p.m. East- Suite Tower, 1 – Laffon

Wednesday Evening

- Stop by the *Research & Theory table at the Welcome Reception* to meet and greet Executive Board and fellow division members
6:00 - 8:00 p.m. Exhibit Hall, East Suite Tower

Wednesday After Hours

- Interested members will go to dinner following the reception.
Come by the table to get information!

AECT Division Highlights

Thursday Morning:

- Be sure not to miss the *Research & Theory Division membership meeting*
10:30 - 11:30 a.m. East- Suite Tower, 2 – Breathitt

Thursday Noon:

- Immediately following our membership meeting, join us for the Design & Development/ Research & Theory Divisions Awards Luncheon and help us congratulate R&T Award Winners.
11:45am - 12:45pm in East- Suite Tower / Combs Chandler

Friday

- Join us for another special invited session on *Physiological Measures in Instructional Design & Technology Research* with senior researcher Roger Azevedo from McGill University, junior researcher Ginger Watson from Old Dominion University, and discussant Amy Adcock from Old Dominion University
9:15 - 10:15 a.m. East- Suite Tower, 3 – Stanley

We are offering a rich selection of professional development. I hope you will take advantage of these opportunities, join us, and celebrate the presenters' accomplished works!



Michael M. Grant
RTD Conference Program Planner

School Media & Technology

The School Media & Technology Division promotes communication among school media and technology personnel who share a common concern in the development, implementation, and evaluation of school media and technology related 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 60 sessions; 44 of these are concurrent sessions, 11 poster sessions, and 11 roundtable presentations. Our sessions will discuss gaming, BYOT, standards, STEM, and multimedia (to name just a few). Please note the following:

Wednesday

- Evening: Visit our table at the Welcome Session. We want to meet you!
6:00 – 8:00 p.m. East Exhibit Hall

Thursday

- Noon: Join us for the 1st ever SMT Luncheon! A variety of food options, including those for the carnivores and vegetarians among us, will be offered. This event is a powerful opportunity for members to converse about various topics that we share in our professional life. Tickets can be purchased online or at the convention on Wednesday.

11:45 a.m. - 1 p.m. East Tower Suite, Nunn room

Following the luncheon, 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 luncheon. Hear about the exciting progress our division has made in 2012 and where we hope to go in 2013 and beyond. The SMT Board has been working hard and this meeting is the time for your input. There will be raffle prizes.

We look forward to meeting you!

SMT CONCURRENT SESSIONS:

We have several timely and interesting concurrent sessions including an Investigation on Digital Story Telling and how it affects younger students, an analysis of videos for K-12 literacy leaders, how teachers are using online games to motivate their students in the classroom, using mobile devices to teach math, how media specialists can help pre-service teachers better integrate technology into the classroom, and how STEM (Science, Technology, Engineering, and Math curriculum) can be supported by the media specialist.



Marty Bray
*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, we placed emphasis on research and translation into practice. Format for the sessions include panels, concurrent paper presentations, roundtable presentations, and poster presentations.

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

Wednesday

- Morning:
 - TED Board of Directors Meeting
8:00 – 9:00 a.m. East-Suite Tower, 2 - Nunn
- Evening:
 - Visit the TED table at the Welcome Reception
6:00 – 8:00 p.m. East- Suite Tower, 2 - Exhibit Hall-East

Thursday

- Morning:
 - Breakfast with Champions
7:30 - 9:00 a.m. East-Suite Tower, 2 – Grand Ballroom C
 - TED Roundtables
10:30 – 11:30 a.m. East-Suite Tower, 2 - Grand Ballroom B
- Evening:
 - AECT Affiliates Reception
5:00 – 6:00 p.m. East-Suite Tower, 2 – Combs Chandler

TED PANEL DISCUSSIONS

Wednesday

- Teacher Education Programs Under Attack! : teacher education administrators & experts discuss their curriculum changes
3:30 – 4:30 p.m. East-Suite Tower, 3 - Stanley

Thursday

- 21st Century Technology Literacy: Definitions & Implications Based on Needs & Research Findings
2:15 – 3:15 p.m. East-Suite Tower, 3 - Stanley

Friday

- Morning:
 - Morning Fun Run
7:00 – 8:00 a.m. East-Suite Tower, 2 - Exhibit Hall-West
 - TED Roundtables and Poster Sessions
9:15 – 11:30 a.m. East-Suite Tower, 2 – Grand Ballroom C
- Friday Noon:
 - TED Luncheon & TPACK Panel Debate (Don't forget to purchase your ticket!)
11:45 a.m. – 12:45 p.m. East-Suite Tower, 2 – Carroll Ford
- Friday Afternoon:
 - TED Membership Meeting
1:00 – 2:00 p.m. East-Suite Tower, 2 – Carroll Ford
- Friday Evening:
 - University Receptions
5:30 – 7:00 p.m. East-Suite Tower, 2 – Grand Ballroom B

Saturday

- Morning:
 - AECT Workshops
 - 9:00 a.m. – 12:00 p.m. East-Suite Tower, (Various Locations)

TED CONCURRENT SESSIONS

Wednesday

- Preservice Teachers' Perceptions & Intentions to Use Technology
1:00 – 2:00 p.m. East-Suite Tower, 3 – Wilson
- Using Technology Tools for Reflection in Teacher Education Courses
1:00 – 2:00 p.m. East-Suite Tower, 3 - McCreary
- Problem-Based Learning & Teacher Education
2:15 – 3:15 p.m. East-Suite Tower, 3 – Stanley
- TPACK in Preservice Teacher Education
2:15 – 3:15 p.m. East-Suite Tower, 3 - McCreary
- TPACK with Inservice Teachers in the K-12 Classroom
3:30 – 4:30 p.m. East-Suite Tower, 3 - McCreary

Thursday

- What Should be Included in Preservice Teacher Education Programs? Wise advice from K-12 teachers
9:15 – 10:15 a.m. East-Suite Tower, 3 – McCreary
- Web 2.0 Technology Tools for a Deeper Understanding of Technology Integration
10:30 – 11:30 a.m. East-Suite Tower, 3 - Taylor
- Where in the Teacher Education Curriculum is Technology Integration Heading?
10:30 – 11:30 a.m. East-Suite Tower, 3 – McCreary
- Crafting a Dossier that Effectively Represents Yourself & Your Scholarship
1:00 – 2:00 p.m. East-Suite Tower, 3 – McCreary
- Mobile Computing Devices & Applications for Teaching & Learning
1:00 – 2:00 p.m. East-Suite Tower, 3, Stanley
- Longitudinal Studies of Technology Integration Adoption & Diffusion
2:15 – 3:15 p.m. East-Suite Tower, 3 - McCreary

Friday

- How to Facilitate the Transition between Preservice & Inservice Teachers with Regards to Technology Integration
8:00 – 9:00 a.m. West-Rivue Tower, 3-Walnut
- Measuring the Impact of Technology Integration Professional Development for Inservice Teachers
9:15 – 10:15 a.m. West-Rivue Tower, 3-Walnut

- Descriptions and Materials for Preservice & Inservice Courses & Informal Technology Integration Education
9:15 – 10:15 a.m. West-Rivue Tower, 3-Dogwood
- Using Technology to Facilitate Field Experiences in Preservice Teacher Education
10:30 – 11:30 a.m. West-Rivue Tower, 3-Walnut
- Instructional Technology Practices of K-12 Teachers
2:15 – 3:15 p.m. West-Rivue Tower, 3-Dogwood
- Model Professional Developments for K-12 Teachers & Technology Integration
2:15 – 3:15 p.m. West-Rivue Tower, 3-Walnut

Saturday

- Using Technology to Enhance Scientific Inquiry
8:00 – 9:00 a.m. East-Suite Tower, 2 – Nunn
- An Overview of Technologies that Help Teachers Customize Learning Experiences for Students
9:15 – 10:15 a.m. East-Suite Tower, 2 – Nunn
- Online Teaching & Learning for K-12 Teachers
9:15 – 10:15 a.m. East-Suite Tower, 2 – Carroll Ford
- Teacher Technology Integration Simulation Demonstration
10:30 – 11:30 a.m. east-Suite Tower, 2 – Nunn

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!



~Anne Ottenbreit-Leftwich
TED President-Elect and 2012 Conference Planner

Training & Performance Division

The Training and Performance Division serves members from government, business and industry, and academic communities with focus on training and performance improvement through systematic integration of technologies. Topics of interest to Training and Performance members are real world solutions that are situated in various organizations and intersect the use of hard and soft technologies, as well as current learning, instructional design, and performance theories. With a mix of scholars and practitioners, the

Training & Performance Division helps all members to:

- Improve organizational and individual performance and learning grounded in theoretical frameworks as well as empirical results
- Devise and validate performance improvement processes rooted in systems thinking
- Establish productive partnership with external partners to achieve meaningful results
- Integrate technology to leverage learning and performance improvement in various organizational contexts
- Develop, implement, and evaluate research-based practices in organizations

This year the Training and Performance Division will give out its First Annual Outstanding Research Paper Award during the 2012 AECT conference. Additionally T&P members will present scholarly research and best practices in the following categories:

- Online program evaluation in higher education
- Staff development on technologies
- Social networking to enhance training & performance
- Learning technology integration
- Instructional design and systems
- Design of training & performance improvement
- Communities of learning and practices
- Training design and HPT competencies
- Communities of learning and practices
- Training and development in organizations

Interested members and non-members should consider attending the following key events:

Wednesday Evening

- 6:00 – 8:00 p.m - AECT Welcome Reception and Division Showcase
- 8:15 - ? p.m - Division Dinner after the Reception at Old Spaghetti Factory. For members and interested members. Stop by the table to get the details

Thursday Moring

- 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!
9:15 - 10:15 am East – Suite Tower, 2 – Carroll Ford

Friday Morning

- Training and Performance Advisory Board Presentation, The Role of Marketing in Achieving Successful Training and Performance Results
8:00 - 9:00 a.m. West – Rivue Tower, 2 - Violet

Saturday Morning

- Training and Performance Division Outstanding Research Paper Award Presentation The Journey from Instructional Design to Performance Improvement
10:30 - 11:30 a.m. East – Suite Tower, 2 – Carroll Ford

We are looking forward to meeting you in Louisville!

For more information, you can check out our online wiki space:
The AECT Training and Performance Division Wiki
<http://aect-training.wikispaces.com/>



Wenhao David Huang
wdhuang@illinois.edu
Training and Performance Division

2012 Graduate Student Sessions

(NOTE: All GSA sessions are in **Graduate Student Lounge - East- Suite Tower/Brown**)

The Graduate Student Assembly (GSA) strives to help graduate students make a comfortable transition into the larger AECT organization and the educational technology field. We have organized the Graduate Student Lounge to serve as a place where we can interact with each other and attend sessions that are particularly designed to appeal to graduates students but also have crossover appeal to other attendants.

Join the GSA in the following exciting events and sessions!

WEDNESDAY, Oct. 31

- Oct. 31 – Nov. 1 – **Flickr with the Stars (FWTS)**
- 11:45 – 12:45pm – **GSA Brownbag Lunch**
- 03:30 – 04:30pm – **Advice for the Job Hunt**
Xiaojun Chen, Ellen Hoffman, Jesse Strycker, Cindy York
- 06:00 – 08:00pm – **GSA at AECT Welcome Reception**
- 08:00 – 10:00pm – **GSA/D&D on the Town - Coordinator – Colin Gray**

THURSDAY, Nov. 1

- 09:15 – 10:15am – **Building up your CV: PhD student to tenure-track faculty**
Rick West & Fethi Inan
- 10:30 – 12:00pm – **What is the future of our field?** *Ana Donaldson, Andy Gibbons, David Wiley, Elizabeth Boling, Patricia Young*
- 12:00 – 12:45pm – **GSA Brownbag Lunch**
- 01:00 – 02:00pm – **Building a Research Agenda - John Burton, David Jonassen, and Willi Savenye**
- 02:15 – 03:15pm – **Publishing Tips & Strategies from the Editors of ETR&D**
Mike Hannafin & Mike Spector
- 05:15 – 06:15pm – **International Event: Cultures around the World**
- 06:30 – 08:00pm – **GSA Bowling & Dinner**

FRIDAY, Nov. 2

- 09:15 – 10:15am – **Secrets of Grant Writing - Brian Belland & Ross Perkins**
- 10:30 – 11:30am – **A Conversation with the President-Elect - Steve Harmon**
- 11:45 – 12:45pm – **GSA Membership Meeting & Luncheon**

We look forward to seeing you at AECT!
Graduate Student Assembly Program Planners



Ayesha Sadaf
Purdue University



Tonia Dousay
University of Georgia

Society of International Chinese in Educational Technology

Society of International Chinese in Educational Technology (SICET)'s goal is to aggregate international Chinese scholars and experts in the field of educational technology to encourage academic cooperation and support among members. The mission of SICET is to establish and strengthen academic international connections, exchanges, research, and studies in educational technology for teaching and learning, as well as to promote the application of educational technology in Chinese education.

Please join SICET's unique and exciting programs at this year's conference. We offer over 30 concurrent, roundtable, poster and invited sessions that explore current practices and future innovations in the Age of Globalization across countries. Here are some of the highlights:

Wednesday Afternoon Concurrent Sessions

- 1:00 p.m.; 3:30 p.m., Rivue Tower, 3 – Holly

Thursday

- Morning: **SICET's Keynotes and Invited Speeches**
9:15 - 11:30 a.m., Rivue Tower, 3 – Holly
 - **Baocong Jiao**, Director of Instructional Technology Department, Capital Normal University. Speech topic: *The Proper Application of Information Technology in K12 Math Education in China*
 - **Gangshan Fu**, Dean of College of News and Communication, Shanxi Normal University. Speech topic: *The Analysis of college students' Online learning Anxiety*
 - **Mingzhang Zuo**, Associate Dean of College of Information and Journalism, Central China Normal University. Speech topic: *Construction and Application of Regional Educational Technology in China*
 - **Ning Kang**, President of China Education Television. Speech topic: *When 300 Million People Teach Online and 1.3 Billion People Learn Online: Design and Development of China's New Media Platform*
- Noon: **SICET Luncheon**
 - 11:45 a.m. - 12:45 p.m., Cafe Magnolia at Rivue Tower, 2nd Floor
- Afternoon: **Concurrent Sessions**
 - 1:00 p.m.; 3:30 p.m., Rivue Tower, 3 – Holly

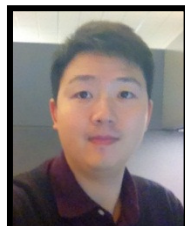
Friday

- Morning: **Concurrent Sessions**
 - 8:00 a.m. ;11:30 a.m. Rivue Tower, 3 – Holly
- Afternoon:
 - **Roundtable and Poster Sessions**
1:00 p.m. 2:00 p.m. Rivue Tower, 3 – Holly
 - **SICET General Sessions**
2:00 p.m.; 3:30 p.m. Rivue Tower, 3 – Holly

We look forward to meeting you there!



Program Chair
Shuyan Wang
The University of Southern
Mississippi
E-mail: shuyan.wang@usm.edu



Program Planer
Andy-Guoqiang Cui
Montclair State University
E-mail:
cuiq@mail.montclair.edu

KSET and ICEM At -A-Glance

Korean Society for Educational Technology (KSET)

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

Thursday November 1

KSET Night Board of Directors meeting

6:45 – 9:00 p.m. Galt House Hotel Lobby

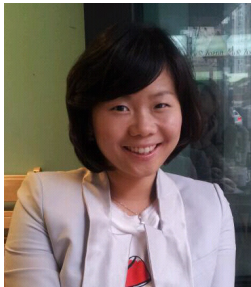
Friday November 2

Concurrent Presentations

8:00– 9:00 a.m. West-Rivue Tower, 3 – Poplar

a. The Development of an Online Informal Learning Content Analysis Model

Presenters: Yoon Hee Kim, Yonsei University



We look forward to seeing you all at the KSET night at Galt House Hotel Lobby on Thursday, November 1, at 6:45 p.m.

YunJeong Eunice Chang (yunjeong@uga.edu)
AECT/KSET Conference Planner

International Council for Educational Media

Since 1950, the International Council for Educational Media (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 globally. As an affiliate, ICEM/AECT is proud to sponsor seven exciting full sessions with a total of three panel discussions, six concurrent sessions, two roundtable sessions, one poster session, and one membership session.

Highlights of this year's program are:

Wednesday Morning

- ICEM Membership Meeting
10:30 – 11:30 a.m. East-Suit Tower, 2 – Carroll Ford

Thursday Morning

- Internationalizing AECT?
9:15 – 10:15 a.m. West-Rivue Tower, 3 – Dogwood
- ICEM Annual Graduate Student Panel Discussion: Game-Based Learning
 - Internationalizing AECT?
9:15 – 10:15 a.m. West-Rivue Tower, 3 – Dogwood
 - ICEM Annual Graduate Student Panel Discussion: Game-Based Learning
10:30 – 11:30 a.m. West-Rivue Tower, 3 – Dogwood



Sam Pan
ICEM/AECT
Program Planner

The excitement will be there only if you attend and participate. ICEM/AECT looks forward to seeing all of our friends and colleagues join us at our sponsored sessions. Let's have fun at the convention.

Minorities in Media Affiliate Highlights

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.

Friday Noon:

- Join us for the Minorities in Media Luncheon (registration required)
11:45 a.m. – 12:45 p.m. East- Suite Tower, 2 – Breathitt

Friday Afternoon:

- McJulien Lecture – Meet our *McJulien Awardees*
- *Scholar Presenter:* Dr Kevin Clark, Professor –George Mason University and Director of Center for Digital Media
- *Graduate Scholar:* Claudius Rodgers – Indiana University, Bloomington
1:00 – 2:00 p.m. East- Suite Tower, 2 – Breathitt
- Governance Meeting: *Come hear our plans and provide some input*
2:15 - 3:15 p.m. East- Suite Tower, 2 – Breathitt

MIM PANEL SESSIONS

Thursday

- Shaping Your Careers in Instructional Technology
1:00 – 2:00 p.m. East- Suite Tower, 01 – Wilkinson
Come meet Dr. Angela D. Benson, Associate Professor, The University of Alabama; Dr. Roberto Joseph, Associate Professor, Hofstra University and Dr. Denise Tolbert, Assistant Professor, National University, three devoted MiMs scholars who will engage you in discussions about the various paths your career can take.
Topics will include:
1) assessing your skills and values, 4) keeping current in the field, and
2) identifying work that is meaningful to you, 5) nurturing your networks
3) recognizing when it's time for a change,

MIM CONCURRENT SESSIONS:

Friday

- Engage in Research Enriched with the Theme of Minorities
 - **8:00 – 9:00 a.m.**, East- Suite Tower, 2 - Carroll Ford
 - **9:15 – 10:15 a.m.**, East- Suite Tower, 2 - Carroll Ford

Looking forward to seeing you all there... 😊

Join our Facebook Group: www.facebook.com/groups/302061629822972,

Website: <http://aectmim.webs.com/>



Camille Dickson-Deane
Minorities in Media Program Planner
Phd Candidate,
University of Missouri-Columbia

Other Participating Groups

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.

Maria Avgerinou, DePaul University
IVLA Program Planner

Leadership Planning Committee

The AECT Leadership Development Committee welcomes proposals from individuals who want to focus on leadership development, whether in academia, business, or in professional organizations. This year's convention offers a track of presentations focusing on developing leadership skills. We are particularly interested in panels, interactive discussions, and the like. This track is not necessarily research-based, but more practice-based. We will accept a broad range of leadership development topics such as, skill-building, communication, project management, leading research teams, and leadership development courses.

Cindy York, Northern Illinois University and Leadership 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

Featured Research Planning Committee

As the premier professional organization in instructional design and technology, AECT actively fosters the dissemination of important research findings. In order to encourage a greater number of high-quality research paper presentations at our annual convention, the Research & Theory Division will feature a small number of research paper sessions.

James L. Klein, Arizona State University, Featured Research Planner

Virtual Worlds Committee

AECT Virtual World Committee was established to highlight research, teaching, and concepts in virtual worlds. Sessions may be divided into two or three segments depending on availability of scheduling.

Tom Atkinson, Virtual Worlds Committee 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)

AECT Conference Workshops

Tuesday, October 30

Design Layers and Functional Design: A Hands-on Experience

9:00 am to 4:00 pm

East- Suite Tower - 3: Morrow

Andrew Gibbons, 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.

Developing Reliable and Valid Tests

9:00 am to 4:00 pm

East- Suite Tower - 3: Fields

Max Cropper, EnDyna

How reliable and valid are your tests? This workshop will provide hands-on experience with the test development process for objective-based tests. You will learn how to write quality test items, how to validate them, and how to do beta testing and test item analysis. Even if you are not able to use the complete test development process, you will learn how to dramatically improve the quality of the test items that you write.

NVivo Workshop

1:00 pm to 4:00 pm

East- Suite Tower - 3: Stanley

Ross Perkins, Boise State University

During this session, participants will get an overview of the qualitative analysis software, NVivo (by QSR International). The first part of the session will be spent seeing a demonstration of various techniques available through the software, and the second part of the session will be used to guide participants through basic procedures.

SMILE (Stanford Mobile Inquiry-based Learning Environment) Workshop for Student-centered Mobile Learning Experience

1:00 pm to 4:00 pm

East- Suite Tower - 3: Taylor

Donggil Song, Indiana University; **Paul Kim**, Stanford University School of Education; **Pamela Levine**, Stanford University
SMILE (Stanford Mobile Inquiry-based Learning Environment) consists of an open source mobile learning application and mobile interaction management system. SMILE offers unique sets of advantages in increasing student participation and learning reflection coupled with student team collaboration and competition. Participants in this workshop will learn how SMILE enhances student engagement in critical inquiry making and problem solving while enabling teachers to monitor overall

learning and reflection processes. Mobile devices will be provided for each participant.

The Mark of Zotero: The Unmasking of Bibliographic Tools

1:00 pm to 4:00 pm

East- Suite Tower - 3: Wilson

Stefanie Buck, Oregon State University; **Mary Jo DeJoice**, Georgia State University Library

Electronic bibliographic tools are designed to make the organization of research resources easier. Participants in this workshop will learn to use an open-source bibliographic management tool called Zotero and how citation management tools have impacted instruction.

Wednesday, October 31

Creating iPhone and Android Apps with LiveCode

9:00 am to 12:00 pm

East- Suite Tower - 3: Taylor

Lloyd Rieber, University of Georgia; **Ronald Zellner**, Texas A&M University

This workshop will demonstrate how to use the LiveCode programming language (<http://www.runrev.com/>) to create software programs that can be delivered in multiple formats, including native apps for the iPhone and the Android. No prior knowledge about programming is needed. LiveCode uses a natural programming language based on HyperTalk (this was the language of Apple's HyperCard from several years ago).

Making Teaching and Learning Mobile

9:00 am to 12:00 pm

East- Suite Tower - 3: Stanley

Michael Grant, University of Memphis; **DePaula Ross**, 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 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 capturing student knowledge artifacts.

Using Collaborative Tools to Build a Diverse Online Learning Community

9:00 am to 12:00 pm

East- Suite Tower - 3: Wilson

Mark Aaron Bond, Virginia Tech; **Daron Williams**, Virginia Tech; **Samantha Blevins**

When designing courses it is important to provide an environment that promotes diverse ideas, cultures, and backgrounds. Incorporating opportunities for collaboration and interaction for students in course design can greatly enhance student learning and course quality.

AECT Conference Workshops

Turning a classroom into a thriving learning community can provide a richer experience for students. Participants in this session will explore collaborative tools and pedagogical practice designed to turn the classroom into a thriving learning community.

World Café: Structuring discussion as a communication technology

9:00 am to 12:00 pm

East- Suite Tower - 3: Fields

Brad Hokanson, University of Minnesota; **MJ Bishop**, Lehigh University

In an increasingly contentious society, the means to engage others in a civil discussion are invaluable. The World Café is a face-to-face communication technology for civic engagement and participatory leadership. It involves “facilitating group conversations of all sizes” as a means to create a dynamic discourse around real life questions. This workshop will train participants in use and application of World Café processes and provide introductory information on techniques of the broader participatory leadership field.

A Smarter Way to Research: Using Emerging Technologies such as Mendeley, Google Scholar Profile, and Publish or Perish to Improve our Scholarship

9:00 am to 12:00 pm

East- Suite Tower - 3: Morrow

Rick West, Brigham Young University

Web 2.0 technologies have changed the way we listen to music (e.g. Last.fm), seek professional opportunities (e.g. LinkedIn), share information about our lives with family and friends (e.g. Facebook and Flickr), or even find and share web-based resources (e.g. Diigo). In this hands-on workshop, learn how Mendeley, Google Scholar Profile, and Publish or Perish can help you better discover research, organize citations and research notes, collaborate with students and peers, and promote your own scholarship on the Internet.

Saturday, November 3

First Principles of Instruction

9:00 am to 12:00 pm

East- Suite Tower - 01: Wilkinson

M. David Merrill, Retired Utah State University

First Principles of Instruction and the Pebble-in-the-Pond Model for instructional design have been expanded and elaborated in a new book, First Principles of Instruction, to be published by Pfeiffer October 2012. This workshop will describe and illustrate the elaboration of and the new additions to these two models, including a new strategy for teaching problem-solving that combines strategies for teaching individual component skills into an integrated strategy for problem-solving instruction.

Teaching and Learning with Mobile Devices

9:00 am to 12:00 pm

East- Suite Tower - 3: Morrow

Jozenia Colorado, Emporia State University; **Qing Zhang**, Emporia State University; **Seung Gutsch**, Emporia State University; **Daphne C.Y. Tseng**, Emporia State University; **Ju Eun Cho**, Emporia State University

For today's students, mobile devices have become a natural part of their environment and their connected lives. Mobile devices and their educational applications, or apps, have the potential to be used as an effective tool for teaching and learning. This workshop will present and demonstrate types of mobile devices, tools accessible through their use, different educational applications to use with mobile devices, as well as using mobile devices for individuals with special needs.

Creativity, education and design

9:00 am to 12:00 pm

East- Suite Tower - 3: Fields

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. How to integrate, solicit and develop creativity in the classroom will be presented.

Prospective Authors' Workshop: Design Cases and the International Journal of Designs for Learning

9:00 am to 12:00 pm

East- Suite Tower - 3: Stanley

Elizabeth Boling, Indiana University; **Kennon M. Smith**, Indiana University; **Craig Howard**, Indiana University Bloomington; **Colin Gray**, Indiana University

The International Journal of Designs for Learning is dedicated to a form of knowledge building, the design case—a form unfamiliar to many authors in the field of IDT. Participants in this half-day workshop will arrive with ideas, consult with editors of the journal, and leave with at least one detailed outline for a design case that may be expanded into a manuscript suitable for submission to the journal. Bring your laptop or iPad!

Governance & Committee Meetings

AECT Governance Meetings

AECT Board of Directors Meeting

Tue, Oct 30 - 1:00pm - 5:00pm, *East- Suite Tower, 2 - Brown*

AECT Board of Directors Meeting

Sat, Nov 3 - 9:00am - 12:00pm, *East- Suite Tower, 2 - Brown*

ECT Foundation Board of Directors

Wed, Oct 31 - 12:30pm - 3:30pm, *East- Suite Tower, 2 - Collins*

ECT Foundation Board of Directors

Fri, Nov 2 - 8:00am - 10:30am, *East- Suite Tower, 2 - Collins*

ETR&D Joint Editorial Board Meeting

Fri, Nov 2 - 8:00am - 9:00am, *East- Suite Tower, 2 - Breathitt*

Tech Trends Editorial Board

Thu, Nov 1 - 2:15pm - 3:15pm, *East- Suite Tower, 3 - Fields*

AECT General Member Meeting

Fri, Nov 2 - 4:45pm - 5:45pm, *East- Suite Tower, 2 - Grand Ballroom A*

AECT Government Relations Committee

Wed, Oct 31 - 8:00am - 9:00am, *East- Suite Tower, 2 - Collins*

AECT Division Governance Meetings

Design & Development Board of Directors

Wed, Oct 31 - 11:45am - 12:45pm, *East- Suite Tower, 2 - Combs Chandler*

Design & Development Membership Meeting

Time: Thu, Nov 1 - 1:00pm - 2:00pm, *East- Suite Tower, 2 - Breathitt*

Distance Learning Division Board of Directors Meeting

Time: Wed, Oct 31 - 10:30am - 11:30am, *East- Suite Tower, 2 - Breathitt*

Distance Learning Division Membership Meeting

Time: Fri, Nov 2 - 1:00pm - 2:00pm, *East- Suite Tower, 2 - Combs Chandler*

Distance Learning Division New Board of Directors

Fri, Nov 2 - 2:15pm - 3:15pm, *East- Suite Tower, 2 - Combs Chandler*

Division on Systemic Change Board of Directors

Wed, Oct 31 - 3:30pm - 4:30pm, *West- Rivue Tower, 3 - Poplar*

Division on Systemic Change Membership Meeting

Fri, Nov 2 - 8:00am - 9:00am, *West- Rivue Tower, 2 - Violet*

International Division Board of Directors

Wed, Oct 31 - 9:15am - 10:15am, *East- Suite Tower, 2 - Carroll Ford*

International Division Membership Meeting

Fri, Nov 2 - 8:00am - 9:00am, *West- Rivue Tower, 3 - Dogwood*

Multi Media Production Division Board of Directors

(For time and location, contact your division president)

Multi Media Production Division Membership Meeting

Thu, Nov 1 - 2:15pm - 3:15pm, *East- Suite Tower, 3 - Morrow*

Research & Theory Division Board of Directors Meeting

Thu, Nov 1 - 9:15am - 10:15am, *East- Suite Tower, 2 - Combs Chandler*

Research & Theory Division Business Meeting

Thu, Nov 1 - 10:30am - 11:30am, *East- Suite Tower, 2 - Breathitt*

School Media & Technology Division Board of Directors

Wed, Oct 31 - 8:00am - 9:00am, *East- Suite Tower, 2 - Breathitt*

School Media & Technology Division Membership Meeting

Thu, Nov 1 - 1:00pm - 2:00pm, *East- Suite Tower, 2 - Nunn*

Teacher Education Division Board of Directors Meeting

Wed, Oct 31 - 8:00am - 9:00am, *East- Suite Tower, 2 - Nunn*

Teacher Education Division Membership Meeting

Fri, Nov 2 - 1:00pm - 2:00pm, *East- Suite Tower, 2 - Carroll Ford*

Training and Performance Division Board of Directors Meeting

Wed, Oct 31 - 11:45am - 12:45pm, *East- Suite Tower, 2 - Nunn*

Training and Performance Division Membership Meeting

Thu, Nov 1 - 9:15am - 10:15am, *East- Suite Tower, 2 - Carroll Ford*

Governance & Committee Meetings

AECT Affiliate Governance Meetings

Graduate Student Association Member Meeting

Fri, Nov 2 - 11:45pm - 1:00pm, *East- Suite Tower, 2 – Brown Room*

ICEM Membership Meeting

Wed, Oct 31 - 10:30am - 11:30am, *East- Suite Tower, 2 - Carroll Ford*

Minorities in Media Business Meeting

Fri, Nov 2 - 2:15pm - 3:15pm, *East- Suite Tower, 2 - Breathitt*

AECT Committee Meetings

1st Definition and Terminology Committee

Thu, Nov 1 - 10:30am - 11:30am, *East- Suite Tower, 3 - Fields*

2nd Definition and Terminology Committee

Fri, Nov 2 - 10:30am - 11:30am, *East- Suite Tower, 3 - Fields*

AECT Membership Committee

Thu, Nov 1 - 9:15am - 10:15am, *East- Suite Tower, 2 - Collins*

Awards Committee

Thu, Nov 1 - 1:00pm - 2:00pm, *East- Suite Tower, 3 - Fields*

Convention Evaluation Committee

Thu, Nov 1 - 1:00pm - 2:00pm, *East- Suite Tower, 2 - Collins*

Curriculum Committee

Wed, Oct 31 - 2:15pm - 3:15pm, *West- Rivue Tower, 3 - Poplar*

D&D PIDT Planning

Fri, Nov 2 - 8:00am - 9:00am, *East- Suite Tower, 3 - Fields*

D&D Future PacifiCorp Planning Committee

Fri, Nov 2 - 9:15am - 10:15am, *East- Suite Tower, 3 - Fields*

Government Relations Committee

Wed, Oct 31 - 8:00am - 9:00am, *East- Suite Tower, 2 - Collins*

History Makers Project Team

Wed, Oct 31 - 10:30am - 11:30am, *East- Suite Tower, 2 - Nunn*

History and Archives Committee

Thu, Nov 1 - 2:15pm - 3:15pm, *East- Suite Tower, 2 - Collins*

Intellectual Property Committee

Wed, Oct 31 - 1:00pm - 2:00pm, *West- Rivue Tower, 3 - Poplar*

ISMF Planning Committee

Thu, Nov 1 - 11:45am - 12:45pm, *East- Suite Tower, 3 - Fields*

Leadership Development Committee

Wed, Oct 31 - 9:15am - 10:15am, *West- Rivue Tower, 3 - Poplar*

National Convention Planning Committee

Sat, Nov 3 - 8:00am - 9:00am, *East- Suite Tower, 2 - Carroll Ford*

Nominating Committee-2013 Election

Time: Sat, Nov 3 - 8:00am - 9:00am, *Presidential Suite*

Organization & By-Laws Committee

Wed, Oct 31 - 10:30am - 11:30am, *East- Suite Tower, 2 - Collins*

PacifiCorp Design Competition Reception

Tue, Oct 30 - 6:30pm - 9:30pm, *East- Suite Tower, Special Off-Site Events*

Professional Ethics Committee

Fri, Nov 2 - 2:15pm - 3:15pm, *East- Suite Tower, 3 – Fields*

Publications Committee

Wed, Oct 31 - 3:30pm - 4:30pm, *East- Suite Tower, 3 - Fields*

Standards Committee

Wed, Oct 31 - 9:15am - 10:15am, *East- Suite Tower, 2 - Collins*

Website Advisory Committee

Fri, Nov 2 - 11:45am - 12:45pm, *West- Rivue Tower, 3 - Maple*

001. NSF Early Career Symposium - Tuesday

8:00 am to 5:00 pm

East- Suite Tower - 1: Laffoon

Jozenia Colorado, Emporia State University

David Wiley, Brigham Young University

Brad Hokanson, University of Minnesota

George Veletsianos, University of Texas at Austin

002. Workshop 01-W1

9:00 am to 4:00 pm

East- Suite Tower - 3: Morrow

a. Design Layers and Functional Design: A Hands-on Experience *Andrew Gibbons*, 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.

003. Workshop 01-W2

9:00 am to 4:00 pm

East- Suite Tower - 3: Fields

a. Developing Reliable and Valid Tests *Max Cropper*, EnDyna

How reliable and valid are your tests? This workshop will provide hands-on experience with the test development process for objective-based tests. You will learn how to write quality test items, how to validate them, and how to do beta testing and test item analysis. Even if you are not able to use the complete test development process, you will learn how to dramatically improve the quality of the test items that you write.

004. AECT Tuesday Board of Directors Meeting

1:00 pm to 5:00 pm

East- Suite Tower - 2: Brown

005. Workshop 05-W1

1:00 pm to 4:00 pm

East- Suite Tower - 3: Stanley

a. NVivo Workshop *Ross Perkins*, Boise State University

During this session, participants will get an overview

of the qualitative analysis software, NVivo (by QSR International). The first part of the session will be spent seeing a demonstration of various techniques available through the software, and the second part of the session will be used to guide participants through basic procedures.

006. Workshop 05-W4

1:00 pm to 4:00 pm

East- Suite Tower - 3: Taylor

a. SMILE (Stanford Mobile Inquiry-Based Learning Environment) Workshop for Student-Centered Mobile Learning Experience *Donggil Song*, Indiana University; *Paul Kim*, Stanford University School of Education; *Pamela Levine*, Stanford University

SMILE (Stanford Mobile Inquiry-based Learning Environment) consists of an open source mobile learning application and mobile interaction management system. SMILE offers unique sets of advantages in increasing student participation and learning reflection coupled with student team collaboration and competition. Participants in this workshop will learn how SMILE enhances student engagement in critical inquiry making and problem solving while enabling teachers to monitor overall learning and reflection processes. Mobile devices will be provided for each participant.

007. Workshop 05-W5

1:00 pm to 4:00 pm

East- Suite Tower - 3: Wilson

a. The Mark of Zotero: The Unmasking of Bibliographic Tools *Stefanie Buck*, Oregon State University; *Mary Jo DeJoice*, Georgia State University Library

Electronic bibliographic tools are designed to make the organization of research resources easier. Participants in this workshop will learn to use an open-source bibliographic management tool called Zotero and how citation management tools have impacted instruction.

008. AECT Leadership Meeting & Dinner

6:00 pm to 9:00 pm

East- Suite Tower - 2: Carroll Ford

009. D&D - PacifiCorp Design Competition Reception

6:30 pm to 9:30 pm

East- Suite Tower - Special Off-Site Events

010. Intern Breakfast - Wednesday

7:00 am to 8:00 am
East- Suite Tower - 2: Collins

011. AECT-C08 Government Relations Committee

8:00 am to 9:00 am
East- Suite Tower - 2: Collins
Chairs: **Stephanie L. Moore**, University of Virginia
Kay Persichitte, University of Wyoming

012. D&D IDT Professor's Forum: Supporting Students' Philosophical Development as a Necessity in IDT

8:00 am to 11:30 am
East- Suite Tower - 01: Wilkinson
Amy C Bradshaw, University of Oklahoma
Xun Ge, University of Oklahoma
Deniz Eseryel, University of Oklahoma

013. NSF Early Career Symposium - Wednesday

8:00 am to 12:00 pm
East- Suite Tower - 1: Laffoon
David Wiley, Brigham Young University
Brad Hokanson, University of Minnesota
George Veletsianos, University of Texas at Austin
Jozenia Colorado, Emporia State University

014. School Media & Technology Board of Directors

8:00 am to 9:00 am
East- Suite Tower - 2: Breathitt
Chair: **Judy Donovan**, University of Buffalo

015. TED Board of Directors Meeting

8:00 am to 9:00 am
East- Suite Tower - 2: Nunn
Chair: **Jennifer Banas**, Northeastern Illinois University

016. Workshop 11-W1

9:00 am to 12:00 pm
East- Suite Tower - 3: Taylor

a. Creating iPhone and Android Apps with LiveCode
Lloyd Rieber, University of Georgia; **Ronald Zellner**, Texas A&M University

This workshop will demonstrate how to use the LiveCode programming language (<http://www.runrev.com/>) to create software programs that can be delivered in multiple formats, including native apps for the iPhone and the Android. No prior knowledge about programming is needed. LiveCode uses a natural programming language based on HyperTalk (this was the language of Apple's HyperCard from several years ago).

017. Workshop 11-W3

9:00 am to 12:00 pm
East- Suite Tower - 3: Stanley

Presenter

a. Making Teaching and Learning Mobile
Michael Grant, University of Memphis; **DePaula Ross**, 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 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 capturing student knowledge artifacts.

018. Workshop 11-W5

9:00 am to 12:00 pm
East- Suite Tower - 3: Wilson

Presenter

a. Using Collaborative Tools to Build a Diverse Online Learning Community
Mark Aaron Bond, Virginia Tech; **Daron Williams**, Virginia Tech; **Samantha Blevins**

When designing courses it is important to provide an environment that promotes diverse ideas, cultures, and backgrounds. Incorporating opportunities for collaboration and interaction for students in course design can greatly enhance student learning and course quality. Turning a classroom into a thriving learning community can provide a richer experience for students. Participants in this session will explore collaborative tools and pedagogical practice designed to turn the classroom into a thriving learning community.

019. Workshop 11-W6

9:00 am to 12:00 pm
East- Suite Tower - 3: Fields

Presenter

a. World Café: Structuring Discussion as a Communication Technology
Brad Hokanson, University of Minnesota; **MJ Bishop**, Lehigh University

In an increasingly contentious society, the means to engage others in a civil discussion are invaluable. The World Café is a face-to-face communication technology for civic engagement and participatory leadership. It involves "facilitating group conversations of all sizes" as a means to create a

dynamic discourse around real life questions. This workshop will train participants in use and application of World Café processes and provide introductory information on techniques of the broader participatory leadership field.

020. Workshop 11-W8

9:00 am to 12:00 pm

East- Suite Tower - 3: *Morrow*

Presenter

- a. A Smarter Way to Research: Using Emerging Technologies Such as Mendeley, Google Scholar Profile, and Publish or Perish to Improve Our Scholarship** *Rick West*, Brigham Young University
- Web 2.0 technologies have changed the way we listen to music (e.g. Last.fm), seek professional opportunities (e.g. LinkedIn), share information about our lives with family and friends (e.g. Facebook and Flickr), or even find and share web-based resources (e.g. Diigo). In this hands-on workshop, learn how Mendeley, Google Scholar Profile, and Publish or Perish can help you better discover research, organize citations and research notes, collaborate with students and peers, and promote your own scholarship on the Internet.

021. AECT-C12 Leadership Development Committee

9:15 am to 10:15 am

West- Rivue Tower - 3: *Poplar*

Chair:

Cindy York, Northern Illinois University

022. AECT-C18 Standards Committee

9:15 am to 10:15 am

East- Suite Tower - 2: *Collins*

Chair:

Ellen Hoffman, University of Hawaii - Manoa

023. International Division Board of Directors

9:15 am to 10:15 am

East- Suite Tower - 2: *Carroll Ford*

Chair:

Cengiz Hakan AYDIN, Anadolu University

024. AECT-C10t History Makers Project Team

10:30 am to 11:30 am

East- Suite Tower - 2: *Nunn*

Chair:

Barbara Lockee, Virginia Tech

025. AECT-C14 Organization & By-Laws Committee

10:30 am to 11:30 am

East- Suite Tower - 2: *Collins*

Chair: *T. Weston Miller*, Earlham College

026. DDL Board of Directors Meeting

10:30 am to 11:30 am

East- Suite Tower - 2: *Breathitt*

Chair: *Cindy York*, Northern Illinois University

027. ICEM Membership Meeting

10:30 am to 11:30 am

East- Suite Tower - 2: *Carroll Ford*

Presenters:

Chih-Hsiung Tu, Northern Arizona University
Otto E. Benavides, California State University, Fresno
Richard Cornell, University of Central Florida
Marina S. McIsaac, Arizona State University
Phillip Harris, AECT Executive Director

Chair: *Robert Doyle*, Harvard University

028. Design & Development Board of Directors

11:45 am to 12:45 pm

East- Suite Tower - 2: *Combs Chandler*

Chair: *Mable Kinzie*, University of Virginia

029. DTP Board of Directors Meeting

11:45 am to 12:45 pm

East- Suite Tower - 2: *Nunn*

Chair: *Stefanie Buck*, Oregon State University

030. GSA Brownbag Lunch - Wed

11:45 am to 12:45 pm

East- Suite Tower - 2: *Brown*

Facilitators:

Kenneth A. Eminian, Ohio University
Firat Sarsar, Georgia State University

031. ECT Foundation Board of Directors - Wednesday

12:30 pm to 3:30 pm

East- Suite Tower - 2: *Collins*

Chair: *T. Weston Miller*, Earlham College

032. AECT-C11 Intellectual Property Committee

1:00 pm to 2:00 pm

West- Rivue Tower - 3: *Poplar*

Chair: *Preston Parker*, Utah State University

033. CHANGE 3: Systemic Change*1:00 pm to 2:00 pm**East- Suite Tower - 2: Carroll Ford***a. New Paradigm Schools: A National Survey** *Charles**M. Reigeluth, Yeol Huh, Eulho Jung, Dabae Lee, Chun-Yi Lin, Mina Min*, Indiana University

Researchers describe the process used in a survey study of schools that exhibit characteristics of the information-age paradigm, using a Google survey. Motivation for this project is described, along with the survey, implementation, and results. Promising schools that have been identified by this study are described, along with future research plans for studying the identified schools.

b. Toward Understanding Systemic School District Change in a Global Context: A Multiple Case Study of Large Scale, Funded Canadian School District Improvement Initiatives. *Eugene Kowch*,

University of Calgary - Faculty of Ed

This interactive discussion will explore and interpret new research describing the (actual) process of systemic change in several Canadian school districts engaged in large scale technology-involved systemic changes. By studying a policy environment not uncommon in many countries with education innovation policy, the study uncovers systemic change processes, networks and features that will be useful to any large scale change leaders, scholars or educational technologists in any country where unsteady-state organization change is the norm in schools.

034. D&D - Effects of Guidance and Prompting in Problem-Based Learning (36)*1:00 pm to 2:00 pm**East- Suite Tower - 3: Taylor*

Facilitator:

*Hyewon Lee, The University of Georgia***a. Impacts of Metacognitive Prompting on Problem Solving Processes** *Dirk Ifenthaler*, University of Freiburg; *Inka Haehnlein*

Prompts are effective means for promoting self-regulated learning. They help learners activate their metacognitive strategies which make self-regulation, self-monitoring and evaluation possible. This experimental study was conducted to explore the influence of metacognitive prompts on problem solving processes. 72 participants were asked to externalize their solution to the phenomenon in question in form of written texts and graphical representations. Findings suggest that direct reflection prompts are most effective for the novice learners in our experiment.

b. What is Task-Centered Learning? *Gregory Francom*, University of Georgia; *Joel Gardner*, Franklin University

Should learners receive full instructional guidance or should they be involved in real-world tasks/problems in which they gain knowledge on their own? Why do we have to choose one or the other? Task-centered learning (TCL) may effectively balance the use of real-world problems and tasks with instructional guidance. We synthesized several TCL models to describe essential elements of a TCL approach that allows for instructional guidance while still enabling knowledge construction from real-world experience.

035. D&D - Problem-Based Learning in Computer Science & Instructional Design Teaching Methods (48)*1:00 pm to 2:00 pm**East- Suite Tower - 2: Combs Chandler*

Facilitator:

*Don Robison, Old Dominion University***a. Innovating Computer Science Education at the High School Level through Technology-enhanced PBL** *George Veletsianos, Gregory Russell, Calvin Lin, Bradley Beth*, University of Texas at Austin

We describe various features and scaffolds embedded in a Computer Science high school course that is supported by an online learning environment. To develop this course we followed a design-based research approach with problem-based learning as our underlying pedagogy. In collaboration with computer scientists, Computer Science teachers, and instructional designers, we sought to re-envision Computer Science instruction while creating an innovation that is flexible enough to adapt to local contexts without losing its essence.

036. D&D - Instructional Design Competencies: Research & Validation (2)*1:00 pm to 2:00 pm**East- Suite Tower - 3: Beckham*

Facilitator:

*Sylvia Rogers, University of South Alabama***a. Globally Validated: 2012 Ibstpi® Instructional Designer Competencies** *Tiffany A. Koszalka*, Syracuse University; *Darlene Russ-Eft*, Oregon State University; *Katsuaki Suzuki*, Graduate School of Social and Cultural Sciences; *Robert Reiser*, Florida State University; *Catherine Slezzer*, Baker Hughes
ibstpi® released its 2012 version of the Instructional Designer (ID) competencies. Rooted in a traditional notion of designer competence, this set further expanded the depth of the competencies while more

thoroughly attending to the explosion of technologies that have entered into designer practices. The validation research and comparison of the 2000 and 2012 competencies will be discussed. Multiple examples will be presented of how users integrate these standards into multiple practice contexts.

b. Competencies for Instructional Systems Designers
Sharon Hyein Jun, Florida State University; *James Klein*, Florida State University

Some organizations in our field have identified a wide range of skills and knowledge for instructional design professionals. However, few provide empirical evidence to support their list of competencies. This presentation will focus on a research study conducted to examine the competencies that practitioners in the field consider important. Results can help develop capable graduates of our programs.

037. D&D - Instructional Image Redundancy and Interpretation (20)

1:00 pm to 2:00 pm

East- Suite Tower - 3: Stopher

Facilitator:

MJ Bishop, Lehigh University

a. Learners' Strategies for Interpreting Instructional Images *Elizabeth Boling*, Indiana University; *Abdullah Altuwaijri*, Indiana University; *Jiyoon Jung*, Indiana University Bloomington; *Colin Gray*, Indiana University; *Cagri Yildirim*, Indiana University; *Micah Gideon Modell*, Indiana University; *Craig Howard*, Indiana University Bloomington; *Funda Ergulec*, Indiana University; *Muruvvet Demiral*, Indiana University

Semiotic theory suggests that the strategies used by learners to interpret instructional images influences the effectiveness of such images. Eight dyads (English and Arabic speakers) completed an authentic language learning activity in which graphics played a critical role. Learners invoked personal and cultural schema as they interpreted images. It was difficult for them to articulate their strategies directly. The hypothesis that learners use all information available to them to interpret images is supported.

b. Redundancy with Text and Pictures: A Contradiction *Gary Morrison*, Old Dominion University; *Gary J. Anglin*, University of Kentucky; *Jennifer Morrison*

One of the fundamental principles of cognitive load theory is the removal of redundant information in instruction as it hampers learning. A long history of picture research, however, has found significant benefits for redundant information in pictures and

text. The purpose of this paper is to examine the uses of redundancy in instructional materials to determine the conditions in which it is effective and when it is a hindrance to learning.

038. D&D - Interdisciplinary Design, Collaboration, and Educational Informatics (27)

1:00 pm to 2:00 pm

East- Suite Tower - 3: Coe

Facilitator:

Dana Ruggiero, Purdue University

a. Interdisciplinary Design, Collaboration, and Educational Informatics *Anthony Chow*, University of North Carolina at Greensboro; *Patrica Gray*, UNCG; *Larry Lavendar*, UNCG

Two innovative undergraduate courses emphasizing interdisciplinary and collaborative experiential and inquiry based instruction were designed and studied for overall learning impact, effectiveness, and student/faculty satisfaction. Each course also utilized educational informatics to collect course data and make real-time performance-based decisions through a series of online micro-surveys administered throughout the semester. Results suggest that the interdisciplinary course content, collaborative environment, and access to formative feedback throughout the semester, led to a more intimate, stronger learning community.

039. D&D - Principles and Precedent in the Education of Expert Instructional Designers - Panel (57)

1:00 pm to 2:00 pm

East- Suite Tower - 3: Stanley

Facilitator:

Peter Fadde, Southern Illinois University

a. Principles and Precedent in the Education of Expert Instructional Designers *Peter Fadde*, Southern Illinois University; *Andrew Gibbons*, Brigham Young University; *Elizabeth Boling*, Indiana University

This panel discusses expertise and instructional design. The first panelist will focus on understanding *operational principles* of learning as the essence of expert instructional design. In contrast to this essentially deductive view, the second panelist will emphasize the inductive role of accumulated *ID precedent* in developing instructional design expertise. The third panelist will draw on expertise research to describe an approach to accelerating the development of expertise in the education of instructional designers and other professionals.

040. D&D PacifiCorp Competition Orientation

1:00 pm to 1:30 pm

East- Suite Tower - 3: Segell

Chair:

Karen Kaminski, Colorado State University

041. DDL-02 Blended Learning: Cliques & Communities

1:00 pm to 2:00 pm

East- Suite Tower - 3: French

Facilitator:

Marisa Exter, Indiana University

a. Building a Stronger Classroom Community: The Use of Protocols in Blended Learning **Yehudit Freudenberger**, University of Cincinnati; **Janet Zydney**, University of Cincinnati; **Nancy Jennings**, University of Cincinnati

The goal of our research is to examine the effect of online protocols prior to the first face-to-face class meeting in a blended course format. Preliminary survey data revealed that conducting online protocols before meeting in a face-to-face format increased student engagement, promoted a greater sense of class community, and encouraged playful exploration for future topics. These findings may help educators maximize effectiveness of format and increase student engagement and learning in blended courses.

b. Closeness, Cliques and Cohesion: Using Social Network Analysis to Assess a Hybrid Masters Program Community **John Cowan**, Northern Illinois University; **Michael Menchaca**, University of Hawaii

Social network analysis (SNA) is a research method used to quantify and visualize the relationships in a social group. This session will introduce the audience to social network analysis methods, terminology and software using a current 10-year longitudinal study of a hybrid masters program in educational technology. Study data will be presented to show how SNA provides the capacity to assess and improve virtual and hybrid communities in ways formerly only possible in face-to-face settings.

042. DTP-7-Communities of Learning and Practices

1:00 pm to 2:00 pm

East- Suite Tower - 2: Clements

Facilitator:

Nancy Hastings, University of West Florida

a. Do Hierarchical Positions Influence Participant's Network Behaviour within Communities of Learning? **Martin Rehm**, Maastricht University; **Wim Gijsselaers**, Maastricht University; **Mien Segers**, Maastricht University

1) Completed Study that includes analyzed results and discussions We investigate whether hierarchical positions have an impact on collaborative learning processes within Communities of Learning (CoL). More specifically, we provide empirical evidence from a training program of a global organization. Using social network analysis, our findings indicate that hierarchical positions significantly influence participants' network behavior. Moreover, our results show that individuals tend to gather information from outside of their own hierarchical position.

b. Design Considerations for Workplace Knowledge-Building CoPs to Promote Knowledge Convergence: A Case Study **Darryl Draper**, **Steven Blackmore**, **Gail Hayenga**, Northern Illinois University

The increased accessibility of technology has enabled organizations to provide their workforce the opportunity to engage in distributed education. This proposal explores the design considerations of creating a workplace online knowledge-building CoP that promotes best practice development and knowledge convergence. Design considerations focus on technological functionality, authentic case based scenarios, and instructional design strategies that foster a sense of community and knowledge convergence. Learning outcomes assess best practices, convergence, and on-the-job knowledge application.

Chair:

Darryl Draper, Northern Illinois University

043. ICEM Digital Game-Based Learning (3)

1:00 pm to 2:00 pm

East- Suite Tower - 2: Grand Ballroom A

Facilitator:

Chih-Hsiung Tu, Northern Arizona University

Presenter

a. Gamifying Learning? Is It a Joke? **Chih-Hsiung Tu**, Northern Arizona University; **Marina S. McIsaac**, Arizona State University; **Rick Shearer**, Penn State University; **Yu-Chang Hsu**, Boise State University; **Wen-Hao David Huang**, University of Illinois at Urbana-Champaign; **Fengfeng Ke**, Florida State University; **Joan Mazur**, University of Kentucky; **Jason Siko**, Grand Valley State University; **Gerry Swan**, University Kentucky

Game-based learning has been recognized with the impact on cognitive development and social learning. Digital GBL frequently are perceived with negative impact on learning due to misunderstanding of gaming as shooting violent. It is undeniable that gaming

engages players in interactions and possible changing behaviors. Researches show digital GBL design potentially improves learners' learning feedback, social interaction, behaviors, and motivation in online discussions. Educators should focus on the positive and effective digital gaming dynamics, rather than the game façade, shooting enemies or aliens etc. Positive and effective digital GBL could enhance learning and engage learners in more social and context-rich decision making for problem solving in learning tasks. This will be the six consecutive year of hosting this panel discussion to ponder deeper and more valuable questions and issues in emerging technology-based learning.

044. ID Concurrent (8) - International Issues

1:00 pm to 2:00 pm

East- Suite Tower - 3: Morrow

Facilitator:

Katy Campbell, University of Alberta

Presenters

- a. Greater Competence and Autonomy in Learning Multimedia through Additional Technology in an Informal Setting** **Abbas Johari**, Cameron University; **Christopher O. Keller**, Cameron University; **Melissa M. Merrifield**, Cameron University

How can classroom additional-equipment in an open access learning environment support the development of competence and autonomy of an underserved community including international learners? Specifically, what role does additional technology and informal setting play in promoting learner competence and autonomy? Results of an ongoing endowed lectureship laboratory project examining these hypotheses indicate these students are becoming more goal-oriented and, therefore, more skillful in performing tasks on time, and more comfortable, in general, with initiating and regulating their own actions. The theoretical framework of the study includes a contemporary learning approach (a social-constructivist teaching and learning method: self-determination theory) and an open learning educational approach (an independent and interest-guided learning method).

- b. Using VoiceThread for Cross-cultural Online Collaboration: The Perspectives from Taiwanese College Students Using VoiceThread for Cross-cultural Online Collaboration: The Perspectives from Taiwanese College Students Using VoiceThread for Cross-cultural** **Chun-Min (Arthur) Wang**, National Hsinchu U. of Ed.

In this study, a Web 2.0 tool called VoiceThread was applied into a cross-cultural collaboration project between the college students from the United States and Taiwan. By analyzing Taiwanese students' reflection essays and the questionnaire regarding the overall learning experience, the study intends to identify important elements of designing and developing cross-cultural online learning environment, and also suggests how to better use VoiceThread in cross-cultural projects for teaching and learning purpose.

045. Presidential Session 01

1:00 pm to 2:00 pm

East- Suite Tower - 1: Sampson

- a. Who Are We and Do We Make a Difference? AECT and the Marketing of Instructional Designers and Educational Technologists or Whatever We're Called** **Ana Donaldson**, Walden University; **Ellen Hoffman**, University of Hawaii - Manoa; **Ellen Wagner**, Sage Road Solutions, LLC

This Presidential session will preview a potential AECT initiative to actively promote our profession. Challenged by last year's keynoter Ellen Wagner, multiple discussions arose about who we are, including a recent TechTrends article by AECT President Ana Donaldson urging branding our field and marketing what we do. The goal of the session is to consider activities that will enhance outreach and bring together research that demonstrates the positive impacts of practitioners on learning.

046. Presidential Session 02

1:00 pm to 2:00 pm

East- Suite Tower - 01: Wilkinson

Presenter

- a. Quality Online Doctoral Programs: Not an Oxymoron. A Presidential Panel Discussion** **Jason Huett**, University of West Georgia; **Ross Perkins**, Boise State University; **Swapna Kumar**, University of Florida; **Greg Jones**, University of North Texas
- Are you currently developing an online doctoral program for your university? Do you have an interest in how quality online doctoral education really works at traditional institutions? Bring your questions to this panel of experts with first-hand experience in designing, developing, implementing, and evaluating online doctoral programs at traditional institutions. This panel session will depend heavily on audience participation so bring your questions and take advantage of this group of online doctoral program experts.

047. RTD 11: Giving Voice to Instructional Designers & Instructional Design Research

1:00 pm to 2:00 pm

East- Suite Tower - 2: Nunn

Facilitator:

Sam Martin, Walden U/U of Phoenix

Presenters

a. Expert Instructional Designer Voices: Leadership Competencies Critical to Global Practice and Quality Learning Designs *Marcia Ashbaugh*, University of the People

In response to on-going lack of confidence in online courses by a majority of educators, ID experts called for enhanced leadership competencies to activate quality global learning technologies, a notion confirmed by an international qualitative investigation into practitioners' lived experiences. A cutting-edge presentation will reveal findings that leadership competencies in practice are positively associated with high quality ID work products. Discussion follows on a leadership model for ID and other urgently needed streams of research.

b. Reconsidering Instructional Design Research in an Age of Technological Primacy *Daniel Surry*, University of South Alabama

This presentation provides a conceptual overview of the ways that technology is impacting research in the field of instructional design and offers a series of recommendations for improving future research in the field.

048. RTD 15: Learning in Teams

1:00 pm to 2:00 pm

East- Suite Tower - 2: Breathitt

Facilitator:

Yonjoo Cho, Indiana University-Bloomington

Presenter

a. Comparing Team Learning Approaches to Developing Organizational Members *Sunyoung Park*, Indiana University; *Yonjoo Cho*, Indiana University-Bloomington; *Seung Won Yoon*, Western Illinois University

The purpose of this study was to examine the distinctive features of three popular team learning approaches (action learning, problem-based learning, and project-based learning) in business and education, compare and contrast them, and suggest implications for developing organizational members. Questions guiding this inquiry include: (1) What are the distinctive features of the three team learning approaches? (2) What are the commonalities

and differences among them? And (3) what are the implications for future research and practice?

049. RTD 29: Dean and Sybil McClusky Research Award Presentation by Sinem Aslan

1:00 pm to 2:00 pm

East- Suite Tower - 1: Laffoon

Presenter

a. "The Coolest School in America": A Study of Educational Technology in a Learner-Centered Information-Age School *Sinem Aslan*, Indiana University

Chair:

Jozenia Colorado, Emporia State University

050. SICET - Evaluation Framework and Assessment Model for Teaching & Learning - (1)

1:00 pm to 2:00 pm

West- Rivue Tower - 3: Holly

Facilitator:

Xiaojun Chen, St. John's University

a. A Holistic Course Evaluation Framework Using Data and Text Mining *Jui-Long Hung*, Boise State University; *Dazhi Yang*, Boise State University

An ideal course evaluation framework should provide multiple facets of available information to decision makers by integrating multiple data sources and analytic methods. This study aims to investigate the feasibility and applicability of this new course evaluation framework through data and text mining using data warehouse, course evaluation survey, and students' demographic database. Generated knowledge can support instructional decisions at various stages (before, during, and after the instruction) in order to enhance students' learning outcomes.

b. An Integrated Assessment Model for Implementing Sustainable Technology-Based Teaching and Learning Initiatives *Ying Wang*, Northwestern College; *Tanya Grosz*, Northwestern College; *Michael Wilder*, Northwestern College

Assessment plays an important role in creating sustainable technology-based teaching and learning initiatives. This presentation is to report an integrated assessment model used for a blended learning initiative at a private college in the Midwest of the United States. The model is based on Kirkpatrick's four levels of training evaluation and includes: Level 1, Faculty experience; Level 2, Faculty learning; Level 3, Changes in instructional practices; Level 4, Impact on student learning; and Level 5, Institutional impact.

051. TED12 - Preservice Teachers Perceptions and Intentions to Use Technology

1:00 pm to 2:00 pm

East- Suite Tower - 3: Wilson

Facilitator:

Olgun Sadik, *Indiana University*

- a. Outcomes-Driven Professional Preparation: Increasing Pre-Service Teachers' Ability and Intentions to Integrate Technology** *Jennifer Banas*, Northeastern Illinois University
Despite the availability, many teachers do not integrate technology (Belland, 2009). Lack of integration may be due to inadequate professional preparation. Via specific types of professional preparation course assignments, teacher educators might be able to influence preservice teachers' ability and intentions to integrate technology in the future. This presentation shares two teacher education learning exercises and on their impact PTs' motivation to integrate, their metacognitive regulation, and their technological, pedagogical, and content knowledge.

- b. Learning and Using SMART Board: What Did Pre-service Teachers Say about It?** *Hsin-Te Yeh*, Metropolitan State University of Denver; *Yi-Chia Cheng*, Tamkang University, Taiwan; *Miri Chung*, Metropolitan State College of Denver
Interactive whiteboards have been more and more ubiquitous in K-12 schools. It is important to offer pre-service teachers opportunities to learn and use interactive whiteboards in teacher preparation programs. The purpose of this study is to understand pre-service teachers' experiences with learning and using SMART Board in educational technology classes. The results of the study will suggest directions for making course content on SMART Board more helpful, useful, and student-friendly.

052. TED20 - Using Technology Tools for Reflection in Teacher Education Courses

1:00 pm to 2:00 pm

East- Suite Tower - 3: McCreary

Facilitator:

Susan Stansberry, *Oklahoma State University*

- a. The Use of Podcasts for Lesson Plans and Reflections in an Online Technology Integration Course:** *Marissa Ball, Erin Davis, Crystal Cuby-Richardson, Firat Sarsar, Laurie Brantley-Dias*, Georgia State University
Teacher education has evolved with the widespread use of asynchronous distance education courses; yet, assessing the ways in which teachers' understandings

of integration of technology, pedagogy, and content knowledge is still challenging. Using podcasts of participants' reflections and lesson plans along with lesson artifacts from an asynchronous technology integration course, the researchers take a closer look at the differences between TPACK development in inservice and preservice teachers within this graduate course.

- b. Social Networking: Innovative Methods for Engaging Teacher Candidates in Critical Reflection** *Beth Hattier Laderer*, University of Houston
Teacher identity greatly impacts equitable instruction within a classroom; therefore, this session will draw a connection between theory and practices used for engaging teacher candidates in thinking deeply about who they are. Social technologies will be highlighted that can be used to facilitate a teacher candidate's critical reflection of contextual and socially constructed representations and perceptions of self. Highlighted methods will include Twitter, Google Plus+, and Facebook.

053. Walden Residency Orientation

1:00 pm to 3:15 pm

East- Suite Tower - 3: Fields

Chair: **MaryFriend Shepard**, *Walden University*

Chair: **Jennifer Smolka**, *Walden University*

054. D&D PacifiCorp Competition

1:30 pm to 3:30 pm

East- Suite Tower - 3: Segell

Qing Zhang, *Emporia State University*

Daniel Baldwin, *Emporia State University*

Brijun Thankachan, *Ohio University*

Kenneth A. Eminian, *Ohio University*

Seung Gutsch, *Emporia State University*

Daphne C.Y. Tseng, *Emporia State University*

Chair:

Karen Kaminski, *Colorado State University*

055. AECT-C06 Curriculum Committee

2:15 pm to 3:15 pm

West- Rivue Tower - 3: Poplar

Chair: **Glenda Gunter**, *University of Central Florida*

056. AT05 First Timer's Orientation

2:15 pm to 3:15 pm

East- Suite Tower - 2: Grand Ballroom A

Chairs:

Cindy York, *Northern Illinois University*

Jennifer Banas, *Northeastern Illinois University*

057. Change 2: Systemic Change*2:15 pm to 3:15 pm**East- Suite Tower - 2: Carroll Ford***a. Systemic Change Going Public: Prelude to Scene 2**

Beth Rajan Sockman, East Stroudsburg University;
Anthony Chow, University of North Carolina at Greensboro; **Kurt Richter**, UNC Charlotte

The Educational Systemic Change Web Project began 2011 as a move to bridge the gap between researchers and practitioners aligning with the division's strategic goals. Project aims: begin a conversation about educational systemic change with practitioners, increase the systemic change profile on the Web, and serve as a viable resource center. In this session, participants will view the published videos and website, determine how practitioners perceived the media, and discuss the gaps.

058. D&D - Avatar-Mediated and Text-Based Simulations for Learning (40)*2:15 pm to 3:15 pm**East- Suite Tower - 3: Beckham*

Facilitator:

*Catherine Maney, Northern Illinois University***a. Designing Cross-Cultural Atraining for Dental Hygiene Students Using an Avatar-Mediated Simulation** *Amy Adcock, Brett H. Cook; Tara Newcomb, Joyce Downs, Laurie Craigen, Old Dominion University*

The U.S. population continues to diversify dramatically. Trends are leading to an increase in the number of culturally diverse clients encountered by the dental hygienist. Dental hygienists do not have to be cultural experts but it is crucial they understand how culture influences oral healthcare beliefs related to illness and how healthcare is accessed. This presentation will describe efforts towards designing an avatar-mediated simulation environment aimed at improving dental hygiene students' cross-cultural awareness to improve professional practice.

b. Model-Adaptive Stories in Automated Task Synthesis Systems. Biographical Narratives to Support Understanding in Text-Matrix-Based Simulations. *Pablo Pirnay-Dummer, University of Freiburg, Germany; Linda Seidemann, University of Jena, Germany; Claudia Schröter, University of Jena, Germany; Petra Franke, University of Jena, Germany*

Learning initiated by complex simulated tasks involves explorative thinking. Simulations of complex systems require complex problem solving. Tasks need to be designed, so that over-generalizations will be

abandoned by the learners. Thus, we extended our software that simulates individual learners for students who learn how to coach learners by personal stories from the past of the simulated learner. Our evaluation study showed that the stories particularly helped with understanding the tasks and the underlying theory.

059. D&D - Critical Characteristics of Educational and Persuasive Games (35)*2:15 pm to 3:15 pm**East- Suite Tower - 3: Coe*

Facilitator:

*Jesse Strycker, East Carolina University***a. Conceptualizing a Persuasive Game Framework** *Dana Ruggiero, Purdue University*

How can video games "modify or change values, wants, beliefs and actions of others"? In order to answer this question we propose a persuasive game framework that analyzes flow, engagement, and immersion through procedural rhetoric and ethos. Using examples of current games and recent theory proposed by Bogost and Evans this paper explores the relationship between idea changing games and the processes that make them accessible and valid.

b. Empirical Evidence for Linking Gaming Characteristics with Learning: A Literature Review *Elena Novak, Florida State University*

Researchers suggest that gaming characteristics (GCs) play an important role in learning and therefore should be linked to learning outcomes. A literature review was conducted to find empirical studies examining the effects of various GCs on learning. From over 70 initially collected articles, only 10 studies met the inclusion criteria of the review. The discussion of the findings will focus on instructional benefits of the examined GCs in relation to the explored learning outcomes.

060. D&D - Learning to Solve Complex Problems: Development of Spatial Skills and Wikis (37)*2:15 pm to 3:15 pm**East- Suite Tower - 3: Taylor*

Facilitator:

*Gregory Francom, University of Georgia***a. Spatial Skills to Support Complex Ill-Structured Problem Solving in Architecture, Engineering, and Construction Science** *Tamera McCuen, University of Oklahoma; Deniz Eseryel, University of Oklahoma*

Spatial skills are an integral to solving complex ill-structured problems in architecture, engineering, and construction science. Unfortunately, little is known

about how to foster spatial skills. We will present the findings of a study investigating spatial reasoning skills for complex ill-structured problem solving in these disciplines. Implications will be discussed for designing instruction to foster spatial reasoning skills as part of complex ill-structured problem solving with the goal of generating a dialogue that furthers action.

- b. Using Wikis to Support Problem-Based Learning: A Case Study** *Andrew Tawfik*, Concordia University Chicago; *David H. Jonassen*, University of Missouri; *Holly Henry*, University of Missouri; *Robert Winholtz*, University of Missouri; *Sanjeev Khanna*, University of Missouri

Although problem-based learning has potential for higher-order learning, the effectiveness of this learning model is often dependent on the instructional design methods employed during implementation. Using a design-based research approach, this study qualitatively analyzes 10 student interviews from an undergraduate engineering materials science PBL implementation. Specifically, student perceptions are gathered about how wikis helped to facilitate learning, group problem-solving, and the transition from the lecture-based model. Implications for instructional design practice are also discussed.

061. D&D - New Technology for University Course Design and ID for Transformational Learning (43)

2:15 pm to 3:15 pm

East- Suite Tower - 2: Combs Chandler

Facilitator:

Ginger Watson, Old Dominion University

- a. Incorporating Multimedia Simulations for Academic Probation Intervention** *Lisa B. Peden*, SIUC; *Sadie Horan*, SIUC

During this session, the course developer and the graduate student who created multimedia learning modules in Captivate will lead participants in a simulated UCOL 103 (academic probation intervention) class session, viewing a module and engaging in group discussion. Following the simulation, the presenters will facilitate group discussion regarding the “lessons learned” from implementing the UCOL 103 course during the spring 2012 pilot semester as well as the progress through the fall 2012 semester.

- b. Designing for Transformation: A Framework of Instructional Design for Transformational Learning** *Brandy Walker*, University of Georgia
Transformational learning encounters typically defy objectively measurable learning objectives,

and therefore present challenges for traditional instructional design. However, more and more training calls for a change in perspective or mindset to achieve performance goals. Using the context of mediation training, this paper offers a framework for facilitating transformational learning through instructional design for any adult learning context in which a change in perspective is critical to accomplishing the goals and objectives for performance.

062. D&D - Technological Pedagogical Content

Knowledge: Models for Teacher Training (19)

2:15 pm to 3:15 pm

East- Suite Tower - 3: Stopher

Facilitator:

Kent Sabo, Arizona State University

- a. A TPACK-Based Instructional Design Model for a Technology Integration Course** *Chia-Jung Lee*, *ChanMin Kim*, University of Georgia

A TPACK-based Instructional Design (ID) Model was developed and implemented in a technology integration course to examine its effects on improving preservice teachers’ TPACK learning. The findings of the implementation study are reported in this presentation and the implications for future research and teacher development are also discussed.

- b. A TPACK-Based Instructional Design Model for Preservice Science Teachers** *Chia-Jung Lee*,

University of Georgia; *Ji Shen*, University of Georgia
A TPACK-based Instructional Design (ID) Model was developed to enhance preservice science teachers’ technological pedagogical content knowledge (TPACK) and practice. The domain-specific (science) model was adapted from a domain-general model, developed by analyzing needs of technology courses and synthesizing several TPACK-related ID models. To accommodate the needs of preservice science teachers, we successfully transformed the domain-general model and added science-specific elements. Design principles of such transformation and implications of the domain-specific model are discussed.

063. DDL-12 Learning Management Systems

2:15 pm to 3:15 pm

East- Suite Tower - 3: Jones

Facilitators:

Dalinda Bond, AECT Volunteer Coordinator

Yadi Ziaeehezarijibi, Indiana State University

- a. Evaluating and Selecting a Learning Management System Based on Your Organization’s Needs and**

Learning Goals *Monica Rysavy*, The Pennsylvania State University; *Thomas Argondizza*, Penn State University

This presentation will discuss how to evaluate and select a Learning Management System (LMS) based upon an organization's needs and learning goals. Presenters will illustrate how to identify the learning needs of an organization, compare these needs with available LMSs, select potential LMS options, and evaluate these options based upon a presenter-provided rubric. This presentation will also share emerging trends with Learning Management Systems and provide time for participant questions.

- b. 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.

064. DDL-22 Strategies for Online Communities

2:15 pm to 3:15 pm

East- Suite Tower - 3: French

Facilitator:

Michael Waugh, The University of Tennessee

- a. Promoting Online Learning Communities: A Systematic Review of the Instructional Strategies and Tools** *Woei Hung, Elicia Flom, Jacob Manu, Enaz Mahmoud*, University of North Dakota
A well-formed online learning community (OLC) helps foster positive learning experiences and outcomes in distance learning environments. However, an inevitable decrease in interaction and social presence in online environments presents challenges in OLC building. We conducted a systematic literature review to examine the current instructional practices designed to promote interaction and social presence. This presentation will report the preliminary findings in terms of factors affecting OLC building, types of instructional strategies, and the technology.
- b. Accessible Distance Education and Communities of Practice** *Thomas Conway*, Center on Disability Studies/University of Hawaii at Manoa
As postsecondary online distance education courses grow in scope and number, so will the need to make these courses accessible for a wider audience of

non-traditional students. This presentation explores how higher education institutions are preparing for accessibility issues and how the need for communities of practice ought to be developed. Studies focusing on student, faculty, and administration attitudes about distance education and accessibility, will be form the basis for the presentation.

065. DTP-3-Social Networking

2:15 pm to 3:15 pm

East- Suite Tower - 2: Clements

Facilitator:

Sam Martin, Walden U/U of Phoenix

Presenter

- a. Beyond the Water Cooler: Corporate Social Media Networks and Employee Continuous Learning and Development** *Julia Zammit*, University of Memphis; *Trey Martindale*, University of Memphis; *Deborah Lowther*, University of Memphis

This combined review of literature, personal interviews, and current industry trends will examine how companies are embracing social media networks as vehicles to facilitate continuous learning and development. With active audience participation, we will discuss how companies can effectively leverage social media networks to capitalize upon and expand their knowledge bases. "Like" us as we explore the status of social media networks in the workplace and considerations that arise as they are implemented and used.

066. ID Concurrent (4) - Cross-Cultural Comparisons

2:15 pm to 3:15 pm

East- Suite Tower - 3: Morrow

Facilitator:

Chih-Hsiung Tu, Northern Arizona University

- a. Plagiarism vs. rReverence: A Cross-Cultural Comparison of Students' Intentions and Behaviors in the Context of Academic Writing** *Jean-Marc Wise*, Florida State University; *Shu-Hsiang (Ava) Chen*, Chulalongkorn University

What causes a student to plagiarize? Do cultural factors play a part in a student's ability to explicitly distinguish between their own literary voice and that of the original author they are drawing from? This survey study illuminates respondents' knowledge and attitudes towards plagiarism, their cultural background, and their academic writing. A cross-cultural comparison of findings may shed light on the nuances of interpreting and presenting shared knowledge in academic writing.

067. IVLA 1: Visual and Multi Literacies to Address**Common Core Standards***2:15 pm to 3:15 pm**East- Suite Tower - 3: Wilson*

Facilitator:

*Maria Avgerinou, DePaul University***a. Visual and Multi Literacies to Address Common Core Standards Rhonda S. Robinson, Kristin Brynteson, Elizabeth Anderson, Northern Illinois University**

This presentation details the project activities and results of case study research which focused on the enhancement of multi literacy skills. The two year project sought to strengthen 4th- 6th grade students' visual literacy to improve 21st century and Common Core skills, which require including critical thinking and multi-modal literacy. Multi-literacy strategies in this project included instruction and activities to improve visual literacy, evidenced through activities, projects and assessment.

068. Presidential Session 03*2:15 pm to 3:15 pm**East- Suite Tower - 1: Sampson***a. Leading Globalized, Interdisciplinary Organizations: A Close Look at Specialization, Interdisciplinary and Chances for Transformation of Our Field Eugene Kowch, University of Calgary - Faculty of Ed**

Educational technologists are influential leaders who need to know much more about the nature of leading the complexity of globalized, adaptive complex organization systems (Childress, 2011; Author, 2011; Reigeluth & Duffy, 2009; Goldstein et al., 2011). By considering first the conditions of the organization and then the qualities of organizations in flux, education technology leaders can explore some key features of the critical contexts and dynamics of (leading) a complex globalized organization. First, the construct of specialization, including: (1) redundancy and (2) diversity that describe the very possibility for emergence (system wide change) in today's specialized, globalized organization are investigated with examples. Then by exploring a new framework for understanding specialization in a new way within active, resonant globalized organizations at the cusp of change we examine how to 'get change done' as system leaders (Author, 2012 in press). This means recasting leadership and change in the interdisciplinary way that we do implicitly in educational technology – by going beyond the shortcomings of classic educational leadership theory

and systems thinking (Author, 2009). Finally, this overview of the dynamic features found in powerful, adaptable globalized organizations is extended by outlining (1) organization learning and (2) innovation features found in emerging organizations/relational networks at the cusp of change. If you want to build potential change, you'll enjoy our conversation.

069. Presidential Session 04*2:15 pm to 3:15 pm**East- Suite Tower - 01: Wilkinson***a. Women in IDT Leadership Series: The Road to Full Professor for Women in Academia Monica Tracey, Wayne State University; MJ Bishop, Lehigh University; Elizabeth Boling, Indiana University; Tiffany A. Koszalka, Syracuse University; Katy Campbell, University of Alberta**

While women make up nearly half of doctoral degree recipients in the U.S., they comprise only about one quarter of full professors. As a continuation of last year's session, this 90-minute, interactive session will address three specific areas to assist women on their Road to Full Professor: presenting yourself for external review, creating a list of external reviewers, and writing effective external review letters. Experts will provide input on these areas followed by an opportunity for attendees to engage in conversation on additional issues.

070. RTD 08: Research Trends in Instructional Technology*2:15 pm to 3:15 pm**East- Suite Tower - 2: Nunn*

Facilitator:

*Jongpil Cheon, Texas Tech University***a. Research Trends and Issues in Instructional Technology: An Analysis of Four Journals Kimberly Silvey, Gary J. Anglin, Heather Elizabeth Arrowsmith, Jennifer Watson, Christopher Shannon Daniel, Eastern Kentucky University; Scott Pittman, Alison McFarland, University of Kentucky; Karen Drake, Department of Defense**

The purpose of this study is to identify the major topics and concepts that have been investigated in four instructional design and technology journals (2000 – 2011), and to discuss the emergent research trends across the four journals. The journals include the American Journal of Distance Education, British Journal of Educational Technology, Educational Technology Research and Development, and Instructional Science.

b. What Are We Talking About? An Analysis of the Last Decade of Research Published in Major Journals in Our Field *Rick West, Geri Clements, Buck Harrison, Jeongwoon Kim, Janeel Juncker, Alec Sorenson, Vera Terekhova, Wendy Woodfield*, Brigham Young University

This panel will consist of four groups presenting their analysis of the main topics, authors, and methodologies over the last decade in four 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. This year's presentation is a sequel to last year's popular presentation, and we share findings on a new set of journals.

071. RTD 16: Learner Characteristics When Learning Online

2:15 pm to 3:15 pm

East- Suite Tower - 2: Breathitt

Facilitator:

E-Ling Hsiao, Valdosta State University

a. An Examination of Cognitive Presence and Learning Outcome in an Asynchronous Discussion Forum *Tan M Tran*, Emory University; *Steve Harmon*, Georgia State University

This study examined the relationship between cognitive presence and learning outcome in asynchronous discussion fora. Data were collected from 165 students enrolled in an online class at a large public university in the United States. The study was mixed-method in nature, comprising both qualitative content analysis and descriptive statistics with Pearson correlations between the dependent variable (student course module grades) and the independent variables (maximum levels of cognitive presence, number of messages and message lengths).

b. The Effects of the Social Closeness in the Online Debate on Learners' Conceptual Understanding and Cognitive Processes *Sang Soo Lee*, Pusan National University; *Woon Jee Lee*, Florida State University; *Allan Jeong*, Florida State University

The purpose of the study was to examine the effects of the social closeness in an online debate on students' changes in cognitive structures. This study examined the relationships between social interaction and learner's cognition by: a) focusing specifically on measures of in-closeness and out-closeness; and b) using students' causal maps as graphic representations and visualizations of students' conceptual understanding and cognitive processes.

072. RTD 27: Invited Session: Social Media, Social Networking & Learning

2:15 pm to 3:15 pm

East- Suite Tower - 1: Laffoon

Facilitator:

Ana-Paula Correia, Iowa State University

Presenters:

Vanessa Dennen, Florida State University

Royce Kimmons, University of Texas

Discussant:

Tracey Stuckey-Mickell, Ohio State University

073. SICET - Instructional Technology Research and Practices of Pre-Service Teachers - (2)

2:15 pm to 3:15 pm

West- Rivue Tower - 3: Holly

Facilitator:

Hong Wang, Kansas State University

a. A Co-Teaching Model between Pre-Service Teachers and Rural Elementary School Teachers for Cross-Cultural Online Collaboration *Chun-Min (Arthur) Wang*, National Hsinchu U. of Ed.

The purpose of this study is to evaluate a co-teaching model between pre-service teachers and rural elementary school teacher for cross-cultural online collaboration. The main participants were two classes of fourth graders from the United States and Taiwan. By interviewing the teachers, pre-service teachers, and fourth graders, the findings of this study are expected to enhance pre-service teacher training program and nurture rural elementary school children to be better prepared for the future globalized society.

b. Virtual Collaboration: Lessons Learned in a Case of Pre-Service Teacher Participating in Cross-Cultural Teams *Xiaojun Chen*, St. John's University; *Tim Newby*, Purdue University

The authors of this presentation will present a case of pre-service teachers learning in virtual teams at a U.S. Midwest university. The purpose of the presentation is to showcase the challenges of virtual collaboration and to provide guidelines to facilitate cross-cultural collaboration in teacher education. The authors will discuss the process of communication and coordination in cross-cultural virtual teams. Lessons learned from the case will also be shared at the end of the presentation.

074. TED13 - Problem-Based Learning and Teacher Education

2:15 pm to 3:15 pm

East- Suite Tower - 3: Stanley

Facilitator: **Yin-Chan Liao**, Indiana University

a. Problem-Based Learning and Teacher Education

Thomas Brush; **Krista Glazewski**; **Peg Ertmer**, Purdue University; **Brian Belland**, Utah State University; **Anne Ottenbreit-Leftwich**, Indiana University; **Heather Leary**, University of Colorado-Boulder

This panel will provide an overview of projects focusing on problem-based learning in teacher education and problem-based learning practiced by inservice teachers. Panelists will provide demonstrations of processes and technology tools that assist teachers with the development and/or implementation of problem-based learning.

075. TED16 - TPACK in Preservice Teacher Education

2:15 pm to 3:15 pm

East- Suite Tower - 3: McCreary

Facilitator: **Drew Polly**, UNC Charlotte

a. 00-An Examination of Preservice Teachers' in Technology, Pedagogy and Content Knowledge (TPACK) After Content Methodology Courses
Wei Wang, **Denise Schmidt-Crawford**, Iowa State University

This study examines preservice teachers' development in technology, pedagogy and content knowledge (TPACK) through triangulated assessments (survey, interview and open-ended questions) after completing the required content methodology courses. Data were collected at multiple times during the preservice teachers preparation program. Findings suggest that the method courses play a critical role in developing preservice teachers' knowledge in content and pedagogy. Yet, lack of support in technology integration in actual classrooms may result the decrease of TCK and TPACK domains.

076. AECT-C17 Publications Committee

3:30 pm to 4:30 pm

East- Suite Tower - 3: Fields

Chair: **Rhonda S. Robinson**, Northern Illinois University

077. AT02- The Construction of Technology:

3:30 pm to 4:30 pm

East- Suite Tower - 1: Sampson

a. AT02 The Construction of Technology: Sublime and Determinism Explored **Darryl Draper**, **Rebecca**

P. Butler, Northern Illinois University

This session, sponsored by the AECT History and Archives Committee, discusses the question: "Does technology construct society or society construct technology?" This presentation is not meant to be a debate but rather an understanding of ways of perceiving technology, both historically and in our current world, and will focus on two views of the perception of technology: sublime and determinism.

078. AT07 AECT History Makers Project Update

3:30 pm to 4:30 pm

East- Suite Tower - 3: Wilson

Barbara Lockee, Virginia Tech

Kibong Song, Virginia Tech

Wei Li, Virginia Tech

079. CNIE: Does Experience with Online Learning in High School Impact Distance Education Experiences in Higher Education?

3:30 pm to 4:30 pm

East- Suite Tower - 2: Carroll Ford

Michael Barbour, Wayne State University

080. D&D - Adoption of New Technologies to Model and Facilitate Teaching Practice (46)

3:30 pm to 4:30 pm

East- Suite Tower - 2: Combs Chandler

Facilitator:

Rinat B. Rosenberg-Kima, Florida State University

a. Learn to Use and Use to Learn: Designers as a Tool for Innovative Collaboration **Kecia Waddell**, **Naimah Wade**, Wayne State University

Designers and educators of instructional design practitioners must continuously incorporate appropriate evolving technologies and media strategies for 21st century learning. This interactive session will present the results of a research study Modeling Effective Instruction to Educators and Instructional Designers through Google Applications to Support Learning. Specifically the session will explore two themes that emerged from the study-- the designer as a tool for innovative collaboration and strategies for navigating the technology learning curve.

b. The Acceptance of Tablet-PCs in Classroom Instruction: The Teachers' Perspectives **Dirk Ifenthaler**, University of Freiburg; **Volker Schweinbenz**, University of Mannheim; **Sarah Neitzel**, University of Mannheim

This research proposal reports a study which

investigates the acceptance of Tablet-PCs (TPC) in classroom instruction. Our approach was intended to complement research on the acceptance of technology through a more detailed qualitative examination. Semi-structured interviews were conducted with 18 teachers during a pilot project introducing TPC to classroom instruction at three different schools. The findings indicate diversity in the attitude of teachers towards the technology, but also with regards to the performance expectancy and the facilitating conditions.

081. D&D - Games and Virtual Words for Science Learning (34)

3:30 pm to 4:30 pm

East- Suite Tower - 3: Coe

Facilitator:

Jongpil Cheon, Texas Tech University

Presenters

- a. **Framework for Enhancing Tacit Understanding and Transfer in an Educational Physics Game Context** *Kent Slack*; *Brian Nelson*, Arizona State University; *Doug Clark*, Vanderbilt University; *Mario Martinez-Garza*, Vanderbilt University
The presentation will describe the design and development decisions and process used to create an educational game. The game is designed to help students develop a tacit understanding of physics concepts and facilitate the transfer of their tacit understanding to formalized contexts. We present our framework for using a combination of theory based, iterative design and popular game play mechanics to create an educational game.
- b. **Using Second Life® to Enhance Spatial Ability for Improving Chemistry Achievement** *Zahira Merchant*, Texas A&M University; *Ernest T Goetz*, Texas A&M University; *Wendy Keeney-Kennicutt*, Texas A&M University

This study explored Second Life®'s (SL) potential to enhance undergraduate students' learning of a chemistry concept. Using a quasi-experimental control-group design, 290 participants completed three activities in SL or using 2-D images. Three learning outcomes measures were administered: chemistry-test, Purdue Visualization of Rotation Test(PVRT) and Card Rotation Test(CRT). Experimental group had higher gain scores on CRT and a subsection of the chemistry test. Results indicate SL's potential to enhance students' spatial ability and chemistry achievement.

082. D&D - Learner Control: Instructional Segmentation and Tool Use (22)

3:30 pm to 4:30 pm

East- Suite Tower - 3: Stopher

Facilitator:

Deniz Eseryel, University of Oklahoma

- a. **Designing Effective Multimedia: Effects of Degree of Segmentation and Learner Disposition on Multimedia Learning** *Peter Doolittle*, Virginia Tech; *Jennifer M. Brill*, Virginia Tech

When does multimedia learner control increase learning? This research examined the effects of degrees of segmentation, and learner disposition toward segmentation, on student multimedia learning. Undergraduate students engaged in a 9-minute multimedia tutorial divided into 1, 7, 14, or 28 segments. Students' dispositions toward the segmentation were also measured. Results indicated increased segmentation facilitated knowledge recall and strategy application, but was considered by learners not to facilitate learning or make learning easier, and was annoying.

- b. **Self-Controlled Tool Use In E-Learning: Does Advice Help?** *Mieke Vandewaetere*, KU Leuven - Kulak; *Griet Lust*, KU Leuven; *Geraldine Clarebout*, University of Leuven

Research on self-controlled tool-use in computer-based learning environments has demonstrated that tool-use behavior of students is often suboptimal and does not fully support learning. Advice, or guided instruction, has been recognized as an instructional method with major benefits for learning. This study highlights the role of self-controlled tool use and advice in learning Spanish conversational skills. We sketch the effect of control and advice on students' behavior, motivation and perceived functionality of tools.

083. D&D - Learning Principles and Case Methods that Support Problem-Solving Processes (38)

3:30 pm to 4:30 pm

East- Suite Tower - 3: Taylor

Facilitator:

Pablo Pirnay-Dummer, University of Freiburg, Germany

- a. **First Principles of Learning** *David H. Jonassen*, University of Missouri
Similar to Merrill's First Principles of Instruction (Merrill, 2002), this chapter synthesizes years of my research on learning and problem solving. When learning is problem-centered, students engage in

deeper thinking and more transferable skills. In order to support students learning to solve problems or simply engaging learners in deeper processing of information, educators should help students to develop and practice the skills of analogizing, modeling, reasoning causally, and arguing.

b. Case-Based Approaches to Learning and Teaching:

A Critical Review on the Current Use and the Potential of Instructional Technologies in Case Methods *Jae-Eun Joo*, Harvard Graduate School of Education; *Ikseon Choi*, The University of Georgia
This paper examines major theories and practices in case-based approaches to learning and teaching with instructional technologies. It begins with a brief history of case-based approaches in professional fields such as law and business, and reviews its influence on education. Based on the systemic analysis of theoretical and empirical research in case-based approaches, this study proposes an analytic framework to evaluate their contents, processes, and contexts focusing on the use and potential of instructional technologies.

084. D&D - Underpinnings of Design: Domain Design Principles and the FADE Visual Design Model (3)

3:30 pm to 4:30 pm

East- Suite Tower - 3: Beckham

Facilitator:

Jill Stefaniak, Wayne State University

Presenter

- a. The FADE Model for the Visual Design of Instruction** *Joanne E. Beriswill*, Joanne Beriswill
Would you like to generate more creativity and save time, as well? Based on case studies of visual designers, the FADE model of visual design focuses on four main components: frame factors, accessing resources, designing, and exploring.

085. DDL-08 Engagement & Online Learning

3:30 pm to 4:30 pm

East- Suite Tower - 3: Jones

Facilitator:

Chia-Jung Lee, University of Georgia

Presenters

- a. Dragging the Y Generation Into e-Learning: Engaging Averse Online Learners** *Annette Backs*, UMDNJ
Contrary to expectations, some Gen Y learners express aversion for online learning. In this session, small group exercises will facilitate identification of barriers and strategies for engaging averse learners.

Participants will collaborate to identify design and teaching strategies which specifically address the needs of averse online learners. The results of pilot studies and formative evaluations will be used to propose five design and teaching strategies that improve engagement and satisfaction for averse online learners.

b. Online Engagement Beyond Instruction: The Evolution of the Phases of Engagement *Ana Donaldson*, Walden University; *Shu-Hsiang (Ava) Chen*, Chulalongkorn University

The creation of collaborative online communities of practice is a key factor for an engaged learning experience. This interactive session will introduce the concept of Transformational Reflection that occurs after the end of the formal learning experience and is the focus of the evolving Phases of Engagement model (2004, 2011) with the addition of a fifth phase. This session will encourage participants to share their own experiences in engaging online students.

086. DDL-14 Lessons in Teaching Design

3:30 pm to 4:30 pm

East- Suite Tower - 3: French

Facilitator:

Megan Murtaugh,

Presenters

- a. Trial by Fire: Four Graduate Students as Design Coaches for Professors Developing First Online Courses** *Trey Martindale*, University of Memphis; *Mary Anne McCraw*, University of Memphis; *Smita Jain*, University of Memphis; *Kris King*, University of Memphis; *Joseph P. Sweeney*, University of Memphis
At the University of Memphis we have an instructional design and performance support consulting business called the IDT Studio. The Studio was recently contracted by another university in our region to provide instructional design “coaching” for thirteen professors who were about to develop their first online courses. Our coaches were four graduate students in ID. Come learn from our struggles, failures, scars, and successes as we coached these professors.
- b. Revisiting the Possibilities: Online Studio Methods in ID** *Miriam Larson*, Virginia Tech University
How well does the studio design experience transfer to an online environment? This presentation reports on the author’s continuing efforts to facilitate online studio design experiences, in response to an administrative mandate to offer ID courses online.

A 2008 analysis of 130+ multidisciplinary research studies on studio-based design education provided a basis for the strategies and technologies used for ID courses from 2008-2012, and this presentation will highlight the successes and continued challenges.

087. DDL-Panel 4

3:30 pm to 4:30 pm

East- Suite Tower - 1: Laffoon

a. Effective Approaches to Preparing Online**Learners to Persist: What's Working and Why**

Nancy Thornton, Capella University; *Suzanne Dunn*, Capella University

In the past twelve years, many researchers (e.g., Carr, 2000; Swan, 2001; Rovai, 2003; Ludwig-Hardman & Dunlap, 2003; McLaren, 2004; Levy, 2007; Tello, 2007; Sinclair, 2011), building upon the foundational work of Tinto (1975), have contributed greatly to our understanding and application of design elements that promote, and even predict, student persistence in online learning environments. Panel members will explore these elements from an appreciative inquiry perspective to identify what is working and why.

088. DTP-8 Staff Preparation & Performance**Improvement**

3:30 pm to 4:30 pm

East- Suite Tower - 2: Clements

Facilitator:

Charles Watson, Virginia Tech

b. Linking Training to Performance Improvement

Zihang Shao, Indiana University

A training evaluation project in an international company will be introduced. The presenter will share the evaluation results and discuss the problems existing in the training program that impeded performance improvement. The presenter will also discuss the ways of linking training to performance improvement by reflecting on the evaluation process. People who are interested in training and performance will benefit from this session and learn some meaningful tips how to link training to performance improvement.

Chair:

Stephanie L. Moore, University of Virginia

089. Division on Systemic Change Board of Directors

3:30 pm to 4:30 pm

West- Rivue Tower - 3: Poplar

Chair:

Brian Beabout, University of New Orleans

090. GSA 01: Advice for the Job Hunt

3:30 pm to 4:30 pm

East- Suite Tower - 2: Brown

Facilitator:

Tonia Dousay, University of Georgia

Presenters:

Ellen Hoffman, University of Hawaii - Manoa

Cindy York, Northern Illinois University

Xiaojun Chen, St. John's University

Jesse Strycker, East Carolina University

091. ID Concurrent (3) - ICT Integration and Planning

3:30 pm to 4:30 pm

East- Suite Tower - 3: Morrow

Facilitator:

Mari Vawn Tinney, Walden University

Presenter

a. Concerns of Teachers: ICT Integration in Kerala, India *Briju Thankachan*, Ohio University; *David Richard Moore*, Ohio University

This study explored the concerns of teachers in Kerala, India, when integrating Information and Communication Technologies (ICT) into teaching and learning. Theoretical framework of this study is based on diagnostic dimensions of the Concerns-Based Adoption Model (CBAM). The group profile data indicates that teachers have highest concern in personal stage and self-pattern. The finding of this study helps education leaders and staff developers make appropriate policies and tailor training, workshops, and courses for teachers

092. MPD2-Panel Discussion: Multimedia Development Tools: What are We Teaching?

3:30 pm to 4:30 pm

East- Suite Tower - 01: Wilkinson

Presenter

a. Panel Discussion: Multimedia Development**Tools: What are We Teaching?** *Florence Martin*,

University of North Carolina - Wilmington; *John*

Curry, Morehead State University; *Albert Ritzhaupt*,

University of Florida; *Scott Warren*, University

of North Texas; *Ginger Watson*, Old Dominion

University

A number of new multimedia development tools have emerged of which some enable rapid development of multimedia learning material (Adobe Captivate, Camtasia, Articulate, Lectora Snap), whereas some of the tools require more development time (Flash, Dreamweaver, Lectora Inspire). In this

panel, 5 instructors from different universities who teach multimedia design and development courses discuss on the multimedia courses they teach, tools used, strategies used to teach, and types of projects developed using these tools and a number of other questions.

093. Presidential Session 05

3:30 pm to 4:30 pm

East- Suite Tower - 2: Grand Ballroom A

- a. Handbook of Research on Educational Communications and Technology (4th edition)**
Jonathan M Spector, University of North Texas; *M. David Merrill*, Retired Utah State University; *Jan Elen*, CIP&T, KU Leuven; *MJ Bishop*, Lehigh University; *Yougun Ren*, East China Normal University; *Brian Belland*, Utah State University; *Jennifer Hamilton*, Westat; *Patricia Young*, Uni. of Maryland Baltimore Co.; *Eunjung Oh*, Georgia College and State University; *Melissa James*, Springer Publishing

In this panel session, the 4th edition of the Handbook for Research on Educational Communications and Technology will be previewed and discussed. In addition to a short review of the editor process by the editors, four contributing authors will provide a brief synopsis of their chapters. The panel will also include Springer's senior editor responsible for the Handbook. Questions from participants are welcome and suggestions for the next edition will be entertained. The Handbook will be in press and hopefully available by the annual meeting per the original publication initiated three years ago.

094. RTD 02: Considering Qualitative Research Methods

3:30 pm to 4:30 pm

East- Suite Tower - 2: Nunn

Facilitator:

Lisa Yamagata-Lynch, University of Tennessee

- a. Examining Contexts-of-Use and Qualitative Response of Web-Based and Paper-Based Questionnaires** *Kui Xie*, The Ohio State University; *Patricia L. Hardre*, University of Oklahoma; *Michael Crowson*, University of Oklahoma

In this study, 263 university students were randomly assigned to one of two administration formats, web-based (WBA) or paper-based (PBA) to complete a set of questionnaires in an environment of their choice. This study compared students' context-of-use and qualitative responses across the two conditions. Results showed that students did choose and allow distractors in their contexts-of-use, completing the

questionnaires while engaged in multiple social and asocial concurrent activities. The quantity return on generative data was higher in WBA while overall quality (completeness, coherence, correctness) of generative data was not significantly different.

- b. Offering Post-Intentional Phenomenology as an Alternative to Transcendental Phenomenology in Educational Technology** *Keri D. Valentine*, The University of Georgia; *Mark D. Vagle*, The University of Georgia; *TJ Kopcha*, University of Georgia
This presentation broadens the use of phenomenological research in the field of educational technology. By extending Cilesiz's (2010) introduction of transcendental phenomenology to examine experiences with technology, we intend to bring awareness to assumptions inherent in and between transcendental, hermeneutic, and post-intentional philosophies and resulting methodological approaches. We argue that Author's (2010) post-intentional phenomenological research aligns better with what we do as designers and researchers in the field.

095. RTD 07: Supporting Scholarship with Open Educational Resources & Aggregation

3:30 pm to 4:30 pm

East- Suite Tower - 2: Breathitt

Facilitator:

Lina Metlevskiene, Kansas State University

Presenters

- a. Evaluating Open Source Technologies: Critical Considerations for Doing Educational Research in the Digital World** *Jin Mao*, Wilkes University
The purpose of this project is to identify and evaluate how open source technologies have been used in educational research processes and reflect on the important factors that should be considered in effective online research processes.

- b. Guiding Conceptual Attention as Support for Writing Educational Texts with the Help of Automatically Generated Aggregations of Text-Sources.** *Pablo Pirnay-Dummer*, University of Freiburg, Germany; *Elsa Kassandra Dahlhausen*, University of Freiburg, Germany
One essential part of teaching is to write texts that are suitable for learning. External representations can help with the writing process. Our goal is to create artifacts that help authors. Our three-group experiment (N=45) shows that the availability of an association net during writing raised the quality of the transfer from the text into the educational text tremendously. The association nets can easily be created on any content by the software we used.

096. SICET - Strategies for Resource Sharing and Community Building - (3)

3:30 pm to 4:30 pm

West- Rivue Tower - 3: Holly

Facilitator: *Xiaoxue Wang, Florida Gulf Coast University*

a. Connecting a Community of Learners with Modeling Design *Hong Wang, Kansas State University*

This presentation will showcase how a design project has engaged and connected faculty members into a community of learners, exploring and sharing best practices in online teaching at a university. After a brief literature review on the differences between face-to-face teaching and online instruction to show the importance of preparing effective online instructors, the author presents the online training modules that connect online instructors as a community of learners.

b. Seeking Approaches to Enhance Shareability of Open e-Courses in China from Pedagogical and Technical Perspectives *zhiting Zhu, mingzhuo liu, Distance Education College of East China Normal University*

This proposal is a top-level design and co-ordination planning to enhance the shareability of open e-courses in China for Top-Quality Open e-Courses constructing project launched by Ministry of Education since 2003. It proposes a conceptual model including four major shareable components. With this model, universal structure of an e-course, critical metadata and some pedagogical design patterns are proposed for the designers, instructors and technical developers.

097. TED14 - Teacher Education Programs Under Attack! A Panel of Teacher Education Administrators and Experts Discussing Their Curriculum Changes

3:30 pm to 4:30 pm

East- Suite Tower - 3: Stanley

Facilitator: *Anne Ottenbreit-Leftwich, Indiana University*

Kay Persichitte, University of Wyoming

Mary Herring, University of Northern Iowa

Sharon Smaldino, Northern Illinois University

Thomas Brush,

a. Teacher Education Programs Under Attack! A Panel of Teacher Education Administrators and Experts Discussing Their Curriculum Changes *Kay Persichitte, University of Wyoming; Mary Herring, Sharon Smaldino, Northern Illinois University; Thomas Brush*

Recently, there have been many mandated curriculum changes in teacher education programs coming from the state policy levels. This panel will present the

perspectives of four teacher education professors and their experiences with these mandates and how they are working to address them within their own teacher education programs.

098. TED17 - TPACK with Inservice Teachers in the K-12 Classroom

3:30 pm to 4:30 pm

East- Suite Tower - 3: McCreary

Facilitator: *Theresa Cullen,*

a. Changing TPACK in Graduate Teacher Education: A Mixed-Methods Study *Kent Sabo, Leanna Archambault, Robert Atkinson, Arizona State University*

This proposed session will describe and discuss a study that investigated how and why TPACK in graduate teacher education students changes over the course of a semester while enrolled in an online educational technology course. This study seeks to evaluate both knowledge and practice of teaching with technology. As such, both quantitative and qualitative data was gathered and analyzed.

b. TPACK in Elementary Mathematics Classrooms *Drew Polly, UNC Charlotte*

This paper will share the findings from a study that examined how teachers' enactment of Technological Pedagogical and Content Knowledge (TPACK) influenced teachers' instruction and student learning in elementary mathematics classrooms.

099. AECT General Session: Yong Zhao-World Class Learners: Educating Creative and Entrepreneurial Students

4:45 pm to 6:00 pm

East- Suite Tower - 2: Grand Ballroom A

Facilitator: *Marcus Childress, Emporia State University*

100. AECT Welcome Reception

6:00 pm to 8:00 pm

East- Suite Tower - 2: Exhibit Hall-East

101. GSA Event: D&D on the Town

8:00 pm to 10:00 pm

East- Suite Tower - 2: Brown

Facilitator: *Colin Gray, Indiana University*

102. Walden Mixer

8:00 pm to 10:00 pm

East- Suite Tower - 2: Collins

Chairs:

MaryFriend Shepard, Walden University

Jennifer Smolka, Walden University

103. Intern Breakfast - Thursday

7:00 am to 8:00 am

East- Suite Tower - 2: Collins

104. Breakfast with Champions

7:30 am to 9:00 am

East- Suite Tower - 2: Grand Ballroom C

Chair:

Ana Donaldson, Walden University

105. Jenny K Johnson International Hospitality Center - Thursday

9:00 am to 3:00 pm

East- Suite Tower - 2: Exhibit Hall-West

106. Job Placement Center - Thursday

9:00 am to 4:00 pm

East- Suite Tower - Registration/Ballroom Foyer

107. AECT-C04 AECT Membership Committee

9:15 am to 10:15 am

East- Suite Tower - 2: Collins

Chair:

Charles White, AECT Past President

108. AT09 eCVs, ePortfolios & Interviews

9:15 am to 10:15 am

West- Rivue Tower - 3: Walnut

Presenter

- a. Instructional Designer eCVs, ePortfolios, and Mock interviews for MA and PhD Graduates**
Royce Sutton, University of South Alabama; **Suhana Chikatla**, Wallace State

The presentation is intended for Master and Doctorial American and International student's instructional designers looking for a job. The presentation will discuss web tools to create eCVs and ePortfolios. The students will also be exposed to interview taking skills. Mock interview training will be conducted where participants will have the opportunity to be interviewed by experts in the field of instructional design and will have an opportunity to in-depth feedback on interview taking skills.

109. CNIE: Building eLearning Capacity, One Certificate at a Time

9:15 am to 10:15 am

East- Suite Tower - 2: Nunn

Presenter:

Jennifer Lock,

110. D&D - Assessment in Game-based Learning - Part 1 - Panel (55)

9:15 am to 10:15 am

East- Suite Tower - 3: Stanley

Facilitator:

Dirk Ifenthaler, University of Freiburg

Presenters:

Dirk Ifenthaler, University of Freiburg

Deniz Eseryel, University of Oklahoma

Xun Ge, University of Oklahoma

Fengfeng Ke, Florida State University

Scott Warren, University of North Texas

Christian Sebastian Loh, Southern Illinois University Carbondale

Doug Clark, Vanderbilt University

Mario Martinez-Garza, Vanderbilt University

Debbie Denise Reese, NASA-sponsored Classroom of the Future

111. D&D - Experiencing Design Thinking: Towards the Construction of Knowledge (9)

9:15 am to 10:15 am

East- Suite Tower - 3: Beckham

Facilitator:

Sharon Hyein Jun, Florida State University

Presenter

- a. Experiencing 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 iterative process. The entire session will involve a demonstration of design thinking and will actively involve those attending, presenting concepts of design thinking and the design process.

112. D&D - Scaffolding of Student Argumentation in Middle School Science (24)

9:15 am to 10:15 am

East- Suite Tower - 3: Stopher

Facilitator:

So Mi Kim, University of Georgia

Presenters

- a. A Scaffolding Framework to Promote the Transfer of Argumentation Ability** **Jiangyue Gu**, Utah State University; **Brian Belland**, Utah State University
Argumentation is central to scientific inquiry (Bricker
-

& Bell, 2008). As such, helping students gain argumentation ability is a high priority. Although computer-based scaffolding has been proved effective to support students during argumentation process, few studies have addressed the transfer of scaffolded argumentation skills. In this paper, a theoretical framework is proposed to integrate initial learning and transfer to improve middle school students' argumentation ability as well as promote the transfer of scaffolded argumentation ability.

b. Computer-Based Scaffolding's Role in Developing Middle School Students' Ability to Argue about Socioscientific Issues *Brian Belland*, Utah State University; *Jiangyue Gu*, Utah State University; *Ryan Burdo*, Utah State University

This study examines the application of generic computer-based argumentation scaffolds to a new socioscientific problem. We redesigned the scaffolds based on expert and target student reviews. Then, 71 seventh grade science students investigated pollution in their local river. We found a significant interaction between prior achievement and scaffolding condition. Lower-achieving experimental students improved 1.26 standard deviations more than lower-achieving control students. In this presentation, scaffold design changes, results, and research and design implications are discussed.

113. D&D - Scenario-based and Standardized Patient Simulations in Nursing Education (41)

9:15 am to 10:15 am
East- Suite Tower - 3: Coe

Facilitator:

Jennifer Morrison,

Presenters

a. Creating and Implementing a Situated Learning Experience for Mental Health Nursing Students *Catherine Maney*, Northern Illinois University; *Susan Andersen*, Northern Illinois University

Nurse educators can design meaningful learning activities using high fidelity simulation (HFS). HFS provides a situated learning environment for students to safely provide care for various types of simulated patients. Using a "standardized patient", a HFS scenario was created that focused on several learning objectives related to care of a patient with Bipolar Disorder. The objectives were designed to allow students to perform in the role of a mental health nurse without faculty intervention.

b. Nursing Online Course Design: Micro Scenario Based Learning Using an Interactive Tool *Tae Keun Jeon*, University of Wisconsin - Extension; *Yedong Tao*, University of Wisconsin-Extension Continuing Education Outreach and E-Learning; *Moses Wolfenstein*, Academic ADL Co-Lab; *Patrick Wirth*, University of Wisconsin - Extension

This proposal examines elements of a new online nursing education program in which scenario-based learning is used to create opportunities for more authentic learning. The proposal includes design decision process of various members of the design team, and will focus on the instructional design and development processes that have supported the creation of scenario-based learning episodes as a cost effective means for providing geographically distributed learners with access to healthcare simulations that support real practice.

114. DDL-11 Language Learning Online

9:15 am to 10:15 am
East- Suite Tower - 3: Jones

Facilitator:

Christine Sorensen, University of Hawaii at Manoa

Presenters

a. Motivation, Beliefs, and Learning Styles for English as Second Language (ESL) Learning *Yu-Ju Lin*, University of Georgia; *ChanMin Kim*, University of Georgia

We conducted usability tests on ESL websites to examine what should be considered when designing ESL websites for effective learning. We investigated not only technical aspects (e.g., navigation of ESL websites), but also learners' motivation, learning style and learning belief in relation to English learning on ESL websites.

b. Learning in Live World-class: Social Networking for Self-Directed Foreign Language Learning *Xiaokai Jia*, Indiana University; *Yuming Peng*, Indiana University

With multimedia and web 2.0 technologies wide spread, foreign language teachers and learners began to employ technology to support Self-Directed Foreign Language (SDFL) Learning. This study uses the narrative inquiry approach to investigate the roles of a social network, LiveMocha to support SDFL learning in 1) fixing the learning objectives, 2) defining the learning contents, 3) selecting methods and techniques to be used, 4) monitoring the acquisition procedure, and 5) evaluating what has been acquired.

115. DDL-13 Learning Online in the International Community

9:15 am to 10:15 am

East- Suite Tower - 3: French

Facilitator:

Linda Mellish, Purdue University

Presenters

a. The Current Status of K-12 Online Learning in Turkey **Nuray Gedik**, Akdeniz University; **Yuksel Goktas**, Ataturk University

The purpose of this study is to reveal the current status of K-12 online education in Turkey in terms of programs, initiatives, and related policies. The data were collected from interviews done with administrators of the Ministry of National Education (MoNE), a systematic search for empirical studies of the online learning in Turkish K-12, and reports and documents of MoNE that informed the online learning. The major initiatives and policies are discussed with related strategies.

b. Sustainability and Maturity of K-12 Online Learning Organizations in New Zealand **Michael Barbour**, Wayne State University; **Derek Wenmoth**, CORE Education; **Niki Davis**, University of Canterbury

This session describes a study into the development of K-12 online learning in New Zealand, specifically the obstacles e-learning clusters face to achieve sustainability and maturity through the lens of the Learning Communities Online Handbook. Using a variety of data collection methods, the researcher identified three common barriers and four examples of networked schools. Based on these findings, it is recommended e-learning clusters encourage greater collaboration between clusters and greater consistency of activities.

116. DDL-Panel 5

9:15 am to 10:15 am

East- Suite Tower - 1: Laffoon

Facilitator:

Ruth Gannon Cook, DePaul University

Presenter

a. Equivalency Theory in Distance Education in the Age of Globalization **Gary Morrison**, Old Dominion University; **Ginger Watson**, Old Dominion University; **Don Robison**, Old Dominion University; **Jennifer Morrison**; **Jennifer Maddrell**, Old Dominion University; **Rachel Desmarais**; **Fran Shirey**, Old Dominion University; **Larry Peck**; **Michael Simonson**, Nova Southeastern Univ.

This panel discussion will examine how various issues affect equivalency of the instructional experience in a global distance education course. Equivalency theory states that no group of students should need to compensate for variations in the instruction.

However, does this theory still apply to a global distance education course? Students representing on-campus, far-campus, and very-far-campus locations will address resources, obtaining materials, communication, assignments, relationships, and research in a distance education environment.

117. DTP Membership Meeting

9:15 am to 10:15 am

East- Suite Tower - 2: Carroll Ford

Chair:

Stefanie Buck, Oregon State University

118. GSA 05: Building up Your CV: From PhD Student to Tenure-Track Faculty

9:15 am to 10:15 am

East- Suite Tower - 2: Brown

Facilitator:

Melissa Gay, University of Georgia

Presenters:

Rick West, Brigham Young University

Fethi Inan, Texas Tech University

119. ICEM Internationalizing AECT? (1)

9:15 am to 10:15 am

West- Rivue Tower - 3: Dogwood

Facilitator:

Richard Cornell, University of Central Florida

Presenter

a. Internationalizing AECT? An ICEM Case Study **Richard Cornell**, University of Central Florida; **Robert Doyle**, Harvard University; **Cheng-Chang Pan**, University of Texas at Brownsville; **Marina S. McIsaac**, Arizona State University; **Chih-Hsiung Tu**, Northern Arizona University

Over time the “face” of AECT has evolved from mostly “American” to greatly-increased “International.” What has driven this change? From where are the international delegates? Why has AECT developed such an internationalized focus? Do international affiliated organizations have a place within AECT? A select team will trace the past, present, and speculate what these questions mean for AECT’s future.

120. ID Concurrent (7) - Strategies

9:15 am to 10:15 am

West- Rivue Tower - 3: Poplar

Facilitator:

Szu-Yueh Justine Chien, University of Georgia

Presenters

a. Exploring Three OER Initiatives in Turkey:

Challenges and Strategies *Engin Kursun*, Ataturk University; *Kürşat Çağıltay*, Middle East Technical University; *Gulfidan Can*, Department of Computer Education and Instructional Technology, Middle East Technical University

The aim of this study is to investigate three Open Educational Resources (OER) initiatives to reveal challenges they encountered and strategies they applied during their implementation process.

b. The Motivational Factors of College Students on Online Learning Environment *Firat Sarsar*, Georgia State University; *Steve Harmon*, Georgia State University

This study surveyed 95 undergraduate students from instructional technology department to understand their motivational factors for participating in learning environment. Data collection instrument consisted of 4 different parts. The first section focused on gathering demographic information about participant such as age, gender, etc. The second section studied students' perceptions of motivation in education. Third section was concerned with understanding motivational factors for college students. The last section was used to gather data on understanding motivational factors in online learning environments.

121. MPD5-Multimedia and Learning

9:15 am to 10:15 am

East- Suite Tower - 3: Morrow

Facilitator:

Paul B Czarapata, Kentucky Community & Technical College System

Presenters

a. Canopy in the Clouds: Lessons Learned in Interactive Multimedia Development *Drew Fulton*, Drew Fulton Photography; *Gregory R Goldsmith*, University of California, Berkeley; *Colin Witherill*, Broadreach Images

Canopy in the Clouds is an interactive multimedia website dedicated to bringing the tropical montane cloud forests of Monteverde, Costa Rica to classrooms around the world. A unique collaboration between a photographer, plant biologist, and cinematographer, the project strove to create a dynamic set of

educational media that would allow teachers to teach basic science concepts in their classroom and give students a taste of biological fieldwork.

b. Students' Self-Regulation of Tool-Use within a Technology-Supported Course: Learning Opportunities for All? *Griet Lust*, KU Leuven; *Jan Elen*, CIP&T, KU Leuven; *Geraldine Clarebout*, University of Leuven

The current contribution explores how students profit from the available tools within a technology-supported course i.e., it investigates how students use the tools and how they regulate this tool-use throughout the course. Results revealed student differences in tool-use and tool-regulation. Students' learning was at risk for a majority of students due to an inadequate tool-regulation. The results provide interesting perspectives for instructional design and for research on self-regulation.

122. MSU-EDD Meeting - Thursday

9:15 am to 10:45 am

West- Rivue Tower - 3: Maple

Chair:

John Curry, Morehead State University

123. Presidential Session 06

9:15 am to 10:15 am

East- Suite Tower - 1: Sampson

Presenter

a. A Treaty to End the Paradigm Wars: An Instructional Theory for the Information Age *Charles M. Reigeluth*, Indiana University

First, behaviorism ruled the world, then cognitivism, and lately constructivism. Like its predecessors, constructivism is now coming under fire. Like the marriage of King Louis XIV of France with the princess of Spain that brought an end to the war between those countries, perhaps the time is right for a marriage of these three paradigms to end the paradigm wars. This presentation explores whether such a marriage could and should happen, and if so, how.

124. Presidential Session 09

9:15 am to 10:15 am

East- Suite Tower - 01: Wilkinson

Presenter

a. The New AECT Certificate Program Endorsement (CPE) *Phillip Harris*, AECT Executive Director; *Ana Donaldson*, Walden University; *Ellen Hoffman*, University of Hawaii - Manoa; *Lara M. Luetkehans*, Northern Illinois University; *Monica Tracey*, Wayne

State University; **Tom Hergert**, Northern Virginia Community College

This presidential panel session is for representatives of academic programs interested in seeking the new AECT Certificate Program Endorsement. Panelists will share the policies and processes guiding the launch of the AECT Endorsement, the experiences of the participants involved in the initial reviews, as well as tips to initiate and navigate the process for obtaining the new AECT Certificate Program Endorsement.

125. RTD 14: Students' Perspectives & Performance in STEM Courses

9:15 am to 10:15 am

East- Suite Tower - 3: Wilson

Facilitator:

Justin Allison, Mississippi State University

Presenters

a. Learning Problems of Under-Performing College Students in a Large STEM Classroom: To Apply Universal Design Principles **Yunjeong Chang**, University of Georgia

Though the STEM area is indicated as a critical domain to develop higher order thinking skills, classes tend to be provided in large, lecture-oriented classroom. Instructors cannot support all levels of students, and under-performing students are increasing in STEM. Providing technology-enhanced learning environments are suggested as a solution though common learning problems that under-performing students encounter have not yet been defined. This study analyzes the common learning problems to design technology-enhanced learning environment with UD principles.

b. Students' Perspectives on College STEM Courses through Document Analysis **Yunjeong Chang**, University of Georgia; **Seung Won Park**, University of Georgia

The previous research indicated a constant decline in the number of American college students enrolled in the STEM area. However, few studies have examined the causes of this negative phenomenon. This study explores the quality of the STEM college classroom environment from the students' perspective. The data were collected from two course-rating websites. Thematic analysis was used to analyzed 343 postings and four pertinent factors are identified.

126. RTD 22: Learning with Social Media & through Social Networks

9:15 am to 10:15 am

East- Suite Tower - 3: Taylor

Facilitator:

Enilda Romero, Old Dominion University

Presenter

a. Enhancing College Students' Online Interaction through Social Media: Impact of Instructor Prompts **Minchi Kim**, Purdue University; **Hannah Kim**, Purdue University; **Shih-Ping Kuo**, Purdue University

Little research has been conducted to examine the potential of social media and role of instructor's prompts to improve student online interaction in a large lecture class. The main purpose of this paper was to investigate the effects of instructors' prompts on the quality of student interaction through an educational version of social media, Mixable. A quasi-experimental design with pretest-posttest nonequivalent groups was used in this study. Data were collected from postings on Mixable from 152 students, enrolled in a sophomore-level communication course in a university and analyzed to see if there are different effects of instructor prompts (lower-level scaffolding and higher-level scaffolding) in student interactions. The findings indicated that students who had received higher-level instructor prompts showed significantly higher peer-interaction on Mixable.

127. Research & Theory Division Board of Directors Meeting

9:15 am to 10:15 am

East- Suite Tower - 2: Combs Chandler

Chair:

Ana-Paula Correia, Iowa State Univeristy

128. Roundtables: Thursday- 9:15a

9:15 am to 10:15 am

East- Suite Tower - 2: Grand Ballroom B

Presenters

a. DD-R30 The Interaction Effect between Emotional Valence and Arousal on Online Learning from a Motivated Cognition Perspective **Sungwon Chung**, Texas Tech University; **Jongpil Cheon**, Texas Tech University; **Sunho Lim**, Texas Tech University; **Heejin Son**, Texas Tech University

<p>This study will investigate how learners' emotional state by external mood induction influences learners' engagement and learning performance. Previous studies suggest that emotions consist of valence (pleasant/unpleasant) and arousal (calm/arousing). Based on a motivated cognition

perspective, this study expects that valence and arousal in multiple levels will differently influence motivated cognitive processing of learning content. Data will be analyzed to examine how valence and arousal interact with engagement for learning and retention test scores. The results will contribute to the understanding the effective use of emotions in instructional design.

b. DD-R31 Facilitating Collaborative Knowledge Construction with Wikis: A Critical Review *Yu-Hui Ching*, Boise State University; *Yu-Chang Hsu*, Boise State University

This research reviewed empirical studies that used wikis to facilitate collaborative knowledge construction among learners of different ages and in diverse learning contexts. Through this critical review, we aim to offer suggestions for designing effective learning tasks and assessments that motivate and engage learners to participate and interact in collaborative knowledge construction in the wiki-based environments. We will also discuss the issues of using wikis for cross-cultural collaboration and the possible support and scaffold for cognitive and motivational aspects to help diverse learners achieve successful collaborative knowledge construction.

c. DD-R32 Interface Design Framework of Knowledge Management System for Enhancing Reflective Decision-making in Dynamic Situations *YounSeok Lee*; *Ikseon Choi*, The University of Georgia

The purpose of this study is to develop an interface design framework for information management systems that could enhance reflective decision-making in dynamic situations. We proposed preliminary design principles that provide specific and comprehensive guidance for interface designers about what types of knowledge and decision factors should be focused on and what strategies can facilitate the knowledge and decision factors to enhance reflective decision-making.

d. DD-R34 Enhancing Aviation Students' Higher Order Thinking through Scaffolding Authentic Learning, Metacognition, and Cooperative Learning *Rita M. Murray*, University of Oklahoma; *Amy C Bradshaw*, University of Oklahoma

This presentation reports on a mixed methods experimental case study investigating whether instructional scaffoldings for self awareness, team interactions, and metacognition would improve participants' higher order thinking skills while working alone and in groups. The study also explored relationships between participants' responses and

psychological type, as hypothesized by Carl Jung and measured by the MBTI. Participants comprised a relatively homogenous group of Aviation students enrolled in an accredited university flight program.

e. DD-R35 A Theoretical Framework for Studying the Impact of Mobile Augmented Reality on Students' Spatial Abilities *Zhiying Liu*, Utah State University; *Brett Shelton*, Utah State University

The purpose of this paper is to outline a possible theoretical framework as a basis to study the impact of mobile Augmented Reality (AR) on students' spatial abilities. The target subjects range from primary and college students to graduate students. Research based on such a theoretical framework could be used to create guidelines for the design of mobile AR interfaces.

f. DDL-R08 Role Playing and Cognitive Presence in Online Discussions *Larisa Olesova*; *Jennifer Richardson*, Purdue University; *Dazhi Yang*, Boise State University

This study examined the impact of role playing on the cognitive presence when students participated in asynchronous threaded discussions. A mixed methods design was used to investigate changes in the levels of cognitive presence while the students participated in two online courses. The study aimed to determine how cognitive presence changed under the influence of the roles. The study has implications for instructors and designers of asynchronous communication environments.

g. DDL-R09 Online Course Design: Lessons Learned *Bruce Harris*, Western Illinois University; *Anthony Pina*, Sullivan University System

Many online courses are being developed in higher education that do not meet the standards of effective online course design that has been established by several institutions. This presentation will discuss a) criteria (checklists and rubrics) used by various institutions to promote and improve the quality of online course design, and b) practical lessons learned by the authors in designing online courses over the last almost 20 years.

h. DDL-R10 Investigating Student Perceptions of Best Teaching Practices in Online Course Settings *Mark Aaron Bond*, Virginia Tech; *Charles Watson*, Virginia Tech; *Daron Williams*, Virginia Tech; *Todd Ogle*, Virginia Tech; *Jessica Rebecca Chittum*, Virginia Tech

Higher education institutions continue to grow online course offerings as a means for meeting strategic planning goals, addressing public pressures, and providing opportunities for increased enrollments.

Online course design often fails to consider learning needs for online students. Using a survey of over 800 students who have taken at least one online course and a follow-up focus group interview we seek to determine what students describe as good online pedagogical practice.

i. DDL-R11 Progressing from Reluctant Online Learner to an Engaged Online Learner *Julie Reinhart*, Saint Xavier University

Participants at this round table session will discuss online learning strategies that facilitators can use to engage the reluctant online learner. Contemporary research has shown that online learners need much more than social presence in order to achieve higher-order learning. Participants of this round table will discuss many different instructional strategies that can be used to inspire the reluctant online learner to be engaged and learn in the online course.

j. DDL-R12 An Investigation of Factors That Influence Interactions of Online Discussions

Ninghua Han, Texas Tech University; *Nancy Maushak*, Texas Tech University; *Jason Torres*, Texas Tech University

This mixed methods research examined the relationship between the students' initial posts (quality, length, and posting day) and other students' responses (quality, length, and number of responses). The findings indicated that the quality of initial posts was positively related to the quality and the number of responses. In addition, the posting day of initial posts was negatively related to the quality and the number of replies. However, the length of initial posts had no relationship to responses.

k. ID-R09 Leveraging Local Perspectives: Nurturing Global Understanding in K-12 Online Courses *Emily McCarren*

This study explores the teaching practices that sought to create effective environments in which secondary students, in small, student-centered online classes, had the opportunities to explore global understanding and diversity. The sample consists of the six teachers (teaching in five subject areas from Spanish language to math) who taught in the inaugural year of the Global Online Academy, a collaborative project with ten founding member independent schools.

l. ID-R10 Online Learning for Peace: Designing a Teacher Training Project for Peace Education in a Cross-Cultural Context *Sunnie Watson*, Ball State University

This paper contributes to the existing literature by offering an example of an online peace education tool on how peace education approaches can be

implemented through an online international project. This international-online-schooling project responds to Woolman's (1985) call for small-scale social organizations to encourage inter-group interaction via online methods. The program was created to support teachers and students in South Korea and the US to engage in a learning process by exploring cultural ideas concerning different countries, religions, and races.

m. ID-R11 Potential Impact of National Broadband Plans on Education: A Comparison of India and United States *Briju Thankachan*, Ohio University; *Christine S. Wolfe*, Ohio University

This study examined the similarities and differences in the approach to government encouragement of increased broadband deployment in two countries: India and the United States. Both countries are large democracies whose governments have released documents in which a framework is proposed for the national deployment of broadband. Comparisons of the two approaches examined with a special focus on the impact of broadband on their respective educational systems.

n. ID-R12 Survey of Literature on Trends of Governments' Information Technology Planning in the Developing World *Sandy Malapile*, Virginia Polytechnic Institute and State University; *Kwame Ansong-Gyimah*, Virginia Polytechnic Institute and State University

Developing countries (DCs) experienced growth and development in information and communication technology (ICT) within government and private sectors over the past three decades. This literature review investigates how the governments from DCs conduct their strategic technology planning. Additionally, the paper outlines the processes of developing the strategic technology plans and also analyzes few nations that serve as best examples. The conditions that lead to successful planning and implementation are also discussed.

o. SM-R07 Strategies to Foster Creative Thinking Using Technologies *Daisyane Barreto*, University of Georgia; *Tonia Dousay*, University of Georgia; *Lucas Jensen*

Being creative is to make appropriate use of cognitive skills to produce creative solutions and assess the originality and usefulness of one's idea. As educators, we should investigate ways that technology can drive creative thoughts and encourage students to pursue projects that solve 'real-world' problems. Students should learn how to ask questions that allow them to identify problems to pursue and eventually produce new ideas and artifacts using the

technological tools available to them.

- p. SM-R08 Transformational Change Through Distance Learning: Removing Educational Barriers in K-12 and Modeling an Environmental Conscience in a Globalized Classroom.** *Lisa Jones*, Morehead State University; *Chris Miller*, Morehead State University

This proposed presentation will interest 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 of using distance education include: addressing calamity day cancellations, reducing the weighty carbon 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.

- q. SM-R09 Transforming Academic Spaces: Computer Labs to Collaborative Study Spaces.** *Doyle Friskney*, Morehead State University; *Chris Miller*, Morehead State University

This roundtable presents a new model to create study spaces for undergraduate students. The support blends strengths of a library, undergraduate support services and the campus information technology division. The goal of the program is to transform traditional legacy support services located in different departments into a vibrant relevant academic support service for undergraduate students in the 21st century that are digital natives.

- r. SM-R10 Using Avatars in Instruction** *Denise Tolbert*, National University; *Carol Shepherd*, National University; *Madelon Alpert*, National University

Avatars and virtual worlds are the new pathway to learning and student retention. For the past several years there has been much activity and research involving the use of avatars and virtual worlds in education. Results of studies have indicated that students become more interested and actively engaged in their classes. It is important to empower students to become active, involved learners, and provide them with the incentives to achieve academic success.

- s. SM-R11 Why, Afraid of the E-Book Project?** *Crystal Li-chin Huang*, University of Minnesota-Twin Cities

This paper shares a semi-constructivist-based pedagogical model to integrate an E-Book project into a liberal art course at a two-year technical college environment. The teaching-learning process confronted several paradoxical issues which were

solved via differentiated learning model with an emphasis on situated, contextualized, and authentic learning activities to ensure the learning to be useful in the real-life/career setting.

- t. DL17 Key Issues of Internet2 and Other Cyber-Infrastructure Development for Distance Education and Research** *David okoth*, Virginia Tech; *Kibong Song*, Virginia Tech

There is no doubt that Distance Education is maturing. Whether there exists a marked improvement in Distance Education with the advent of such mega projects as Internet2 remains unknown. Moving technology users through the stages of diffusion of innovation is a big task; however, can it be accelerated? Internet2 is ready to be used, but still faces barriers. We shall discuss cyber-infrastructure development from different standpoints enumerating emergent practices from other countries.

129. SICET - Keynote 1: Baocong Jiao & Keynote 2: Gangshan Fu

9:15 am to 10:15 am

West- Rivue Tower - 3: Holly

Facilitator:

Harrison Hao Yang, State University of New York at Oswego

Presenters

- a. The Proper Application of Information Technology in K12 Math Education in China** *Baocong Jiao*

The presenter will introduce the application of information technology in K12 Math Education in China. Four aspects of interest will be especially introduced: • From an international vision of math education, the presenter will introduce the necessity of proper application of information technology in Math Education; • By illustrating live examples, the presenter will discuss the relationship between modern information technology and the diversified teaching methods, especially their effectiveness; • The presenter will introduce the exploitation and utilization of information technology resources; • The presenter will also discuss approaches to enhancing teachers' information technology capability, especially the training of student teachers.

- b. The Analysis of college students' Online learning Anxiety** *Gangshan Fu*

Internet anxiety is an important personality characteristics affecting the quality of online learning. In order to understand the online learning anxiety of college students, we investigate 1752 undergraduates who participate the web-based course of Modern educational technology in Shaanxi Normal University

by questionnaire survey and interviewing, then analyze the Survey data and students' anxiety causes. Finally we put forward the measures that improve students' information literacy, strengthen students' ability to adapt to online learning, create a good learning environment, and push the personalized service and so on, to reduce students' anxiety properly and make the effective learning.

130. TED22 - What Should Be Included in Preservice Teacher Education Programs? Wise Advice from K-12 Teachers

9:15 am to 10:15 am

East- Suite Tower - 3: McCreary

Facilitator: **Anne Ottenbreit-Leftwich**, Indiana University

a. A Statewide Study of Teacher Technology Preparation and Use: Differing Perspectives Jesse Strycker, East Carolina University

Research indicates that there are not enough studies on the practices used by teacher education programs to prepare teachers to teach with technology or of their affects on teachers. As part of an ongoing multiple phase study, this study report the preliminary findings of how K-12 teachers were prepared versus their actual professional practices with technology integration. The perspectives of K-12 administrators and teacher education faculty are also analyzed for areas of agreement and disconnect.

b. Technology Integration Concerns: A Dialogue Between Pre-Service Teachers and Exemplary In-Service Teachers Sinem Aslan, Aaron Zachmeier, Krista Glazewski, Anne Ottenbreit-Leftwich, Indiana University

This case study investigates the concerns of pre-service teachers about technology integration and explores how they react to the modeling of exemplary technology use by experienced teachers. A single case study design (Yin, 1994) will be used, utilizing a three-stage data collection procedure: initial surveys with pre-service teachers, the presentation from in-service teachers, and follow-up surveys with pre-service teachers. Creswell's qualitative data analysis framework (2009) will be utilized. In the presentation, research design and findings will be discussed.

131. Women in IDT Leadership Series: Job Interview and Negotiation Strategies

9:15 am to 10:15 am

East- Suite Tower - 2: Breathitt

Facilitator: **MJ Bishop**, Lehigh University

Barbara Lockee, Peggy Meszaros, Virginia Tech
Monica Tracey, Virginia Tech

132. AECT-C07 1st Definition and Terminology Committee

10:30 am to 11:30 am

East- Suite Tower - 3: Fields

Chair: **Rita C. Richey**, Wayne State University

133. CHANGE 1: New Paradigms

10:30 am to 11:30 am

West- Rivue Tower - 3: Walnut

- a. A Redefinition of Instruction and Assessment in the New Paradigm: Learner-Centered Instruction & Learner-Centered Assessment Sinem Aslan**, Indiana University; **Charles M. Reigeluth**, Indiana University
In this presentation, the researchers will demonstrate a conceptual framework using learner-centered approaches for understanding instruction and assessment in the information-age paradigm of education. In the first section of the presentation, the researchers will describe learner-centered instruction by explaining how personalized, project-based and problem-based learning can be incorporated in such a learning environment. In the second section of the presentation, the researchers will discuss the principles of learner-centered assessment using mastery learning and criterion-referenced assessment.

134. D&D - Assessment in Game-based Learning - Part 2 - Panel (56)

10:30 am to 11:30 am

East- Suite Tower - 3: Stanley

Presenters:

Dirk Ifenthaler, University of Freiburg

Deniz Eseryel, University of Oklahoma

Xun Ge, University of Oklahoma

Fengfeng Ke, Florida State University

Scott Warren, University of North Texas

Christian Sebastian Loh, Southern Illinois University
Carbondale

Doug Clark, Vanderbilt University

Mario Martinez-Garza, Vanderbilt University

Debbie Denise Reese, NASA-sponsored Classroom of the Future

135. D&D - Instructional Design and Online Tools for Language Learning (23)

10:30 am to 11:30 am

East- Suite Tower - 3: Stophar

Facilitator: **Sungwon Chung**, Texas Tech University

- a. Feature Analysis of Online Vocabulary Learning Tools: An Annotated Tool Box Shuya Xu**, Indiana University; **Xiaojing Kou**, Indiana University; **Curtis Bonk**, Indiana University

This study uses feature analysis method to examine 34 language teaching sites (identified in an earlier study) to find out the tools and the pedagogies that are being used for online vocabulary learning. Initial findings include four basic areas of online vocabulary learning, and a list of learning tools that belong to these areas. Initial findings show an emergent focus on social constructivist approach of vocabulary learning and an increasing emphasis on communicative competence.

- b. Identity, Power and Status: A Grounded Theory of Why Students Choose a Foreign Language Major** *Sylvia Rogers*, University of South Alabama; *Gayle V. Davidson-Shivers*, University of South Alabama
We conducted a grounded theory on why students major in foreign languages at a U.S. university using interviews and focus groups. We propose that students major in foreign languages because they want to be “global citizens.” Analysis indicates that foreign language study changes self-identity and gives students a sense of power. An understanding of why students major in foreign language could help instructional designers create effective instruction and attract and retain students in that discipline.

136. D&D - Research-based Design Principles for Instructional Scaffolding and Simulations (42)

10:30 am to 11:30 am

East- Suite Tower - 3: Coe

Facilitator: *Miguel Lara*, Indiana University

- a. Typology of Scaffolding and its Learning Outcomes: A Conceptual Framework** *Hyojin Park*, University of Georgia; *Ikseon Choi*, The University of Georgia
Since Wood et al. first defined scaffolding, the idea of scaffolding has been expanded by numerous researchers. The purpose of this article is to provide guidelines for utilizing scaffolding to promote expected learning outcomes. In the first section, the three criteria for classification of scaffolding—sources, purposes, and modes—are presented based on previous ideas of scaffolding. Using this framework of scaffolding, we analyzed about 80 studies from the past 30 years to provide guidelines for instructors.
- b. Heuristics for the Design of Instructional Simulations** *Enilda Romero*, Old Dominion University; *Ginger Watson*, Old Dominion University
This presentation will provide a set of research-based design heuristics for computer- and web-based instructional simulations. The heuristics are categorized according to the different design elements common to instructional simulations: the model, the scenario, the interface, and the level of fidelity.

Examples of simulations with properly applied design heuristics will be presented.

137. D&D - Systematic, Reflective ID Practice for SMEs and Novices - (1)

10:30 am to 11:30 am

East- Suite Tower - 3: Beckham

Facilitator:

Martha Snyder, Nova Southeastern University

- a. Building Instructional Design Competency in SME-Trainers, One Step at a Time** *Brian Beatty*, San Francisco State University
Subject Matter Experts (SMEs) provide much of the frontline training in organizations in many business sectors. In many settings, SME-trainers not only deliver training, but also fill the traditional instructional designer role as designers, developers, and evaluators of training impact. Most SME-trainers have not been adequately prepared for this role, and many find the challenges overwhelming and impossible to overcome. As a result, training quality suffers. This paper reports on the development and implementation of a SME-trainer program for a global industrial production organization.
- b. Preparing Novice Designers Through Reflection in Action** *Monica Tracey*, Wayne State University; *Tamme Quinn Grzebyk*, Wayne State University; *Jill Stefaniak*, Wayne State University
The role of the designer is ever changing and we are constantly looking to improve our designer preparation methods. Reflection in action, an interdisciplinary design principle is recently emerging as an important component in Instructional Design. Is it possible to teach novice designers how to articulate and document in-depth reflection on and during instructional design? This interactive session presents the results of a multiple-case study integrating reflection while teaching design thinking and principles to novice designers.

138. DDL-01 Affect and Online Learning

10:30 am to 11:30 am

East- Suite Tower - 3: Jones

Facilitator: *Marisa Exter*, Indiana University

- a. Instructor's Interventions on Students' Satisfaction and Quality of Postings in Online Discussion Boards** *Daniah Al-Abbasi*, University of North Texas; *Rana Zein*, University of Leicester, UK
The purpose of this study is to examine the effects of instructor's social presence particularly affective verbal interventions in discussion boards on students'

satisfaction and quality of postings. For this purpose, instructor's affective verbal intervention is chosen to be the independent variable and students' perceived satisfaction level and quality of postings are the dependent variables of concern.

b. Use of Formative Assessment to Improve Student Motivation and Academic Emotions in Online Learning Environments *Hyewon Lee*, The University of Georgia; *ChanMin Kim*, University of Georgia

The integration of technology into formative assessment in language education is receiving more interest. However, the use of formative assessment to improve student motivation and academic emotions has not been examined. Thus, this paper explores the following: (1) The current use of formative assessment in language classrooms, (2) the extent formative assessment affects student motivation and academic emotions, and (3) the potential of formative assessment for improving student motivation and academic emotions.

139. DDL-09 Evaluation in Online Courses

10:30 am to 11:30 am

East- Suite Tower - 3: French

Facilitator:

Phil Tietjen, Penn State University

Presenters

a. Faculty Engagement and Satisfaction: A Case Study of Evaluating Faculty Development Using Learning Analytics *Baiyun Chen*, University of Central Florida; *Amy Sugar*, University of Central Florida

The purpose of this research is to evaluate the effectiveness of faculty development using learning analytics. We will discuss different aspects of the learning analytics gathered from a redesigned faculty program. Data includes usage analytics, online social interaction visualization, and faculty formative and summative evaluation results. In this session, we will also share design and assessment strategies that have been proven to be effective to increase faculty engagement and satisfaction.

b. Getting Better All the Time: Evaluating an Online Course Development Process in Higher Education *Ariana Eichelberger*, University of Hawaii at 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 evaluates its processes and products from multiple perspectives. Evaluation instruments will be shared, and a summary of results gathered using these instruments will be provided with emphasis on subsequent revisions and future implications.

140. DDL-Panel 2

10:30 am to 11:30 am

East- Suite Tower - 1: Laffoon

Facilitator:

Serdar Abaci, Indiana University

a. A Faculty, Instructional Designer and Administrator Dialogue on the Continuing Evolution of Distance Education *Anthony Pina*, Sullivan University System; *Bruce Harris*, Western Illinois University; *Larry Bohn*, Sullivan University; *Marcia Ashbaugh*, University of the People

In this presentation, the continuing evolution of distance education is explored within the context of an interactive dialogue between experienced online faculty, distance learning administrators and e-learning instructional designers. Together, they combine over a half century of experience in the design, development, delivery and management of distance learning. The dialogue will run the gamut from micro issues of online course design and teaching quality to macro issues of e-learning program quality.

141. DTP-2 :30 Train the Trainer

10:30 am to 11:30 am

East- Suite Tower - 2: Carroll Ford

a. Enhancing Workforce Development Sessions: A Graduate Student Train the Trainer Project *Karen Kaminski*, Colorado State University

Students in a Masters program in Adult Education and Training worked with the local Workforce Development Center providing workshops on adult learning theory, teaching for learning transfer, and outcomes based training. This session describes the service learning experience, student/client collaboration, and the outcomes for the workforce center. I will discuss the processes involved in training the trainers within the Workforce Center and the outcomes of the students' efforts for both the Center and the students.

b. Reexamining the Fundamental Technologies of K-12 Teacher Preparation: Using a Human Resource Lens *Seth Martinez*, *Ray Kennard Haynes*, Indiana University

This proposal uses a human resource development (HRD) lens to examine the preparation of K- 12 teachers in the United States. Drawing on the notion of technology as equivoque, we use the backdrop of

educational reform and the intense scrutiny of teacher performance to distinguish the fundamental technologies associated with teacher preparation. Further, we content analyze 12 university-based teacher preparation programs and report ratios of technology use. We conclude with implications for teacher performance.

142. Featured Research on Learning with Simulations

10:30 am to 11:30 am

East- Suite Tower - 3: Segell

Presenter

a. Eighth Graders' Classroom Use of Simulations: Impact of Conceptual Scaffolds Versus Procedural Guidance on Science Learning *Minchi Kim*, Purdue University; *WooRi Kim*, Purdue University; *Erin Besser*, Purdue University

This study analyzes the impact of different types of teacher guidance on students' science learning when eight-grade students use simulations to explore real-world problems within a 3-week science unit on changes in state in four science classrooms. A quasi-experimental design with pretest, posttest, and delayed posttest nonequivalent groups was used. Data were collected from knowledge tests and surveys on motivation, critical thinking, and scientific inquiry skills. Data were analyzed to examine if there is a different impact on student science learning between conceptual scaffolds and procedural guidance provided by the teacher. The findings indicated students who had received conceptual scaffolds significantly performed better on both posttest and delayed posttest than the students who had received procedural guidance.

Chair:

Anne Mendenhall, Florida State University

Discussant:

Gary Morrison, Old Dominion University

143. GSA 06: What Is the Future of Our Field? What Should We Be Talking about That We Are Not?

10:30 am to 12:00 pm

East- Suite Tower - 2: Brown

Facilitator:

Tutaleni I. Asino, Penn State University

Presenters:

Ana Donaldson, Walden University

Andrew Gibbons, Brigham Young University

David Wiley, Brigham Young University

Elizabeth Boling, Indiana University

Patricia Young, Uni. of Maryland Baltimore Co.

144. ICEM ICEM Annual Graduate Student Panel Discussion: Game-Based Learning (2)

10:30 am to 11:30 am

West- Rivue Tower - 3: Dogwood

Facilitator: *Robert Doyle*, Harvard University

a. ICEM Annual Graduate Student Panel Discussion in Emerging Technology: Game-Based Learning *Chih-Hsiung Tu*, Northern Arizona University; *Marina S. McIsaac*, Arizona State University; *Richard Cornell*, University of Central Florida; *Robert Doyle*, Harvard 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. Game-Based Learning is selected as key topic for AECT 2012's topic for this year discussions. Graduate students in educational technology frequently are early adopters of Game-Based Learning 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 shed lights to game-based 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 constitute this panel discussions.

145. ID Concurrent (5) - Instructional Design

10:30 am to 11:30 am

West- Rivue Tower - 3: Poplar

Facilitator: *Peter Leong*, University of Hawaii-Manoa

a. Teaching Technology to International Teachers in the Age of Globalization *Michele Estes*, *Steve Purcell*, James Madison University

In 2010, IREX awarded James Madison University funds to participate in the International Leaders in Education Program (ILEP). This program brought sixteen teachers from developing countries to the university to engage in a variety of academic, service and social activities. Each participant was required to take courses including a semester-long, technology workshop. In this presentation technology workshop leaders will describe the experience, lessons learned, and recommendations for effectively engaging international, adult learners in technology instruction.

b. A Virtual Teaching System with Three-dimensional Interaction Technology: Design and Primary Implementation *Luo Hong*, CAET; *Wang Ya Ping*, CAET; *Li Bing*, CAET

A virtual teaching system with three-dimensional interaction technology is constructed, aimed at

improving the effectiveness and efficiency of instruction. First, Wrist-Ankle Acupuncture teaching in Chinese Medicine is used as an example; functions of the system, design of its main modules and choices of teaching media are introduced. Second, the major techniques during the course of system exploitation are disclosed. Third, application of the system for Chinese Medicine learners and corresponding feedback information is achieved.

146. MPD4-Instructional Design and Multimedia

10:30 am to 11:30 am

East- Suite Tower - 3: Morrow

Facilitator:

Doyle Friskney, Morehead State University

Presenters

a. Multimedia Production Case Studies for Instructional Design and Technology Students *Bill Sugar*, East Carolina University

This presentation describes three case studies based on actual instructional designers' recent experiences involving effective, ineffective and/or extraordinary activities. These particular case studies focus on the following topics: enhancing learner interaction within a military base's Learner Management System, redesigning "boring" online orientation modules, and reflecting upon "lessons learned" from award winning instructional design projects. Discussion of specific case study issues and application of these case studies within a multimedia production course will take place.

b. Students' Perceptions of Designing Instruction for the Mobile Web. *Raymond Pastore*, University of North Carolina Wilmington; *Florence Martin*, University of North Carolina - Wilmington

This paper describes an instructional design class's experience developing instruction for the mobile web. The class was taught at a southeastern university in the United States in a master's level computer based instruction course. A survey was conducted to examine students' perceptions of developing mobile websites. This study will benefit those who are considering teaching a course on designing mobile learning; also to those who are considering developing mobile instructional websites.

147. Presidential Session 07

10:30 am to 11:30 am

East- Suite Tower - 01: Wilkinson

Presenter

a. The New AECT Standards and Endorsement Plan for Educational Technology Graduate Programs

Ellen Hoffman, University of Hawaii - Manoa

This session, sponsored by the AECT Standards Committee, is a discussion with the community on the status of the new standards and the proposed program endorsement plan. 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 organizer who is the committee chair, AECT leaders and other members of the Committee will be on hand to answer questions.

148. Presidential Session 08

10:30 am to 11:30 am

East- Suite Tower - 1: Sampson

Presenter

a. System-Driven Change, Tighter Coupling, and the Potentially Productive Role(s) of Data Systems: Where We Should be Heading" *Samuel Stringfield*,

University of Cincinnati; *Brian Beabout*, University of New Orleans

The rapid evolution of data warehousing, combined with increasingly sophisticated "dashboard" querying and reporting systems is creating what Karl Weick (1979) referred to as less "loosely coupled" education systems. Yet Weick and subsequent systems theorists have been clear that no system can or should be tightly coupled on all dimensions of professional work. The positive and potential negative consequences of these technology-driven changes are explored through the presentation of High Reliability Organization (HRO) theory, and school- and system-level case studies of productive uses of data systems. Other, less positive examples are also explored as part of an effort to suggest more and less productive ways forward.

149. Research & Theory Division Business Meeting

10:30 am to 11:30 am

East- Suite Tower - 2: Breathitt

Presenter:

Michael Grant, University of Memphis

Chair:

Ana-Paula Correia, Iowa State Univeristy

150. Roundtables: Thursday- 10:30a

10:30 am to 11:30 am

East- Suite Tower - 2: Grand Ballroom B

Presenters

a. DD-R13 If Only the Data Could Talk: Grounding and Guiding the Course Redesign Process *Danilo M. Baylen*, University of West Georgia

This roundtable presentation/discussion session describes a case study using multiple types and sources of data from online graduate courses focusing on technology integration practices in K-12 contexts. The case study describes the diversity in instructional strategies used and learning experiences student reported that facilitated increased understanding of the course redesign process. This presentation addresses how various factors influence student experiences and dispositions toward technology integration and insights towards an effective implementation of a course redesign process.

b. DD-R15 Keeping the Personal in PLEs: An Activity That Engages Students in a Personal Learning Environment *Gregory Francom*, University of Georgia

Professionals often use personal learning environments (PLEs) as a way to stay current and learn new skills. Educators have attempted to support similar learning within schools. This presentation describes the design and implementation of an activity in which students were required to setup and use their own PLE over a two week time period within an online university course. Lessons from this experience and recommendations for implementing PLEs in higher education will also be presented.

c. DD-R16 Conducting a Professional Development Workshop on Technology Integration: Lessons Learned *Kun Li*, Ohio University; *Jamie Smith*, Ohio University; *Briju Thankachan*, Ohio University; *Ryan Michael Straight*, Ohio University; *Teresa Franklin*, Ohio University

Emphasis is often placed on classroom use of technology in higher education. Faculty members' familiarity with and prior training on certain technologies are important to technology adoption in class (Dusick & Yildirim, 2000; Chong Ho, Brewer, Angel-Jannasch-Pennell & DiGangi, 2010). Professional development is one way to expose faculty, who may have few other opportunities, to useful technologies. This project presents lessons learned from the design, development and delivery of a faculty professional development workshop on technology integration by doctoral candidates in Instructional Technology.

d. DD-R17 Effects of Question Prompts Embedded Within WPES on Pre-Service Teachers' Reflective Thinking *ismail yildiz*, Selcuk University; *Saniye Tugba Tokel*, Middle East Technical University; *Soner YILDIRIM*, METU

In this study, in order to facilitate PSTs' peer-interaction and reflective thinking during their microteaching process, a web-based video analysis environment was designed. The purpose of this study is to examine the effects of question prompts embedded within this environment on PSTs' reflective thinking. For this purpose, a true experimental study was designed and applied. 55 pre-service teachers were enrolled in this study. Finding of this study is that the use of question prompts embedded in a web-based video analysis system have a positive significant effect on pre-service teachers' reflective thinking level.

e. ID-R02 Design and Development Issues for Educational Robotics Training Camps *Memet ÜÇGÜL*, Middle East Technical University; *Kürşat Çağiltay*, Middle East Technical University

The purpose of the study is to explore and describe critical design and development issues for educational robotics training camps. Two robotic training camps were organized with 52 secondary school students. Multiple-case design approach was used. Interviews with children and instructors, observations, field notes, and camp evaluation forms were data collection methods. The data were categorized according to learning outcomes, evaluation of the camps' components, career, group issues, competition, coaching, technical issues, difficulties and camp duration.

f. ID-R03 Facilitating Knowledge Construction in an Undergraduate Educational Technology Course: Instructional Design and Uses of Educational Media *Mary L McDowell Lefaiver*, Florida Gulf Coast University; *Xiaoxue Wang*, Florida Gulf Coast University; *Marti Dayton*, Florida Gulf Coast University

This presentation shares with the audience instructor reflections on instructional design and uses of educational media, specifically wikis, blogs, audio and video media to facilitate knowledge construction in an undergraduate technology course. Student technology confidence will be discussed in the context of knowledge construction built upon practical, learner-centered applications of the aforementioned educational media within the course design. Suggested improvements and solutions for using technology to facilitate knowledge construction will be shared with the audience.

g. ID-R04 Learners Performance and Satisfaction in Personalized Learning Environment *Irfan SURAL*, Eskisehir Osmangazi University; *Mujgan BOZKAYA*, Anadolu University

The purpose of this study was to examine the relationship between online learners' preferences regarding personalization of online learning environments, their perceived learning, and performance in the online course. It covers the results of research regarding personalized learning environment in Open and Distance Learning. First results show that there is positive relation with students' personalization of appearance and their performance in the online course. The authors expected to share and discuss further results with the international community of experts.

h. ID-R05 Online Social Interaction, Web 2.0 and Social Presence: A Case Study *Dan Becker*, Northern Arizona University; *Shadow Armfield*, Northern Arizona University; *Michael Blocher*, Northern Arizona University

This case study examined the nature of social interaction and social presence in a 600 level online class that has left behind the traditional learning management system and operates utilizing a number of Web 2.0 tools. The description of the ways in which students utilized Web 2.0 tools and their impressions of the tool's impact on social presence is a useful commentary to anyone looking to incorporate Web 2.0 tools in the online environment.

i. ID-R06 Social Appearance Anxiety and Academic Self-Efficacy among Turkish Online Social Utility Members *Yavuz Akbulut*, Anadolu University; *Yusuf Levent Sahin*, Anadolu University

This study investigated the relationships between social appearance anxiety and academic self-efficacy, and examined whether these variables were related with individuals' Facebook use patterns. One thousand six hundred eighty three Facebook users were administered a background questionnaire, an academic self-efficacy scale and a social appearance anxiety scale. The scales revealed high internal consistency coefficients. Parametric tests were used to analyze the data, and findings were discussed in relation to recent literature on cyber-psychology and e-learning.

j. TE-07 How do e-books affect reading comprehension in early elementary students?

Gregory Conway, Morehead State University
Beginning readers have a lot to learn before they can comprehend a story. Young readers are explicitly taught concepts of print and comprehension strategies such as summarizing, looking back in the text for

information, highlighting, etc. Technology is changing the face of reading, and how our students learn to read. This session will explore the effects of reading an e-book versus reading a print book on a students' comprehension.

k. TE08 Issues in Learning: Identifying Meaningful Research Questions about Generation Y *Stephen J. Jenkins*, Georgia Southern University; *Elizabeth Downs*, Georgia Southern University; *Terry Diamanduros*, Georgia Southern University

The majority of students currently enrolled in teacher education programs are members of "Generation Y." As Generation Y progresses through P-16 institutions, educators need to focus on strategies to enhance learning achievement for this group. This round table will provide participants an opportunity to discuss how Generation Y learning and personality differences influence teacher education. Participants will also discuss research questions that could be used guide studies on the unique characteristics of Generation Y.

l. TE09 Preparing Pre-Service Teachers for the Technology Tools of the 21st Century Classroom: A Qualitative Study of the Technology Perspectives of Teachers and Administrators *Stephanie Hulon*, (251) 455-5892

A roundtable discussion format will allow researchers and practitioners to discuss the results of a qualitative study, which investigated the technology tool knowledge and skills needed for preservice teachers to be successful in their internship experience and in their teaching field. The information learned through the discussion and the study can serve as guide for the design and development of effective technology education courses offered for preservice teachers.

m. TE10 TPACK When Using Web 2.0: Future Teachers' Practices with Emerging Internet Tools *Ugur Kale*, West Virginia University; *Christopher Clausell*, West Virginia University; *Cheng-Hsien Wu*, West Virginia University

114 pre-service teachers in a mid-Atlantic university implemented their Web 2.0 enhanced learning activities at their placement schools and created PowerPoint files reflecting on their teaching experiences. The main purpose of this study is to examine the participants' Technological Pedagogical Content Knowledge (TPACK) in these reflections. Particularly, we identified the components and the depth of pre-service teachers' TPACK as exemplified in their reflection on Web 2.0-enhanced learning activities.

n. TE11 Teacher Education Reforms and PISA *OKAN BULUT*, University of Minnesota; *ERHAN DELEN*,

TEXAS A&M UNIVERSITY; *Fatih Kaya*, Texas A&M University

The purpose of this study is to reveal teacher education reforms related to ICT usage in Finland and Turkey and to examine their reflections on students' success in PISA in the last decade.

o. TE12 Teacher Preparation Programs and Technology Integration: Best Practices for Program Design *Heidi L. Schnackenberg*, SUNY Plattsburgh; *George Still*, SUNY Plattsburgh; *Edwin Vega*

Differences in teacher preparation program design were investigated by researching conceptions of technology integration for pre-service teachers in both undergraduate and graduate programs. Participants responded to surveys regarding their technology skills and ideas about technology integration both at the beginning and end coursework. Responses were analyzed by program and graduate/undergraduate status in order to assess the impact of stand-alone courses versus an integrated model, and also to investigate changes in student's dispositions regarding technology.

p. TP01 Intercultural training for employees online and on-ground: A review of current research and practice *Dorian Brown*; *Trey Martindale*, University of Memphis

As corporations continue to grow globally, intercultural training for multinational employees will become a key component in training initiatives, whether via face-to-face or online environments. During this roundtable discussion we will review current research and practice on how global corporations train and equip employees to function effectively in intercultural environments.

q. TP02 Measuring Electronic Performance Support Systems: A Theoretical Framework for Evaluating EPSSs with Sensory Devices *Frank Nguyen*, Arizona State University; *Quincy Conley*, Arizona State University

Our proposed presentation will outline our work towards developing the innovative practices for evaluating EPSSs from the end user's perspective using an eye tracking and other sensory devices. It will specifically address the need for such consideration and how best to accomplish the evaluation tasks inline with the Research Methods for New and Emerging Technologies theme.

r. TP03 Examining the correlation between safety records and employee attitudes about online training in a large corporation *Jamae Allred*, University of Memphis; *Trey Martindale*, University

of Memphis

Company X* encourages online training as the primary training source for employees. The purpose of this study was to determine if there was a correlation between employee attitudes about online training and the number of workplace safety incidents. We surveyed 590 employees at multiple worksites. We investigated the correlation between the types of worksite (high versus low safety sites) and the number of online courses completed. We studied the number of incidents for each surveyed employee's reported for correlations to their attitude about online training. *Name withheld for confidentiality.

s. TP04 Facilitating continuous learning: review of research on individual learning capabilities and organizational learning environments *Smita Jain*, University of Memphis; *Trey Martindale*, University of Memphis

Other: Review of research and practice. Description In a continuously changing work environment, employee knowledge and skill quickly becomes obsolete and requires constant updating. In this session we will present a review of current research and practice on two intertwined topics: how organizations create and sustain a "continuous learning" culture, and how individual employee attributes determine one's readiness for continuous learning.

t. TP05 Increasing Employee Participation in Voluntary Training: A Discussion of the Issues and Solutions *Joseph P. Sweeney*, University of Memphis; *Trey Martindale*, University of Memphis

At some companies, employees don't want to go to "training," and won't go if it isn't mandatory. Does employee training have a bad reputation? We will present our review of research and practice about getting employees to participate in voluntary training events.

151. SICET - Keynote 3: Mingzhang Zuo & Invited Speech: Ning Kang, China Education Television

10:30 am to 11:30 am

West- Rivue Tower - 3: Holly

Facilitator:

Shuyan Wang, University of Southern Miss

Presenters

a. Construction and Application of Regional Educational Technology in China *Mingzhang Zuo*

This presentation will discuss the development of technical facilities and networks at county/district levels in China. It will also discuss the present status and future trends of educational technology integration in the classroom.

b. When 300 Million People Teach Online and 1.3 Billion People Learn Online: Design and Development of China's New Media Platform Ning Kang, China Education Television

In order to popularize compulsory education, promote the balanced development of education, and construct a lifelong educational system for everyone, CETV has gone through many stages, including correspondence and telephone teaching, remote open education, digital network education, and educational new media. With the rapid development of new media and network technology and in a time when technology is about to fundamentally change education, CETV has made meaningful exploration in the construction of an educational new media platform that integrates multiple networks and numerous terminals. In this presentation, Dr. Ning Kang, president of China Education Television, will mainly discuss the following aspects: 1. CETV was founded for the purpose of remote education and its development has been guided by national lifelong education. 2. China Education New Media Platform has been designed amidst the development of new technologies and constructed for the urgent needs of people's online learning and mobile learning. 3. China Education New Media Platform is a mutual-teaching and mutual-learning platform on which "everyone teaches and everyone learns", a "low-cost and convenient" knowledge exchange platform, and a platform for the exploration, sharing and innovation of knowledge. 4. Chinese government has elevated the informatization of education as a national strategy, intending to use the informatization of education to drive the modernization of education.

152. SMT15 The Digital Wave Project

10:30 am to 11:30 am

East- Suite Tower - 3: Wilson

Presenter

a. The Digital Wave Project: A Blended and Collaborative Approach to Technology Integration

Lucilia Green, Georgia Southern University; **Karen Chassereau**, Georgia Southern University; **Kathryn Kennedy Ivill**, Georgia Southern University

This panel features a collaborative instructional partnership between local school librarians and classroom teachers, instructional technology and library media faculty and teacher education faculty which led to a unique approach to technology integration in a teacher education program. Through a mixture of webinars, face-to-face workshops, and co-teaching in content methods courses, preservice teachers engage in hands-on opportunities to learn

how to integrate technology in meaningful ways.

The Digital Wave project recruits experts from local school districts and within various programs in the college to facilitate active, authentic learning with technology that can be transferred to future learning environments.

153. TED21 - Web 2.0 Technology Tools for a Deeper Understanding of Technology Integration

10:30 am to 11:30 am

East- Suite Tower - 3: Taylor

Facilitator:

Jennifer Banas, Northeastern Illinois University

Presenters

a. Reflective Journal Blogs: Assessing Students' Level of Reflection and Learning Style Sri Wahyuni, Florida State University; **Vanessa Dennen**, Florida State University

The purpose of this study is to investigate the level of students' reflection on reflective learning journals to find evidences for the present of reflective thinking and whether the students' learning style influences their reflection. Reflection is categorized into three levels: content, process, and premise reflection. The students' level of reflection was analyzed based on Kember et al's coding scheme. The students' learning style was determined by Index of Learning Style Questionnaire.

b. Do you Pinterest About Your Future Classroom?

Theresa Cullen; **Yuchen Gao**, University of Oklahoma

This study reports on a qualitative study of how preservice teachers are using Pinterest (virtual bulletin board system) to plan for their future classrooms. It utilizes interviews and content analysis techniques to ask preservice teachers about how they use, add content to, and connect with others using Pinterest. These future teachers are choosing items without analyzing them but also feel connected to the teacher community. Ideas for curriculum incorporation will be discussed.

154. TED23 - Where in the Teacher Education Curriculum is Technology Integration Heading?

10:30 am to 11:30 am

East- Suite Tower - 3: McCreary

Facilitator:

Bryan Hoey, Indiana University, Bloomington

Presenter

a. Where in the Teacher Education Curriculum is Technology Integration Heading? Lisa Yamagata-

Lynch, University of Tennessee; **Sharon Smaldino**, Northern Illinois University; **Lara M. Luetkehans**, Northern Illinois University; **Pi-Sui Hsu**, Northern Illinois University

We will report on our findings related to two technology integration courses in an elementary education program at a large Midwestern university. We will discuss how systemic contradictions bring about tensions in activities related to designing and teaching technology integration courses and present challenges for faculty to help teacher candidates make connections between theory and practice.

155. VW 1: Faculty and Virtual Worlds

10:30 am to 11:30 am

East- Suite Tower - 2: Clements

Presenters

a. Faculty Adoption of Virtual Worlds: The Process and Factors **Susan Dass**, George Mason University;

Nada Dabbagh, George Mason University

Adopting virtual worlds as a learning environment remains low even when education is reaching out to a global student body. Six virtual world adopters and two non-adopters were interviewed individually to answer the question: how did you come to adopt or not adopt virtual worlds as a learning environment? Their narrative stories revealed six recurring themes but personal relevance was the spark that led to adoption of virtual worlds. Let's leverage this to promote adoption.

b. Research on How Aspiring Teachers Design Lessons Incorporating Virtual Worlds **Steve Downey**, Valdosta State University

The research presented in this paper establishes baseline measures for instructional tendencies used by aspiring teachers as they learn to create lessons incorporating virtual worlds. Lessons from 91 pre-service teachers were analyzed and the findings organized along three distinct research questions addressing: (i) the nature of the lessons (e.g., discipline, learner roles, etc.), (ii) instructional techniques used for in-world activities, and (iii) instructional techniques used for learner assessment.

156. AECT-C21 ISMF Planning Committee

11:45 am to 12:45 pm

East- Suite Tower - 3: Fields

157. D&D/R&T Lunch

11:45 am to 12:45 pm

East- Suite Tower - 2: Combs Chandler

Chair:

Deniz Eseryel, University of Oklahoma

158. SICET - Luncheon

11:45 am to 12:45 pm

West- Rivue Tower - 3: Holly

159. School Media & Technology Luncheon

11:45 am to 12:45 pm

East- Suite Tower - 2: Nunn

Chair:

Lessell (Marty) Bray, Haralson County Schools

160. GSA Brownbag Lunch - Thur

12:00 pm to 12:45 pm

East- Suite Tower - 2: Brown

Facilitators:

Kenneth A. Eminian, Ohio University

Firat Sarsar, Georgia State University

161. AECT Using the AECT Website Group Tools - Thursday

1:00 pm to 2:00 pm

East- Suite Tower - 1: Sampson

Presenter:

Jozenia Colorado, Emporia State University

162. AECT-C01 2012 Convention Evaluation Committee

1:00 pm to 2:00 pm

East- Suite Tower - 2: Collins

Chair:

Marcus Childress, Emporia State University

163. AECT-C05 Awards Committee

1:00 pm to 2:00 pm

East- Suite Tower - 3: Fields

Chair:

Bill Sugar, East Carolina University

164. AECT04 TMCC's "FastTrack"

1:00 pm to 2:00 pm

East- Suite Tower - 3: Beckham

Presenter

a. TMCC's "FastTrack:" On Track to a Skilled Workforce **Patricia A Miller**, Channel 5 Public Broadcasting; **Fred Lokken**, Truckee Meadows Community College

Truckee Meadows Community College has launched an online "FastTrack" degree program to build the skills of a workforce often unprepared for the changing needs of employers in a distressed economic

environment. “FastTrack” targets nontraditional adult students – those seeking career advancement, the unemployed, military veterans. “FastTrack” offers an online learning community, flexibility, five-week courses, and a direct line to the AAS, often the first step to the baccalaureate degree.

165. AT10 Grounded Design for Everybody

1:00 pm to 2:00 pm

West- Rivue Tower - 3: Walnut

Presenter

- a. Grounded Design for Everybody** *Yunjeong Chang*, University of Georgia; *Eunbae Lee*, University of Georgia

This presentation will help participants use grounded design to guide their instructional design and teaching methods. Grounded design practices afford designers a method through which epistemological factors can be examined and strategies aligned to address associated underlying learning goals and values. This presentation provides the nuts and bolts of grounded design and guidelines on how to align learning goal with the psychological, pedagogical, technological, cultural, and pragmatic foundations.

166. Design & Development Membership Meeting

1:00 pm to 2:00 pm

East- Suite Tower - 2: Breathitt

Chair:

Mable Kinzie, University of Virginia

167. DDL-10 Investigating Online Discussion

1:00 pm to 2:00 pm

East- Suite Tower - 3: Jones

Facilitator:

Hannah Kim, Purdue University

Presenters

- a. Do Descriptive Subject Headings with Message Labels Enhance Level of Critical Discourse in Online Discussions?** *Karen Gail Hand*, Florida State University; *Allan Jeong*, Florida State University
This study examined the effects of messages with versus without descriptive subject headings on level of critical discourse in online threaded discussions. Our assumption is that descriptive headings can reduce the cognitive load imposed on students when having to revisit discussion threads and re-read earlier messages prior to posting responses that build on the ideas of prior postings. This paper will discuss our preliminary findings, the instructional implications, and directions for further research.

- b. Intersubjective Implications of Global Participants in Threaded Discussions** *Barbara M. Hall PhD*, Multiple Affiliations; *Shu-Hsiang (Ava) Chen*, Chulalongkorn University

Intersubjectivity is a construct that represents interactive knowledge construction in online course rooms. This discussion will explore the intersubjective implications of global participants in threaded discussions with an emphasis on research findings and recommendations related to the U.S., Thailand, and Taiwan. What does the importance of interactive dialogue mean for online higher education in the age of globalization? Join us to share your thoughts on this question and your ideas for future research.

Discussant:

Dalinda Bond, AECT Volunteer Coordinator

168. DDL-20 Research Issues in Online Studies

1:00 pm to 2:00 pm

East- Suite Tower - 3: French

Facilitator:

Hannah Kim, Purdue University

Presenters

- a. The Prevalence of Convenient Sampling: An Investigation into Sampling Trends in Online Learning Research** *Patrick Lowenthal*, Boise State University; *Ross Perkins*, Boise State University
Research on online learning continues to grow. However, too many studies--including some of our own--focus too much on convenient samples rather than investigating online learning in a variety of contexts. In this presentation, we present the results of our investigation into sampling trends in an effort to illustrate how the sampling decisions made by researchers of online learning can be limiting what we “know” about online learning.
- b. Problems Measuring Communities of Inquiry: An Investigation of the Community of Inquiry Questionnaire Limitations** *Patrick Lowenthal*, Boise State University; *Joanna C. Dunlap*, University of Colorado Denver
To align and improve research conducted on communities of inquiry, a group of researchers jointly created the Community of Inquiry Questionnaire (CoIQ) in 2008. While the development of the CoIQ is a step in the right direction, it doesn't go far enough. Among other things, it does not align with previously developed indicators and research on social presence. In this presentation, we will outline the problems with the CoIQ and ways to improve future research.

169. DDL-Panel 3

1:00 pm to 2:00 pm

East- Suite Tower - 1: Laffoon

Facilitator:

Linda Mellish, Purdue University

- a. Experts on Earning Tenure: Advice from Tenured Faculty** **Kathryn Ley**, Univ Houston - Clear Lake; **Ruth Gannon Cook**, DePaul University; **Jason Huett**, University of West Georgia; **Neal Shambaugh**, West Virginia University

Every year, fortunate doctoral candidates and graduates accept tenure line positions that may require online teaching, course design, and other responsibilities that complicate an effective strategy for earning tenure. This faculty panel from U. S., Canada, and Europe will discuss how to maximize chances of earning tenure.

170. DTP-6-Instructional Design and Systems

1:00 pm to 2:00 pm

East- Suite Tower - 2: Carroll Ford

Presenters

- a. Directing an Entrepreneurial Student-staffed Instructional Design Consultancy Within a University** **Trey Martindale**, University of Memphis
At the University of Memphis we have created the IDT Studio, an entrepreneurial center that offers consulting and development in instructional design and performance support to external companies and organizations. In this session I will describe the IDT Studio including the business plan, services, space, equipment, projects, personnel, and lessons learned. I welcome your active participation and sharing of related experiences during this interactive session.
- b. DMAIC is Just Another Way to Spell ADDIE** **Jennifer Ann Bauman**, Quicken Loans; **Nancy Hastings**, University of West Florida
As professionals in the field of Educational Technology we are familiar with the ADDIE process of Analyze-Design-Develop-Implement-Evaluate. In the world of Project Management and Six Sigma we utilize a similar process known as DMAIC (Define-Measure-Analyze-Improve-Control). Through discussion and examples of performance issues and projects this presentation will illustrate how the DMAIC process is just a different way of spelling ADDIE bridging a perceived gap between Educational Technology processes and Six Sigma/Project Management processes.

Chair:

Jennifer Ann Bauman, Quicken Loans

171. GSA 04: Building a Research Agenda

1:00 pm to 2:00 pm

East- Suite Tower - 2: Brown

Facilitator:

Melissa Gay, University of Georgia

Presenters:

David H. Jonassen, University of Missouri
Wilhelmina Savenye, Arizona State University
John Burton, Virginia Tech

172. ICEM Technology Integration/Adoption (4)

1:00 pm to 2:00 pm

West- Rivue Tower - 3: Poplar

Facilitator:

CHENG-HSIN (ALAN) KU, Soochow University

Presenters

- a. Adopting a Learning Management System – The Instructors’ Perspective** **Zhigang Li**, University of Central Florida; **CHENG-HSIN (ALAN) KU**, Soochow University
The adoption of a learning management system (LMS) by faculty members and instructors are often overlooked and understudied compared to the amount of studies on students’ adoption of LMS. However, faculty members and instructors play the central role in the effective adoption of the LMS. This research study investigated faculty and instructors’ adoption of a LMS at a private university in Taiwan. Factors that affect faculty and instructors’ adoption were examined.
- b. Research on Learning Styles and Effectiveness of Integrating Interactive Whiteboard into Language Teaching for Taiwanese Adolescence** **Hsin-Tzu (Tommy) Chen**, Chinese Culture University; **Wan-Ju Lin**, Chinese Culture University (Graduate Institute of Japanese Language and Literature)
The purpose of the study is to examine the impacts of incorporating interactive into language instruction upon Taiwan students’ learning styles and learning achievement in Japanese learning. The results will be the concrete information for adolescent language education.

173. ID Panel1 - Socratic Seminar

1:00 pm to 3:15 pm

West- Rivue Tower - 3: Dogwood

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; **Cengiz Hakan AYDIN**, Anadolu University; **Chih-Hsiung Tu**, Northern Arizona University; **Lauren Cifuentes**, Texas A&M University-Corpus Christi; **Michael Thomas**, Dept. of Curriculum & Instruction; **Xiaoxue Wang**, Florida Gulf Coast University; **Chun-Min (Arthur) Wang**, National Hsinchu U. of Ed.; **Abbas Johari**, Cameron University

Socratic Seminar is an international forum composed of leading teachers, researchers, and educational philosophers who provide analysis and critiques on philosophy of education and all aspects of educational technology including cultural, social, economic, 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 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.

174. MIM 03: Minority Careers in Instructional Technology

1:00 pm to 2:00 pm

East- Suite Tower - 01: Wilkinson

Facilitator:

Camille Dickson-Deane, University of Missouri - Columbia

a. Shaping Your Career in Instructional Technology

Angela Benson, The University of Alabama; **Camille Dickson-Deane**, University of Missouri - Columbia; **Roberto Joseph**, Hofstra University; **Denise Tolbert**, National University

Scholars in instructional technology follow different career paths and trajectories. A panel of MIM scholars discuss strategies for maximizing personal satisfaction in your instructional technology career. Topics include 1) assessing your skills and values, 2) identifying work that is meaningful to you, 3) recognizing when it's time for a change, 4) keeping current in the field, and 5) nurturing your networks.

175. MPD3-Audio in Multimedia

1:00 pm to 2:00 pm

East- Suite Tower - 3: Morrow

Facilitator:

Katie Hill, Morehead State University

a. Effects of Game Characters' Voice-over on Players' Engagement in Game-Based Learning Environments **Jaehwan Byun**, Southern Illinois

University Carbondale; **Christian Sebastian Loh**, Southern Illinois University Carbondale

The purpose of this study was to determine whether game characters' voice-over in digital games has any effect on players' engagement. A digital role-playing game modified for the purpose of this study, and players' engagement levels were measured by a self-response questionnaire, called Game Engagement Questionnaire (GEQ) which was adapted from Brockmyer et al. (2009). Data analysis revealed that game characters' voice-over is a moderate effects on players' level of engagement.

b. Wired for Music (W4M) – Teaching STEM through the Music of Natural Sounds **Anthony Chow**, University of North Carolina at Greensboro; **Patrica Gray**, UNCG

The results of a the Wired for Music (W4M) pilot study which combines BioMusic, the science of letting students explore human music-making and other species' communication systems, with the pervasiveness, familiarity, and power of information and communications technologies (ICTs), were positive for connecting youth to science through the experience and creation of music through natural sound. Student interviews and focus groups suggest that the W4M program increased their understanding and interest in science and music.

176. Presidential Session 10

1:00 pm to 3:15 pm

East- Suite Tower - 2: Grand Ballroom A

Facilitator:

Marcus Childress, Emporia State University

Presenter

a. How Did We Get Where We Are? Beliefs, Values and Practices Influencing the Evolution of Two Pioneer Academic Programs **Robert Reiser**, Florida State University; **Walter Dick**, Florida State University; **James Klein**, Florida State University; **Vanessa Dennen**, Florida State University; **Michael H. Molenda**, Indiana University; **Robert Heinich**; **Charles M. Reigeluth**, Indiana University; **Elizabeth Boling**, Indiana University

This session will focus on the theories, beliefs and practices that have historically influenced two pioneer instructional systems/instructional technology graduate programs: Florida State University and Indiana University. Faculty members from each program, active during the early, middle, and recent years in the program, will describe the development and changes in the theoretical and practical foundations of these programs.

177. RTD 10: Learning with and from Computer**Programming***1:00 pm to 2:00 pm**East- Suite Tower - 3: Wilson*

Facilitator:

Jin Mao, Wilkes University

Presenters

- a. Bootstrap: Teaching Algebra through Programming Computer Games** *Robert Lee*, Brigham Young University; *Peter Rich*, Brigham Young University; *Geoff Wright*, Brigham Young University

The purpose of this study was to teach middle and high school students how to program computer games and, in so doing, to improve their algebraic thinking. Results showed a statistically significant increase in understanding of variables. While students also increased their understanding of functions this did not fully transfer to algebraic notation. Students reported increased motivation for using mathematics when they could see their “equations come to life,” through programming.

- b. Effects of Task-Centered vs. Topic-Centered Instructional Strategy Approaches on Learning Computer Programming** *Rinat B. Rosenberg-Kima*, Florida State University; *M. David Merrill*, Retired Utah State University; *Tristan Johnson*, Florida State University; *Amy L. Baylor*, LLC

What should characterize high quality instruction in an age where new technologies replace older ones in an incredible speed, requiring individuals to transfer their skills to new settings and learn new technologies on a regular basis? The purposes of this study were to investigate whether and why a task-centered approach might be superior to a topic-centered approach for problem solving and reveal emotional and cognitive processes behind complex learning in the domain of technological skills.

178. RTD 19: Considering Global Perspectives*1:00 pm to 2:00 pm**East- Suite Tower - 3: Taylor*

Facilitator:

Wei Wang, Iowa State University

Presenter

- a. The Global Perceptions and Implications of Collaboration in the Workplace** *Hyunkyung Lee*, Yonsei University

This session will focus on the global perceptions of collaboration in the workplace through survey results. The results include future research questions

on collaboration and collaboration tools that would be interesting. Since collaboration has been crucial for effective learning and collaboration tools on the Web have been taken attention, this session will provide learning managers and instructional designers with significant implications for implementing collaborative learning in the workplace.

179. SICET - Web 2.0 Tools for Teaching & Learning (4)*1:00 pm to 2:00 pm**West- Rivue Tower - 3: Holly*

Facilitator:

Guoqiang Cui, Montclair State University

- a. Understanding by Design on Web 2.0 Tools for Educators** *Harrison Hao Yang*, State University of New York at Oswego; *QingTang Liu*, Central China Normal University; *Di Wu*, Central China Normal University

The challenge of how to effectively guide those non-experienced pre- and in-service teachers to integrate the new and emerging Web 2.0 technologies in their practices has always been remaining. This study presents how an instructional approach, which incorporated Wiggins & McTighe’s “backwards design” and “Six Facets of Understanding,” has been implemented into one educational technology online course. It also examines the effects of such an approach on various forms of teacher’s knowledge among participants.

- b. Using Wikis in Promoting Collaboration: Two Cases** *Jiyu P. You*, The University of Toledo; *Mingli Xiao*, The University of Toledo; *Berhane Teclehaimanot*, University of Toledo

Collaborative learning with new technologies to engage students has been one of the new trends in education settings. Among which, the study of incorporation of wikis, one of the Web 2.0 technologies for both online and hybrid courses to promoting collaboration among students, has been the main focus of many educators recently. This study examines the effectiveness of the Wiki tool in Blackboard. The results indicate that pre-group activities are necessary to help students get started with their Wiki group project and Blackboard Wikis are effective in promoting online collaboration.

180. School Media & Technology Membership Meeting*1:00 pm to 2:00 pm**East- Suite Tower - 2: Nunn*

Chair:

Lessell (Marty) Bray, Haralson County Schools

181. TED03 - Crafting A Dossier That Effectively Represents Yourself And Your Scholarship

1:00 pm to 2:00 pm

East- Suite Tower - 3: McCreary

Facilitator:

Muruvvet Demiral, Indiana University

Presenters:

Anne Ottenbreit-Leftwich, Indiana University

Lloyd Rieber, University of Georgia

Thomas Brush,

Jesse Strycker, East Carolina University

Krista Glazewski,

Fethi Inan, Texas Tech University

Andrew Walker, Utah State University

Theresa Cullen,

Presenter

a. Crafting A Dossier That Effectively Represents Yourself And Your Scholarship *TJ Kopcha,*

University of Georgia; *Anne Ottenbreit-Leftwich,* Indiana University

The purpose of this presentation is to provide graduate students and assistant professors with an opportunity to learn more about negotiating the tenure process at research-intensive universities. Specific attention will be spent on strategies for documenting and maneuvering one's teaching, scholarship, and service through the tenure-earning years. Early- and late-career faculty from several institutions offer advice for success at various stages of one's professional career.

Chair:

TJ Kopcha, University of Georgia

182. TED09 - Mobile Computing Devices and Applications for Teaching & Learning

1:00 pm to 2:00 pm

East- Suite Tower - 3: Stanley

Facilitator:

Ya-Huei Lu, Indiana University

Presenter

a. Panel Discussion: Mobile Computing Devices and Applications for Teaching & Learning

Michael Grant, University of Memphis; Michael Barbour, Wayne State University; Hui-Yin Hsu; Yu-Chang Hsu, Boise State University; Florence Martin, University of North Carolina - Wilmington; Shiangkwei Wang; Cindy York, Northern Illinois University

Mobile learning offers promise as an instructional strategy that leverages both formal and informal learning opportunities. Due to its nascency, little

confirmed research and few stable guidelines exist. The purpose of this panel is to present a wide variety of courses, projects, and research experiences with mobile teaching and learning across varying contexts and theoretical perspectives.

Chair:

Michael Grant, University of Memphis

183. VW 7: Virtual Worlds

1:00 pm to 2:00 pm

East- Suite Tower - 2: Clements

Presenters

a. Exploring the Dimensions of Self-Efficacy in Virtual Worlds *Aimee deNoyelles,*

University of Central Florida; *Steven Hornik,* University of Central Florida

Virtual worlds are technically complex and require students to interact in novel ways for learning to occur. Learners need to believe in their ability to use these types of environments. The purpose of our study is to explore the dimensionality of students' self-efficacy in Second Life. The findings of this study offer an insight into the critical instructional design issues that must be addressed before effective learning can be realized in virtual worlds.

b. The Impact of Pre-Visualization on Knowledge Acquisition in a Virtual Environment *Greg*

Jones, University of North Texas; *Adriana D'Alba,* University of North Texas; *Mark Evans,* University of North Texas

This poster session will present research conducted in 2010-11 that examined the knowledge acquisition between a real museum tour and a virtual environment replica of the same museum. The primary results show a) students using the virtual environment first and then visiting the museum exhibited better knowledge acquisition about the museum and had higher levels of discourses when on the guided tour, and b) the virtual museum experience, when used alone, achieved similar knowledge acquisition.

184. D&D Showcase

2:00 pm to 4:00 pm

East- Suite Tower - 2: Exhibit Hall-East

Facilitator:

Jill Stefaniak, Wayne State University

Presenters

a. A Multimedia Problem-Based Learning Program For Middle School Science *Lucas Horton, Min Liu, Jaejin Lee, Matt O’Hair, Jina Kang, Jason Rosenblum, Chu-Wei Lu, Kimberly Gonzales*, The University of Texas at Austin

This proposal presents a problem-based learning environment for sixth-grade science. Its goals are to engage students in using tools, procedures, and knowledge of space science to solve a complex problem, support student participation in collaborative processes of scientific inquiry, and facilitate the generation of scientific knowledge. Designed as a curriculum unit for fifteen 45-minute class sessions, the program makes use of the Unity game engine and a Web application framework to deliver an immersive learning experience. The development team consists of graduate student collaborators under the guidance of faculty. A design-based research framework informs an iterative development process.

b. Design of an Interactive 3D Simulation-Game Environment for Teaching Physics *Ginger Watson, Amy Adcock, Don Robison, Enilda Romero*, Old Dominion University

This design case documents the design of 3D instructional simulation-game for teaching physics-related concepts. The immersive environment is situated in a futurist city and consists of a central dome housing multimedia-based tutorials, a practice stadium housing simulations where learners expand their understanding of fundamental concepts, and a competition arena where they can compete against computer-generated agents. The design case covering projectile motion will be demonstrated.

c. Developing Motivation and Engagement in Juvenile Offenders Through Video Game Creation Interventions *Dana Ruggiero, Kadir Kozan, Belen A Garcia*, Purdue University

This implementation study explores juvenile offender experiences in Project Tech, an educational pilot program on socially responsible game design offered at Purdue University’s Serious Games Lab. This study reports on learner engagement, motivation, meaning making, and critique of the project, in their own words. The study’s data source was open-ended interviews, learner feedback surveys, and journals implemented during the program. Responses were

analyzed using qualitative content analysis. While the initial purpose for data collection was to elicit actionable program improvements as part of a design-based research process, several themes emergent in the data tie into recent debates in the education literature around discovery learning and juvenile delinquency interventions. In this paper, we draw linkages from the categories of findings that emerged in the learner feedback, interviews, and journals to this literature, and identify new scholarly research questions that can be addressed in the ongoing pilot, the investigation of which might contribute new empirical insights related to recent critiques of discovery learning and juvenile delinquency interventions.

d. Hurricane Hal: Learning about Ecosystems through Inquiry within a Virtual Environment *Susan Pedersen*, Texas A&M University; *Douglas Williams*, University of Louisiana at Lafayette; *Elif Ozturk*, Texas A&M University

Hurricane Hal is a virtual environment designed to engage middle school students in authentic scientific inquiry. Students investigate the impact of two factors caused by a category 5 hurricane on a wetlands ecosystem: the introduction of an invasive species, and a long-term rise in salinity level. The module allows students to conduct virtual field work in a realistic-looking 3-D wetlands environment, then test hypotheses about causes of population changes using virtual scientific instruments.

e. OpenVULab: A New Tool to Remotely Study Users’ Interactions with Learning Technologies *Ronald Owston*, York University-Institute for Research on Learning Technologies; *Kari Kumar*, York University

The Open Virtual Usability Lab (OpenVULab.org) is a unique open source tool designed to facilitate remote research on users’ interactions with learning technologies. OpenVULab creates videos on its server of user on-screen interactions and talk without the need to install software on the remote computer. Applications of OpenVULab include examining how students use Internet-based tools as well as usability and accessibility evaluation of new educational media and/or e-learning environments such as course management systems.

f. SAVE Science: Inquiry and Science Assessment through an Immersive Virtual Environment *Kent Slack; Brian Nelson*, Arizona State University; *Younsung Kim; Cecile Foshee*, The Art Institute of Phoenix

SAVE Science, Situated Assessment in Virtual Environments, is a project established to create, implement, and evaluate a series of game-based

modules that have been constructed as an innovative system for authentic, contextualized assessment of science content and inquiry. Students are presented with a real world problem that is situated in an immersive virtual environment. Students complete a series of assessment tasks designed for determining how well students have mastered content knowledge and inquiry skills.

- g. Simulations 4 Stats Learning Environment** *Elena Novak*, Florida State University
Simulations4Stats learning environment was designed to carry out an experimental study that explored the effects of a storyline gaming characteristic (GC) on learning. Storyline was identified as one of the GCs that have a potential of influencing human performance. Graduate students enrolled in an introductory statistic course used this environment to practice application of various statistics concepts using real-world examples. In order to improve an instructional value of the Simulations4Stats learning environment and verify that instructional interventions lead to desired effects, two consequent formative evaluations were conducted.

Chair:

Gayle V. Davidson-Shivers, University of South Alabama

185. AECT-C10 History and Archives Committee

2:15 pm to 3:15 pm

East- Suite Tower - 2: Collins

Attendee:

Heather Leary, University of Colorado-Boulder

Chair:

Rebecca P. Butler, Northern Illinois University

186. D&D - A Design Education Dilemma: Distinguishing Between Learning Outcomes at the Masters & Doctoral Levels (4)

2:15 pm to 3:15 pm

East- Suite Tower - 3: Beckham

Facilitator:

TJ Kopcha, University of Georgia

- a. A Design Education Dilemma: Distinguishing Between Learning Outcomes at the Masters & Doctoral Levels** *Miriam Larson*, Virginia Tech University; *Lisa Yamagata-Lynch*, University of Tennessee; *Trena Paulus*, University of Tennessee Knoxville

While several professional organizations have established learning outcomes or competencies for master level IDT students, none exist for doctoral level students who, it is hoped, are being prepared

to advance the knowledge base of the field. This presentation outlines the challenges involved in distinguishing preparation programs for the two audiences, and explores how Cultural Historical Activity Theory and Discourse Theory might serve as lenses through which to view and understand the complexity of design.

187. D&D - Design of Multimedia and Use of Electronic Performance Support in Training Settings (18)

2:15 pm to 3:15 pm

East- Suite Tower - 3: Stopher

Facilitator:

Randall Davies, Brigham Young University

- a. Designing Multimedia to Trigger and Maintain Situational Interest** *Tonia Dousay*, University of Georgia; *Robert Maribe Branch*, University of Georgia

At the juxtaposition of multimedia design, motivation, and cognition, there lies a field of inquiry that can address the transforming educational needs of our global society. If we are to create a well informed, trained, and motivated workforce, we must adapt the way we look at designing multimedia. The results of this study indicate the importance of using specific multimedia design principles in order to trigger and maintain situational interest of adult learners.

- b. Research Driven Decision Making for Advanced Learning Technology Integration** *Nada Dabbagh*, George Mason University; *Susan Dass*, George Mason University

This presentation will describe the instructional design process and research used to conceptualize and develop an electronic performance support system (EPSS) called LATIST (Learning Asset Technology Integration Support Tool) that facilitates the understanding, selection, and application of advanced learning technologies into an organization's learning assets. A fully functional version of the software will be demonstrated.

188. D&D - Game Based Learning: Adaptivity and Collaborative Versus Individual Play (33)

2:15 pm to 3:15 pm

East- Suite Tower - 3: Coe

Facilitator:

Dan Hoffman, Teachers College, Columbia University

- a. Performance in Online Game-Based Learning: Collaborative Versus Individual Settings** *Miguel Lara*, Indiana University; *Ted Frick*, Indiana University; *Seolim Kwon*, Indiana University

By integrating three disciplines-- Computer-supported

collaborative learning, personality psychology, and game-based learning--this study investigates the performance, learning gains and attitudes of students playing an educational simulation game online in physically separated dyads with verbal communication versus students playing the same game individually. Game scores of players in the collaborative setting were significantly higher ($t(12)=2.1, p=.05$); learning gain was also higher in the collaborative setting but not statistically significant ($t(18)=1.31, p = .2$).

b. The Paradox of Player-Centered Adaptivity in Educational Games *Mieke Vandewaetere*, KU Leuven - Kulak; *Sylke Vandercruysse*; *Geraldine Clarebout*, University of Leuven

The use of educational games for teaching and training is nowadays well-known, although its effectiveness has not been firmly corroborated. One reason for this might be that educational games rarely account for individual differences between players. Embedding such player-centered adaptivity is often a paradox because measurements must happen unobtrusively in order to not break the flow that is typical for a good gaming experience. In this proposal, we present a framework for player-centered adaptivity.

189. D&D - University Course Design, Development, and Evaluation (44)

2:15 pm to 3:15 pm

East- Suite Tower - 2: *Breathitt*

Facilitator:

Diane Elizabeth Case, Texas Tech University

Presenters

a. Instructional Design and Development of “The 2015 Project”: Seeking to Promote Emancipatory Student Discourses *Scott Warren*, University of North Texas; *Jenny S. Wakefield*, University of North Texas; *Jonathan S. Gratch*, University of North Texas
Recently, a Southwestern U.S. university sought to foster student emancipatory discourse in a multiple section, hybrid course. Student activities crisscrossed online platforms in a transmedia way and centered on two UN Millennium Development Goals. Learners sought solutions to these multifaceted problems through critical reflection and peer discourse tied to real world events. Overall, students followed a trend of expressing surface-level reflection and discourse early, with an emergence of deeper thinking and liberating systemic critique later.

b. Instructional Design and Development of an Academic Transition Course for First Year University Students *Sheila Amin Gutiérrez de Piñeres*, University of Texas at Dallas; *Gerald A. Knezek*, University of North Texas; *Jenny S. Wakefield*, University of North Texas

A southwestern USA university poised to improve freshman retention, committed to ensuring timely and appropriate introduction to the university, and interested in learning millennial students' responses to such course design, re-designed a mandatory freshman course taught in small groups to include three components: Small group, Large lecture, and Online-learning. Large lecture included presentations by researchers at the university. Online-learning included information related to student support services and structures. Overall, students favored the small group format.

190. DDL-05 Designing for Distance Learning

2:15 pm to 3:15 pm

East- Suite Tower - 3: *Jones*

Facilitator:

Megan Murtaugh,

Presenters

a. Issues and Challenges for Teaching Successful Online Courses *Mansureh Kebritchi*, Walden University

Online education changes all components of teaching and learning. Many empirical studies were conducted in examining different aspects of online courses from learners and instructors' perspectives. However, few studies have synthesized the previously conducted studies and provided a combined overview on issues and challenges that affect designing and delivering effective online courses. This presentation presents the results of a critical literature review on issues, challenges, and barriers for teaching effective online courses in higher education.

b. Universal Design for Online Learning *Jozenia Colorado*, Emporia State University; *Jane Eberle*, Emporia State University

This presentation will include a discussion of principles for universal design for learning, web accessibility standards and guidelines, as well as the accessibility of learning management systems and using multimedia in online courses. It is hoped that attendees will take away a better understanding of what it means to be prepared for all students who enroll in a class and a few suggestions for accommodations that can make this possible.

191. DDL-19 Peer Feedback & Assessments Online*2:15 pm to 3:15 pm**East- Suite Tower - 3: French*

Facilitator:

Rachel Desmarais,

Presenters

- a. Peer Assessment in Group Projects: The Team Member Evaluation Tool** *Byron Havard*, University of West Florida; *Nancy Hastings*, University of West Florida

The Team Member Evaluation Tool (TMET) is a web based application used to reduce the presence of social loafing in group projects. Through a series of formulas and four inputs, individual team members are assigned a grade based on their individual input to the overall group project. The outcome of this project is two-fold in that it includes both the product, the web based TMET, and research findings on its use in educational contexts.

- b. Student Perceptions of Peer Feedback to Scaffold Learning in Online Discussions** *E-Ling Hsiao*, Valdosta State University; *Xiaoxia Huang*, Western Kentucky University

The purpose of this study is to investigate student perceptions of peer feedback to scaffold learning in online discussions. Forty-one students enrolled in two online IT courses will participate in the study. The responses to a course survey will be collected and analyzed by June 2012. Results will be reported and implications of using peer feedback to scaffold student learning in online discussions will be discussed during the presentation.

192. DDL-Panel 1*2:15 pm to 3:15 pm**East- Suite Tower - 1: Laffoon*

Facilitator:

Al Mizell, *Nova Southeastern University*

Presenter

- a. The Continuing Evolution of Distance Education: The Online Doctorate** *Anthony Pina*, Sullivan University System; *Chris Miller*, Morehead State University; *Al Mizell*, Nova Southeastern University; *MaryFriend Shepard*, Walden University
- Online learning continues to be the fastest growing sector within higher education. Perhaps the most controversial aspect of this growth has been the rise of online doctoral degree programs. In this interactive session, participants will engage with a panel of experienced leaders about the practicalities,

advantages, challenges and future of online doctoral degrees. The panel includes representatives from all sectors of higher education, each of whom has developed, administered and taught in online doctoral programs.

193. DTP-1-Online Program Evaluation*2:15 pm to 3:15 pm**East- Suite Tower - 2: Carroll Ford*

Facilitator:

Serdar Abaci, *Indiana University*

Presenters

- a. A Customized Evaluation Instrument to Facilitate Comparisons Across Online Training Programs** *Cheryl Murphy*; *Elizabeth Keiffer*, University of Arkansas; *Jack A Neal*, University of Houston; *Philip G Crandall*, University of Arkansas

A proliferation of online training materials exists. An instrument is needed that allows individuals to evaluate multiple online programs while simultaneously considering specific training needs. To serve this purpose an online training evaluation instrument that allows for weighting and customization was created based on current instructional design wisdom and an expert Delphi panel. Results of instrument testing across multiple training programs and modules will be presented and instrument items will be shared.

- b. Quality of an Evolving E-learning Enterprise: An Integrated View** *Cheng-Chang Pan*, University of Texas at Brownsville

This study is intended to solve a human performance problem within an evolving e-learning enterprise from the vantage point of respective stakeholders. A performance improvement study was conducted with an emphasis on two domains: (a) to what extent did concerned faculty recognize the desired performance envisioned by the administration? and (b) to what extent did an identified human performance problem lend itself to a non-instructional solution? A mixed method that incorporated a Delphi technique and one-on-one interviews was devised. Results suggested that all the stakeholders shared a common ground on where the e-learning enterprise is heading and that both instructional and non-instructional (e.g., managerial) aspects of the solution ought to be examined to enhance productivity and effectiveness of the enterprise.

Chair:

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

194. Development of a Course Design and Evaluation Strategy for Cross-Institutional Distance Education Programs

2:15 pm to 3:15 pm

East- Suite Tower - 1: Sampson

Facilitator:

Mark Aaron Bond, Virginia Tech

Presenter:

Barbara Lockee, Virginia Tech

195. Featured Research on Teaching with Technology

2:15 pm to 3:15 pm

East- Suite Tower - 3: Segell

Presenters

- a. Teaching and Learning with Mobile Computing Devices: A Case Study in K-12 Classrooms** *Michael Grant*, University of Memphis; *Suha Tamim*, University of Memphis; *Dorian Brown*; *Joseph P. Sweeney*, University of Memphis

The adoption of mobile learning (m-learning) and mobile devices in K-12 classrooms has been slow. However, some schools and individual teachers are integrating mobile devices to support teaching and learning. The purpose of this qualitative research was to describe the use of mobile computing devices in these K-12 classrooms. Five themes emerged, including ownership and control of devices, administrator support, how teachers use devices, how teachers seek out professional development, and technical issues.

- b. Espoused and Enacted Beliefs: Examining the Relationship between Teacher Beliefs and Technology Integration Practices** *Peg Ertmer*, Purdue University; *Anne Ottenbreit-Leftwich*, Indiana University

This research addressed the question, "How do the pedagogical beliefs and classroom technology practices of technology-using teachers align?" One-on-one interviews were conducted with 12 K-12 teachers, purposefully selected based on their award-winning technology practices, and supported by evidence from their websites. Results suggest close alignment between beliefs and practices; teachers' beliefs about the relevance of technology to students' learning were perceived as having the biggest impact on teachers' abilities to be successful.

Discussant:

Wilhelmina Savenye, Arizona State University

196. GSA 07: Publishing Tips & Strategies from the Editors of ETR&D

2:15 pm to 3:15 pm

East- Suite Tower - 2: Brown

Facilitator:

Ayesha Sadaf, Purdue University

Presenters:

Michael Hannafin, University of Georgia

Jonathan M Spector, University of North Texas

197. MPD Membership Meeting

2:15 pm to 3:15 pm

East- Suite Tower - 3: Morrow

Presenter:

Anthony K. Betrus, SUNY Potsdam

Chair:

Florence Martin, University of North Carolina - Wilmington

198. Presidential Session 19

2:15 pm to 3:15 pm

East- Suite Tower - 01: Wilkinson

Presenter

- a. One-to-One Laptop Implementation in El Salvador** *William Mejia*; *Peter Fadde*, Southern Illinois University

This paper describes lessons learned from the implementation of the Closing Knowledge Gap Program (CKGP) in El Salvador in which every student receives a laptop to eliminate the digital divide. The one-to-one laptop model allows teachers to "break down classroom walls, and engage students in real world learning" (Center for Digital Education, 2005, p. 5) and students to use the technology throughout the day, continuing their schoolwork at home, or wherever they are.

199. RTD 04: Learner Controls & Supports

2:15 pm to 3:15 pm

East- Suite Tower - 3: Wilson

Facilitator:

Charles Hodges, Georgia Southern University

Presenters

- a. Effects of Goal-Oriented Motivational Control Scaffolding in Large Lecture Classes in a University Setting** *Hannah Kim*, Purdue University; *Scott Schaffer*, Purdue University

Motivational control theory emphasizes the transfer of learning intention to study behaviors through active control of one's motivation to study. Based

on empirical evidence on motivational control and volition, this study focuses on the role of action goals in motivational control, and examined the effects of goal-oriented motivational control scaffolds on motivation, motivational control, and academic achievement. Significant findings for two of the three variables and future research directions will be discussed.

b. Volitional Control Support in Mathematics Courses *ChanMin Kim*, University of Georgia; *Kim Bennekin*, The University of Georgia

This study was conducted to (a) design and develop volitional control support, (b) implement it in mathematics courses in a community college, and (c) examine its effect on students' motivation, emotions, and achievement. The design and development of the volitional control support as well as findings from an implementation study are discussed.

200. RTD 18: Development & Validation of Instrumentation

2:15 pm to 3:15 pm

East- Suite Tower - 3: Taylor

Facilitator:

Seung Won Park, University of Georgia

a. Development of Engineering-Related Beliefs Questionnaire (ERBQ) *Ji Hyun Yu*, Purdue University

Despite the general agreement among engineering educators students' beliefs have an important influence on engineering learning, there is still lack of clarity from a conceptual viewpoint. This study focused on a philosophical and psychological analysis of the nature and the structure of students' beliefs about engineering to develop a reliable and valid measure to assess students' beliefs about engineering problem-solving and professions, students' beliefs about engineering knowledge, and students' beliefs about engineering reality. Educational importance of this scale has been also discussed.

b. Evaluating Reliability and Validity Evidence for Merrill's 5 Star Instrument *Max Cropper*, EnDyna

Ten university courses were evaluated to examine the reliability and validity evidence for Merrill's 2007 5 Star instrument and three school online course evaluation instruments. Significant interrater reliability evidence was found for Merrill's 5 Star instrument and the other three instruments. The school instruments provided divergent validity evidence for Merrill's instrument. Merrill's instrument ratings were more closely correlated to the student course evaluation ratings than the other instrument ratings.

201. SICET - Promoting Technology Integration in K-12 - (5)

2:15 pm to 3:15 pm

West- Rivue Tower - 3: Holly

Facilitator:

Harrison Hao Yang, State University of New York at Oswego

a. Design of Computer Activities to Enhance Career Education in Elementary School: An Informal Learning Opportunity *Xin Chen*, Virginia Tech; *Wei Li*, Virginia Tech; *Congwu Tao*, Virginia Tech

This mixed-method research presents an innovative approach for the design of asynchronous activities to offer an informal learning opportunity in elementary career development. The presentation will detail how these activities overcome three main challenges in the current career education, such as the lack of opportunities in early career development stages, the unrecognized roles of parents, and the detachment of career education from traditional academic education. Activities will be revised and finalized based on the results of this study. The final product will be used by a state-wide educational organization to serve the elementary school students of that state.

b. The factors on promoting Interactive Whiteboard to junior high schools teachers - A View from Technology Acceptance Model 3 *CHENG-HSIN (ALAN) KU*, Soochow University

The research would like to adopt TAM 3 and Structural Equation Model to assess the usage of IWB from those junior high school teachers in Taipei City. The results are expected to indicate the key factors on promoting IWB to junior high schools teachers in 12-year compulsory education.

202. TED01 - 21st Century Technology Literacy: Definitions and Implications Based on Needs and Research Findings

2:15 pm to 3:15 pm

East- Suite Tower - 3: Stanley

Presenters:

Kristin Brynteson, Northern Illinois University

Carol A. Brown, East Carolina University

Renee E. Neal, East Carolina University

Delia Neuman, Drexel University

Jennifer Banas, Northeastern Illinois University

Rhonda S. Robinson, Northern Illinois University

a. 21C Technology Literacy: Definitions & Implications Based on Needs & Research Findings

Susan Farber, Kristin Brynteson, Northern Illinois University; Carol A. Brown, East Carolina University;

Renee E. Neal, East Carolina University; *Delia Neuman*, Drexel University; *Jennifer Banas*, Northeastern Illinois University

The panel offers a wide-ranging overview of ideas, strategies and issues that are emerging as critical as we struggle with how to help all our students use technology to learn and prosper in the 21st century. The audience will gain an understanding of these issues and of potential ways to address them.

Chair: *Susan Farber*

203. TED07 - Longitudinal Studies of Technology Integration Adoption and Diffusion

2:15 pm to 3:15 pm

East- Suite Tower - 3: McCreary

Facilitator:

Yuming Peng, Indiana University

Presenters

a. Online Collaboration Methods that Support Open Learning, Pedagogical Changes, and Community Development in K-12 Environments *Jonathan McKeown*, University of Tampa

This presentation will discuss results and implications of a two year study tracking in-service teachers' technology integration, pedagogical changes, attitudes, and online community development in 18 K-12 schools. Teachers participating in the study were selected due to resistance creating open learning environments in their classrooms and fear of 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.

b. Using TPCK as a Framework to Study the Practices of Science Teachers Involved in a Technology Integration Initiative *Albert Ritzhaupt*, University of Florida; *Kara Dawson*, University of Florida; *Rose Pringle*, University of Florida; *Feng Liu*

The purpose of this study was to examine the ways teachers enact technological, pedagogical and content practices in science lessons and to document the change with teachers involved in a year-long technology integration initiative. Five hundred twenty-five science lessons were analyzed in this research using TPCK as a framework to explore the technology integration practices. Results demonstrate science teachers use a wide array of technologies in their classroom practices. A full discussion of results will be provided at the presentation.

204. Tech Trends Editorial Board

2:15 pm to 3:15 pm

East- Suite Tower - 3: Fields

Chair:

Abbie Brown, East Carolina University

205. VW 8: Virtual Worlds

2:15 pm to 3:15 pm

East- Suite Tower - 2: Clements

Presenters

a. Clouds in the Datacenter: One School District's Venture into Virtualization *Lessell (Marty) Bray*, Haralson County Schools

Virtualization allows a computer to host multiple virtual computers with little or no modification to the host. This provides educational organizations with a powerful tool that allows students 24/7 access to a wide variety of electronic resources on PCs, Tablets, and Smartphones. In this session the presenter will discuss how one school district put all of its computer labs in its own cloud and provides its students with 24/7 access to those labs.

b. Unified World Theory *Tom Atkinson*, University of Central Florida; *Atsusi Hirumi*, University of Central Florida

This presentation introduces a "Unified World Theory" that blends dimensions of Real World, Virtual World, & Imaginary World by integrating four principles, experiential learning concepts, & the Interplay Design by applying story, play and game to evoke emotions, spark the imagination and foster creativity and innovation.

206. AECT General Session: Malcolm Brown - The Changing Landscape of Higher Education

3:30 pm to 4:45 pm

East- Suite Tower - 2: Grand Ballroom A

Facilitator:

Marcus Childress, Emporia State University

207. D&D Awardee Presentations

4:30 pm to 6:00 pm

East- Suite Tower - 2: Breathitt

Presenters:

Sinem Aslan, Indiana University

Christine Trinter, Virginia Commonwealth University

Deniz Eseryel, University of Oklahoma

Chair:

Elizabeth Boling, Indiana University

Thursday, November 1

208. Affiliate Reception

5:00 pm to 6:00 pm

East- Suite Tower - 2: Combs Chandler

209. MPD Immersive Learning Awards Reception

5:00 pm to 6:30 pm

East- Suite Tower - 2: Collins

Chair:

John Curry, Morehead State University

210. Walden Residency Meeting - Thursday

5:00 pm to 6:00 pm

East- Suite Tower - 3: Fields

Chairs:

MaryFriend Shepard, Walden University

Jennifer Smolka, Walden University

211. GSA 08: International Event: Cultures around the World

5:15 pm to 6:15 pm

East- Suite Tower - 2: Brown

Facilitator:

Firat Sarsar, Georgia State University

212. International Dinner

6:00 pm to 7:30 pm

East- Suite Tower - 2: Carroll Ford

213. GSA Event: Bowling & Dinner

6:30 pm to 8:00 pm

East- Suite Tower - 2: Brown

Facilitators:

Kenneth A. Eminian, Ohio University

Firat Sarsar, Georgia State University

214. ISMF: Q&A Panel with Student Producers

7:00 pm to 7:30 pm

East- Suite Tower - 3: Jones

215. Walden Student Advising Appointments

7:00 pm to 9:00 pm

East- Suite Tower - 3: Fields

Chairs:

MaryFriend Shepard, Walden University

Jennifer Smolka, Walden University

216. ISMF: Award-Wining Student Film Screening

7:30 pm to 9:00 pm

East- Suite Tower - 3: Jones

217. International Auction

7:30 pm to 9:30 pm

East- Suite Tower - 2: Carroll Ford

218. AT06 Morning Fun Run

7:00 am to 8:00 am

East- Suite Tower - 2: Exhibit Hall-West

Chair: **Jennifer Banas**, Northeastern Illinois University

219. Intern Breakfast - Friday

7:00 am to 8:00 am

East- Suite Tower - 2: Collins

220. D&D - Enhancing Group Process in the Classroom and Around the Globe (25)

8:00 am to 9:00 am

East- Suite Tower - 3: Morrow

Facilitator: **Victor Law**, University of Oklahoma

a. Designing a Self- and Peer-Assessment Method to Equitably Grade and Reduce Social Loafing in Groups

Micah Gideon Modell, Indiana University

“Free riding” or “social loafing” is a common complaint from students involved in group-work, referring to situations where one or more group members do not contribute their share of the effort towards the final product. A method of regular combined self- and peer- assessment has been employed to combat this problem in architecture design studios (Tucker & Reynolds, 2006). This session describes the extension of such a system to provide formative data to an instructor using group work.

b. The 3rd Iteration: Creating Instruction for Global Team Skills

Holt Zaugg, Randall Davies, Brigham Young University

To better prepare engineering students to work on global virtual teams, a Principles of Global Virtual Teams course was prepared and presented synchronously to students in North American and Asia. The course has since been revised and evaluated as an asynchronous course that can be embedded in any engineering course using global, virtual teams. Results from program evaluation will be presented as part of the presentation. While initially created for engineering global virtual teams, much of the course content is useful and adaptable to other global team activities.

221. D&D - New Techniques to Inform Online Design: Discussion Board Formats and Learning Analytics (26)

8:00 am to 9:00 am

West- Rivue Tower - 2: Jasmine

Facilitator: **Heng Luo**, Syracuse University, IDDE

a. Linear vs. Spatial Discussion Formats for Online Courses

Diane Elizabeth Case, Steven Crooks,

Jongpil Cheon, Texas Tech University

This study compared student perceptions of using a traditional linear discussion board to using a spatial discussion board for online course discussions. In a two factor within-subject experimental design, graduate students participated in a series of online discussion activities, alternating between posting in the linear discussion board and the spatial discussion board. They were surveyed about their attitudes regarding the formats. Generally, the familiar linear format was preferred, although attitudes about the spatial format increased over time.

b. Learning Analytics in Instructional Design and Technology

Marshall Jones, Winthrop University;

Steve Harmon, Georgia State University

Learning analytics is an attempt to evaluate the data rich information trail that a user leaves online for the purpose of organizing and optimizing learning experiences. It is an abstract idea that has significant implications for learner improvement and teacher preparation. The data a learner leaves through public and private online actions is compared to their academic profile to make suggestions for their success. We will discuss the merits and issues related to learning analytics.

222. D&D - New Technologies in Higher Education (13)

8:00 am to 9:00 am

West- Rivue Tower - 2: Lily

Facilitator: **Hyojin Park**, University of Georgia

a. What Factors Influence How Students Perceive Effective and Ineffective Use of Clickers in Higher Education?

Jae Hoon Han, Learning Sciences, Dept. of Educational and Counselling Psychology and Teaching and Learning Services, McGill University;

Adam Finkelstein, McGill University

This session will answer the question: which type of instructional strategies using clickers students perceive as the most effective and ineffective related to 1) instructors' pedagogical and technological(clickers) training, 2) their methods of using clickers, and 3) across disciplines in higher education? Implications for faculty development and the issues regarding effective teaching and learning with technology will be addressed, including discussion on the impact of instructor- and course-related factors on students' perceptions of learning.

b. A Framework for Implementing Mobile Technology

Ryan Seilhamer, Baiyun Chen,

University of Central Florida

In this session, we will discuss scalable solutions to plan, test, and implement technology innovations

on a university campus. Specifically, we will outline the systematic approach and the framework that we designed to successfully implement mobile technology at the University of Central Florida. This framework includes the planning, testing, piloting, release and evaluation of a mobile technology and includes the student and faculty perspective, impact on our infrastructure, and support across the university.

223. D&D - Peer-mediated Development of Design

Thinking (6)

8:00 am to 9:00 am

East- Suite Tower - 3: Beckham

Facilitator:

Woon Jee Lee, Florida State University

a. Design Thinking in a Graduate Design Studio: Personal and Pedagogical Factors *Colin Gray*, Indiana University

Potential factors that affect the development of design thinking are posed by scholars in a variety of design disciplines, but an understanding of these factors from the student perspective is lacking. I examined the experiences of first-year graduate design students, including reported factors that affected the student's development. Factors that emerged included the role of interpersonal relationships, critique, cultural and experiential differences in team composition, and the role of individual versus group work.

b. Verbalization of Design Thinking through Informal Peer Critique *Colin Gray*, Indiana University

Critique has long been considered a vital part of the design studio pedagogy, but formal critique is emphasized in the literature in lieu of peer critique. I examined the verbalization of design thinking through informal peer critique utilizing interviews and a constructed critique dyad. Analysis includes the comparison of a participant's auto-critique to their peer dyad critique, and resulting changes in the way they talk about their designed artifact.

224. D&D - Pros and Cons of the Cohort Model for ID Programs - Panel (58)

8:00 am to 9:00 am

East- Suite Tower - 3: Stanley

Facilitator:

Gregory Clinton, University of Georgia

a. Panel: Pros and Cons of the Cohort Model for ID Programs *Gregory Clinton, Lloyd Rieber, TJ Kopcha*, University of Georgia; *Trey Martindale*, University of Memphis; *Barbara Lockee*, Virginia Tech

Today cohort-based graduate instructional design programs are common. However, not every institution chooses to follow the cohort model for ID programs. Some have moved from a non-cohort approach to a cohort structure, whereas others have tried the cohort model and moved away from this design after a few years. The purpose of this proposed session is to engage a panel of faculty from several universities in a discussion of cohort-based graduate study in instructional design.

225. D&D PIDT Planning

8:00 am to 9:00 am

East- Suite Tower - 3: Fields

226. DDL-16 Online Learner Engagement and Satisfaction

8:00 am to 9:00 am

East- Suite Tower - 2: Combs Chandler

Facilitator:

Serdar Abaci, Indiana University

Presenters

a. Adventures in Emerging Media: An Updated Look at Engagement Methods in Online Courses *Reuben Rogak*, University of Central Florida; *Emily Johnson*, University of Central Florida; *Rudy McDaniel*; *Robb Lindgren*, University of Central Florida; *Jon Friskics*, University of Central Florida

Adventures in Emerging Media introduced an online class that focused on high levels of interactivity for the students. They had the ability to choose what they wanted to learn about each week while navigating a storyline geared towards helping them become industry professionals. Teacher-recorded modules covered a wide range of topics and disciplines. Achievements, similar to those found in video games, were also awarded throughout the semester as another method of engagement.

b. Examination of Factors Impacting Student Satisfaction with a New Learning Management System *Lucilia Green*, Georgia Southern University; *Fethi Inan*, Texas Tech University; *Bree Denton*, Texas Tech University

The purpose of this study was to determine factors that influenced student satisfaction with a new learning management system and which of these factors were most important. The data was collected through an online survey tool from students enrolled in courses designed and taught by faculty who participated in a pilot group testing a new learning management system (LMS). The findings support previous research in this area, indicating that usability

of the LMS and availability of technical assistance is strongly correlated with student satisfaction. Study findings will be used to improve LMS training and institution-wide technology support.

227. DDL-18 Online Teaching: concepts & problem-solving

8:00 am to 9:00 am

East- Suite Tower - 3: McCreary

Facilitator:

Jin Mao, Wilkes University

a. The Effect of Problem-based Learning Online on Learner Self-regulation *Christopher Glenn*, University of Memphis

The purpose of this study is to investigate the effect of problem-based learning online (PBLO) on learner self-regulation. Specifically, this study seeks to determine whether learners who receive PBLO instruction use different strategies for learning and motivation than learners who receive problem-based learning (PBL) instruction in face-to-face learning environments. The relationship between learners' self-reported CL and learners' self-reported use of learning and motivation strategies in PBLO environments is also explored.

b. Concept Learning in E-Learning Environments

Stephen Richard Rodriguez, Texas A&M University-Corpus Christi

University instructors face major challenges in designing optimally effective on-line instruction. This paper identifies some of those challenges and offers recommendations for meeting them. More specifically, it offers an instructional strategy for assisting e-learners in learning new concepts derived from current literature and the author's experiences as an e-learning designer and developer.

228. Division on Systemic Change Membership Meeting

8:00 am to 9:00 am

West- Rivue Tower - 2: Violet

Chair: *William Watson*, Purdue University

229. ECT Foundation Board of Directors - Friday

8:00 am to 10:30 am

East- Suite Tower - 2: Collins

Chair: *Sharon Smaldino*, Northern Illinois University

230. ETR&D Joint Editorial Board Meeting

8:00 am to 9:00 am

East- Suite Tower - 2: Breathitt

Chairs:

Michael Hannafin, University of Georgia

Jonathan M Spector, University of North Texas

231. ISMF: Kick-Off Breakfast Rally

8:00 am to 9:15 am

East- Suite Tower - 3: French

232. International Division Membership Meeting

8:00 am to 9:00 am

West- Rivue Tower - 3: Dogwood

Chair: *Peter Leong*, University of Hawaii-Manoa

233. KSET- Concurrent Presentation

8:00 am to 9:00 am

West- Rivue Tower - 3: Poplar

Facilitator: *Seung Won Park*, University of Georgia

a. The Development of an Online Informal Learning Content Analysis Model *Yoon Hee Kim*, Yonsei University

The purpose of this study is the development of an online informal learning content analysis model. To build a new content analysis model, review of existing theories and collecting data from various online informal learning environment (for example, online social network service, wikipedia) were conducted. The analysis of data will be conducted both qualitative and quantitative ways.

234. MIM 02: Minorities in Media

8:00 am to 9:00 am

East- Suite Tower - 2: Carroll Ford

a. Black Women Faculty in Instructional Technology: Becoming, Being and Making Meaning of the Experience *Valora M Richardson*, Georgia Perimeter College; *Laurie Brantley-Dias*, Georgia State University

This presentation will discuss a research study that identified and described the lived experiences of Black women tenure-track faculty in Instructional Technology. The guiding questions for this study were: How do Black women in the Instructional Technology professoriate describe their experiences in becoming faculty in the field of Instructional Technology? How do Black women faculty in Instructional Technology describe their experiences as faculty in the field? And, how do Black women in Instructional technology make meaning out of their experiences as faculty in the field?

b. Immigrant Children's Digital Literacy Development and Self Construction in Their Digital Stories *Szu-Yueh Justine Chien*, University of Georgia

Digital storytelling is considered effective visual literacy practice in today's classrooms. Two groups of

adolescents create and share their digital stories with each other. By analyzing the images in their digital stories and texts in their discussion, the researcher intends to identify the influences of using digital stories on adolescents' digital literacy development and identities construction.

235. MSU-EDD Meeting - Friday

8:00 am to 9:30 am

West- Rivue Tower - 3: Maple

Chair:

John Curry, Morehead State University

236. Presidential Session 11

8:00 am to 9:00 am

East- Suite Tower - 01: Wilkinson

Presenter

- a. Leadership and Success: A Candid Conversation with Previous ECT Interns about Their Experiences as Leaders in the Field** *Jennifer B. Myers*, Florida State University; *Anne Mendenhall*, Florida State University; *Fatih ARI*, *Ayesha Sadaf*, Purdue University; *Xiaojun Chen*, St. John's University

During this panel presentation, leaders from six different Educational Communications and Technology (ECT) intern classes will discuss how their internship experience has shaped who they became as a leader and how they continue to grow into the leaders in the field. The goal of the session is to provide insight into the benefits of participating in the ECT Internship program as well as what it really means to be a leader of Educational Communication and Technology during the Age of Globalization.

Discussants:

Thomas C. Reeves, University of Georgia

Anthony Pina, Sullivan University System

ChanMin Kim, University of Georgia

237. Presidential Session 12

8:00 am to 9:00 am

East- Suite Tower - 1: Sampson

- a. LMS-Less Open Educational Courses** *Preston Parker*, Utah State University; *Heather Leary*, University of Colorado-Boulder

Using copyrighted materials for educational purposes presents teachers with concerns. As legislation for the use of copyrighted materials in the classroom is being updated (TEACH Act), many teachers are turning to open educational resources, digital libraries and repositories, and massive open online courses

(MOOCs). This shift represents epistemological thoughts aligned with areas like Flat World Knowledge. By means of discussion and presentation, these ideas will be covered.

238. Presidential Session 13

8:00 am to 9:00 am

East- Suite Tower - 1: Laffoon

- a. The Evolution of an "Honor Roll" Online Master's Program in IT: Critical Decisions and Outcomes**

Lara M. Luetkehans, Northern Illinois University;

John Cowan, Northern Illinois University; *Darryl*

Draper, Northern Illinois University; *Wei-Chen*

Hung, Northern Illinois University; *Pi-Sui Hsu*,

Northern Illinois University; *Hayley Mayall*, Northern

Illinois University; *Nicholas Omale*, Northern Illinois

University; *Sharon Smaldino*, Northern Illinois

University; *Lisa Yamagata-Lynch*, University of

Tennessee

In this Presidential Session, faculty, support staff and students from Northern Illinois University's online master's cohort program in Instructional Technology will share the process and critical design decisions in the conceptualization and implementation of the program. Outcomes including retention rate, job placement and student satisfaction as well as external validations including cohort professional networking and receiving recognition among the top 10 online education programs by US News and World Report will be discussed.

239. RTD 09: Changing Landscapes of Higher Education & Educational Technology

8:00 am to 9:00 am

East- Suite Tower - 3: Wilson

Facilitator:

E-Ling Hsiao, Valdosta State University

- a. Trends and Issues of the Educational Technology Field's Scholarly Community** *Yonjoo Cho*, Indiana University-Bloomington; *Sunyoung Park*, Indiana University

The purpose of this study was to conduct a citation network analysis of Educational Technology Research and Development to examine the trends and issues of the educational technology field's scholarly community that have evolved in the past two decades. From this citation network analysis we obtained the five key research themes in the field including instructional design, learning environments, the role of technology, educational technology research, and psychological foundations. Implications of the study were discussed for future research.

240. RTD 26: Qualitative Cases of Student & Faculty Perspectives

8:00 am to 9:00 am

East- Suite Tower - 3: Taylor

Facilitator:

Hannah Kim, Purdue University

Presenters

- a. Educational Technology Doctoral Student First-Year Transitions** **Kimberly Nakano**, University of Hawaii at Manoa; **Ellen Hoffman**, University of Hawaii - Manoa
Studies of graduate programs in educational technology are a common topic of research in the field as a way to understand learning and student success. This presentation examines frameworks for studying graduate student first-year transitions, including recently proposed methods (Henscheid and Keup, 2011) and theory (Tokuno, 2008). The results of a pilot study using these frameworks conducted at The University of Hawaii-Manoa on a cohort-based program for its doctoral educational technology students are described.
- b. Exploring LiveText as a Technological Innovation: A Case Study in Technology and Accountability in Education** **Peggy Lumpkin**, Georgia State University
This exploratory case study examined faculty members' experiences with the introduction of technological innovations. The introduction of LiveText, a web-based learning, assessment, and accreditation system, to a department in All Star Research University's (ASRU) College of Education was examined to explore how faculty members navigated this event. In addition, a new model- trigger, transition, utilization, and perceptions (TTU-P), was introduced to describe the adoption process.

241. SICET - Practices and Implications for Technology Integration in Teaching & Learning - (6)

8:00 am to 9:00 am

West- Rivue Tower - 3: Holly

Facilitator:

Guoqiang Cui, Montclair State University

Presenters

- a. Integrating An Open-Source Learning Management System (Moodle) In An English Language Program: A Case Study** **Xin Chen**, Virginia Tech; **Christa Guilbaud**, Virginia Tech; **Hongxia Yang**, Virginia Tech; **Congwu Tao**, Virginia Tech
This mixed-method research evaluation described a case study that assessed the effectiveness of Moodle

as the the learning management system (LMS) for an English Language Program (ELP). The report addressed the purpose of the evaluation, its audience, and the impact on the decision to implement Moodle as the ELP's learning management system. This presentation will detail the logistical requirements, limitations, and budget of doing the evaluation. Findings and recommendations were summarized for ELP to make the decision.

- b. Game Modding for Non-Professionals (GNMP): Can Teachers Modify Games for Instruction?** **Bilal K Younis**, Palestinian Technical College; **Christian Sebastian Loh**, Southern Illinois University Carbondale
Can school teachers be trained to modify Commercial Off-The-Shelf (COTS) games for classroom instruction? While searching for an appropriate instructional design model to do the seeming impossible task, we found no available model which could be adapted for our purposes. Can school teachers, who have little programming skills, modify digital games for instruction? Such is our challenge in developing the "Game Modding for Non-Professionals" (GNMP) model for Palestinian teachers.

242. SMT 09: Standards, Assessments, and Technology: Oh My - (3)

8:00 am to 9:00 am

East- Suite Tower - 2: Nunn

Facilitator:

Mary Beth Jordan, Albuquerque Academy/Simms Library

Presenters

- a. K-12 Administrators and Web 2.0 Technologies: An Exploration of Possibilities** **Adrie Koehler**, Purdue University; **Nikki Boots**, Purdue University
Due to the widespread accessibility of the Internet, a plethora of effective Web 2.0 technologies are available to the masses. This advancement in technology is significantly impacting the rules and conventions in the workplace. Since little previous research has been conducted on how the K-12 professionals utilize Web 2.0 technologies in their daily workflow, the aim of this study is to shed light on this subject.
- b. Using Technology to Dismantle Barriers to Large Scale Assessments** **Evelyn J Hickey**, University of Calgary; **Michele Jacobsen**, University of Calgary
Universal Design for Learning and assistive technology contribute to student success at learning.

Current large scale assessments privilege students with strong reading skills. This research studied the use of text-to-speech and audio supports for standardized exams. Pre and post surveys and interviews with students and teachers helped us to evaluate the impact of the media intervention on student experience. Findings indicate technology supports with these assessments can improve student experiences and success.

243. TED05 - How to Facilitate the Transition between Preservice and Inservice Teachers with Regards to Technology Integration

8:00 am to 9:00 am

West- Rivue Tower - 3: Walnut

Facilitator:

Craig Shepherd, University of Wyoming

a. Promoting the Transfer of Technology Integration Knowledge and Skills: What Preservice Teachers Need to Become Innovators in Their Own Classrooms during Their Early Careers

Aimee M. Brenner, Jennifer M. Brill, Virginia Tech

This study surveyed early career teachers to identify what instructional strategies with regards to technology integration from their preservice experience promoted transfer of these skills to their classroom practice. The need for the study, methods, instrumentation, findings, conclusions and recommendations on future research will be presented. A discussion connecting this research to the preparation of teachers and students for learning and performance in a complex, global society will be integrated in the session.

b. Breaking Barriers for Technology Integration in K-12 Classrooms: Success Stories from Exemplary In-Service Teachers

Xiaokai Jia, Indiana University; Jiyeon Jung, Indiana University Bloomington; Yeol Huh, Indiana University Bloomington; Mina Min, Indiana University; Suhkyung Shin, Indiana University Bloomington; Anne Ottenbreit-Leftwich, Indiana University; Krista Glazewski; Thomas Brush

The authors use a multiple case study approach to investigate the development process of exemplary technology-using in-service teachers to identify the barriers and enablers in their technology integration practice. Five award recipients of an excellent technology-using program funded by a research-one institution in the U.S. participated in this study. Documents they submitted for the award application and two follow up interviews were analyzed to examine the barriers they encounter and how they overcame those barriers.

244. VW 2: Language and Virtual Worlds

8:00 am to 9:00 am

East- Suite Tower - 2: Clements

a. 21st Century Technologies and African American Dialect: Enhancing Code-Switching Instruction Using a 3D Virtual Environment

Kendra Minor, University of Central Florida; Karen Davis, University of Central Florida

This presentation will explore the possibility of using a 3D virtual environment to examine code-switching instruction with students that are African American English (AAE) speakers. By providing a richer learning experience, allowing students to practice simulated experiences together and to communicate in real-time 3D environments may prove to be a powerful instructional approach for stimulating code-switching. Presenters will provide examples of how role-playing and code-switching instruction may be applied within a 3D learning environment.

b. Students' Experiences and Perceptions of Anxiety, Motivation, and Self-Confidence in Speaking English During TBLT Activities in Second Life: The Case of Metu

Tugba Kamali, Research Assistant; Saniye Tugba Tokel, Middle East Technical University

The aim of this case study was to examine the contribution of task-based language learning in 3D virtual worlds to speak English as a foreign language among university preparatory class students in terms of anxiety, motivation, and self-confidence. Therefore, different English speaking practice tasks/activities were designed in 3D Second Life virtual world. Participants had different roles and speaking experiences with native speakers from different countries, friends, and instructors of METU preparatory school.

245. Jenny K Johnson International Hospitality Center - Friday

9:00 am to 3:00 pm

East- Suite Tower - 2: Exhibit Hall-West

246. Job Placement Center - Friday

9:00 am to 4:00 pm

East- Suite Tower - Registration/Ballroom Foyer

247. CNIE: The Landscape of K-12 Online Learning: Examining What Is Know

9:15 am to 10:15 am

East- Suite Tower - 1: Laffoon

Presenter:

Michael Barbour, Wayne State University

248. D&D - Designing for a Community of Practice (29)*9:15 am to 10:15 am**West- Rivue Tower - 2: Jasmine*

Facilitator:

Dirk Ifenthaler, University of Freiburg

Presenters

a. Design Decisions for Creating a Community of Inquiry (CoI): What Expert Designers Think*Stephan Junion*, Nova Southeastern University;*Martha Snyder*, Nova Southeastern University

The CoI is one of the most widely-researched frameworks for online learning. Research has focused on measuring social, cognitive and teaching presence and the CoI survey has proven useful in gaining insight into the impact of the presences on the learning experience. Researchers are now attempting to define “how”, as instructional designers, we create a CoI. We will look at the CoI through the eyes of instructional design experts, discussing implications for researchers and practitioners.

b. Instructional Technology Considerations for Implementing an online Knowledge Building CoP in Higher Education Courses *Darryl Draper*, Northern Illinois University

This proposal explores the evidence of knowledge building and knowledge convergence in an online master’s degree in Instructional Technology at Northern Illinois University. Learning outcomes assessed knowledge convergence as evidenced in authentic cased-based discussion forum posts. The results show there was positive evidence of knowledge convergence in the CoP learning environment. Attendees will learn how to incorporate instructional strategies into the online environment that promotes knowledge building, knowledge convergence, and a sense of community.

249. D&D - Enhancing the Kinesthetic Experience to Support Learning, from 2nd Grade to the University (12)*9:15 am to 10:15 am**West- Rivue Tower - 2: Lily*

Facilitator:

Szu-Yueh Justine Chien, University of Georgia

Presenters

a. Suggestions for the Design of a Modern Virtual

Manipulative *Seungoh Paek*, Teachers College, Columbia University; *Dan Hoffman*, Teachers College, Columbia University; *Antonios Saravanos*, University of Oxford; *John Black*, Teachers College, Columbia University

This study investigates how technology can be used to improve traditional physical manipulatives. A virtual manipulative was designed to introduce the concept of multiplication to young children. Sixty second grade students participated in a quasi-experimental study. The results show that having auditory narration and manipulating virtual objects using a touch-based input device were beneficial for learning the concept of multiplication.

b. Design, Development and Evaluation of an Interactive Virtual Haptics-Augmented Training System for Undergraduate Engineering *David Richard Moore*, Ohio University; *Tian Luo*, Ohio University; *Robert Williams*, Ohio University; *Ernur Karadogan*, Ohio University

Our formative research study approach in which an interactive virtual haptics-augmented training system is developed with iterative evaluation and modification. Our study demonstrates a significant affective and attitude effect. Additionally, we determined best design principles for encouraging learning outcomes. The unique affordances of haptics augmentation led to certain specific design principles. We conclude that the potentials of using haptics-augmented tools reside in articulating the possible meanings that haptic feedback provides.

250. D&D - New Approaches to Design: Elegant Instruction and Streamlined ID (10)*9:15 am to 10:15 am**East- Suite Tower - 3: Beckham*

Facilitator:

Andrew Gibbons, Brigham Young University

Presenters

a. Creating Elegant Instruction *Kenneth Luterbach*, East Carolina University

Elegant instruction has three general features; it is effective, efficient, and inspiring. Within 60 minutes, learners engaged in elegant instruction gain some new knowledge, skill, or capability. Additionally, learners become inspired to innovate, to pursue their goals, to appreciate insight or creativity, or to learn more. This session presents three examples of elegant instruction, which enable and inspire learners to create web pages using HTML; control relational databases; and engage in data mining.

b. Taming the IDT Behemoth: Streamlining Instructional Design *Miriam Larson*, Virginia Tech University; *Barbara Lockee*, Virginia Tech

Traditional approaches to instructional design are thorough, but are frequently criticized as time-consuming and costly. When the ADDIE Behemoth

lumpers into a project planning session, those present often groan at the tedious analysis and design tasks described. Teaching a bare-bones approach to design, and providing suggestions for mindfully streamlining the process can help ensure that IDT novices are not overwhelmed. This session will highlight a streamlined approach to the design process complete with practical strategies.

251. D&D - Planning for Change in Higher Education: Applications of ID Practice to Make a Difference (45)

9:15 am to 10:15 am

East- Suite Tower - 3: *Morrow*

Facilitator:

Brian Beatty, *San Francisco State University*

Presenters

a. Innovation in Teaching and Technology: Designing a Faculty Development Initiative in Higher Education

Lloyd Rieber, University of Georgia; **Brandy Walker**, University of Georgia

In this presentation we will discuss an initiative begun in 2011 at the University of Georgia's College of Education. The initiative focuses on promoting greater attention on innovation in college-level teaching, while taking full advantage of the affordances of technology. As one of the nation's largest and most diverse colleges of education, the initiative faces challenges in engaging faculty in systemic change while also identifying signature themes that enhance and extend the college's teaching mission.

b. Revisiting the Near Future of Higher Education and ID Practices

Gayle V. Davidson-Shivers, University of South Alabama; **Karen L. Rasmussen**, University of West Florida; **Wilhelmina Savenye**, Arizona State University

Higher education continues to face strategic challenges from internal and external factors: from budget reductions to changing student populations to pressures for more accountability and efficiency. How challenges are addressed is central to a university's future. Several instructional design practices could enable faculty and administrators with effective, efficient means to foster innovation in this economic climate. The presentation will identify current challenges and ID practices to meet institutional goals in higher education.

252. D&D Future PacifiCorp Planning Committee

9:15 am to 10:15 am

East- Suite Tower - 3: *Fields*

253. DDL-06 Distance Education Research

9:15 am to 10:15 am

East- Suite Tower - 3: *McCreary*

254. DDL-24 Distance Education Topics

9:15 am to 10:15 am

East- Suite Tower - 2: *Combs Chandler*

Facilitator:

Rachel Desmarais,

Presenters

a. A Framework for Theory-based Research on

Distance Education Gary J. Anglin, University of Kentucky; **Gary Morrison**, Old Dominion University

In this paper it is argued that future research in distance education should be theory based. A discussion of the role of theory is presented with a specific framework that can be used to either determine if the existing distance education research literature is theory-based or to assist investigators as they plan future research studies in distance education.

b. Aha Moments in ELearning: Navigations and Signposts to Successful ELearning

Ruth Gannon Cook, DePaul University

This study researched the impact of strategic navigation improvements in an online course at a large Midwestern private university. The primary purpose of the study was to see if navigation enhancements and specific graphic enhancements (semiotic tools) in the online course could make it easier for those adult students to be more open to learning new course materials, increase students' positive learning experiences, and perhaps improve completion rates in that course. Study provides recommendations for future studies on this subject.

255. DTP-0 T&P Advisory Board Presentation: Topics in Training and Performance

9:15 am to 10:15 am

West- Rivue Tower - 2: *Violet*

Presenter

a. T&P Advisory Board Presentation: The Role of Marketing in Achieving Successful Training and Performance Results

Stefanie Buck, Oregon State University; **Wen-Hao David Huang**, University of Illinois at Urbana-Champaign

Most instructional designers don't think of themselves as "marketers." The Training and Performance Advisory Board will discuss why the ability to market training and performance solutions is key to instructional design success: It helps us communicate the value of what we do. We will consider the

importance of marketing to learners (motivated to engage), company executives and managers (invest in our departments and programs), and marketing professionals (know the products they sell). Thinking up-front about how we might market a training/performance solution later can support successful learning outcomes.

256. ETR&D Distinguished Development Awards

9:15 am to 10:15 am

East- Suite Tower - 2: *Breathitt*

Presenters:

Elliot Soloway, University of Michigan

Cathie Norris, University of North Texas

Presenter

- a. Modeling, Inquiry Learning, and Mobile Devices: Their Impact in School Settings** *Elliot Soloway*, University of Michigan; *Cathie Norris*, University of North Texas
To Be Provided.

Chairs:

Michael Hannafin, University of Georgia

Jonathan M Spector, University of North Texas

257. GSA 03: Grant Writing

9:15 am to 10:15 am

East- Suite Tower - 2: *Brown*

Facilitator:

Tonia Dousay, University of Georgia

Presenters:

Brian Belland, Utah State University

Ross Perkins, Boise State University

258. ID Concurrent (1) - Language Learning

9:15 am to 10:15 am

West- Rivue Tower - 3: *Poplar*

Facilitator:

Yonjoo Cho, Indiana University-Bloomington

- a. Who Ordered Livemocha? A Content Analysis on How Successful Language Learning Websites Deliver to Their Users** *Abdullah Altuwaijri*, Indiana University; *Curtis Bonk*, Indiana University
Language learning websites changed the way people learn a language as well as the learning environments. This study evaluates and analyzes different aspects of five highly rated language learning websites. Practices at each website are explained operating language learning theories and theories of instructional design. The findings shows that websites like Livemocha and BBC Learn English are successfully delivering to their users by a proper theory-based balance of integrated

rich and authentic learning environments.

b. Leveraging Needs for Improvement: The Case of English Learning at Cesar Vallejo University, Peru.

Daniel V. Eastmond, Western Governors University;

Martha Perez Gamboa, Cesar Vallejo University

A needs assessment of the Center of Languages at Cesar Vallejo University revealed accomplishments, challenges, and improvements. With Fulbright support, the author visited four campuses, analyzing data from teacher interviews, student focus groups, classroom observations, and online surveys. A pilot online course has potential to transform ELL instruction. The Center is acting upon recommendations, incorporating them into strategic plans and tactical activities. This session will present findings, implementation, and suggest implications for similar international endeavors.

259. MIM 01: Minorities in Media

9:15 am to 10:15 am

East- Suite Tower - 2: *Carroll Ford*

Facilitator:

Camille Dickson-Deane, University of Missouri - Columbia

a. The Caribbean Educators Network (CEN) E-Mediating Framework *LeRoy Hill*, Government of Anguilla

This presentation draws on a 3-year design based action research exploration within the online social networking context of the Caribbean Educators Network (CEN). The research aimed to establish the possible benefits from a framework-driven approach, given that designers of such online environments are not typically driven by any particular theoretical or design frameworks. Therefore through 4 cycles of action research, I explored the development of a framework for mediating collaborative knowledge-building within CEN groups.

b. The Implications for mLearning in Southern Africa: An Educational Revolution? *Temba C.*

Bassoppo-Moyo, Illinois State Univ

During the past 10 years, the adoption of mobile phones in the wireless communication industry around the world has seen phenomenal growth on an international scale. This paper explores a project that utilizes smart personal digital devices and smartphones for teaching a variety of courses and domain specific courses to students in mainly remote areas of South Africa and the neighboring states. Preliminary results have been promising for these types of mobile interactive blue-tooth technologies.

260. Posters: Friday- 9:15a

9:15 am to 10:15 am

East- Suite Tower - 2: Grand Ballroom C

Presenters

- a. DD T02 - A New Kind of E-Learning: A Review of the Design and Development Process to Innovate Online Learning for Young Adults** *Quincy Conley*, Arizona State University; *Renee Pilbeam*, Arizona State University; *Angela Barrus*, Arizona State University; *Robert Christopherson*, Arizona State University

In this presentation, we will review the instructional design process for design and development of an innovative e-learning course that was created to include social network elements such as video, comments and networking to enhance the learning experience. Furthermore, we will explain the important factors that need to be considered when designing and developing a course for this topic and population.

- b. DD T11 - Effect of Visual Cues in Multimedia Case-Based Instruction: Evidence from Eye Tracking Technology** *Heng Luo*, Syracuse University, IDDE; *Tiffany A. Koszalka*, Syracuse University; *Ye Chen*, Syracuse University

This study employs eye-tracking technology to investigate the effect of visual cues in multimedia case-based instruction (MCBI). Eye data such as fixation time, fixation count and movement path were collected during the study to document how participants directed their attention during the learning process. The study aims to provide empirical evidence on how visual cues affect learners' learning pattern and learning outcome, and propose guidelines for designing effective MCBI.

- c. DD T14 - Five Design Features for Developing an Educational Game: Zahira Merchant**, Texas A&M University; *Mehmet Oren*, Texas &M University
We used the framework proposed by McNamara, Jackson, and Graesser (2009) for designing a game to enhance players' motivation. According to this framework, game features can be classified into five broad categories: feedback on players' performance, incentives, task difficulty, control, and environment. The presentation will discuss the five features, its implementation in the current game design, and plans of testing the effectiveness of this learning environment.

- d. DD T15 - Game-Based Learning: Leisure or Learning? The Impact of Student's Perceptions.** *Sylke Vandercruyssen*; *Geraldine Clarebout*,

University of Leuven; *Jan Elen*, CIP&T, KU Leuven
Notwithstanding the popularity of educational games, empirical research and evidence for the expectations is limited. This study focuses on the joint investigation of game and learner-related characteristics on students' learning processes. We want to determine what factors influence student's perception, and in turn, influence the game-based learning processes. More specific, whether playing an educational game in a classroom context versus playing the same game in a leisure context has a differential effect on students' performances.

- e. DD T23 - The Design Principles of Collaborative Mobile Apps** *Eun Ju Jung*, Pennsylvania State University; *Orrin Murray*, Penn State University
Wide-spread use of mobile device in our culture is soaring. Portability, popularity, and an ability to connect people through communication are features of mobile devices that support learning in educational settings. While many institutions are beginning to provide students with mobile devices, it is not clear that principles exist to facilitate creative and collaborative learning experiences. As the popularity of these devices grows, design principles of collaborative mobile apps is needed more than ever.
- f. DD T27 - Which Web Tools, for What, and How: Frameworks for Implementing Multiple Web Technologies for Improving Teaching and Learning** *Seung Won Yoon*, Western Illinois University; *Yonjoon Cho*, Indiana University-Bloomington; *Sunyoung Park*, Indiana University

This session will share the pedagogy, course processes, and changes in the students' perception and competence of popular Web tools from one undergraduate course, entitled Using the Web for teaching and learning. Instructors are frequently challenged with the lack of guidelines for selecting and implementing popular Web tools. Course instructors who want to incorporate popular Web 2.0 technologies to improve teaching and learning will benefit from shared practices.

- g. DL1 - The Relationship between Social Conflict and Learning Interactions** *Kui Xie*, The Ohio State University; *Nicole C. Miller*, Mississippi State University; *Justin Allison*, Mississippi State University

This study analyzed an authentic online learning phenomenon where social conflict, including harsh critique and negative tone, weaved throughout discussions in an online class. Content analysis method was applied and the results revealed significant relationships between social conflict and

learning interactions. Even though social conflict only occurs occasionally in online classes, it plays an important role that influences the climate and culture of the online learning community.

h. DL2 - Building Better Dialog Between Students through Creating Structured Online Discussions with Protocols *Funda Ergulec*, Indiana University

This presentation will address how protocols have been applied to create structured online discussions in a realistic context. Based on feedback from instructors, the presenter will discuss the evidence of how online protocols have proven to be effective in providing a better dialog and discussion between students, by reducing instructor workload and creating deeper learning experiences in asynchronous online environments. The session will also share the benefits and challenges of using online protocols.

i. DL4 - Cognitive Presence in Virtual Environments: Analysis of a Forum Discussion on the PROEDI Social Network *Eliana Santana Santana Lisboa*, University of Minho; *Clara Coutinho*, Institute of Education University of Minho

This article describes a study that aims to analyse and detect the cognitive presence on the PROEDI network discussion forum, titled “Experiences with the use of ICT”. For this purpose we take a conceptual framework adapted from Garrison, Anderson and Archer, (2001), with the purpose to understand the process of constructing meaning in online discussion forums with predominance of asynchronous communication, taking into consideration the following phases: Triggering Event; Exploration; Integration, Resolution.

j. DL5 - Collaborative Teaching in the Online Environment *Teresa Faye Collins*, Tiffin University; *Nancy Chiara*, Morehead State University

This poster session presents best practice strategies illustrating how pairing well-matched instructors in online courses provides students with an enriched learning experience. The synergistic effect of collaborative teaching allows students to capitalize on the blended expertise of teachers while thoughtful combinations of tailored assignments and assessments produce an engaging educational climate.

k. DL7 - Use of Assessment Methods in Online Courses *Xiaoqing Liu*, Indiana University; *Richard Magjuka*, Indiana University

there is little documented knowledge regarding what common assessment methods are used in practice by online instructors and how they design assessment methods for online courses. The purpose of this research is to fill in such gap by investigating the

existing practices of using assessment methods in an online MBA program. We hope this study will contribute to the base knowledge of using assessment methods in online education and lead to further discussions and research regarding designing and implementing effective assessment strategies in online education.

l. MP1 - Developing Mobile Instructional Content using Lectora Inspire *Florence Martin*, University of North Carolina - Wilmington; *Dana Bobbert*, University of North Carolina at Wilmington

Educators and researchers are in the process of determining best practices for the design and development of mobile instructional content. The purpose of this reflection paper is to: 1) Describe the experience using Lectora inspire as a development tool to design and develop mobile instructional content. 2) Showcase projects from an instructional technology class who used Lectora to design mobile instructional content. 3) Discuss the type of mobile content that users prefer for mobile learning.

m. MP2 Using Articulate to Create an E-Learning Module for Healthcare *Michael Webb*, University North Carolina- Wilmington: Graduate Student; *Florence Martin*, University of North Carolina - Wilmington

Presenting a reflection paper and rapid e-learning module created for a healthcare performance issue using the Articulate software tool. The paper speaks to the design and development phases of the project, and illustrates personal experiences in transforming a PowerPoint into a self-directed Articulate module.

n. TE01 - A Web-Enhanced, Case-Based Instruction Model in Student Teaching *Jackie HeeYoung Kim*, Armstrong Atlantic State University

The purpose of this study is to descriptively report findings on the use of an online discussion group designed to strengthen communication, case-based problem solving skill, and reflection among student teachers. The study uses the case-based Internet discussion as a tool that mediates problem solving skill, reflection, and communication for novices, (i.e., student teachers.) In this study, the case-based problem solving approach will partner with IDEAL approach advocated by Bransford and Stein(1993).

o. TE02 - An Evaluation of the Student Teaching Triad Model in a Secondary Teacher Education Program *Heng-Yu Ku*, University of Northern Colorado; *Chelsie Hess*, University of Northern Colorado; *Kimberly Kaufeld*, University of Northern Colorado; *Eugene Sheehan*, University of Northern Colorado

The purpose of this study is to investigate the student teaching triad model in a secondary teacher education program. The dynamic relationships among student teachers, cooperating teachers, and university supervisors will be examined. Emerging themes from the open-ended questions and focus group interviews will be identified. Evaluations of partnerships provide opportunities to test, refine, and inform the practice of supervising and mentoring student teachers.

p. TE03 - Apps Used in the K-12 Classroom *Deanna Romano*, Ashland University; *Brandi Noll*, Ashland University

What educational apps are teachers currently using within their classrooms and how are they using them? A state wide (Ohio) survey was distributed to teachers in order to identify what educational apps are being used and how they are using them to meet student-learning outcomes and/or for professional applications.

q. TE06 - Improving Pre-service Teachers' Beliefs about Technology Use for Education *Erkan ER, Michael Orey*, The University of Georgia

This study proposes a framework for improving teachers' beliefs about effectiveness of technology in education and discusses design guidelines for the development of a web-based tool supporting belief change based on the proposed framework. For that purpose, this study provides a review of nature of teachers' belief system and investigates the theories supporting belief change in order to find out evidences which may help belief change regarding the effectiveness of technology in education.

r. TE07 - Pre-service Teachers' Identities and Attitudes toward Using Technologies *Bi-Jen Hsieh, Vanessa Dennen*, Florida State University

Teachers' identities influence their actions and attitudes in teaching and learning, as well as the way they develop as teachers. This study examines the pre-service teachers' identities and analyzes their attitudes toward the use of technology in education. A discourse analysis approach was used to interpret information posted on blogs. Three roles were defined by pre-service teachers. The findings show early experiences affect pre-service teachers' attitudes and beliefs toward technology use in their future career.

s. TE11-Online K-12 Teacher Preparation *Muruvvet Demiral*, Indiana University

Online K-12 is rapidly increasing and already a few states of United States have revitalized their state policies to incorporate online K-12 education into their current system. Indeed, the instruction in face-to-face environment is different from online. Due to the

change and the increase of online K-12, understanding the role of teachers is getting important. For this reason, in this literature review, I will be investigating what teachers need to know in order to be prepared to teach online.

261. Presidential Session 14

9:15 am to 10:15 am

East- Suite Tower - 01: Wilkinson

a. Intellectual Property in the Age of Globalization

Leonard D DuBoff, AECT; *Mary Ann DuBoff*, AECT

The program will cover Intellectual Property as it applies to online education. It will include an explanation of the high points of the America Invents Act as applied to educators, the importance of trademark protection, and an analysis of recent copyright cases (including fair use and translations) which must be considered when teaching in both brick and mortar as well as online venues. Url infringements will also be discussed.

262. Presidential Session 15

9:15 am to 10:15 am

East- Suite Tower - 1: Sampson

a. Textbooks Used in Graduate Programs in Instructional Design and Technology: Comparisons Across Time and Countries

Tristan Johnson, Xinrong Xue, Florida State University; *Melissa Mackal*, eLearning Advancements, LLC

A survey was administered to look at textbooks used in Instructional Design and Technology graduate programs. We will present the methods and results from a follow-up study that was conducted in 2009-10. Based on the findings, there were various changes and trends that will be discussed. We will review which textbooks were the most frequently used in our field. We will review the use of these textbooks for the International programs in our field.

263. RTD 03: Impacts & Dissemination of Scholarship

9:15 am to 10:15 am

East- Suite Tower - 3: Wilson

Facilitator:

Minkyong Kim, Indiana University

a. Web Presence & Search Engine Optimization for Academics: Rethinking Scholarship & Knowledge Dissemination in a "Google World"

Patrick Lowenthal, Boise State University; *Joanna C. Dunlap*, University of Colorado Denver

Faculty need to begin re-thinking what it means to be an academic and a scholar in a "Google world." If Google can't find your work, then it's essentially

irrelevant because others aren't finding it. In this session, we present problems with old modes of knowledge dissemination, outline strategies academics should be following to build a web presence and improve their search engine ranking, and conclude with some data we've collected to support our claims.

b. The Influence of One Scholar on Another: A Citation Analysis of Highly Cited Authors in Instructional Design and Technology *Tyler Small*, Brigham Young University; *Peter Rich*, Brigham Young University

The purpose of this research was to identify the academic influence of the most cited researchers in Instructional Design and Technology. Basing our analysis on the ten most prestigious journals, as recently identified by Ritzhaupt, Sessums and Johnson (2011), we reveal who the most cited authors are, and who appears to have influenced their work the most. Results revealed a diversity of other disciplines have shaped the thinking in the field, most notably psychology. We discuss these results and their implications for current IDT research and practice.

264. RTD 13: Researching Problem Solving & Problem-Based Learning

9:15 am to 10:15 am

East- Suite Tower - 3: Taylor

Facilitator:

Yunjeong Chang, University of Georgia

Presenters

a. A Meta-Analysis of Self-Directed Learning in Problem-Based Learning *Heather Leary*, University of Colorado-Boulder; *Andrew Walker*, Utah State University; *Brett Shelton*, Utah State University

This presents a meta-analysis on self-directed learning in problem-based learning. A total of 75 outcomes from 38 studies resulted in a statistically significant overall medium effect size of $g = 0.45$, favoring problem-based learning. Subgroup analyses focused on four aspects of self-directed learning with an emergent theme of "process and outcome" related to self-directed learning. Findings and conclusions provide the first synthesis in problem-based learning focused on self-directed learning.

b. The Sequential Analysis of Collaborative Causal Mapping Processes and Effects on Students' Causal Understanding *Woon Jee Lee*, Florida State University; *Allan Jeong*, Florida State University

The purpose of this study was to explore the nature of students' mapping and discourse behaviors while constructing causal maps to articulate their understanding of a complex ill-structured problem. In

this study, six graduate-level students were assigned into one of three pairs, and each pair used the causal mapping software program, jMAP. Sequential analysis was used to analyze behavioral data from each pairs' video scripts

265. RTD 28: Invited Session: Physiological Measures in Instructional Design & Technology Research

9:15 am to 10:15 am

East- Suite Tower - 3: Stanley

Facilitator:

Ana-Paula Correia, Iowa State Univeristy

Presenters:

Roger Azevedo, McGill University

Ginger Watson, Old Dominion University

Discussant:

Amy Adcock, Old Dominion University

266. Roundtables: Friday- 9:15a

9:15 am to 10:15 am

East- Suite Tower - 2: Grand Ballroom B

Presenters

a. DD-R18 Creating Apple Apps 101: Things I Wish I Knew Before I Built My First App *Qing Zhang*, Emporia State University; *Daphne C.Y. Tseng*, Emporia State University; *Niwar Hamzani*; *Dusti Howell*, Emporia State University

This presentation will provide answers for educators who want to engage their students in a mobile learning environment but have no computer programming background knowledge. In this session we will share what we learned in teaching a group of absolute beginners how to build Apple apps with Xcode and then how to implement these apps in the classroom. We will also discuss what options are available for building Apple Apps without programming in Xcode.

b. DD-R19 Skill Development Theory and Educational Game Design: An Integrated Design Framework *Syahidatul Khafizah Mohd Hajaraih*, University of Illinois at Urbana-Champaign

The use of skill development theory in designing educational games is pertinent to the future growth of the field of educational gaming. Without a basic understanding of how to teach a skill effectively, designing a game based on skill development can be difficult. This paper incorporates skill development theory offered by Romizowski (2009) with the educational game development methodology proposed by Linek, Schwarz, Bopp and Albert (2010), which provides a framework for game design.

c. DD-R22 An Examination of the Design Process of a Literacy Game *Cindy York*, Northern Illinois University; *Hayley Mayall*, Northern Illinois University; *Jui-Ling Chiang*, Northern Illinois University; *Aline Click*, Northern Illinois University; *Jason M Underwood*, Northern Illinois University

This presentation includes discussion on the process of the design of an educational literacy game designed over a semester. The Digital Convergence Lab at Northern Illinois University in cooperation with faculty from the Educational Technology, Research and Assessment (ETRA) department and students in Computer Science, ETRA, Literacy, and Art designed an educational literacy game. This interdisciplinary team met with design challenges that will be discussed as well as other aspects of the instructional design process.

d. DDL-R01 Mobile Social Learning 2.0 in an Online Course: What about Google+? *Yu-Chang Hsu*, Boise State University; *Yu-Hui Ching*, Boise State University

This research investigated the impact of integrating mobile technologies and social learning through Google+ on graduate students' sense of community, participation level of course activities, and social learning in an online course. Through mixed-method design, the authors aim to gain insight from the study to provide useful design suggestions for educators to incorporate mobile social learning in a meaningful and engaging way. Instructional design implications, implementation suggestions, and challenges will also be discussed.

e. DDL-R05 IT Forum: Social Exchange, Communication, and Learning over a Listserv in the Age of Globalization *Scott Warren*, University of North Texas; *Jenny S. Wakefield*, University of North Texas

For nearly two decades the Information Technology Forum listserv was hosted at a southeast university. As part of a change in hosting a survey was conducted to examine the opinions of members about the current state of the Forum. Further, the instrument was intended to explore possible changes in technology tools to improve delivery of professional development related discussion. Members indicated that they find value in the communication, professional development, and community the Forum provides.

f. DDL-R06 Pre-service Teachers' Online Participation and Critical Thinking in Wikibooks *Nari Kim*

In order to investigate how to use wikibooks as a scaffolding tool in a formal learning context, the degrees of online participation and critical thinking in

wikibook creation were examined under instructional guidance. This study was executed as a mixed-method study incorporating multiple-case study and computer-mediated discourse analysis. The findings identified key successful factors of pre-service teacher education in web technology-based learning environments and presented new instructional strategies for participatory learning.

g. DDL-R13 Service-Learning Goes Online: Lessons on Improving Online Learning from an Online Course Incorporating Service Learning in Students' Communities *Sunnie Watson*, Ball State University

Service-learning has vocal proponents and an established history in higher education. Service-learning can promote student engagement, student-directed learning, and support students in establishing meaningful connections between scholarly knowledge and practice. Much more rare, however, is the implementation of service learning in an entirely online courses. This session will discuss the lessons learned from an online course on technology policy that had students create service-centered projects to be implemented in their local communities.

h. DDL-R15 Designing Mobile Learning for Pre-Service Teachers *Nari Kim*

The purpose of this study is to investigate how to enhance pre-service teacher's learning experience under instructional guidance in mobile learning environments. This study will explore the nature of mobile learning and identify key successful factors of mobile learning to improve students' engagement and higher order thinking skills in formal learning environments.

i. DDL-R16 Synchronous Online Learning in Graduate Education *Peter Fadde*, Southern Illinois University

The host of this roundtable has been using the Live Virtual Classroom (LVC) program Adobe Connect for several years in a graduate instructional design program. Select classes are run a blended format in which some students attend on site in a computer classroom and some attend online. The roundtable is intended for discussion with others who are using, or are considering using, synchronous sessions in graduate education.

j. MP-R7 E-Learning in Practice: The Use of HTML Learning Modules in the Undergraduate Classroom *Ashley Scott*, East Stroudsburg University; *Richard Otto*, East Stroudsburg University

This mixed methods research study focused on the student perceptions of the use of Adobe Captivate

e-learning modules used in the undergraduate media communication classroom to teach students how to code HTML webpages using Notepad. This presentation will focus on the design of the modules, the use of Adobe Captivate 5.5, the implementation, and results from the study.

k. MP-R8 Enhancing Digital Literacy on the St. Regis Mohawk Reservation *Anthony K. Betrus*, SUNY Potsdam

This presentation outlines the St. Regis Mohawk Tribe's initiative to identify and construct facilities to train 2500 people by 2013. This is a mid-year report of the training that was designed, as well as the game-based incentive structure used to motivate people to engage in and and persist in the training.

l. MP-R9 Explore the Possibilities of Kinect-Based Learning *Xinhao Xu*, Florida State University; *Fengfeng Ke*, Florida State University

This study examines the potential of integrating Xbox Kinect, an emerging body sensory device, to promote education. State-of-the-art deployment of Kinect is covered. Cognitive theories of embodied cognition and information processing are presented to ignite the discussion of Kinect's born characteristic of body-gesture driven interface and the design of Kinect-integrated learning environments.

m. TE13 Development of an Online Support Community for Pre-service Teachers During Student Teaching *Jesse Strycker*, East Carolina University

To address concerns over pre-service teachers at a research institution in the American South East only having one required education technology course prior to student teaching, an online support community was proposed to support their technology integration efforts. This study explored the interest of pre-service teachers for such a community, the functionality desires, and what additional services such a community could provide. Results of the study were used to develop a prototype online community.

n. TE14 Digital Storytelling and "My Memorable Teacher" in Japanese Pre-Service Teacher Education *Hitoshi Susono*, Mie University

Future teachers at Mie University, Japan, created a short digital story on the theme "My Memorable Teacher" in 2011. "My Memorable Teacher" was one of the best themes for digital storytelling in pre-service teacher education, since the process of digital storytelling made it very important that future teachers consider teaching, learning, and their dreams and futures. In this study the author discusses Narrative by students and Multiple Intelligences, and digital

storytelling and the ARCS model.

o. TE15 Pre-service Teachers' Beliefs about Using Web 2.0 Technologies: An explorative study *Ayesha Sadaf*, Purdue University; *Tim Newby*, Purdue University; *Peg Ertmer*, Purdue University

This presentation will describe an exploratory study investigating pre-service teachers' behavioral, normative, and control beliefs regarding their intentions to use Web 2.0 technologies in their future classrooms. The Theory of Planned Behavior was used as the theoretical framework. Findings and implications for teacher educators who are preparing pre-service teachers to use Web 2.0 technologies in their future classrooms will be discussed.

p. TE16 Teacher self-disclosure in online environments: Behaviors, boundaries, and consequences *Tiffany Roman*, Indiana University

To better define teacher self-disclosure practices in online environments (Mazer, Murphy, & Simonds, 2007), a private discussion forum was created in fourteen sections of an introductory educational technology course to examine pre-service teacher perceptions of online teacher behavior. Discourse markers (Halliday & Hasan, 1976) served as the method of analysis. Implications of the analysis revealed the presence of multiple discourses, including acceptable teacher practices, appropriate professional boundaries, and consequences of online behaviors.

q. TE18 Teachers' Attitude & Beliefs Toward Technology Integration: Issues & Concerns *Chien Yu*, Mississippi State University

By interviewing in-service teachers, the study is to identify factors that limited their use of technology in classroom-instruction, and further investigate teachers' attitudes toward emerging technologies. Recommendations based on this study provide educational leaders with insight into some of the many factors that teachers feel impact on their integrating technology into the classroom setting, and provide some insight into options available to help teachers meet the many challenges that the use of technology creates.

267. SICET - Students' Characteristics and Perceptions about Online & Mobile Learning - (7)

9:15 am to 10:15 am

West- Rivue Tower - 3: Holly

Facilitator:

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

Presenters

a. Perceptions about Mobile Phone Use: A Comparison of Chinese and American College Students **Barbara Rosenfeld**, Brooklyn College; **Sharon Anne OConnor-Petruso**, Brooklyn College CUNY; **Dan Wei**, University of Notre Dame
Mobile phones are used around the world, however, there are no definitive rules regarding their appropriate use. In the absence of such codification, the researchers used an international survey to understand the perceptions of Chinese and American college students' appropriate use of mobile phones both in the classroom and in other public places. Analyses of data will be reported. The presenters would like to encourage dialogue among members at the session to enrich the conversation.

b. Students' Characteristics, Locus of Control and Satisfaction with Online Courses **Guoqiang Cui**, Montclair State University; **Wei Li**, Virginia Tech; **Congwu Tao**, Virginia Tech
The purpose of this study is to explore online students' characteristics, locus of control and students' satisfactions of online courses. For this purpose, this study specifically focuses on investigating relationship of locus of control with students' satisfaction in online learning, and relationship between students' characteristics (age and gender) and their locus of control.

268. SMT 11: Future Teachers of America: Technology and the Pre-Service Teacher - (3)

9:15 am to 10:15 am

East- Suite Tower - 2: Nunn

Facilitator:

Lucilia Green, Georgia Southern University

Presenters

a. Analysis of Videos from a Professional Development Website for K-12 Literacy Leaders **Matthew Callison**, Indiana University Bloomington
This study analyzes a random sample of 53 videos featured on a top-rated professional development website for K-12 literacy teachers. This content analysis examines the characteristics of the videos, investigates the diversity (gender and race) of the

teachers and students featured in the videos, and attempts to understand if the videos address critical aspects of professional learning as identified by a research-based framework for teacher learning. Implications for teacher learning and professional development are discussed.

b. Examining ICT Integration in Primary Schools: Barriers and Enablers **ozlem baydas**, Ataturk University; **Yuksel Goktas**, Ataturk University; **Nuray Gedik**, Akdeniz University

The purpose of this manuscript is to investigate the main barriers and possible enablers experienced by primary school teachers in the integration of ICT into education in Turkey. The data were collected from 1373 teachers from 52 schools in 39 provinces. Results suggest that barriers are related to management of ICT investments as well as infrastructure problems. Based on findings, strategies for effective ICT integration for primary school teachers are discussed.

269. TED04 - Descriptions and Materials for Preservice and Inservice Courses and Informal Technology Integration Education

9:15 am to 10:15 am

West- Rivue Tower - 3: Dogwood

Presenter:

Lara M. Luetkehans, Northern Illinois University

Presenter

a. Descriptions and Materials for Preservice and Inservice Teachers' Technology Integration Education **Anne Ottenbreit-Leftwich**, Indiana University; **Jennifer Banas**, Northeastern Illinois University; **Clif Mims**, University of Memphis; **Craig Shepherd**, University of Wyoming; **Carmen Weaver**, University of Memphis; **Rick West**, Brigham Young University; **Susan Stansberry**, Oklahoma State University; **Jason Siko**, Grand Valley State University
This session will include professors from several different institutions describing how they educate their preservice and inservice teachers on how to integrate technology. Presenters will provide access to materials and review assignments and student example work. In addition to covering both preservice and inservice levels, presenters will also range in their approaches to educational experiences including courses, online tutorials, and informal professional learning networks (PLN's). Bring your own materials to share!

270. TED08 - Measuring the Impact of Technology Integration Professional Development for Inservice Teachers

9:15 am to 10:15 am

West- Rivue Tower - 3: Walnut

Facilitator:

Olgun Sadik, Indiana University

Presenters

a. Exploring the Use of an Online Support System as Just-in-Time Professional Development for Teachers **Kristin Brynteson**, Northern Illinois University; **Rhonda S. Robinson**, Northern Illinois University

Through a university/school partnership project, an online support system was developed to assist K-12 teachers' in a rural school district implement an interdisciplinary digital story creation activity into their science and social studies curriculum. This presentation will highlight the design and development of the support system and summarize the findings of the one year case study examining the teachers' use of the system.

b. Professional Development in Technology Integration: Measuring the Impact **Albert Ritzhaupt**, University of Florida; **Ann E Barron**, University of South Florida; **Feng Liu**

The Florida Digital Educator (FDE) program was developed based on research in professional development and technology integration. This study provides findings from the most recent implementation (2010-11) of the FDE training program. The training included a four-day summer institute, followed by mentoring and support during the subsequent academic year. Participants (N=471) completed the Teacher Technology Survey prior to the summer institute and again at the end of the subsequent school year.

271. VW 3: Virtual World History and Research Trends

9:15 am to 10:15 am

East- Suite Tower - 2: Clements

Presenters

a. History of the Worlds, Part 1: The Evolution of Virtual Worlds **Steve Downey**, Valdosta State University

Literature from the early days of virtual worlds is sparse and slowly disappearing, and the voluminous publications over the last 10 years are spread across numerous disciplines. This fragmentation poses a significant challenge to anyone entering the field as they typically don't fully understand the evolution

of these environments and their potential impact on global online learning. This research presents a historical review of major milestones and their contribution to the evolutionary process.

b. Examining MMORPGs and Learning: Research Trends and implications **Bodi Anderson**; **Chih-Hsiung Tu**, Northern Arizona University

This presentation provides an overview of current massively multiplayer online role-playing games (MMORPG) research and creates a conceptual framework for their use in support of learning. A definition of MMORPGs in education is considered in light of research, and considering previous studies on MMORPGs from a variety of disciplines, a conceptual framework for the use of MMORPGs in learning is created. Next an overview of current research trends in MMORPGs is examined, concluding with suggestions concerning future research.

272. ISMF: Friday-am Lab 1

9:30 am to 11:30 am

East- Suite Tower - 3: Segell

273. ISMF: Friday-am Lab 2

9:30 am to 11:30 am

East- Suite Tower - 3: Stopher

274. ISMF: Friday-am Lab 3

9:30 am to 11:30 am

East- Suite Tower - 3: Coe

275. ISMF: Friday-am Workshop 1

9:30 am to 11:30 am

East- Suite Tower - 3: Jones

276. ISMF: Friday-am Workshop 2

9:30 am to 11:30 am

East- Suite Tower - 2: Grand Ballroom A

277. AECT-C07 2nd Definition and Terminology Committee

10:30 am to 11:30 am

East- Suite Tower - 3: Fields

Chair:

Rita C. Richey, Wayne State University

278. CHANGE 4: Systemic Change

10:30 am to 11:30 am

East- Suite Tower - 3: Stanley

Presenter

- a. The Future of Higher Education: A Panel Discussion on the Systemic Change of Higher Education** *William Watson*, Purdue University; *Sunnie Watson*, Ball State University; *Charles M. Reigeluth*, Indiana University; *Francis M. Duffy*, Gallaudet University; *Beth Rajan Sockman*, East Stroudsburg University

The voices calling for the radical change of K-12 education are growing louder and more and more public. Likewise, higher education is increasingly being pulled into the debate about what is wrong with the current system of education. Critics are targeting tuition increases and faculty tenure while state governments cut funding. This discussion-focused panel session brings together systemic change experts to discuss a vision for what higher education needs to be come and how to approach the design of such a system.

279. D&D - Decisions Designers Make, and When the Instructors Aren't Making the Design Decisions (47)

10:30 am to 11:30 am

West- Rivue Tower - 2: Violet

Facilitator:

Stephan Junion, Nova Southeastern University

- a. A Multidisciplinary Examination of the Decision-Making Process Used by Designers** *Jill Stefaniak*, Wayne State University; *John Baaki*; *Monica Tracey*, Wayne State University; *Tamme Quinn Grzebyk*, Wayne State University

Design-thinking is an abductive and participatory process in which designers are required to manage constraints, generate solutions, and follow project timelines in order to complete project goals. This study explored how designers in various disciplinary fields approach design projects. Findings and trends identified from the interviews will be presented and recommendations for how instructional designers can approach design will be included in this session.

- b. The Course-in-a-Box: Design Issues** *Sharon Smaldino*, Northern Illinois University; *Lisa Yamagata-Lynch*, University of Tennessee

Much of the design of online coursework literature is based on the premise that the instructor is the designer. Largely that literature centers on issues and barriers of instructor-designer success. However, there are times when instructors are not the designers of the course. Have we considered the design issues when the instructor is separate from the design process? This study reviews issues raised by instructors who taught an online course that was pre-designed for them.

280. D&D - Design Cases: Web-Based Resources for Problem-Based Historical Inquiry (39)

10:30 am to 11:30 am

East- Suite Tower - 3: Morrow

Facilitator:

Ye Chen, Syracuse University

Presenters

- a. The Re-design of Persistent Issues in History Network** *Sungwon Shin*, Indiana University; *Minkyong Kim*, Indiana University; *Thomas Brush*

This design case describes the re-design of Persistent Issues in History Network (PIHNet) (<http://www.pihnet.org>), a hypermedia-enhanced web-based environment supporting social studies educators in their design and development of Problem-based Historical Inquiry instructions. The legacy PIHNet had several issues regarding its design and functionalities, thus the new PIHNet based on the 3C's (Curriculum, Construction, Community) incorporates new features and tools to better leverage its users. The design process and rationale for design decisions are described.

- b. The Re-Design of the Wise Practice Case Database** *Sungwon Shin*, Indiana University; *Minkyong Kim*, Indiana University; *Thomas Brush*

This design case describes the re-design of the Wise Practice Case Database which supports a hypermedia-enhanced case-based learning approach in teacher preparation programs, as well as teacher professional development with good practice models of Problem-based Historical Inquiry instructions. The new Case Creator is designed to provide more flexible and sustainable case development environment, and the new Case Viewer is designed to support easy access of the elements of each case in the WPCD.

281. D&D - Encouraging Meaningful Interactions and Higher-order Thinking On-line (31)

10:30 am to 11:30 am

West- Rivue Tower - 2: Jasmine

Facilitator:

Nada Dabbagh, George Mason University

- a. Developing Interactive Online Business Courses: Building Learning Communities** *Pawan Jain*, University of Memphis; *Smita Jain*, University of Memphis; *Mark Sunderman*, University of Memphis
- This study presents the first empirical analysis of actual classroom interactions to test the relationship between the instructional design elements and meaningful interactions among students. Findings suggest that the level of meaningful interaction can be

improved by dividing the students into smaller groups, using introduction sections, and limiting participation from the instructor. The results of this study can prove to be useful for practitioners, designers or instructors, who are designing, developing or teaching online courses.

- b. Discourse Processes that Lead to Higher Order Thinking in a Video-annotated Pre-service Teacher Discussion** *Craig Howard*, Indiana University Bloomington; *Allan Jeong*, Florida State University
This study examined the discourse processes that elicited higher order thinking in discussions produced by 141 pre-service teachers as they placed text annotations over classroom-teaching videos. The discourse was grouped into topical threads and coded into six categories of speech acts associated with different levels of higher order thinking. Transitional state diagrams were produced to visually model/ identify differences in speech act sequences between threads that attained versus did not attain higher order thinking. <p>

282. D&D -Application of First Principles and Instructional Message Design (5)

10:30 am to 11:30 am

East- Suite Tower - 3: Beckham

Facilitator:

Brian Beatty, San Francisco State University

- a. Examining the use of First Principles of Instruction by Instructional Designers in a Short-term, High Volume, Rapid Production Environment** *Anne Mendenhall*, Florida State University; *James Klein*, Florida State University; *Tristan Johnson*, Florida State University
This presentation will report on the results of a design and development case study that investigated the use of Merrill's First Principles of Instruction and the decisions made by a team of designers. This study aims to provide validation of these popular instructional design principles within a specific context — a short-term, high volume, rapid production environment.
- b. Whatcha Say? Moving from a Transmission to a Conversation View of Instructional Message Design** *MJ Bishop*, Lehigh University
Instructional message design (IMD) has been described as the “next step” in the instructional design process –moving beyond deciding what methods will bring about desired knowledge changes toward specifying the exact form messages should take to optimize learning. But while instructional design has shifted from objectivist to constructivist views, IMD

has remained firmly rooted in a transmission model of communication. This presentation explores IMD's potential future relevance from the conversation theory view of learning.

283. D&D - The Technologies Behind iSkills: Joomla! + Video + iPhone (11)

10:30 am to 11:30 am

West- Rivue Tower - 2: Lily

Facilitator:

Brian Nelson, Arizona State University

- a. The Technologies Behind iSkills: Joomla! + Video + iPhone** *Eunbae Lee*, University of Georgia; *Seung Won Park*, University of Georgia; *Lloyd Rieber*, University of Georgia; *YounSeok Lee*; *Gregory Francom*, University of Georgia
iSkills is a Department of Education IES-funded project aimed at helping people with intellectual disabilities successfully transition from school 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 discuss the iSkills' formative production process to develop a video-based community using Joomla coupled with hwdVideoShare and iPhone application.

284. DDL-23 Online Distance Education Research

10:30 am to 11:30 am

East- Suite Tower - 3: McCreary

Facilitator:

Michael Waugh, The University of Tennessee

- a. Going the Distance in Global Education: Research Is the Key** *Carol A. McGehe*, K12, Inc.
Designing effective curriculum for a global market begins with an earnest study of relevant research. Development teams must be willing to challenge their own assumptions about education and maintain flexibility while working within prescribed mandates. The presenter will facilitate a discussion that promotes the sharing of resources, identifies challenges in global curriculum development and addresses strategies to overcome limiting factors.
- b. “Judging Me by What I Do”: Comparing Special Education and General Education Cyber School Students** *Dennis Beck*, University of Arkansas; *Robert Maranto*, University of Arkansas
Some virtual schools have identified special needs students as a market niche. We surveyed parents (n=159; 39% response) and students (n=339; 65% response) at a school where special education students

accounted for 26% of the student body. Findings indicate that special education parents and students are more likely to choose their cyber school because of learning needs, as well as behavioral and bullying issues at their previous schools; they also give it higher relative ratings.

285. DDL-Panel 6

10:30 am to 11:30 am

East- Suite Tower - 1: Laffoon

Facilitator:

Stephen Richard Rodriguez, Texas A&M University-Corpus Christi

a. Intersubjectivity within Threaded Discussions:

A Panel Discussion to Define and Demonstrate

Barbara M. Hall PhD, Multiple Affiliations; **Vanessa Dennen**, Florida State University; **Lina Metlevskiene**, Kansas State University

As School House Rock told us, three is a magic number. Connect with three researchers from three universities sharing three different perspectives of intersubjectivity, a construct related to the co-construction of knowledge within threaded discussions in online course rooms. It is not enough to merely interact in the Age of Globalization; we must develop ways to cultivate interdependent synergies. Join this discussion and demonstration of intersubjectivity through presentation, conversation, and a brief activity.

286. GSA 02: Conversation with the President-Elect

10:30 am to 11:30 am

East- Suite Tower - 2: Brown

Facilitator:

Ashley Scott, East Stroudsburg University

Presenter:

Steve Harmon, Georgia State University

287. ICEM Web 2.0 (6)

10:30 am to 11:30 am

West- Rivue Tower - 3: Poplar

Facilitator:

Cheng-Chang Pan, University of Texas at Brownsville

a. Images in Telecommunication Projects: A

VoiceThread Example Szu-Yueh Justine Chien, University of Georgia; **Chun-Min (Arthur) Wang**, National Hsinchu U. of Ed.

An image-based online communication Web 2.0 tool, VoiceThread, is used in this cross-cultural communication project between Taiwanese and

American college students. The researchers use the Visual Literacy Competency Standards for Higher Education developed by the Association of College and Research Libraries in 2011 to analyze the participants' images and texts in order to understand the influence of image-based cross-cultural communication on the participants' visual literacy development and cross-cultural understanding.

288. ID Panel2 - International Forum

10:30 am to 11:30 am

West- Rivue Tower - 3: Dogwood

a. International Forum Chih-Hsiung Tu, Northern Arizona University; **Meifeng Liu**, Beijing Normal University; **Michael K. Thomas**, St. John's University; **Wan-Lin Yang**, University of Wisconsin; **Mehmet Emin Mutlu**, Anadolu University; **Luca Botturi**, Seed Learn (non-profit);

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.

289. LEAD 01: Guidelines/Frameworks for Organization/ Institutional Leadership

10:30 am to 11:30 am

East- Suite Tower - 1: Sampson

Facilitator: **Susan Farber**

a. A Framework for the Examination of Institutional Online Learning Initiatives **Cheryl Murphy**

This presentation will provide an overview of the shifting demands and increased focus on online learning, and examine the wide range of academic and administrative components that must be understood by higher education leadership to effectively guide institutions as they strive to meet these changing needs. A framework for institutional leadership will be provided relative to strategies, processes, and procedures that includes examination of online policies, infrastructure, resources, academic offerings, faculty, and students.

b. Guidelines for Leading Interdisciplinary, Globalized Educational Technology Organizations: **Are We Over-specializing or Under-specializing?**

Eugene Kowch, University of Calgary - Faculty of Ed
Educational technologists are influential leaders who need to know much more about the nature of leading the complexity of globalized, adaptive

complex organization systems (Author, 2011; Reigeluth & Duffy, 2009; Goldstein et al., 2011). By considering first the conditions of the organization and then the qualities of organizations in flux, education technology leaders can explore some key features of the critical contexts and dynamics of (leading) a complex globalized organization. First, the construct of specialization, including: (1) redundancy and (2) diversity that describe the very possibility for emergence (system wide change) in today's specialized, globalized organization are investigated with examples. Then by exploring a new framework for understanding specialization in a new way within active, resonant globalized organizations at the cusp of change we examine how to 'get change done' as system leaders (Author, 2012 in press). This means recasting leadership and change in the interdisciplinary way that we do implicitly in educational technology – by going beyond the shortcomings of classic educational leadership theory and systems thinking (Author, 2009). Finally, this overview of the dynamic features found in powerful, adaptable globalized organizations is extended by outlining (1) organization learning and (2) innovation features found in emerging organizations/relational networks at the cusp of change. If you want to build potential change, you'll enjoy our conversation.

290. Posters: Friday- 10:30a

10:30 am to 11:30 am

East- Suite Tower - 2: Grand Ballroom C

- a. **DD T08 - Designing E-learning for the “Age of Globalization”:** Using Guided Experiential Learning to Foster Higher-Order Thinking *Kendra Minor*, University of Central Florida; *Naomi Malone*, University of Central Florida
In the “Age of Globalization”, the design of distance learning environments requires the utilization of new instructional strategies that facilitates the development of higher-order thinking skills. Our presentation describes two different lessons designed using Richard Clark's (2005) Guided Experiential Learning (GEL) model to illustrate how a blend of guidance and experiential learning may be applied to facilitate e-learning.
- b. **DD T10 - E- TESOL: A Free-of-Charge E-Learning Program for Elementary and Secondary Teachers of English in Vietnam** *Vien Cao, Phu Vu*, Southern Illinois University Carbondale
The E- TESOL program is offered free-of-charge to elementary and secondary teachers of English in Vietnam to improve their language proficiency and professional development. The program is totally online and sponsored by the US Embassy to Vietnam under the Civil Society Grant and The National Foreign Language 2020 Project, Vietnamese Ministry of Education and Training. A cycle of analysis, design, development, and evaluation was carried out before the implementation of the program on March 1, 2012. Critical factors that were found to influence the success of e-learning in research were considered during the design process of the program.
- c. **DD T20 - MindMeld: Improving the Instructional Design Process through Micro-Collaboration** *Penny Ralston-Berg*, Penn State World Campus
Partnerships between instructional designers and content experts have become a common model for online course development in both university and corporate settings. However, these partnerships can be fraught with communication breakdowns and confusion about roles. New formal and informal leadership techniques are needed to manage course development projects. This poster will address techniques for promoting a more productive and higher-quality design process through collaboration. The model presented applies to educational, corporate and non-profit settings.
- d. **DL3 - Online-Mentoring in Higher Education as a Means for Persistence, Retention and Graduation** *Gloria Natividad*, University of North Texas
Short Description: The issue of high attrition rates for undergraduate students enrolled in online courses has become a priority concern for higher education administrators and several foundations, and they are exploring every means possible to defy this trend. Online-Mentoring is being considered as a means to address persistence, retention and graduation. This study will discuss the possibilities Online-Mentoring offer in addressing this problem.
- e. **DL6 - Analyzing Online Asynchronous Discussions with a Visual Data Analytic Tool (SNAPP)** *Heather Tillberg-Webb*, Lesley University; *John McCormick*, Lesley University
In the age of globalization, learning analytics tools provide real-time visual displays to diagnose learning contexts. SNAPP (Social Networks Adapting Pedagogical Practice) is a browser plug-in that generates network diagrams of asynchronous online discussions within a learning management system such as Blackboard. Visual diagrams generated by SNAPP were used to study course discussions and recommend design interventions that structure effective communication in the online course environment.

f. SM1 - Bringing Data to Life into an Introductory Statistics Course with Gapminder *Dai-Trang Le*, Iowa State University

Instructors in introductory statistics classes often struggle to stimulate students' interest in the subject. With Gapminder, a free software for visualizing and animating the fact-based real world data in multiple dimensions, instructors can bring rather boring and mundane factual data to life into their classrooms. In this paper, I detail some important aspects of how Gapminder can be used to capture student attention and ignite their curiosity in statistics at the introductory level.

g. SM2 - Enhancing Globalized Experiential E-Learning through Virtual Field Trips *Li-Shan Eva Tao*, ISU; *Dillan Laughlin*, ISU

Some subjects such as culture are intangible and difficult to imagine without traveling. The Virtual field trip brings different world to the classroom and allows students to engage the environment in real time without traveling concerns. This study introduces a teaching method using streaming technology in a high school setting to enhance students learning about landfills in an environmental sciences class.

h. SM3 - Facebook = Church/School House On The Prairie Fostering Communicative Ideas *Adalheidur Reed*, University of North Texas; *Scott Warren*, University of North Texas; *Solveig Jakobsdottir*, University of Iceland

This study gauged whether or not the time has come for Universities to include Facebook social media (FBSM) as part of their curriculum. Universities all over the world are creating relevant real world curriculum for face to face (FTF), online and hybrid courses. Large scale use of FBSM in many sectors of the world begs the question has the time come that instructional designers can no longer ignore the FBSM as a classroom component.

i. SM4 - Transmedia for 21st Century Teaching and Learning: Thinking and Communication in a World of Information *Leila A Mills*, University of North Texas; *Jenny S. Wakefield*, University of North Texas

Transmedia communications are central to new models of instruction designed to support a dynamic and engaging twenty-first century classroom. As educators design instruction with a wide array of well-established and innovative instructional strategies, the goal is to support students in synthesis and innovation of ideas. Integrated communications technologies provide a transmedia world of information and interaction. Student-driven transmedia experiences

can promote creative and critical thinking through communicative actions discourse guided by thoughtful instructional design.

j. SM5 - Utilizing the Newest Social Media: Pinterest *Sadie Horan*, SIUC

This presentation will include demonstrations for accessing information found on Pinterest and shown how to employ ideas in future classrooms. Teacher education will include information on: the initial set up for individual accounts, tips on how to navigate and upload content. Partakers will also be taught a working vocabulary and skill set for traversing this site and using its contents to develop/share fresh ideas for organizing and developing curriculum and the physical space of a K-12 classroom.

k. TE04 - Children with Autism Spectrum Disorders: Software Evaluation and Technology Use *Demetria Ennis-Cole*, University of North Texas

Children with Autism Spectrum Disorders have problems with communication, social interaction, and behavior. It is difficult for them to function well in large class room settings. Problems with sensory integration and co-morbid conditions like ADD/ADHD, visual processing problems, learning disabilities, motor skill issues, and others make a typical classroom day difficult or impossible. This session explores technology which can help these students learn, connect with others, and sharing information.

l. TE08 - The Relationship Between Technology Integration Barriers and Pre-service Teachers' Beliefs and Intentions *Olgun Sadik*, Indiana University

An important issue in education today is the ability to effectively integrate technology into classroom teaching. Several studies have examined the factors affecting teachers' technology integration practices. However, these factors should not be examined independently from each other. This literature review summarizes barriers and influential factors, and explains the importance of pre-service teacher education for technology integration.

m. TE09 - Using Web 2.0 Multimedia to Reflect on Teaching *Ugur Kale*, West Virginia University

22 pre-service teachers in a mid-Atlantic university implemented lessons focusing on 21st century skills by collaborating with their "host" teachers at placement schools. Lessons were videotaped and uploaded to VoiceThread where participants used various multimedia annotation features (text, audio, video, and doodling) to comment on the videos. The objective of this study is to explore the effectiveness

of such multimedia annotation features in enhancing future teachers' teaching knowledge as reflected on their practices.

n. TE10 - Your School U: Partnerships Between Colleges and School Districts to Provide Professional Development *Jason Siko*, Grand Valley State University

Our school district teamed with a local university to provide much needed professional development in technology. Teachers and technology staff designed the courses around the tools available to the teachers in the district. Teachers received graduate credit for the courses which could be used for recertification. The university offered the classes for reduced tuition, and shared revenue with the district. This session will highlight the lessons learned from the first year of the collaboration.

291. Presidential Session 16

10:30 am to 11:30 am

East- Suite Tower - 01: Wilkinson

a. Collaborative Overview of the TPACK-Centered Teacher Education Initiative (TEI) *Jonathan M Spector*, University of North Texas; *Abbie Brown*, East Carolina University; *Glen Bull*, Editor, CITE Journal; *David Gibson*, SimSchool; *Marcus Childress*, Emporia State University

This panel of AECT and SITE leaders will share their association's collaborative efforts with Microsoft's Partners in Learning to develop a TPACK-based (Technology + Pedagogy + Content Knowledge) Teacher Education Initiative (TEI). The goal of the initiative is to ensure that future teachers are prepared to use technology effectively by building upon prior work such as the PT3 initiative, and continuing to advance this effort by incorporating new and emergent technologies.

292. RTD 06: Exploring Preservice Teachers' Pedagogical & Technological Knowledges

10:30 am to 11:30 am

East- Suite Tower - 3: Wilson

Facilitator:

Heather Leary, University of Colorado-Boulder

a. Preservice Teachers Learning Teaching Methods from Cases *Yasemin Demiraslan Cevik*, Hacettepe University; *Tulin Haslamani*, Bilkent University; *Serkan Çelik*, Kırıkkale University

The purpose of this paper is to examine the degree to which engaging in solving real life teaching cases helped preservice teachers learn about teaching methods. The participants included 67 students

enrolled in the Teaching Methods II course during 2012-2013 spring semester. During the three-week intervention, students studied cases related to teaching methods issues. We are in the process of developing rubrics to analyze students' responses to Case Analysis and Problem Solving questions.

b. Preservice Teachers' Everyday Experiences of Technology Use *Sebnem Cilesiz*, The Ohio State University

This study contributes to the current debate regarding whether today's learners are fundamentally different in their relationship to technology by investigating preservice teachers' everyday experiences of technology use and discusses the implications of these experiences for their teaching practice. Qualitative data were collected from 32 participants and are being analyzed in a narrative research frame. The findings of the study have implications for technology integration and teacher education.

293. RTD 21: Effects & Representations of Knowledge

10:30 am to 11:30 am

East- Suite Tower - 3: Taylor

Facilitator:

Yu-Ju Lin, University of Georgia

a. The effect of independent and interdependent group collaboration on knowledge extent, form and convergence *Ellen Taricani*, *Brittany Groff*, *Tutaleni I. Asino*, *Yaozu Dong*, Penn General *Ntshalintshali*, Penn State University; *Chakorn Techatassanasoontorn*, Pennsylvania State University; *Yu Wu*; *Roy Clariana*, RTD

This experimental investigation considered the effects of interdependent and independent group collaboration on the quality and extent of post-lesson knowledge (elicited as concept maps). Participants were undergraduate students (N = 37) randomly assigned by group (triads and tetrads) to condition. The interdependent participants' Postmaps were relatively more like the expert, and converged more as measured by intergroup similarity and by average graph centrality. Individuals' initial knowledge dominated the group maps and individual Postmaps.

b. Using Knowledge Maps to Facilitate the Progression of Knowledge Structures on the Lower and Higher Order Dimensions *Dirk Ifenthaler*, University of Freiburg; *Eva Grundl*, University of Mannheim

This research proposal reports a Category 1: Completed Study which investigates the influence of knowledge maps on the progression of knowledge structures on the lower and higher order dimensions.

68 high school students took part in a classroom experiment, where they had to prepare a text on the ion transport and solve problems on the lower and higher order dimensions. Results show that the availability and construction of knowledge maps facilitate the progression of knowledge structures on lower and higher order dimensions. However, knowledge maps did not reduce the self-reported mental effort.

294. Roundtables: Friday- 10:30a

10:30 am to 11:30 am

East- Suite Tower - 2: Grand Ballroom B

Presenters

- a. **DD-R01 The Role of Online Discussions in Creating Community: Through the Lens of the Community of Inquiry Framework** *Aimee deNoyelles*, University of Central Florida; *Baiyun Chen*, University of Central Florida; *Janet Zydney*, University of Cincinnati
The purpose of this session is to discuss the role of online discussions in creating community. We will share the results of our extensive literature review, which analyzes previous research on online discussions through the lens of the Community of Inquiry (COI) conceptual framework. By examining empirical research articles on the topic of online discussions, we expect the findings will identify universal evidence-based strategies for effective discussions and shape future directions for research and practice.
- b. **DD-R02 Designing a New Generation of Instructionally Sound, Flexible, Contextualized, Interactive, Online, Self-Study** *Tiffany A. Koszalka*, Syracuse University
Instructional design, learning, and technology integration principles guided the transformation of an advanced ID course into online, self-paced study requiring minimum faculty involvement. A variety of tutorials, guidelines, readings, self-checks, reflection prompts, and social media were integrated to disrupt traditional learning strategies in favor of contextualizing learning and providing learners with flexibility in their learning. Data from pilot tests informed enhancements. At this session we will discuss course and seek input into the next generation.
- c. **DD-R03 The role of partnerships in online program development** *Yedong Tao*, University of Wisconsin-Extension Continuing Education Outreach and E-Learning; *Tae Keun Jeon*, University of Wisconsin - Extension; *David Schejbal*, University of Wisconsin-Extension Continuing Education Outreach

and E-Learning

Three types of collaboration are emphasized for the new program course development process. Collaborations between faculty, the online program, online students, experts, field practitioners, and employers were promoted and strengthened. Using multimedia design strategies as best practices for approaching the new degree program development built the partnership between faculty, program, experts, and employers; enriched online course content; provided students with diversified learning experiences with multiple directions; and eventually ensured the success of the online program.

- d. **DD-R05 Sustaining Online Learning Motivation of Adult Learners with Cognitive Learning Strategies: A Motivational Design Approach** *Wen-Hao David Huang*, University of Illinois at Urbana-Champaign; *Sun Joo Yoo*, Human Resource Development, Dept. of Education Policy, Organization & Leadership, University of Illinois at Urbana-Champaign
This experimental study investigated the effects of cognitive learning strategies in supporting online adult learners' motivational processing in a cognitively demanding environment. All participants are adult learners recruited from an online Masters degree program offered by a land grant university. The results indicated significant effects of cognitive learning strategies in sustaining, instead of increasing, online adult learners' motivational states. The finding also implied the natural negative effects of online learning on adult learner motivation.
- e. **DD-R06 Building a Sustainable and Fulfilling Online Community for K-12 Teachers** *Dabae Lee*, Indiana University; *Jiyeon Jung*, Indiana University Bloomington; *Suhkyung Shin*, Indiana University Bloomington; *Anne Ottenbreit-Leftwich*, Indiana University; *Krista Glazewski*
Numerous online communities exist for teachers to access useful information, to enjoy social and emotional interaction among teachers, and to co-construct practical knowledge. However, little is known about how to build a sustainable and needs-fulfilling online community. In our presentation, we will discuss what makes a sustainable community and what teachers' needs are, and how to build such a community. We will address these questions.
- f. **DDL-R03 Role of Technology in the Convergence of Online Teacher Education and the Clinical-Based Model** *Thomas Joshua Fee*, Morehead State University Doctoral Student
A presentation exploring the role of technology in

the convergence of clinical-based models for teacher preparation and distance learning delivery models for teacher education. The presentation will highlight uses of emerging technologies to ensure accountability and equity in distance learning models and to provide continuous assessment of geographically-dispersed students in clinical-based programs. Focus will be given to the questions and issues that must be addressed as clinical-based strategies and online programs converge.

g. DDL-R04 Best Practices for Enhancing the Virtual Learning Spaces of Doctoral Candidates with Online Collaborative Sessions

Katie Hill, Morehead State University; *Chris Miller*, Morehead State University; *John Curry*, Morehead State University
This presentation will address the best practices for enhancing virtual collaborative sessions within a group of doctoral candidates. It will examine the effects of regular virtual meetings on the success and confidence level of doctoral candidates in an educational technology program, with an emphasis on teambuilding and developing a sense of community within the cohort.

h. DDL-R07 Assessing Self-Regulated Learning Strategies in Online Courses

Bruce Harris, Western Illinois University; *Reinhard Lindner*, Western Illinois University
Students who are successful in completing online courses tend to use self-regulated learning strategies. This presentation will discuss: a) various ways to assess students' use of self-regulated learning strategies, b) the authors' efforts in developing a model of self-regulated learning (SRL) and an inventory for assessing SRL, and c) implications of assessing SRL strategies for instructors of online courses.

i. DDL-R14 Facilitating Online Discussions at a MANIC Pace: A New Strategy for an Old Problem

John Curry, Morehead State University; *Jonene Cook*, Oklahoma State University; *Chris Miller*, Morehead State University
As the prevalence of online and hybrid courses continues to grow, instructional designers, faculty/teachers, and students alike all struggle to make meaning of online communications. This roundtable presentation will detail the MANIC online discussion strategy, a strategy developed by one of the researchers over a span of sixteen years teaching online.

j. MIM-R1 Technology Dilemmas of Teachers in a Developing Country: Case of Elementary Teachers in Thailand

Pornsuee Jamsri, University of

Missouri Columbia

This study's research focuses on elementary school teachers at suburban schools in Thailand. Extending from the pilot research, the qualitative method of interviewing is utilized whereby six participants shared the dilemmas that teachers confront with technology and media use in their schools. Consequently, this research highlighted technology issues for awareness by teachers to benefit them in selecting and using appropriate media tools in schools and to avoid technology dilemmas that might occur in the future.

k. MIM-R2 Tenets that Frame Instructional Design

Brandy Walker, University of Georgia; *Robert Maribe Branch*, University of Georgia
This session is for people who foster rigorous instructional design practice. Because instructional design has come to mean many things to many people, the term instructional design is often improperly used. However, several tenets have emerged over the past 50 years that frame instructional design doctrine and the absence of these tenets tend to violate instructional design doctrine. This presentation will present the tenets that frame instructional design.

l. SM-R01 Cartoon Based Learning Using Open Source Technology

James Allen
Cartoon Based Learning using the XLT3 (Xtreme Thinking & Learning) model is a visual and critical thinking approach to learning developed in three easy steps by Dr. Jim Allen, educator and cartoonist. XLT3 is a model that can be used as a research tool, analyzing story creation, producing graphic novels, and a learning tool in all disciplines. This model can be used as a guideline with three steps to effective use of open-source technology regarding online static and motion "cartoon creators."

m. SM-R02 Dropping Out of High School: The Role of 3 D Alice Programming Workshop

Jackie HeeYoung Kim, Armstrong Atlantic State University
This study explores how high schools, through their curriculum reform with technology, may influence students' decisions to stay in school. There is little focus on how the curriculum with technology projects might hold students in school. This study examines risk factors of why students drop out of high school and further investigate the potentials of a technology-related course that resist those risk factors, and increase protective factors for underprivileged students in an at-risk school.

n. SM-R03 Ethics and the School Librarian

Rebecca P. Butler, Northern Illinois University; *Barbara Fiehn*, Western Kentucky University

This session focuses on the school librarian, often considered an expert in the school when issues of intellectual freedom, intellectual property, and privacy occur. We will explore how a school librarian might serve as a role model, given such ethical issues.

Topics to be addressed include: copyright, censorship, privacy, and access to information in a variety of formats.

o. SM-R04 Good for Research? Using Mind Mapping as an Advanced Learning Tool *Vernon Czelusniak*, Capella University

Free and open software are integral and important elements in Bonk's (2009) model, WE-ALL-LEARN. One powerful software that is available free is mindmapping tools. Mind mapping is a technique used to capture ideas, themes, concepts, and tasks in a pictorial format. This session will demonstrate the power in mindmapping that is found in the connections and associations that are created between a word and a color, smell, picture, graphic, sound or symbol.

p. SM-R05 High School Students Going Global with LibGuides *Nancy Chiara*, Morehead State University

In an effort to increase the level of sophistication and diversity of sources used by high school level researchers, libraries are creating LibGuides to direct students to pre-selected sites. This presentation discusses and reflects on the impact of LibGuides in an urban high school media center.

q. SM-R06 Overview of Augmented Reality Technology and Educational Practice. *Hongri Lian*, Virginia Tech; *Yanzhu Wu*, Virginia Tech

The purpose of this presentation is to introduce augmented reality (AR) technology and identify its attributes from the perspective of theoretical foundation and explore a variety of AR applications practiced in educational settings and finally recommend future research directions on AR.

r. TE00 Online Mentoring and Professional Development for Pre-Service and Early-Career Teachers to Increase Teacher Retention *Carmen Weaver*, University of Memphis; *Trey Martindale*, University of Memphis

Retaining early-career teachers is multi-faceted (and expensive) problem. In this session we will describe our funded six-year project to increase teacher retention through online mentoring and professional development for pre-service and early career teachers. Over the years we have used several strategies, groups of personnel, and electronic tools and platforms. We will share our successes, failures, and lessons learned.

s. TE01 Aspiring School Administrators' Self-

Perceived Ability toward Technology Standards *Chien Yu*, Mississippi State University; *Jeng-Yang Wu*, Mississippi State University

The purpose of this presentation is to investigate aspiring school administrators' perceived ability to meet technology standards, and examine which standards they wish to pursue further in terms of professional development. The findings of this study can not only inform other educational leadership programs as they prepare administrators in their role as technology leaders, but also give suggestions to state government and schools to decide effective technology strategies and professional development opportunities.

t. TE02 Dimensions of Educational Quality *Ted Frick*, Indiana University

In today's political climate there is considerable talk about improving education by getting rid of poor teachers via value-added models. While good teachers are important for quality education, they are only part of what should be considered. The quality of education will not be improved unless we focus on all dimensions of education, not just the value added by teachers. Four dimensions of educational quality will be discussed, as well as criteria for evaluating them.

u. TE03 Encouraging Educators to Harness the Power of Mobile Learning: A 3-step Process for Designing Web Applications *Ashley Rhodes*, Kansas State University

This proposal is intended to contribute to the Teacher Education's Technological Innovations Division by describing the use of web applications to deliver course content to students. The method to be presented will provide an effective way for educators to create and deliver multimedia information while harnessing the power of mobile learning. Participants will be encouraged to design and create their own web app using Automator, a program native to every Macintosh computer.

v. TE04 Second Life to Support Intercultural Literacy: Pre- and in-Service Teachers' Perceptions and Expectations *Craig Shepherd*, University of Wyoming; *Tahani Aldosemani*, University of Wyoming

This session is intended for practitioners in teachers' education and practitioners in teachers' professional development through Second Life. In addition, it is intended for practitioners in multicultural education. This session will discuss the effectiveness of implementing Second Life in teachers' preparation programs to enhance their multicultural experiences. In this study, preservice teachers' attitudes towards

using Second Life for multicultural literacy was examined to explore the most effective strategies to implement this technology in teachers' programs.

- w. TE05 Student Technology Use: A Three Year Comparison to Determine the Use of Instructional Strategies in Technology-Integrated Activities** *Joe'l Patryce Lewis*, University of South Alabama; *Andrea Yohn*, University of South Alabama; *Jennifer Hadley*, University of South Alabama

The purpose of this study is to investigate the relationship between instructional strategies and student use of technology in the classroom. Standardized survey data collected over three academic years (2009-2011) from a U.S. Southeastern public school system highlighted a variety of relationships and predictors affecting student technology use. This study is will be used to further analyze how technology use impacts instruction and student learning.

295. SICET - Strategies and Practices for Online Teaching & Learning - (8)

10:30 am to 11:30 am

West- Rivue Tower - 3: Holly

Facilitator:

Hong Wang, Kansas State University

Presenters

- a. Facilitating Online Learning through Synchronous Technologies** *Xiaoxue Wang*, Florida Gulf Coast University; *Mary L McDowell Lefaiver*, Florida Gulf Coast University; *Dave Jaeger*, FGCU; *Amy Rothenberg*, FGCU; *Pauline Courchene*, FGCU; *Melody Hazeltine*, FGCU

Effective facilitation of online learning is a big challenge to many online educators and is vital to the success of all online educational technology programs. Synchronous technologies such as Adobe Connect can effectively address many observed online learning problems. This presentation share with the audience Do's and Don'ts of using Adobe Connect to facilitate online learning in a graduate course of educational technology program with examples from the students.

- b. Online Courses Design: Strategies and Practices** *Shuyan Wang*, University of Southern Miss

This presentation discusses the strategies and practices of designing, developing, and delivering a technology-enriched online course. Teaching strategies and practices as well as different communication tools and issues/concerns when integrating these tools into an online class are illustrated with actual examples used in a graduate online class. This presentation intends to

demonstrate how to create an effective online learning environment and teach efficiently.

296. SMT 10: STEM: The Latest Technology - (3)

10:30 am to 11:30 am

East- Suite Tower - 2: Nunn

Facilitator:

Lucilia Green, Georgia Southern University

Presenters

- a. Research on Automated Quality Indicators of Instructional Architect Projects Designed by Teachers** *Min Yuan*, Utah State University; *Mimi Recker*, Utah State University

The Instructional Architect offers a free, web-based, digital library service to support teachers designing and sharing IA projects. The quality of IA projects varies and needs to be evaluated to benefit other users. This study investigates 72 IA projects, analyzes the correlation between teacher information, project information and the quality of IA projects. It aims to identify automated indicators that can inform the quality of IA projects.

- b. Sharing and Using STEM Digital Content in School Libraries** *Marcia Mardis*, Florida State University

This session will review the collection development challenges posed by digital resources and explore research-based strategies and an IMLS-funded tool to automatically generate editable, standards linked MARC records.

- c. Supporting Students' Learning and Scientific Argumentation in Technology-Enhanced Learning Environments: Distribution of Scaffolds** *Hale Havva Ustunel*, METU; *Saniye Tugba Tokel*, Middle East Technical University

To find answers to the questions such as how argumentation-driven inquiry in technology-enhanced learning environment must be promoted and how a technology-enhanced learning setting can best be designed requires further research and qualitative study. The purpose of study was to explore how to design technology-enhanced learning environments with the dynamics among teacher-student-technology to facilitate scientific argumentation. For the study, 43 grade 6 students in three classes participated in Web Based Science Inquiry environment. The presentation will discuss the results of the study and present some guidelines on design of such environments.

297. TED19 - Using Technology to Facilitate Field Experiences in Preservice Teacher Education

10:30 am to 11:30 am

West- Rivue Tower - 3: Walnut

Facilitator:

Xiaokai Jia, Indiana University

Presenter

a. The Role of Field-Experience Videos In Pre-Service Teacher Training Programs

Deanna Romano, Ashland University; *Marian Maxfield*, Ashland University; *Mary Rycik*, Ashland University

This study focuses on the role of video in pre-service teacher (PST) observations of the first day of school and the impact of peer reviewing the videos on learning of new teaching concepts and the future application of learned concepts. Since PSTs do not always have the ability of observing the first day of school directly, peer videos were shared to investigate the impact of viewing field videos and future use of teaching practices.

298. VW 4: Engineering and Virtual Worlds

10:30 am to 11:30 am

East- Suite Tower - 2: Clements

Presenters

a. Converting Engineering Ethics Case-Studies into Virtual World Role-Plays

Douglas Jerolimov, Virginia Tech
The engineering ethics role-plays described embody two related goals: (1) to enhance the case-study method, and (2) to leverage the affordances of virtual worlds to enhance both role-playing and case-study analysis. Engineering ethics problems may be considered design problems; virtual world role-plays push engineering students to go beyond analyzing the ethics of particular choices, and to the design and testing of answers to the question of how to make an ethically sound engineering decision.

b. Evaluation of a Problem-based Challenge within a Virtual World

Jennifer Maddrell, Old Dominion University; *Ginger Watson*, Old Dominion University; *Gary Morrison*, Old Dominion University
This presentation describes the two-year program evaluation of a problem-based engineering design challenge held in a virtual learning environment. The team-based challenge was designed and facilitated by an aerospace research and education institute for middle and high school student competitors in both classrooms and after-school programs across the U.S. The independent evaluation team will review the strengths of the challenge, as well as recommendations to enhance the effectiveness, efficiency, and usability of future challenges.

299. AECT-C15 Website Advisory Committee

11:45 am to 12:45 pm

West- Rivue Tower - 3: Maple

Chair:

Jozenia Colorado, Emporia State University

300. DDL Lunch

11:45 am to 12:45 pm

East- Suite Tower - 2: Combs Chandler

301. GSA Membership Meeting & Lunch

11:45 am to 12:45 pm

East- Suite Tower - 2: Brown

Facilitators:

Ayesha Sadaf, Purdue University

Tonia Dousay, University of Georgia

Tutaleni I. Asino, Penn State University

302. MIM Minorities in Media Luncheon

11:45 am to 12:45 pm

East- Suite Tower - 2: Breathitt

Chair:

Roberto Joseph, Hofstra University

303. Past Presidents Lunch

11:45 am to 2:00 pm

East- Suite Tower - 2: Collins

304. Teacher Education (TED) Luncheon & Panel Discussion

11:45 am to 12:45 pm

East- Suite Tower - 2: Carroll Ford

Presenters:

Anne Ottenbreit-Leftwich, Indiana University

TJ Kopcha, University of Georgia

Drew Polly, UNC Charlotte

Peg Ertmer, Purdue University

Laurie Brantley-Dias, Georgia State University

Charles R. Graham, Brigham Young University

Jiyeon Jung, Indiana University Bloomington

305. Walden Residency Meeting - Friday

11:45 am to 12:45 pm

East- Suite Tower - 3: Fields

Chairs:

MaryFriend Shepard, Walden University

Jennifer Smolka, Walden University

306. ISMF: Brown Bag Lunch Panel Discussion

12:00 pm to 1:00 pm

East- Suite Tower - 3: French

307. AECT Using the AECT Website Group Tools - Friday

1:00 pm to 2:00 pm

East- Suite Tower - 1: Laffoon

Presenter:

Jozenia Colorado, Emporia State University

308. AT03-P Intellectual Property Committee Report

1:00 pm to 2:00 pm

East- Suite Tower - 01: Wilkinson

Presenters:

Preston Parker, Utah State University

Edwin Vega,

Leonard D DuBoff, AECT

Rebecca P. Butler, Northern Illinois University

a. Intellectual Property Committee Update: Panel Discussion

Preston Parker, Utah State University;
Heather Leary, University of Colorado-Boulder

This session will have the members of the Intellectual Property Committee each do a short update and then sit on a panel for questions and answers. Topics will include the TEACH Act, open educational resources, and fair use.

309. D&D - Challenges in The Use of Open Educational Resources (OERs) (28)

1:00 pm to 2:00 pm

West- Rivue Tower - 2: Jasmine

Facilitator:

Patricia J Slagter Van Tryon, East Carolina University

a. Design and Development of Scaffolded Online OER Databases: Research Findings

Ward Cates, Lehigh University; *Paige Hawkins Matke*, Lehigh University

Many teachers go online to locate resources to use with students. The online databases of Open Educational Resources (OERs) they encounter, however, frequently provide little or no scaffolding to help them identify/locate the resources they need. Search results can be overwhelming. This presentation reports findings of a needs assessment/market analysis of 15 online social studies OER databases. It discusses media types, search functions, interface accommodations and scaffolding for teachers, as well as design-and-development implications.

b. Non-Science Majors' Learning with Science Texts Online: Student Difficulties and Implications

So Mi Kim, University of Georgia

This exploratory study aimed at extracting student difficulties as they learn with open science resources online. The study analyzed non-science majors' search behavior during their academic assignment in one college Biology course. The results indicated that students tended to simplify their inquiries as fact-finding. They relied on problematic sources of information. Finally, students did not elaborate their arguments from multiple perspectives although scientific claims are open to dispute. Implications were discussed at the end.

310. D&D - The 2012 AECT Research Symposium - Part 1: Getting Into the Mind of the Designer - Panel (53)

1:00 pm to 2:00 pm

East- Suite Tower - 3: Stanley

Facilitator:

Brad Hokanson, University of Minnesota

Presenters:

Monica Tracey, Wayne State University

Lisa Yamagata-Lynch, University of Tennessee

Stephanie L. Moore, University of Virginia

Craig Howard, Indiana University Bloomington

a. The 2012 AECT Research Symposium - Part 1: Getting Into the Mind of the Designer

Brad Hokanson, University of Minnesota; *Andrew Gibbons*, Brigham Young University

This year's AECT research symposium focused on design and its roles in educational technology. Understanding the process and thinking of design is central to the work of educational technology and instructional design. Design and the design process has a different epistemology than traditional research, one which is often described as design thinking. This panel presentation will include authors from the AECT Summer Research Symposium whose work has focused on examining how designers think and design.

311. D&D - The MASLO Open Source Mobile Learning System: A Design Case (15)

1:00 pm to 2:00 pm

West- Rivue Tower - 2: Lily

Facilitator:

Yvonne Earnshaw,

a. The MASLO Open Source Mobile Learning System: A Design Case

Rovy Branon, University of WI Extension; *Moses Wolfenstein*, Academic ADL Co-Lab

This session presents a design case describing the MASLO product and the specific, time-bound decisions that were made in the development of the first version of the system. The Mobile Access to

Supplemental Learning Objects (MASLO) system is an open source software solution for authoring content packs and distributing them to learners with smartphones or other mobile devices. MASLO includes a desktop authoring tool, cloud storage, and content player apps for iOS and Android devices.

312. D&D - A Studio Model for Learning ID & Interface Design for New Technologies (7)

1:00 pm to 2:00 pm

East- Suite Tower - 3: Beckham

Facilitator:

Seung Won Park, University of Georgia

Presenters

a. Evolution of a Studio Class: Backing Into a Traditional Design **Elizabeth Boling**, Indiana University; **Kennon M. Smith**, Indiana University
This design case describes a masters level course in designing instructional graphics originally created to incorporate some features of studio pedagogy into an instructional design curriculum. Over seven summers the course has evolved, one element at a time, into a traditional, integrated model of studio pedagogy similar to that experienced by the instructors in their own education. In the transformation of the course, fewer elements were used and each made more contributions to the design.

b. Can Current Technocentric Interfaces Sustain Learner Experiences for Current and Future Highly Connected Learning Environments? **Jerome Bohaychuk**

Converging web, mobile, and social technologies into cohesive, interactive learning environments may require new approaches to designing and developing a specialized interface, the instructional interface. This session uses illustrative examples to present different interface design approaches that extend and transform technocentric user interface design and define approaches to designing instructional interfaces that may meet the demands of current and future learning environment requirements. Results of Masters thesis research will be presented for consideration and discussion.

313. DDL Membership Meeting

1:00 pm to 2:00 pm

East- Suite Tower - 2: Combs Chandler

Chair:

Kathryn Ley, Univ Houston - Clear Lake

314. DTP-9-Development of Training Design and HPT Competencies

1:00 pm to 2:00 pm

West- Rivue Tower - 2: Violet

Facilitator:

Hans-Erik Wennberg, Elizabethtown College

Presenters

a. Using Student Portfolios for Assessment of Instructional Design Competencies in a Graduate Program **Nada Dabbagh**, George Mason University
This research examined students' self-reported proficiency in instructional design competencies using IBSTPI or AECT standards. Data was collected from a convenience sample of 34 graduate students who completed advanced instructional design portfolio, a 1-credit capstone course designed to promote student reflection on their achievement of program goals and objectives. Students reported that they were most proficient in the design competency and least proficient in the utilization competency and the implementation and management competency.

b. An Analysis of the Education of Human Performance Technology (HPT) and Practice of the Field: Are We Practicing What We Preach? **Ria Roy**, Indiana University Bloomington
Given the broad applicability of HPT across various organizational settings, the purpose of the current study is to delve into the curriculum adopted by the leading universities across the country. It seeks to determine whether through formal education, masters and doctoral programs, if these programs are preparing the next generation of HPT practitioners and researchers with what the practice of HPT purports to do.

Chair:

Ria Roy, Indiana University Bloomington

315. Featured Research on Problem Solving

1:00 pm to 2:00 pm

East- Suite Tower - 3: McCreary

a. Dynamics of the Social Aspects of Self-Regulation During Ill-Structured Collaborative Problem-Solving **Victor Law**, University of Oklahoma; **Deniz Eseryel**, University of Oklahoma; **Xun Ge**, University of Oklahoma

The purpose of this study is to understand the dynamics of the social aspects of self-regulation in an online collaborative problem-solving environment. Seventy-seven participants solved an ill-structured cyber-bullying problem. Teams of three to four participants were formed to discuss their

understanding of the problem and a possible solution using an online chat. The results confirm that self-regulation is a dynamic process. The dynamics of the social aspects of self-regulation will be discussed in details.

b. How Learning from Failure Supports Problem-Solving *Andrew Tawfik*, Concordia University Chicago; *David H. Jonassen*, University of Missouri; *C. Wayne Keene*, University of Missouri; *Ben Richardson*

To date, the effectiveness of case libraries to support problem solving has little empirical validation. The study explores how instructional designs that employ success or failure cases best support learning. For this study, 36 marketing undergraduates were assigned to case success or failure conditions during an argumentation task. Student initial argument, counterargument, rebuttal, and holistic scores were analyzed for differences. Results revealed significant differences for the counterargument and holistic scores for the failure condition.

Chair:

Fengfeng Ke, Florida State University

Discussant:

Thomas Brush,

316. ID Concurrent (2) - Web 2.0 Applications

1:00 pm to 2:00 pm

West- Rivue Tower - 3: Poplar

Facilitator:

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

a. The Relationships Among Perceived Social Support, Academic Self-Efficacy and Facebook Use *Yavuz Akbulut*, Anadolu University; *Yusuf Levent Sahin*, Anadolu University

This study investigated the relationships between perceived social support and academic self-efficacy, and asked whether these variables were reflected in individuals' Facebook use habits. One thousand six hundred twelve participants were recruited through a popular Facebook application. The data were collected with a background questionnaire, an academic self-efficacy scale and a multi-dimensional perceived social support scale. All scales were validated in the Turkish context and revealed high internal consistency coefficients. Parametric tests were used to analyze the data.

b. K-12 Education in Shanghai, China *Amy S. C. Leh*; *Lijia Lin*

The study examined the K-12 education in Shanghai, China and factors that contribute to the Chinese

students' achievements in PISA. The study was conducted at East China Normal University and its neighboring school. The data collection of the proposed study included literature reviews, document reviews, interviews, and classroom observations. Data analysis included the use of content analysis and coding methods.

317. ISMF: Student Producer Showcase

1:00 pm to 3:00 pm

East- Suite Tower - 2: Exhibit Hall-East

318. LEAD 02: Tracking AECT Convention Internship Alumni for Program Improvement: Building a Community of Practice and Support

1:00 pm to 2:00 pm

East- Suite Tower - 1: Sampson

Presenter

- a. Tracking AECT Convention Internship Alumni for Program Improvement to Build Community of Practice and Support** *Anne Mendenhall*, Florida State University; *Jennifer B. Myers*, Florida State University; *Xiaojun Chen*, St. John's University; *Ayesha Sadaf*, Purdue University; *Fatih ARI*
- In this presentation the AECT Intern Class of 2011 will report on the procedures, instruments, and results of survey data collected for an alumni study that traced AECT Convention Internship alumni. The primary purpose of this study was to track the former AECT interns and determine the impact of the internship. This presentation will be of interest for those looking to track alumni of various programs including degree programs for program improvement
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319. MIM- McJulien Lecture

1:00 pm to 2:00 pm

East- Suite Tower - 2: Breathitt

Facilitator:

Roberto Joseph, Hofstra University

Presenter:

Kevin Clark, George Mason Univeristy

320. Posters: Friday- 1:00p

1:00 pm to 2:00 pm

East- Suite Tower - 2: Grand Ballroom C

a. DD T01 - A Layered Approach to Conducting a Learner Analysis *John Baaki, Jill Stefaniak*, Wayne State University

Guided by Tessmer and Wedman's layers of necessity model, this study explored how instructional design practitioners are analyzing their learning audiences and the implications that developing audience personas can have in developing learner-centric instruction.

b. DD T05 - Angles, Perspectives and Angst: Assessing Group Work in Distance Learning *Lujean Baab*, Virginia Polytechnic Institute

Designing affective assessment is a challenge that is compounded when assessing group work and even more challenging when assessing both mastery of content and students' ability to collaborate online. Student concerns over group member performances affecting their grade, coordinating efforts at a distance, etc. must be addressed. This presentation provides strategies and tools used to assess student ability to apply concepts to practice as well as ability to work together from a distance.

c. DD T07 - Designing a Situational Judgment Test to Evaluate Ill-Structured Problem Solving in a Virtual Learning Environment *Naomi Malone*, University of Central Florida; *Viviana Kypraiois*, University of Central Florida

According to Jonassen (2010), argumentation is a dominant problem-solving activity that can be used for assessing students' problem-solving skills. Current methods for assessing argumentation include multiple-choice, essays, or the coding and analysis of argumentation. This paper argues that Situational Judgment Tests (SJTs) can be powerful tools for assessing argumentation and provides a discussion of the process used in developing an SJT for a virtual world role-play simulation of ill-structured problem-solving.

d. DD T13 - Exploring Critical Usability Design Attribute Factors for the User Interface for Digital Textbook Platform *Hae-Deok Song*, Chung-Ang University; *Suhkyung Shin*, Indiana University Bloomington

As more functions are integrated into the digital textbook platform with advances in digital technology, its use becomes complex and various usability problems arise in the user interface. Usability attributes are important because usability design principles can be inferred from them. However, the

nature of the underling factors in these attributes is unclear. Exploratory factor analysis was used to determine the factors related to attributes for digital textbook platform user interface. Results of this study suggest that elementary school students perceived four clusters of attributes as useful: efficiency, and learnability, effective feedback, and impression. The most useful factor that student perceive is related to the learnability factor. Three factors were also significantly related with students' satisfaction: learnability, efficiency, and impression.

e. DD T17 - How Digital Scaffolds in Educational Games Affect Learning and Motivation *Sha Yang*, Purdue University; *Brian Berndt*, Purdue University; *William Watson*, Purdue University

The literature on the use of scaffolds for learning is significant; however, there remains a scarcity of literature on scaffolds in the use of digital games for instruction, and particularly on built-in scaffolds in educational games. This study examines whether different types of digital scaffolds in an educational computer game affect players' learning outcomes and motivation for the topic differently, and has implications for the design of digital scaffolds in educational video games.

f. DD T24 - The Invisibles Forces that Affect Instructional Design *Joel Gardner, Eunice Luyegu, YI YANG, Lewis Chongwony*, Franklin University

There are invisible forces that influence instructional design. However, as a field we tend to focus on the obvious while neglecting some of these influential forces. In this presentation, we describe 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 the university. We also provide a checklist for understanding instructional design contexts.

g. RT04 - Exploring the Affordances of Intrinsic Integration within a Digital Game-Based Learning Environment *Andre Denham*, Arizona State University

This session will introduce attendees to a digital game environment designed to provide children with instructional support in deepening their conceptual understanding of the associative and distributive properties of multiplication, and present preliminary findings from an upcoming study. At the conclusion of the session, attendees will have an understanding of the potential benefits of an intrinsically integrating instructional content within core game mechanics on conceptual understanding of the associative and distributive properties of multiplication.

i. RT08 - Maintaining Competitiveness in the Age of Globalization: A Synthesis of Techniques for Fostering Creativity *Maya Abdallah, John Walker, Atsusi Hirumi*, University of Central Florida

The current global economy calls for creativity and innovation for sustained competitiveness. Although a plethora of tools and techniques have been published for fostering creativity, little has been done to synthesize this knowledge to guide future research and practice. We will present the results of a review of research and literature on tools and techniques for fostering creativity and the growing amount of research examining the effectiveness of these tools and techniques.

j. RT09 - Measuring Student Attitudes to Learning with Social Media: Validation of the Social Media Learning Scale *Gerald A. Knezek, Leila A Mills, Jenny S. Wakefield*, University of North Texas

Educational institutions are developing policies for social media use across departments and for state policy compliance (Sloan, March 9, 2012 personal communication). Educators are utilizing social media tools -- Twitter, Facebook, LinkedIn, and more -- to create new communication channels between students and instructors. New, reliable instruments are needed to understand student learning with social media. This research validates a prototype instrument, the Social Media Learning scale, which measures preference for learning with social media.

k. RT10 - Paper vs Online Literacy Preferences *Lois Ann Knezek*, Doctoral student

This study will investigate undergraduate students' preferences regarding print vs. online reading and writing. A paired comparison survey will ask students to indicate their preferences on a variety of factors related to reading and writing on paper or for online purposes. Participants will also be asked to rate their behaviors using a five-point Likert scale.

l. TP1 - Becoming an Instructional Design Project Manager: An Expert Perspective from the Professional Services Sector *Shahron Williams van Rooij*, George Mason University

Focusing on the professional services sector, this poster session addresses the "must have" skills/competencies and characteristics associated with project team leadership, along with the essential supporting organizational conditions. Data was obtained by conducting an expert study that was grounded in an in-depth literature review. In addition to enhancing knowledge of the path to instructional design team leadership in the professional services sector, this study also offers some concrete

recommendations and implications for research and practice.

m. TP4 - Radioactive Materials and Rural Community Concerns: A Proposal for Effective Communication and Training *Kenneth A. Eminian*, Ohio University; *Briju Thankachan*, Ohio University

As economic growth takes off startup companies will begin to sprout and existing companies will begin to expand. Both of these situations will create opportunities for instructional designers to develop training to support both current as well as future needs. This paper lays out a proposal for three part solution that encompasses employee training, reporting, and community outreach. This will be interesting to those individuals who are involved in or aspire to instructional design positions.

n. TP5 - The Traditional ISPI HPT Model applied to a University Television Broadcast System *Dana Bobbert, Michael Robinson*, University of North Carolina at Wilmington

This is a case study describing the application of the Traditional ISPI HPT Model at CHWK, a television channel broadcast at a Southeastern American university cable system. CHWK's issues with delivery options, labor intense workflow, and continual staff training were identified as the performance problem. Computerization of the system including the installation of new hardware and data processing methods was recommended as the intervention to solve the performance problem.

321. Presidential Session 17

1:00 pm to 3:15 pm

East- Suite Tower - 2: Grand Ballroom A

Facilitator:

Marcus Childress, Emporia State University

a. Publish, Don't Perish: Tips for Writing Research Articles and Getting Them Published *Robert Reiser*, Florida State University; *Michael Hannafin*, University of Georgia; *James Klein*, Florida State University; *Peg Ertmer*, Purdue University; *Brenda Bannan*, George Mason University

The presenters during this session, each of whom has had more than 20 years of experience publishing research papers and editing and/or reviewing manuscripts for leading research journals, will describe a series of tips for how researchers in our field can improve the quality of the research manuscripts they prepare. Common writing errors and suggestions for how to avoid them will be discussed and other strategies for improving the quality of research manuscripts will be described.

322. RTD 23: Effects of Multimedia and Animation

1:00 pm to 2:00 pm

East- Suite Tower - 3: Wilson

Facilitator:

Ginger Watson, Old Dominion University

a. Does the Segmenting Principle Counteract the Modality Principle in Multimedia Instruction?

Jongpil Cheon, Steven Crooks, Sungwon Chung, Sunho Lim, Heejin Son, Texas Tech University

This study investigated the segmenting and modality principles in instructional animation. Two segmentation conditions (cued recall vs. pause only) were presented in combination with modality principle. The results showed that the significant effect was found in segmentation condition whereas the modality effect was not significant. The groups with cued recall between segments outperformed pause-only groups on both retention and transfer tests regardless of the modality of text. The findings imply that a stimulus (e.g., cued recall) would be more effective than only pauses between segments.

b. The Instructional Effectiveness Of Animated Signals Among Learners With High And Low Pprior Knowledge
Shanshan Li, University of Kentucky; Gary J. Anglin, University of Kentucky

The purpose of this presentation is to present the results of a study investigating the instructional effectiveness of animated signals among learners with high and low prior knowledge. Does adding signals to animated instruction affect learning? Does prior knowledge affect learning with signaled animation? Does adding signals to animated instruction affect cognitive load?

323. RTD 25: Innovative Instructional Strategies

1:00 pm to 2:00 pm

East- Suite Tower - 3: Taylor

Facilitator:

Joseph P. Sweeney, University of Memphis

a. Implementation of Discovery Based Learning Theory to Teach Novices Computer Programming aided by a Robot
Maria T Earle, MS State University

Traditionally, learning about computer programming has occurred in a teacher-centered pedagogical environment. Furthermore, learning about computer programming is often an individualized activity, not collaborative. We will discuss research that determined the effects of novice students' learning about fundamental computer programming concepts in a group, discovery-based learning environment. A

discovery based learning environment is thought to maximize learning. We will discuss theoretical and practical implications for implementing a discovery based learning environment.

b. Teaching in Synchronous Online Learning Environments Virtual Impersonation
Steve Harmon, Georgia State University; Marshall Jones, Winthrop University

Virtual Impersonation (VI) is an instructional strategy used in online classrooms. Learners debate course content issues while assuming the identity of a person relevant to the debate. The debate happens in a synchronous, media rich environment. This session will present the findings of a study on the development of Virtual Impersonation as an instructional strategy. Recommendations for the use of VI in various settings will be presented and discussed.

324. Roundtables: Friday- 1:00p

1:00 pm to 2:00 pm

East- Suite Tower - 2: Grand Ballroom B

a. DD-R24 From Static to Social: Promises and Challenges of E-Textbooks
Aimee deNoyelles, University of Central Florida; Ryan Seilhamer, University of Central Florida

The purpose of this roundtable is to discuss the implications of the integration of social media into e-textbooks. Results of a university-wide student and teacher survey about social elements in e-textbooks will be shared. Our intended audience is instructional designers, teachers, and administrators interested in the trends, issues, and perceptions of students and teachers concerning social features in e-textbooks. This roundtable serves as a firm starting point to discuss and share ideas on this topic.

b. DD-R25 Scaffolding For Argumentation In Problem Solving In A Biology Course
Hyun Song Kim

Argumentation skills are challenging to develop, especially in college science courses with large enrollments. This research study addresses this challenge through the design and development of a supplementary Web-based learning environment called SOLVE-IT! that scaffolds scientific literacy for college students in an introductory biology course. The purpose of this case study is to examine students' argumentation in solving scientific problems and the impact of the system on argumentation.

c. DD-R27 Exploring the Persuasiveness of Motivational Emails for Undergraduate Student Retention
Sara Kacin, 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 if motivational messages promote undergraduate student retention are illustrated, and what factors hinder retention will be presented.

d. DD-R28 Using Jing to Provide Audio Feedback on Students Argumentative Essays *Marcelene Cunningham*, Southern Illinois University, Carbondale

Written Feedback has been utilized in the classroom for centuries and has been proven to be very useful. However, little research has been conducted on the impact of enhanced audio feedback on students. As such, this study will examine students' perceptions of enhanced audio feedback via a screen casting software called Jing. Jing is a free screen casting software program which the researcher will use to provide the enhanced recorded audio feedback on students' essays.

e. DD-R29 An Exploration of the Differences in Learning Process and Outcomes between the Students with Higher and Lower Levels of Critical Thinking: A Multiple-Case study *Suhyun Yoo*, University of St. Thomas in Houston

This study presents the results from a multiple-case study of what differences are evident in learning process and outcomes between the students with higher and lower levels of critical thinking in an undergraduate science course. Based on the results, some implications for instructional design will be discussed in the presentation.

f. DD-R33 Students and Feedback: Does Teaching them how to use it Make a Difference? *Michelle Hudiburg, Amy Adcock*, Old Dominion University

Instructional feedback is an important part of student learning. In this roundtable session, a study investigating the worth of intentionally teaching learners how to use instructional feedback will be discussed. Results, limitations and ideas for future research will be part of the conversation.

g. MP-R1 A Call for Unification and Collaboration among Instructional Software Developers *Kenneth Luterbach*, East Carolina University

Instructional software developers often create applications separately. In contrast, this call seeks to unite and organize interested developers to create and diffuse instructional software applications collaboratively and to build capacity. As a unified group, instructional software developers could

collaborate for synergistic effects, including accelerated diffusion of applications created. The unified group could also increase software development capacity locally and globally. The group's new software systems and tutors might even redefine notions of instructional environments.

h. MP-R2 Adopting Narrative Techniques to Enhance Educational Multimedia Presentations *Kathleen P. Hagen*, Nova Southeastern University

This session is an exploration of the benefits of using narrative techniques in multimedia educational presentations. Writers have been employing these techniques for over 4,000 years. We know they work, but people from a cognitive psychology or educational background may not always recognize the literary terms. Designers have a wealth of resources already available regarding maintaining interest, developing sympathetic characters, pacing, using vivid language, and creating intriguing obstacles for the protagonist to overcome.

i. MP-R3 Augmented Reality and Mobile Devices: QR Codes and AR Apps *Abbie Brown*, East Carolina University; *Tim Green*, California State University, Fullerton

A description of research conducted on producing and using augmented reality tools in K-12 and higher education settings. Augmented Reality (AR) is defined and specific examples of using AR for instruction are presented. This presentation will also describe of how increasingly commonplace mobile devices facilitate AR use, and how AR apps are produced.

j. MP-R4 Can Actions Speak Louder Than Words? Exploring the Many Voices of Multimedia *Jana M Willis*, University of Houston-Clear Lake; *John Curry*, Morehead State University

This presentation will examine the instructional projects created by students during an online multimedia course. The course exposed the students to the use of multimedia as a vehicle for varying the delivery of information virtually to address the diverse needs of their selected audience. Students were asked to use multimedia to address the diversity issues faced by their potential learning population. Diversity issues encompassed learning, language, and culture as areas of need.

k. MP-R5 Gamification: Learning Innovation or Potential Pitfall? *Dana Ruggiero*, Purdue University

Faced with the broad adoption of gamified applications as technology and interest in gaming grows the goal is to discuss the gamification of learning using current trends in gamification. The primary intended outcome is to build a shared

overview of gamification as it approaches learning, educational technology, engagement, and design of information systems employing game elements. However, if gamification is to be of use in learning we must better understand what it is, how it works, and why it might be useful.

l. MP-R6 Instructional Technology Experts'

Expectations from Authoring Tools *Onur Donmez, Serkan Cankaya*, Anadolu University

Summarizing instructional technology experts' views and expectations about authoring tools can be beneficial for software developers and educators. In the current study a survey was developed and administrated to instructional technology experts through an IT forum. Preliminary findings suggest that the ease of use, costs, documentation and media support are favored themes among instructional technology experts. Network support and programming language themes are yet fairly stranger to instructional technologists.

m. RT-R02 The Impact of Simulation use on Teacher Efficacy in Pre-service Preparation Programs

Robert Jason Hancock, Becky Sue Parton, Jennifer Smolka, MaryFriend Shepard, Walden University

This paper will present the findings from a four district study where SimSchool was utilized in a quasi-experimental design to enhance traditional teacher preparation and field experience methods. SimSchool is a classroom simulation developed by David Gibson, used for training pre-service teachers where the future teacher interacts with a virtual classroom.

n. RT-R06 The Role of Instructional Designers in Higher Education *Kun Li, David Richard Moore*, Ohio University

This project is to explore the roles of instructional designers in American higher education. A qualitative research design will be used to study the whole instructional design process of online learning, including instructional designers' job responsibilities, cooperation with faculty members, and problems and issues in working. This project plan will discuss the importance of instructional designers in higher education, literature on instructional designers, qualitative research methodology, and the anticipated outcomes of the study.

o. RT-R07 Open Educational Resources: Foundation, Achievements, Themes, and the Future *Eulho Jung, Verily Tan, Minkyoung Kim*, Indiana University

This paper addresses several aspects of OER that range from foundational knowledge to emerging trends in a number of noteworthy open education

projects. We identified two main emerging themes by conducting a literature review. The first is the focus of OER as expanding from higher education settings into K-12 contexts. Second, as OER has received growing attention, a greater number of organizations have become aware of OER, which has led to further participation in the movement. Detailed descriptions and implications are discussed.

p. RT-R08 Research Updates on Instructional Design Skills of Faculty Designers: How Do Teachers Design Instruction? *Sonja A. Irlbeck*, Capella University; *Christopher Rozitis*, Online Educator; *Alaine Nativio; Shari Smith*

With increasing frequency, secondary and post secondary courses are taught online, yet research has not clearly described how these courses are being designed and developed for effective learning. Who is designing these courses? How are they trained for the task? What resources are available? What processes are followed? How is quality confirmed? These are some questions that will be addressed by findings from three doctoral dissertations being conducted in 2012.

q. RT-R09 Teachers Comment on the Horizon Report *Charles Hodges*, Georgia Southern University

The purpose of this research was to determine teachers' perspectives regarding technologies highlighted in the 2011 k-12 edition of the Horizon Report. Two research questions were investigated: (1) What technologies from the Horizon Report do teachers want to see used in their schools? (2) What technologies from the Horizon Report do teachers believe are least likely to be used in their schools and why do they feel they will not be used?

r. RT-R10 The Delphi Method: Potential in Educational Technology Research *Tara Bunag*, University of Phoenix

This proposal reports a research method concerning the use of the Delphi method for Educational Technology research. The Delphi method can be used to gather information from experts to aid in determining current or best practices. It can also be used to gather data concerning design practices for developing models of instructional design, and its application within a completed chemistry laboratory design research study will be used as to illustrate the method.

s. TP06 Creating Robust Learning Environments in a Multi-Generational Groups: A Discussion of the Commonalities and Differences *Mary Anne McCraw, Trey Martindale*, University of Memphis

Abstract People are living longer, and working into

their latter years. Consequently, organizations are experiencing the challenges of a multi-generational workforce. Come learn about how the values, habits, and preferences of four “generations” of employees affect organizational decisions about learning and development activities. We will highlight published research, case studies, and practices of leading organizations.

- t. TP08 Truth or Dare: Challenges and Opportunities for Teaching Program Evaluation**
Linda Haynes, University of West Georgia; *Danilo M. Baylen*, University of West Georgia
 A discussion will be conducted with “Truth or Dare” questions and statements relevant to designing and teaching a program evaluation course. The course for graduate students in instructional technology and school library media provides opportunities to conduct authentic program evaluations. The authors’ “truths” and “dares” will be included along with new “truths” and “dares” generated in the discussion. This discussion is relevant to online course designers and participants interested in authentic performance problems and solutions.
- u. LD1 Creating An Educational Technology Leadership Journal: A Continuing Case Study**
John Curry, Morehead State University; *Chris Miller*, Morehead State University; *Venus Cooley*, Morehead State University
 This roundtable session will focus on the need and process for creating an Educational Technology leadership journal. The foundation of this discussion is structured around the research and development experiences of those creating the journal. The session will include a discussion of the tools and processes by which this online journal is produced.

325. SICET - Roundtable/Poster Session for the Society for International Chinese in Educational Technology - Roundtable - (10)

1:00 pm to 2:00 pm

West- Rivue Tower - 3: Holly

Presenters

- a. Roundtable: Enhancing Globalized Experiential e-Learning through Virtual Field Trips**
Li-Shan Eva Tao, ISU
 Some subjects such as culture are intangible and difficult to imagine without traveling. The Virtual field trip brings different world to the classroom and allows students to engage the environment in real time without traveling concerns. This study introduces a teaching method using streaming technology in a high school setting to enhance students learning about landfills in an environmental sciences class.
- b. Roundtable: Language Learning in Real Contexts with Mobile Devices**
Sirui Wang, University of Southern Mississippi; *Shuyan Wang*, University of Southern Miss
 This presentation would discuss how mobile devices contextualize language learning in the mobile learning era. With the features of flexibility, effectiveness, and interactivity, mobile learning can facilitate learners’ language usage in the authentic language environments and help language gain naturally. Issues and future trend of contextualization of language learning through mobile devices would also be discussed.
- c. Roundtable: QR Code: a Bridge between Online and Offline Media**
Hengtao Tang, University of Southern Miss; *Shuyan Wang*, University of Southern Miss
 As a flexible application of Augmented Reality technology, QR code is defined as paper-based hyperlink and a bridge between online and offline media. It demonstrates a promising future in education by increasing students’ interests and motivations in learning despite of challenges from privacy and content safety. This presentation will demonstrate what QR code is, its advantages and examples of being integrated in curriculum, and discussion of its current use, challenges, and future in education.
- d. Roundtable: The effect of types of questions on students’ interactions during asynchronous online discussions in a Chinese online course**
Ninghua Han, Texas Tech University; *Nancy Maushak*, Texas Tech University
 This study examined two types of discussion questions: (a) debating questions and (b) student-generated questions and the effect on students’ interactions during asynchronous online discussions in a Chinese online course. The quality, number, and length of students’ replies were analyzed to study students’ interactions. The findings indicated that student-generated questions could improve both the quality and the number of students’ replies. However, the length of replies showed no difference between the debating questions and student-generated questions.
- e. Poster: A Case Study of A High School Blended Language Program**
Yao Tu, University of Kansas
 This presentation will report a case study investigating a Chinese language program that used three-way blended instruction to expand accessibility to high school students in rural areas. Participants will

be engaged in discussions of their perceptions and experiences with blended learning and ways of utilizing technologies to connect the language classroom globally.

f. Poster: Research and Design A Class Management System *Congwu Tao*, Virginia Tech; *Guoqiang Cui*, Montclair State University; *Yanzhu Wu*, Virginia Tech; *Wei Li*, Virginia Tech; *Xin Chen*, Virginia Tech
The class management system (CMS) will provide a platform for interaction among students and instructors in common colleges.

g. Poster: Research and Design A Personalized Intelligent Learning System Based on Learner Style *Congwu Tao*, Virginia Tech; *Guoqiang Cui*, Montclair State University; *Wei Li*, Virginia Tech; *Yanzhu Wu*, Virginia Tech; *Xin Chen*, Virginia Tech
The paper focuses on researching and designing a personalized intelligent learning system which supports individual learning effectively.

h. Poster: Why Social Media Matters? – About Facebook is Blocked in Main-Land China. *Yun Lauren Liu*, Emporia State University
Social Media is important at the age of globalization, with Twitter, Facebook and Hi5 being the most popular used. Surprisingly, Facebook is blocked in main-land China, and a website Renren is similar to Facebook as the most popular social networking. The research will discuss about the reasons why Facebook is blocked in main-land China, the difference between Facebook and Renren, the influence of the blocking and people's perspectives about Facebook's use.

326. SMT 14: Social Tools for Teaching and Learning (2)

1:00 pm to 2:00 pm

East- Suite Tower - 2: Nunn

- a. Video Games as Social Tools for Teaching and Learning** *Yadi Ziaeehezarjeribi*, Indiana State University; *Ingrid S Graves*, Indiana State University
This presentation is intended to describe the difficulty public schools have with shifting from traditional teaching to using interactive 3D environments. The critical component of asking teachers to make this important paradigm shift is that there is a difference between teaching the simple use of technology and understanding the potential technology holds for a trajectory of learning through the process of needed skills and sub-skills to achieve the learning outcomes.
- b. Wiggio Me! Using Social Technology to Enhance Professional Learning and Build School Community** *Kendra Minor*, University of Central Florida; *Angela Griner*, Associate Director, Asbury University

In order for technology to enhance learning for all students, including those from CLD backgrounds, the entire school community needs to be involved. The presenters will discuss study results and insights gained from the design and delivery of a Technology Teacher Professional Development workshop that emphasized and demonstrated the use of social technology to enhance collaboration among school faculty, students, and their families. Presenters will also discuss how the technology to provide follow-up support.

327. TED Membership Meeting

1:00 pm to 2:00 pm

East- Suite Tower - 2: Carroll Ford

Chair:

Jennifer Banas, Northeastern Illinois University

328. VW 5: Teaching and Learning in Virtual Worlds

1:00 pm to 2:00 pm

East- Suite Tower - 2: Clements

- a. Design and Development of Physical Activity Environment in 3D Virtual World** *Halil Kayaduman*, Middle East Technical University; *Kıvanç Semiz*, Middle East Technical University; *Oya Sertel*, Middle East Technical University; *Saniye Tugba Tokel*, Middle East Technical University
The aim of study is to design a 3D physical activity virtual environment. Hence, different activities were designed in 3D OpenSimulator virtual world. Participants are undergraduate students at Middle East Technical University, in Ankara.
- b. Virtual World “Third Places” and Student/Teacher Interaction: A Case Study of the Impact of Virtual Worlds in University Teaching** *Michele D. Dickey*, Miami University
With the advent of computers and personal media, more Americans are becoming increasingly disconnected from the types of social venues that foster and support a social place for interaction beyond work and home life – a “third place”. Many argue that virtual worlds in different forms have become a type of “third space”. The purpose of this presentation is to present a case study about the impact of virtual worlds as “third places” for informal student/teacher interaction. This presentation investigates the impact of using a virtual world for informal student/teacher interaction outside of regularly scheduled class for university courses and how “third place” activities impacted teacher/student relationships, student/student relationships and classroom interaction.

329. AECT-C16 Professional Ethics Committee

2:15 pm to 3:15 pm
East- Suite Tower - 3: Fields

Chair:

Vicki Napper, Weber State University

330. AT01--P The Encyclopedia of Terminology of Educational Communication and Technology: A Definition and Terminology Committee Report

2:15 pm to 3:15 pm
East- Suite Tower - 01: Wilkinson

Presenter

- a. AT01-P The Encyclopedia of Terminology of Educational Communication and Technology: A Report of the AECT Definition and Terminology Committee** **Amy Adcock**, Old Dominion University; **Tom Atkinson**, University of Central Florida; **David D. Carbonara**, Duquesne University.; **Jan Elen**, CIP&T, KULeuven; **Nancy Hastings**, University of West Florida; **Denis Hlynka**, University of Manitoba; **Michele Jacobsen**, University of Calgary; **Wendell Johnson**, Northern Illinois University; **Kathryn Ley**, Univ Houston - Clear Lake; **Michael H. Molenda**, Indiana University; **Rhonda S. Robinson**, Northern Illinois University; **Jason M Underwood**, Northern Illinois University; **Xudong Zheng**, Department of Philosophy, Nanjing University; **Rita C. Richey**, Wayne State University

The AECT definition and Terminology Committee has been working for the past three years on a project designed to clarify and discuss our field. This time the committee is not tackling the definition of the field, but rather the terminology. We are producing an encyclopedia of critical terminology. This is an open meeting to explain our task and progress, as well as to gather input from the membership.

331. D&D - Authentic Learning Opportunities for Graduate ID Training (8)

2:15 pm to 3:15 pm
East- Suite Tower - 3: Beckham

Facilitator:

Darryl Draper, Northern Illinois University

Presenters

- a. Putting Learning Into Practice: Examining the Landscape of Faculty/Student/Client Design Partnerships** **Angela Christopher**, University of Memphis; **Joanne Gikas**, University of Memphis; **Danita Gibson**, University of Memphis; **Kris King**, University of Memphis; **Michael Grant**, University of Memphis; **Vicki Murrell**, University of Memphis

The Office of Distance Education at the University of Memphis teamed with doctoral students from the Instructional Design & Technology department in the College of Education, Health and Human Sciences. The partnership provided graduate students with an authentic learning experience while simultaneously creating instructional videos to support and enrich the development of online courses by university faculty. This presentation will highlight the student learning experience, design and development, client partnership, faculty guidance and product implementation.

b. Research on Design: Observations of a Service Learning Instructional Design Project **Karen Kaminski**, Colorado State University

Graduate students participated in a service-learning project providing instructional design and development support for our local Workforce Development Center. The Center expressed a need to shorten their four-hour workshops while enhancing the outcomes for clients. This session presents the study of the students' experience applying instructional design models and methods to a real-life design project. It investigates how they applied the models, how they implemented their practice, and the outcomes of their work.

331.1. AT11 A Review of the Challenges and Issues in Doing a Meta Analysis

2:15 pm to 3:15 pm
East- Suite Tower - 2: Brown

Presenters:

Robert Bernard, Concordia University

332. D&D - Geocaching, QR Codes, and Virtual Tutees (16)

2:15 pm to 3:15 pm
West- Rivue Tower - 2: Lily

Facilitator:

Kenneth Luterbach, East Carolina University

a. Knowledge Seeking: Geocaching, QR Codes, and Museums **Gregory Russell**, University of Texas at Austin

The French Legation Exploration is a geocaching adventure designed and developed to promote informal learning at the French Legation Museum in Austin, TX via contextually relevant information embedded within QR codes. Described in this proposal are possible gains in engagement, visitation, and informal learning, as well as limitations and likely challenges. Similar projects would benefit from collaboration with facilities management and content

experts, timely communication, technical knowledge, and backwards design. Opportunities for future implementations are numerous.

- b. The Design and the Formative Evaluation of a Virtual Tutee System** *Seung Won Park*, University of Georgia; *ChanMin Kim*, University of Georgia
This paper presents the design of the Virtual Tutee System (VTS) that aims to enhance college students' engagement in course readings. The VTS is a web-based peer-tutoring environment in which students are to teach a virtual tutee. The VTS is initially developed based on four design principles derived from role theory and self-determination theory. The paper also reports the results of a formative evaluation conducted on the design and usability of the VTS.

333. D&D - Needs Assessment and Design Process for Online University Coursework (30)

2:15 pm to 3:15 pm

West- Rivue Tower - 2: Jasmine

Facilitator:

Funda Ergulec, Indiana University

- a. Designing Instructor-facilitated Online Multicultural Modules: National Needs Assessment Findings** *Yuanyuan Zhang*, Lehigh University College of Education; *Ward Cates*, Lehigh University
Higher education institutions are challenged with designing and delivering effective multicultural education programs to help undergraduates become competent global citizens. Literature suggests online technologies may hold promise here, but how exactly should we design online training in diversity to support teaching and learning? We will present findings of our instructional design needs assessment study, share our design plan for instructor-facilitated online diversity modules, and engage attendees in interactive group co-design and evaluation.
- b. Student Perspectives on an Online Anthropology Course** *Aliye Karabulut*; *Janet Roberts*, Engineering-LAS Online Learning, Iowa State University; *Pinar Melek Arpacı*, Iowa State University
Higher education institutions have embraced online education as an opportunity to access more students, and the number of students taking courses at a distance has been increasing exponentially. This increasing demand requires strategic planning and high quality learning environments (Kim & Bonk, 2006). The goal here is to present the migration process of a face-to-face Anthropology course into an online format and report student perspectives on the effectiveness of the course in enhancing their learning.

334. D&D - The 2012 AECT Research Symposium - Part 2: Educating the Novice Designer - Panel (54)

2:15 pm to 3:15 pm

East- Suite Tower - 3: Stanley

Facilitator:

Brad Hokanson, University of Minnesota

Presenters:

Brad Hokanson, University of Minnesota
Andrew Gibbons, Brigham Young University
Elizabeth Boling, Indiana University
Katherine Cennamo, Virginia Tech
Nilufer Korkmaz, Indiana University
Marcia Ashbaugh, University of the People

335. DDL-03 Blogs in Communities of Practice

2:15 pm to 3:15 pm

East- Suite Tower - 1: Sampson

Facilitator:

Hyewon Lee, The University of Georgia

a. Bridging the Divide Between Theory and Practice: The Use of Blogging in Practitioner-Oriented Graduate Courses

Gihan Osman, American University in Cairo; *Joyce Hwee Ling Koh*, Nanyang Technological University Singapore

This presentation reports on a study that investigates the effects of blogging on developing business practitioners' critical reflection with respect to theory-practice applications in a graduate course. . . Qualitative analysis of blog archives showed that through blogging, students developed the ability to engage in critical reflection and bridge the divide between theory and practice. The presentation ends with guidelines to inform the design of blogging tasks for practitioner training.

b. Building Bridges Between Academic Tribes: Group Blogging for Young Researchers Across Academic Disciplines

Martin Rehm, *Florian Henning*, *Koen Beumer*, *Joeri Bruyninckx*, *Danielle Verstege*, *Jeroen J. G. Van Merriënboer*, Maastricht University

We will present results of an experiment that has fostered a pro-active (tacit) knowledge exchange between young researchers across academic disciplines. To this end, we will describe how a university has created a group blog that provides support and help for academic researchers by using information technology. Moreover, we will present findings on young researchers' behavior and willingness to openly share their knowledge in the context of web 2.0 technologies.

336. DDL-04 Building Social Presence*2:15 pm to 3:15 pm**East- Suite Tower - 1: Laffoon*

Facilitator:

*Jeongwoon Kim, Brigham Young University***a. The Relationship of Social Presence and Students Use of Hotseat in Blended Learning Environments***Larisa Olesova; Dazhi Yang, Boise State University*

This study explored the relationship of social presence and students' use of Hotseat, a social networking tool which was developed to improve on existing backchannel solutions for learning environments. 628 undergraduate students participated in a post course survey. The analysis indicated that students with a high level of social presence scored high in terms of using Hotseat. The study has practical implications and recommendations for instructors who plan to implement technology such as Hotseat to increase social presence in blended learning environments.

b. A Narrative Analysis of the Influence of Asynchronous Video Communication on Learner Social Presence

Jered Borup, Brigham Young University; Rick West, Brigham Young University; Charles R. Graham, Brigham Young University

Asynchronous video communication (AVC) is increasingly being used to establish social presence in online courses. However, little is known on how the use of AVC affects individual students. This research presents four narratives of students with varying characteristics: an extrovert, an introvert, a low self-regulated student, and an ELL with low online communication self-efficacy. The resulting narratives found that each student's characteristics influenced their ability to effectively and efficiently establish social presence via AVC.

337. DDL-15 Online Collaborative Learning*2:15 pm to 3:15 pm**East- Suite Tower - 3: McCreary*

Facilitator:

*Jennifer Maddrell, Old Dominion University***a. Successful Online Students' Perceptions of the Value of a Collaborative Learning Community***Michael Waugh, The University of Tennessee; Jian Su, University of Tennessee*

This presentation will share the results of a case study based on feedback from 11 successful online students who participated in the first cohort group of the WebIT online MS in IT program at the University of Tennessee during 2008-2010. These students provided data to clarify the effects of selected program design characteristics on their success in the program. The

findings confirm those reported by others providing additional validation for selected online program design characteristics.

b. Optimizing Adult Learners' Online Collaborative Work in an Authentic Learning Environment Adventures in Emerging Media*Eunjung Oh, Georgia College and State University*

This paper introduces a model for online collaborative group work for adult learners that can guide design and implementation of online courses, which primary pedagogies are in collaborative group work and authentic learning tasks. This logic model is developed based on both the thorough literature review and efforts of a two-year design research project to design and develop a graduate-level online "E-Learning Evaluation" course to best support adult learners' group work experience.

338. DTP-4-Learning Technologies*2:15 pm to 3:15 pm**West- Rivue Tower - 2: Violet*

Facilitator:

*Denise Tolbert, National University***a. Blended Wikis: An Intellectual Technology-training Tool***Berhane Teclehaimanot, University of Toledo;**Juenethia L. Fisher, University of Toledo*

Currently most city governments are wrestling with downsizing, budget cuts, union disputes and empty coffers. Due to this plethora of issues, job training has taken a backseat for many municipalities. Existing personnel are now expected to perform job-training functions in addition to their daily job assignments. Many of these employees are not seasoned trainers; staff doesn't possess advanced technological skills or the time required to develop training materials and modules.

b. Engaging Employees in Continuous Learning and Development with Mobile Devices: Current Research and Practice*Laura L. Alderson, University of Memphis;**Deborah Lowther, University of Memphis;**Trey Martindale, University of Memphis*

With the increase in accessibility and affordability of mobile devices such as smart phones and electronic tablets, organizations are using these devices to engage employees in learning and development activities. Join us as we share current research and practice, and explore the future implications of using mobile devices in continuous learning environments.

Chair:

Trey Martindale, University of Memphis

339. ID Concurrent (6) - Distance Education*2:15 pm to 3:15 pm**West- Rivue Tower - 3: Poplar*

Facilitator:

Briju Thankachan, *Ohio University*

Presenters

a. Distance Education in Japan: Cultural Factors and Collaborative Interaction *Bodi Anderson; Chih-Hsiung Tu*, Northern Arizona University

This study examines distance education in Japan with regards to the influence cultural factors have on collaborative learning. First this study gives an overview of currently employed models of distance education in Japan, framed with salient cultural dimensions. Following this, Curtis and Lawson's (2001) discourse analysis coding scheme is adopted to analyze a sample of over 300 postings both qualitatively and quantitatively, and discuss the unique influence of Japanese culture on collaborative learning.

b. Global Learning Project *Rita L. Schaner Ph.D.*, Walsh University; *Moshe Shner, PhD*, Oranim College, Israel; *Smadar Dolev, PhD*, oranim College; *Constance Smith, M.S.*, Walsh University

International panel will describe their experiences in developing a collaborative, global academic project designed to deliver expertise and content in a technically-mediated environment utilizing sophisticated levels of synchronous videoconferencing and asynchronous interaction to provide a sustained, contextual space for collaboration, teaching, rigorous inquiry, engaged dialogue and to reflectively critique what has occurred.

340. MIM Business Meeting*2:15 pm to 3:15 pm**East- Suite Tower - 2: Breathitt*

Chair:

Roberto Joseph, *Hofstra University*

341. NEW DDL Board of Directors*2:15 pm to 3:15 pm**East- Suite Tower - 2: Combs Chandler*

Chair:

Kathryn Ley, *Univ Houston - Clear Lake***342. Posters: Friday- 2:15p***2:15 pm to 3:15 pm**East- Suite Tower - 2: Grand Ballroom C***a. DD T03 - Act in the Facts of the Historical Evolution of Chinese Languages: Using Acquisition Model Instruction to Design Advanced Chinese Program** *Liangyue Lu*, Syracuse University; *Yongyu Yan*, Ohio State University

Language is a social tool. In order to master a language, learners of a language, especially advanced learners, must develop their awareness and sensitivity in the cultural values of the shared social knowledge while learning a language. In this proposal, we suggest to use an instructional model, Acquisition Model Instruction, to design a course to teach the cultural aspects of a language.

b. DD T06 - Augmented Reality for Deaf Bilingual Students: Aurasma as a Teacher Developer Tool *Becky Sue Parton*, Walden University; *Robert Hancock*

Augmented reality is providing exciting, new pathways in assistive technologies. This presentation shows how the long-standing LAMBERT system for young Deaf children has been modified to utilize the latest in augmented reality technology. Using Aurasma and other cutting edge tools, teachers can create their own experiences for their class. Training materials and examples will be shown.

c. DD T21 - Module Based Online Course For Pre-Service Teachers: How To Design Effective Online Learning Environments *Muruvvet Demiral*, Indiana University

With the increase in online K-12 environments, it becomes critical for pre-service teachers to obtain the necessary knowledge and experiences on designing such environments by considering not only technology but also learning theories, instructional models, and strategies. For this reason, an online course was designed to help them learn how to design online environments.

d. DD T22 - Personas with a Heart: Integrating Empathy into Instructional Design *Shahron Williams van Rooij*, George Mason University

Students of instructional design are increasingly challenged by the need to acquire the complex skills/competencies of the profession on the one hand, while retaining empathy for the individuals they will be serving on the other hand. This poster session illustrates a technique which uses an enhanced approach to the Persona, a visual and narrative representation of a desired client's or user's behavior patterns that is grounded in the philosophy of User-

centered Design (UCD), to integrate empathy into instructional design.

e. DD T26 - Using Problem Based Instructional Strategy to Teach Novices about Computer Programming Aided by a Robot *Maria T Earle*, MS State University

Traditionally, learning about computer programming has been undertaken as an individualized activity, not collaborative. We will discuss research where novice students learned about fundamental computer programming concepts in group collaborative environments. A learning module was designed utilizing a problem based instructional framework. Additionally an innovative technological learning aid, a humanoid robot was integrated in the learning module and used to scaffold students learning of fundamental computer programming concepts.

f. IC - In-Service Mathematics Teachers' Perceptions of Computer Mediated Communication Technologies *Heng-Yu Ku, David Glassmeyer, Lori Sachau, Reshmi Nair*, University of Northern Colorado

The increased use of technology for distance education challenges educators to select and implement types of technology that best facilitate learning in this new setting. In this study, we collected data from graduate students who are in-service teachers in a mathematics program. After analyzing qualitative and quantitative survey data, we summarized the findings and provided recommendations to improve the program based on student experiences and recommendations.

g. ID2 - Education Staff Capacity Enrichment Program (ESCEP) for the Egyptian Ministry of Higher Education *Randa Abdelmagid, John Burton*, Virginia Tech

This proposal talks about ESCEP (Education Staff Capacity Enrichment Program), a USAID funded project that uses multiple modes of teaching and learning in order to help Egyptian education faculty develop and transition into senior faculty, leaders, and administrators. Seven Egyptian visiting scholars visited Virginia Tech for a period of 6 months from November to April. The paper will discuss the benefits and problematic issues that faced the scholars during their visits.

h. RT01 - Application of Qualitative Research Methods in Understanding How Instructional Designers Use the Community of Inquiry *Stephan Junion*, Nova Southeastern University; *Martha Snyder*, Nova Southeastern University

This design and development research study aimed to identify instructional design strategies and

activities that inform the Community of Inquiry (CoI) framework. A series of phenomenological interviews and a Delphi panel were implemented to collect data and design and validate a practitioner's guide. The aim is to share the researcher's journey through the design and development phases and the challenges and opportunities that were experienced along the way.

i. RT02 - Clicker integration in the Classroom: Faculty Concerns *Briju Thankachan*, Ohio University; *Betsy Justus Briju*, ohio university

One of the major challenges in larger classrooms is the interaction between students and the instructor. Clicker is one of the most powerful and affordable interactive technology in the classroom. The main purpose of this reflection paper is to present the concerns of a large introductory biology course instructor when used clickers first time in the class. The theoretical framework of this study is based on the Concern-Based Adoption Model (CBAM).

j. RT03 - Evaluating Nursing Student Outcomes When Repeating High-fidelity Simulation *Abbot L. Packard*, University of West Georgia; *Betty Ishoy*, University of West Georgia

The advent of high-fidelity simulation (HFS) has provided students with an opportunity to practice high-stakes/low-incidence scenarios, such as post-surgical hemorrhage, in an environment in which the "patient" cannot be harmed. More than 200 full-time pre-licensure baccalaureate nursing students in adult medical-surgical nursing classes participated in several high fidelity simulations. The results of these comparisons demonstrated some statistically different results suggesting in some areas the repeating simulation improved while others did not improve.

k. RT11 - The FaceReader: Affect Recognition from Facial Representations *Enilda Romero*, Old Dominion University

The purpose of this presentation is to discuss the use of the FaceReader as a measurement tool for affect recognition. The presentation will describe the importance of emotion, specifically facial expression of emotion in the learning process. Additionally, it introduces and describes the FaceReader system and its capabilities. Lastly, the presentation discusses the role of the FaceReader in research related to affect recognition with regards to learning.

l. SC - School Change Using Constructivist Learning Principles: From Teacher-Centered to Learner-Centered Instruction *Lorelle Lentz*, University of Cincinnati

Changing beliefs and practices from a teacher-centered to learner-centered paradigm are described

in this case study of an elementary school applying constructivist theory to practice. Themes of teacher isolation, personal costs and benefits, scarcity of time, and performance related to evaluation, will be presented. Solutions that provide teachers the same kinds of learning conditions espoused for their students, particularly using technology, will be discussed.

m. RT05 - Increasing Student Satisfaction, Departmental and University Community with an Asynchronous Online Orientation for a Online Graduate Program *Priya Gopalakrishnan*, Emporia State University; *Jozenia Colorado*, Emporia State University; *Marcus Childress*, Emporia State University

Results from a study measuring university and departmental community reported students had a low sense of connection with the department and a low likelihood that they would stay in touch after completing the online program. This information prompted the department to implement an online orientation to help build community as well as maintain and increase student satisfaction. This presentation will discuss a study seeking to increase student satisfaction, and departmental and university community with an asynchronous online orientation.

n. SM Transmedia for 21st Century Teaching and Learning: Thinking and Communication in a World of Information *Leila A Mills*, University of North Texas; *Jenny S. Wakefield*, University of North Texas

Transmedia communications are central to new models of instruction designed to support a dynamic and engaging twenty-first century classroom. As educators design instruction with a wide array of well-established and innovative instructional strategies, the goal is to support students in synthesis and innovation of ideas. Integrated communications technologies provide a transmedia world of information and interaction. Student-driven transmedia experiences can promote creative and critical thinking through communicative actions discourse guided by thoughtful instructional design.

343. RTD 12: Learner-Generated Data Collection in Interactive Learning Environments

2:15 pm to 3:15 pm

East- Suite Tower - 3: Wilson

Facilitator:

Jin Mao, Wilkes University

Presenters

a. In Situ Data Collection: A New Method of Collecting User-Generated Data in Virtual and Physical Interactive Environments *Christian Sebastian Loh*, Southern Illinois University Carbondale

Educational research methodologies have traditionally been designed to take advantage of physical classroom settings where participants and researchers are co-located in the same locale or close proximity of each other. However, many of these methodologies do not work well with virtual interactive environments (such as games and simulations) and non-real participants. This presentation introduces a new research method using in situ data collection, which is more designed for these types of environment and emerging technologies.

b. Investigating the Modality Effect with Eye-Tracking Technology *Dmitrii Paniukov*, Texas Tech University; *Ismahan Arslan-Ari*, Texas Tech University; *Steven Crooks*, Texas Tech University

The primary goal of the current study is to investigate boundaries for the modality effect in multimedia instruction. Researchers plan to examine learner's eye movement patterns and cognitive load by measuring pupil dilations with an eye tracker to understand text processing strategies the learners use during self-paced instruction, the difference in the amount of mental effort while studying the instructional material with pictures and spoken or written text, and effective multimedia design strategies.

344. RTD 17: Understand Digital Natives: Facts & Fiction

2:15 pm to 3:15 pm

East- Suite Tower - 3: Taylor

Facilitator:

Justin Allison, Mississippi State University

Presenters

a. A Qualitative Exploration of the Digital Natives Mythos among Undergraduates in the UK and the US *Derek Larkin*, Edge Hill University; *Kim C. Huett*, University of West Georgia

The aim of this qualitative study was to explore why and how two distinct groups of "digitally native" undergraduate students in the UK and US elect to

engage or disengage with learning technologies, and what influence previous experiences had on their engagement/disengagement with technology. Student interview data were analyzed using thematic analysis. Findings suggest that instead of finding technology use innate and intuitive, so-called “digital natives” may find the use of technology problematic and time-consuming.

b. Technology Use Patterns and the “Digital Natives” as Learners *Penny Thompson*

This session presents a Category 1 Completed Study on the technology use and “digital native characteristics” of university freshman. A survey instrument was developed based on the popular claims about the digital natives as learners. Technology use patterns were identified and correlations between technology use and digital native characteristics were explored. Findings indicate that technology use explains only a small portion of the variation in these characteristics among the digital native generation.

345. Roundtables: Friday- 2:15p

2:15 pm to 3:15 pm

East- Suite Tower - 2: Grand Ballroom B

Presenters

a. DD-R07 Commonalities in Tasks and Perspectives of Instructional Designers and Teachers *Sonja A. Irlbeck*

Capella University; Nancy Thornton, Capella University

Teaching and instructional design skills have similarities and yet are different. What skills do teachers use to accomplish basic instructional design tasks? How do instructional design skills aid teachers in their design endeavors? How do instructional design principles differ from teaching principles? These are some topics that will be explored in this roundtable discussion.

b. DD-R08 How Could A Design and Development Research Course Be Taught? *Neal Shambaugh*

West Virginia University

Design and Development Research is a major research methodology in the IDT field. This roundtable session invites those who have taught design and development research courses to discuss different ways the course could be taught to graduate students. Prospective instructors, and graduate students are welcome to discuss learning outcomes, activities, and delivery options, and innovative new approaches.

c. DD-R09 From Zero to Designing Instruction: The Curriculum Paths of a Design and Development Course for Novices *Joanne E. Beriswill*

Joanne Beriswill

Employees in instructional design fields are expected to have three critical areas of knowledge and skills: knowledge of instructional design, project experience, and technical writing skills, especially the ability to report on their design projects. However, students in instructional design courses come from a wide variety of backgrounds, and many have not been exposed to these areas. This session describes the scaffolded curriculum paths for an instructional design course for novices.

d. DD-R10 CAIR (Collaboration, Application, Intervention, Revision): Scaffolding the Experiential Learning Design Process

Ingrid S Graves, Indiana State University; *Yadi Ziaeehezarjeribi*, Indiana State University

This study was designed to examine the effectiveness of experiential learning in a design-based course (Barab & Squire, 2004). which required students to demonstrate the ability to design and develop instructional material, with an emphasis on implementing theoretical models into practice. While all projects were accomplished individually, students were provided with the opportunity to discuss course content, collaborate on projects, evaluate and receive feedback from peers, and have information clarified during group discussions on the topics related to their project.

e. DD-R11 Challenges in Growing an Undergraduate Program in Instructional Design and Technology

Bruce Harris, Western Illinois University; *Richard Thurman*, Western Illinois University; *Anthony Pina*, Sullivan University System; *James West*, Western Illinois University

Traditionally, most Instructional Design and Technology (IDT) Programs in the United States only offer a doctoral or master’s degree. This presentation discusses the authors’ experiences in establishing and growing an undergraduate degree program in IDT. The presentation will focus on a discussion of undergraduate IDT programs at other institutions, issues involved in establishing and maintaining an undergraduate IDT program, and challenges from the authors’ experiences in growing an undergraduate IDT program.

f. IC-R1 International Students and Technology Proficiency: Lessons from UND *Jacob Manu*, UND; *Woei Hung*

University of North Dakota
The research will randomly survey 100 international students at the University of North Dakota after which associations and other relevant inferential statistics will be analyzed. The results first and foremost will be available to the Office of International Programs

at UND and other student services that have diversity concerns and deal directly with international students.

g. ID-R13 An Investigation of Social Network User Characteristics in Terms of Communicator Styles

Ozcan Ozgur Dursun, Anadolu University

The current study addressed the communicator styles of Facebook users with regard to their usage characteristics. The data were collected from 1705 Turkish Facebook users from different age, gender and occupational groups. Analyses were conducted through parametric tests including t-test, ANOVA and correlation. Relationships between communicator style measures and relevant background variables were investigated, and implications and suggestions for further research were provided.

h. ID-R14 Transforming to a Technology-Based ODL Provider *Cengiz Hakan AYDIN*, Anadolu University

This presentation intends to introduce the efforts of a traditional open and distance learning provider about transforming its print-based system to a technology-based one. The presenter hopes to get feedback from participants to improve the design of the new technology-based system.

i. RT-R01 The Impact of the Uniform Standards of Professional Appraisal Practice (USPAP) Course on Morality in Appraisal Students *Sam Martin*, Walden U/U of Phoenix

Appraisal students taking Uniform Standards of Professional Appraisal Practice (USPAP) courses were given the Defining Issues Test (DIT-2) pre- and post-USPAP to measure the impact of USPAP on appraisal morality. Effects were measured for online vs grounded participants, 7-hour course vs 15-hour course, and USPAP course vs USPAP plus antecedent ethics module. Suggestions for enhancing future USPAP courses are made.

j. RT-R03 Can You Add Me? Examining the Use of Google Docs in Knowledge Building and Creating a Community of Practice *Tutaleni I. Asino*, Penn State University; *Phil Tietjen*, Penn State University

This qualitative research study follows a group of university students who use Google Docs to take notes in the classroom instead of taking their notes individually. We examine this community of practice, to understand how it came about, how participants negotiated entry, and how it has been managed. Moreover, we argue that this community is engaged with more than simply taking notes, but engaged in a knowledge-building discourse (Scardamalia and Bereiter, 2010).

k. RT-R04 Building Online Research Pipelines *David Niemi*, Kaplan Inc; *Elena Gitin*, Kaplan University

This roundtable session will consider how the proliferation of online courses across the world affords new opportunities to obtain evidence on the effectiveness of innovative instructional strategies. To springboard an open-ended interactive discussion of new approaches for using data streams and focused research designs in online courses, presenters will share results and examples from a few key studies conducted in an online university that has been leveraging its immense data flow from nearly 1000 courses.

l. RT-R05 Cyberethnography and the Constant Comparative Method as Approaches to Understand Learner, Instructor, and Researcher Practices in Online Networks *George Veletsianos*, University of Texas at Austin

I report on my experiences using qualitative methods (cyberethnography and the constant comparative method) to analyze social media. These experiences, and resulting insights, may be helpful to researchers considering the use of similar methods. Finally, I discuss the ethics of doing social media research as researchers need to equip themselves with a greater understanding of their rights and responsibilities when conducting research on digital spaces that are public or semi-public.

m. SC1 Case Studies in Systemic Change In and Outside of the U.S. *Mina Min*, Indiana University; *Charles M. Reigeluth*, Indiana University; *Eulho Jung*, Indiana University

The purpose of this paper is to analyze the systemic change cases found in the literature based on the systemic change framework proposed by Reigeluth and Garfinkle (1994). This proposal describes four case studies of innovative practices with an emphasis on systemic school improvement. This paper will identify what comprises successful transformation and which of the key features are included in schools that have undergone systemic change.

n. SC2 Designing and Implementing a One-to-One Computing Program in a Rural High School *Johnny Branch*, Morehead State University Doctoral Student; *John Curry*, Morehead State University; *Chris Miller*, Morehead State University

This session will chronicle the processes of design and implementation of a one-to-one computing program for a high school in rural Appalachia.

o. SC4 Systemic Integration of Technology in Distance Learning: A Vision for Transforming Online Education Through PIES (Personalized Integrated Educational System) *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 in distance education.

p. DD-R38 Promoting Intergenerational Collaborations through Virtual Community Garden Application Design *Cynthia Lynn Wiley*, Grand View University; *Yun Wang*, Iowa State University; *Lei Zhang*, Iowa State University; *Wei Wang*, Iowa State University

By establishing a virtual community garden application—Common Ground Experience (CGX), the researchers aim to provide an intergenerational connection with unique opportunities to share experience through gardening. The CGX application links to an existing physical community garden to emphasize both virtual and physical environments. This study details the interactive design process involved in creating the CGX application. By encouraging the intergenerational collaboration, CGX will enhance the social experience for different generational groups.

q. DD-R39 A Multiple-Perspective Conceptual Change Design Framework to Support Geometry Concept Development among Middle School Learners *Keri D. Valentine*, The University of Georgia; *TJ Kopcha*, University of Georgia

Many conceptual change (CC) frameworks have been designed for use in the context of science learning. These theorize either the nature of CC or the design of CC learning environments. This session will present a design framework for addressing the limited concepts students' hold in geometry by integrating multiple perspective CC frameworks used in science education. An analysis of related research and recommendations for future research will be presented.

346. SICET - Instructional Technology Practices in Taiwan & SICET General Session (9)

2:15 pm to 3:15 pm

West- Rivue Tower - 3: Holly

Presenter

a. The Construction and Empirical Analysis on the Indicators of Taiwan Technological and Vocational

College Students' Basic Ability for Employability in Civil Engineering for the ESCR Technology *Hsin-Tzu (Tommy) Chen*, Chinese Culture University; *Chien-Cheng Chang*, Chinese Culture University; *Cheng-I Lai*, National Taiwan University of Science and Technology

This research attempts to understand the ability of Taiwan Technological and Vocational College students of Civil Engineering for the technology in terms of Energy Saving and Carbon Reduction (ESCR) and what kind of employment knowledge and ability of college students should have. This research project was sponsored by National Science Council, from year 2011 to 2013, the main purpose of this research is to focus on the cultivation of human resource and to enhance the ability for students.

347. SMT 01: Technology in the Media Center: Stories From the "Edge" - (3)

2:15 pm to 3:15 pm

East- Suite Tower - 3: Morrow

Facilitator:

Leslie Blatt, Newark Public Schools

a. Library Media Specialists as a Significant Other in Pre-Service Teachers' Technology Integration Development *Rebecca D Hunt*, Northern Illinois University; *Lara M. Luetkehans*, Northern Illinois University

Teacher preparation in technology integration (TI), albeit essential, is often a single course taught at the university setting. In this session, presenters will share findings from the implementation of a field-based TI experience guided by a professional learning community of pre-service teachers, library media/technology specialists, cooperating teachers, peers, and university faculty. Uniquely, this learning community includes library media/technology specialists who serve as "significant others" in the pre-service teachers' preparation in TI.

b. The Usability of School Library Websites: a Nationwide Study *Anthony Chow*, University of North Carolina at Greensboro; *Amy Figley*, UNCG
 A nationwide study of 173 randomly selected elementary, middle, and high school library websites was conducted to help determine how usable they were and how they compared to recommended best practices for youth-oriented websites; 34 school librarians also completed an online survey about the main priorities of their website and who they were designed to serve. Preliminary results suggest that school library websites are not age-appropriately designed. Best practices will be demonstrated.

c. An Investigation of How Digital Storytelling Affects Young-aged Students' Learning: Lessons from the Practice in an Art Classroom *Ye Chen*, Syracuse University; *Jing Lei*, Syracuse University; *Heng Luo*, Syracuse University, IDDE
This study investigated digital storytelling activities of K-2 students in an art class and studied their particular effects on the art learning of these students. Our results revealed that digital storytelling was very effective in promoting meaningful learning, attention maintaining, self-expression, creation, and meta-cognition for young-aged students. We then proposed five guidelines on how to integrate digital-storytelling activities in classroom and discussed the limitations and potentials.

348. SMT 13: Soft Technologies: The Latest Research - (3)

2:15 pm to 3:15 pm

East- Suite Tower - 2: Nunn

Facilitator:

Morgan Reece, Charlotte-Mecklenburg Schools

Presenters

a. Designing and Developing an Interactive Computer-Based Peer Nomination Form to Identify Diverse Gifted Students *Fatih Kaya*, Texas A&M University; *ERHAN DELEN*, TEXAS A&M UNIVERSITY; *Mehmet Oren*, Texas &M University
The purpose of the study is to design and develop an interactive computer-based peer nomination form to identify lower-grade gifted and talented students, especially having diverse backgrounds. This study is the second phase of a former study. The peer nomination form developed in the first phase will be revised and computerized to make it more interactive and convenient for both test takers and givers.

b. Towards the Development of an Automated Technology Coach: Paper Prototyping Sessions and Survey Results *Bill Sugar*, East Carolina University; *Patricia J Slagter Van Tryon*, East Carolina University

This presentation will describe the development of an automated technology coach. The purpose of this "coach" is to facilitate effective technology integration among K-12 school teachers. Results from four successive paper prototyping sessions and a follow-up survey with teachers (n=60) will be shared. In summary, "Sharing", "Learning", and "Collaboration" are perceived as valuable technology coach components. Implications with regards to effective technology integration and next steps in developing this automated technology coach will be discussed.

c. Using An Hyperdocument To Analyse Cognitive Processes In Problem Solving Tasks: A Case Study *Clara Coutinho*, Institute of Education University of Minho; *Diogo N Machado*, University of Minho, Braga, Portugal

In order to collect information about the efficiency of the use of self-regulated hyperdocuments in the acquisition of new learning an interactive document on problem solving techniques was developed. A qualitative case study was carried out with eight 6th grade students. Participants were involved in a problem solving task before exploring the hyperdocument and again after it. Data gathered through think-aloud protocols were compared. Results suggest advantages in the use of the hyperdocument, supporting importance in promoting motivation, interaction, comprehension and achievement.

349. TED06 - Instructional Technology Practices of K-12 Teachers

2:15 pm to 3:15 pm

West- Rivue Tower - 3: Dogwood

Facilitator:

Kent Sabo, Arizona State University

Presenters

a. Increasing Historical Literacy with Technology *Dennis Beck*, University of Arkansas
Pedagogy reform is a central issue in social studies education. For those eager for a change in social studies pedagogy, technology offers potential to move toward a student-centered pedagogy. However, a gap still exists between common practice and the best practice technology-use emphasized in social studies education research. This study addresses this gap by looking at how state history teachers use technology and how it affects historical literacy outcomes in middle school students.

b. Instructional Practices of Technology Integrating Teachers of Low-Income African American Students *Crystal Cuby-Richardson*, Georgia State University; *Laurie Brantley-Dias*, Georgia State University

As we endeavor to become more globalized in our educational practices, it is important to indicate how we will include all populations particularly those most in need. This study deconstructs the digital divide by examining the social embeddedness and academic uses of technology in a small, urban elementary school with a low income African American population. This research centers on how three teachers design and enact technology integrated instruction to challenge and empower their students.

350. TED10 - Model Professional Developments for K-12 Teachers and Technology Integration

2:15 pm to 3:15 pm

West- Rivue Tower - 3: Walnut

Facilitator:

Jesse Strycker, East Carolina University

a. Transitioning to a School of the 21st Century

Carmen Weaver, University of Memphis; *Clif Mims*, University of Memphis

This study sought to take a snapshot of stakeholders' perceptions of a one-to-one initiative – an initiative in which every student and teacher would have 24/7 access to a tablet with Internet access and Open Educational Resource based content would be delivered via an LMS. Data were collected through a series of interviews with stakeholders. Through these interviews, four themes emerged: Relevance in the 21st century, change in the teaching and learning environment, a need for leadership, and support for implementation.

b. Instructional Technology Programs Partnering with K-12 Schools: A Model Professional Development Event

Jeremy Dickerson, Coastal Carolina University; *Cheng-Yuan "Corey" Lee*; *Joe Winslow*, Coastal Carolina University

This session presents the design, logistics, outcomes and benefits of a professional development symposium used to connect instructional technology students to K-12 teachers. This symposium provided hands-on training on relevant technologies by instructional technology students for K-12 teachers as a culminating event for graduate program completion. Highlights include details about the university/school partnership, selection of session content, design, development and delivery of instruction, symposium logistics and lessons learned via feedback data from the participant teachers.

351. VW 6: Teaching and Learning in Virtual Worlds

2:15 pm to 3:15 pm

East- Suite Tower - 2: Clements

a. Developing Hawaiian Culture Educational Simulations in Second Life: The College of Education's Experience

Peter Leong, University of Hawaii-Manoa; *Adam Tanare, Jr.*, University of Hawaii-Manoa; *Skye Kalewa Correa*, University of Hawaii-Manoa; *Kasey Fernandez*; *Davileigh Kahea Naeole*, University of Hawaii-Manoa; *Marisa Yamada*, University of Hawaii-Manoa

This presentation will describe a case study of the University of Hawaii, College of Education's (COE) experience of developing Hawaiian culture

educational simulations. COE has developed three educational simulations on its Second Life Island to teach important aspects of the Hawaiian culture – Hawaiian mythology, Polynesian voyaging and the kalo plant. Based on the lessons learned from this process, we will share best practices that can be used to develop similar future 3D virtual cultural simulations.

b. Using A Virtual World Environment To Create Awareness and Knowledge About Accessibility

Thomas Conway, Center on Disability Studies/ University of Hawaii at Manoa

Creating an all-inclusive learning environment for students is a worthy goal for any educator and educational institution. All students can benefit from universally designed and accessible materials and technology delivery platforms, such as Learning Management Systems (LMS) and the Internet, from which many different modes of learning can take place. This presentation explores using a virtual environment, Second Life, as a delivery platform for creating awareness about accessibility issues for distance education courses.

357. AECT General Session: Daniel Willingham-The Mind, the Brain, and Quality Control in Educational Technology

3:30 pm to 4:45 pm

East- Suite Tower - 2: Grand Ballroom A

Facilitator:

Marcus Childress, Emporia State University

358. AECT Membership Meeting

4:45 pm to 5:45 pm

East- Suite Tower - 2: Grand Ballroom A

359. University Reception

6:00 pm to 7:30 pm

East- Suite Tower - 2: Grand Ballroom B

360. ISMF: Awards Ceremony

7:30 pm to 9:00 pm

East- Suite Tower - 2: Grand Ballroom A

361. Boarding: ECT Riverboat Excursion

8:00 pm to 8:30 pm

East- Suite Tower - Special Off-Site Events

362. Departure: ECT Riverboat Excursion

8:30 pm to 10:30 pm

East- Suite Tower - Special Off-Site Events

363. Intern Breakfast - Saturday

7:00 am to 8:00 am

East- Suite Tower - 2: Carroll Ford

364. Walden Residency Breakfast - Final Meeting

7:30 am to 10:00 am

West- Rivue Tower - 3: Holly

Chairs:

MaryFriend Shepard, Walden University**Jennifer Smolka**, Walden University**365. AECT-C13 Nominating Committee-2013 Election**

8:00 am to 9:00 am

East- Suite Tower - 2: Brown

Chair:

Ana Donaldson, Walden University**366. AECT-C20 National Convention Planning Committee**

8:00 am to 9:00 am

East- Suite Tower - 2: Carroll Ford

Chair:

Steve Harmon, Georgia State University**367. D&D - Future of Communications and Technology (17)**

8:00 am to 9:00 am

East- Suite Tower - 3: Beckham

Facilitator: **Brett H. Cook****a. Future of Communications and Technology Preston Parker**, Utah State University

In this session, I will share some of the new technologies, that already exist or are soon to be created, that will likely change communications in the next 20 years around the world. Come prepared to be amazed at what is coming. After presenting on some of the technologies, we will discuss how they will change the world.

368. DDL-07 Educational Gaming Online and Off

8:00 am to 9:00 am

East- Suite Tower - 3: McCreary

Facilitator:

Jeongwoon Kim, Brigham Young University**a. Using Digital Gaming Dynamics to Enhance Asynchronous Online Discussions Chih-Hsiung Tu**, Northern Arizona University; **Cherng-Jyh Yen**, Old Dominion University; **Laura Sujo-Montes**, Northern Arizona University

Game-based learning has been recognized with the impact on cognitive development and social learning.

The main purpose of the study is to assess if there is a predictive relationship between traditional online discussions and online discussions enhanced by digital gaming dynamics. This study concluded that digital game-based learning design and its five aspects resulted in higher levels of digital learning dynamics significantly while comparing asynchronous online discussion with badge award system to traditional asynchronous online discussions. Digital game-based learning design improves learners' learning feedback, social interaction, behaviors, and motivation in online discussions. Positive and effective DGBL could enhance learning and engage learners in more social and context-rich decision making for problem solving in learning tasks.

b. Factors Affecting Teachers' Acceptance of Digital Educational Games Gulgun Afacan, UGA; **Erkan ER**, The University of Georgia

Educational games are developed intentionally for teaching and learning purposes. Researchers paid little attention to the acceptance of educational games by intended users such as students and teachers. With this study, we aim to propose a research model that will analyze factors that have influence on acceptance of educational games by teachers.

369. MPD1-Gaming in Physics

8:00 am to 9:00 am

East- Suite Tower - 3: Wilson

Facilitator:

Venus Cooley, Morehead State University**a. Developing Game-like Computer Simulations Running on iPad that can Teach Difficult Physics Concepts Young-Jin Lee**

This study presents game-like computer simulations running on the iPad that provides instructional scaffolding based on physics misconception research and e-learning and instructional design principles to help students learn difficult physics concepts. This study will also show how this iPad app can unobtrusively collect information about students' learning activities, while they are conducting a series of game-like physics simulations, and how such information can be used to infer their understanding of the target physics concepts.

b. Picodroid: Designing and Developing a Physics Game Using the Kinect Motion Controller Aline Click, Northern Illinois University; **Wei-Chen Hung**, **Jason M Underwood**, **Silvia Ginting**, Northern Illinois University

The goal of the Full Body Physics project was to create an interactive game-based learning experience

that connects middle- and high-school students with critical physics and chemistry concepts using their bodies as a controller. The final product, Picodroid, was designed and developed by two successive teams of students in physics, art, education, and computer science. This session will describe design and development process, demonstrate the finished game, and describe the current state of implementation.

370. MSU-EDD Meeting - Saturday

8:00 am to 9:30 am

West- Rivue Tower - 3: Maple

Chair:

John Curry, Morehead State University

371. RTD 20: Integrating Emerging Technologies into Teaching & Learning

8:00 am to 9:00 am

East- Suite Tower - 3: Taylor

Facilitator:

Gomang Seratwa Ntloedibe-Kuswani, Syracuse University

a. Literature Review and Future Research Agendas: Millennial Generation and Integration of Technology in Teaching and Learning *Eunjung Oh*, Georgia College and State University; *Thomas C. Reeves*, University of Georgia

This literature review paper discusses trends and findings of research focused on the Millennial Generation over the past decade. Both serious studies and speculations by generational “experts” regarding school and workplace technology integration of the Millennial Generation are included in this review. Based on findings, the discussion is organized into three categories: diversity, technology integration, and curriculum development. As there is still a lack of consensus on the characteristics of the newer generation sufficient to serve as a solid conceptual framework or variable in research studies, research in this area demands ongoing, rigorous examination. Recommendations for future research agendas conclude this paper.

b. The Beginning of the Curve: Mobile Learning in Hawaii Public Schools *Meng-Fen Grace Lin*, University of Hawaii; *Catherine Fulford*; *Curtis Ho*, University of Hawaii at Manoa; *Ritsuko Iyoda*, University of Hawaii at Manoa

This research examined an impact of professional development on teachers at the early stage of their mobile learning adoption. Ten teachers participated in professional development courses titled “Mobile Apps in Education” offered by the Hawaii’s Department

of Education in fall 2011. The results indicated that, despite the limited resources and support, all teachers showed increased commitment to integration of mobile applications in teaching and learning. Implications and future research directions will also be discussed.

372. SMT 03: Mind Games and Other Alternative Instructional Tools - (2)

8:00 am to 9:00 am

East- Suite Tower - 2: Collins

Facilitator:

Judy Donovan, University of Buffalo

a. Bringing the World to the Classroom through Videoconferencing *Susan Hopper*, UNT doctoral student

The focus of this session will be a case study of a Dallas-based school that implemented twelve global projects connecting with twenty different states and countries, as a platform for integrating 21st century skills into an existing curriculum. The school took videoconferencing to a higher level as every grade level in K-8th grade was involved in a school-wide initiative to “bring the world to the classroom,” through engaging global learning projects with distant partners.

b. Using Narrative Based Games for Reading Complex Text in Middle School *Carol A. Brown*, East Carolina University

Narrative based computer games are used to enhance reading in the science content area. Middle School students interact with multimodal characters, view posters of pathogens, and read complex text to find clues and solve the mysterious illness that has plagued the virtual scientists. Generative organizational tables (GOTS) are used to analyze complex reading passages. Attendees will be invited to provide feedback on the design of the game.

373. SMT 04: BYOT and One to One: The Latest Technology Devices - (3)

8:00 am to 9:00 am

East- Suite Tower - 2: Breathitt

Facilitator:

Randy Hollandsworth, Piedmont College

a. Ubiquitous Access to Technology: Or What Happens When 1000 Netbooks Turn on at the Same Time. *Lessell (Marty) Bray*, Haralson County Schools; *Kristi Saxon*, Haralson County High School

In 2010 a small rural school district received two grants which allowed the district to give a netbook to every high school student. A second grant allowed

the district to provide wireless cellular access to each device. This presentation will look at how these grants were implemented, the successes, and the challenges associated with realizing the dream of ubiquitous computing access.

- b. iPod Touch and English Language Learners: A Case Study of Using iPod Touch Devices** *Cesar Chavez Navarrete*, University of Texas at Austin; *Min Liu*, Univ. of Texas at Austin; *Erin Maradiegue*, University of Texas at Austin; *Jennifer Wivagg*, University of Texas at Austin

In this study we investigate how iPod touch devices are used to support the teaching and learning of English language learning (ELL) students and explore the potential benefits of these mobile devices as an educational tool. The iPod touch devices, issued to middle school ELL students, were used for learning at school and home. Teachers and students interviews, observations, and student usage survey and open-ended responses are analyzed to inform the findings.

374. TED18 - Using Technology to Enhance Scientific Inquiry

8:00 am to 9:00 am

East- Suite Tower - 2: Nunn

Facilitator:

Kristin Brynteson, Northern Illinois University

Presenters

- a. Enhancing Scientific Inquiry and Practicing New Literacies Skills through ICTs and Mobile Devices** *Shiangkwei Wang*; *Hui-Yin Hsu*; *Lisa Runco*, New York Institute of Technology

New literacies have become an important set of knowledge and skills students need to participate fully into their civic life in a global era. The optimal way of cultivating new literacy skills lies in successful integration of ICTs (information and communication technologies) into content area. In this exploratory case study, the presenters will report how ICTs and mobile device facilitated middle school students' scientific inquiry and new literacies skills in the topic of water quality.

- b. Investigation of Middle School Science Teachers' Preparedness to Practice New Literacies** *Hui-Yin Hsu*; *Shiangkwei Wang*; *Lisa Runco*, New York Institute of Technology

Due to the rapid advancements of information and communication technologies (ICTs), educational researchers argue that the multimodal and new literacies should become common practices in schools. Students need the new literacies skills and practices to

succeed in a global community. Are teachers prepared to integrate ICTs in the classroom to develop students' new literacies skills? The purpose of the study is to investigate middle school teachers' preparedness to practice new literacies in science classrooms.

375. AECT Saturday Board of Directors Meeting

9:00 am to 12:00 pm

East- Suite Tower - 2: Brown

Chair:

Marcus Childress, Emporia State University

376. Workshop 41-W1

9:00 am to 12:00 pm

East- Suite Tower - 01: Wilkinson

Presenter

- a. First Principles of Instruction** *M. David Merrill*, Retired Utah State University

First Principles of Instruction and the Pebble-in-the-Pond Model for instructional design have been expanded and elaborated in a new book, First Principles of Instruction, to be published by Pfeiffer October 2012. This workshop will describe and illustrate the elaboration of and the new additions to these two models, including a new strategy for teaching problem-solving that combines strategies for teaching individual component skills into an integrated strategy for problem-solving instruction.

377. Workshop 41-W2

9:00 am to 12:00 pm

East- Suite Tower - 3: Morrow

Presenter

- a. Teaching and Learning with Mobile Devices**

Jozenia Colorado, Emporia State University; *Qing Zhang*, Emporia State University; *Seung Gutsch*, Emporia State University; *Daphne C. Y. Tseng*, Emporia State University; *Ju Eun Cho*, Emporia State University

For today's students, mobile devices have become a natural part of their environment and their connected lives. Mobile devices and their educational applications, or apps, have the potential to be used as an effective tool for teaching and learning. This workshop will present and demonstrate types of mobile devices, tools accessible through their use, different educational applications to use with mobile devices, as well as using mobile devices for individuals with special needs.

378. Workshop 41-W3*9:00 am to 12:00 pm**East- Suite Tower - 3: Fields***a. Creativity, education and design 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. How to integrate, solicit and develop creativity in the classroom will be presented.

379. Workshop 41-W4*9:00 am to 12:00 pm**East- Suite Tower - 3: Stanley***a. Prospective Authors' Workshop: Design Cases and the International Journal of Designs for Learning****Elizabeth Boling**, Indiana University; **Kennon M.****Smith**, Indiana University; **Craig Howard**, IndianaUniversity Bloomington; **Colin Gray**, Indiana

University

The International Journal of Designs for Learning is dedicated to a form of knowledge building, the design case—a form unfamiliar to many authors in the field of IDT. Participants in this half-day workshop will arrive with ideas, consult with editors of the journal, and leave with at least one detailed outline for a design case that may be expanded into a manuscript suitable for submission to the journal. Bring your laptop or iPad!

380. D&D - Employing Social Media in Instruction (14)*9:15 am to 10:15 am**East- Suite Tower - 3: Beckham*

Facilitator:

Seungoh Paek, Teachers College, Columbia University

Presenters

a. Designing Instruction for Social Media Kent Sabo,Arizona State University; **Quincy Conley**, ArizonaState University; **Robert Atkinson**, Arizona State

University

The purpose of this session is to explore how learning with social media could be more effective by leveraging instructional design theories and models. This session will directly address the conference sub-theme, Social Tools for Teaching and Learning.

This session will be of interest to current secondary teachers as well as those teaching in higher education. Teacher educators and researchers, particularly those work with teachers to integrate technology into their teaching practice.

b. (Re)Designing Social Media for Learning Quincy**Conley**, Arizona State University; **Kent Sabo**, ArizonaState University; **Robert Atkinson**, Arizona State

University

The purpose of this session is to explore and discuss how social media could be enhanced for learning by leveraging instructional design theories and models. This session will directly address the conference sub-theme, Social Tools for Teaching and Learning. This session would be of interest to instructional designers who create instruction using social media, researchers and developers of digital learning environments and education faculty interested in technology.

381. DDL-21 Social media tools for Online learning*9:15 am to 10:15 am**East- Suite Tower - 3: McCreary*

Facilitator:

Jin Mao, Wilkes University**a. Effective Uses of Web 2.0 Social Media Tools to Improve Teaching Online, Nationally****and Internationally Shu-Hsiang (Ava) Chen,**Chulalongkorn University; **Huei-Lien Chen,**

University of Northern Iowa

Online instructors in higher education are well positioned to take advantage of the dazzling array of emerging technologies. However, how well do the Web 2.0 initiatives at the faculty level actually help them serve remote students? Guided by a research framework, this presentation aims to answer the questions raised. Together we will discover effective uses of tools to improve teaching online and to provide a pleasant learning experience for students nationally and internationally.

b. What Students Talk about on Twitter: Examining Conversations in an Online Community of Practice**Douglas R. Holschuh**, Texas State University

This presentation looks at Twitter as a means to extend the hybrid or online classroom beyond the more formalized learning management systems that dominate most university online learning to create an extended but local community of practice. Tweets and conversations from a Twitter implementation in an educational technology graduate program were analyzed to better understand how students are using Twitter and to help faculty create more meaningful and interconnected online communities.

382. RTD 01: Mobile Learning Research

9:15 am to 10:15 am

East- Suite Tower - 3: Wilson

Facilitator:

Joseph P. Sweeney, University of Memphis

a. The Use of Electronic Mobile Technologies among Distance Learners in Rural Communities for Safe and Disruptive Learning Gomang Seratwa

Niloedibe-Kuswani, Syracuse University

This proposal reports a category 1 completed study exploring how the use of electronic mobile technologies among distance learners in rural communities informs instructional design for safe (access) and disruptive (participative) learning. The study addressed three key questions: a) the penetration of electronic mobile technologies in rural Botswana; b) usage among distance learners in rural communities; and c) the readiness of tutors and learners to use these technologies in teaching and learning.

383. RTD 05: Instructional Development for Learners with Exceptionalities

9:15 am to 10:15 am

East- Suite Tower - 3: Taylor

Facilitator:

Hannah Kim, Purdue University

a. Multimedia and ADHD Learners: Are Subtitles Beneficial or Detrimental? **David Lewis**, Nova Southeastern University; **Victoria Brown**, Florida Atlantic University

This session will present the preliminary results of an exploratory study. Participants will be randomly assigned into two groups, those receiving instruction 1) with subtitles (redundant text); & 2) instruction without subtitles. A diagnostic test will be used to categorize learners as 1) having symptoms consistent with attention deficit hyperactivity disorder (ADHD); or 2) non-ADHD learners. Two performance variables will be considered (retention & transfer). Finally, learner cognitive load was also measured.

b. Using 3D Virtual Reality for Social Communication Skills Development of Children with Autism Spectrum Disorders (ASD) **Fengfeng Ke**, **Tami Im**, Florida State University

Using a multiple-baseline across-participants design, this study explored the impact of a 3D virtual-reality-based training program on the social communication skills of children with ASD, and examined the interactions between the program design features and social communication learning outcomes.

Children participating in this program practiced social interactions within a series of virtual role-play scenarios that simulate school children's daily social interactions.

384. SMT 02: Gaming the System: The Role of Games and Simulations in Education - (3)

9:15 am to 10:15 am

East- Suite Tower - 2: Collins

Facilitator:

Carol A. Brown, East Carolina University

Presenters

a. Games in Schools: Teachers' Perceptions of Barriers to Game-based Learning **William Watson**, Purdue University; **Sha Yang**, Purdue University; **Dana Ruggiero**, Purdue University

While there are frequent calls for the use of video games to revolutionize learning, there are limited quality studies examining their use in schools. Video games are becoming the dominant media for today's K-12 students, yet they are not a common form of instruction in the classroom. This study examines teachers' perceived barriers to the use of games in schools, highlighting what prevents the adoption of games and what leads teachers to overcome these barriers.

b. Identifying the Barriers to Using Games and Simulations in Education: Creating a Reliable Survey Instrument **Jeannie Justice**; **Albert Ritzhaupt**, University of Florida

The purpose of this study was to develop a valid and reliable instrument of barriers to the adoption of games and simulation in formal educational settings. This study could be used to help current and future educators who wish to incorporate games and simulations to overcome potential barriers to adoption. This study may help future researchers with the use of a valid instrument to measure teacher perceptions.

c. Playing and Learning: An Exploratory Study of Children's Experiences in a Virtual Gaming Environment. **Daisyane Barreto**, University of Georgia

Games have been part of children's culture for years. As games become digital and playing involves using sophisticated electronic devices to interact in a game space, investigating how children are using these technologies seems crucial. A group of children, between 6 to 8 years old, were observed and interviewed while playing online games. The results from this experience may inform teachers, parents and instructional designers about children's learning experiences in an online game environment.

385. SMT 05: The Padded Classroom: Devices and Techniques for Instruction - (3)

9:15 am to 10:15 am

East- Suite Tower - 2: Breathitt

Facilitator:

Lessell (Marty) Bray, Haralson County Schools

Presenters

a. Customizing Instructions for English Language Learners: Integrating ipads in a Grade 4/5 Classroom *Jung Won Hur*

The purpose of this study is to examine appropriate ways to integrate iPads to help English Language Learners (ELLs) develop language proficiency. Using a differentiated instruction framework, a total of eight iPads were integrated into a grade 4/5 ELL classroom. Five centers were set up, and students were asked to use apps appropriate for their English proficiency. Extensive observations of students' iPad use and interviews with the teacher were conducted to investigate the impacts of iPad use on English development. Successful iPad integration ideas and their effects are discussed.

b. Inquiry-based Learning Environment Using Mobile Devices in Math Classrooms *Donggil Song,*

Indiana University; *Paul Kim,* Stanford University School of Education; *Arafah Karimi,* Seeds of Empowerment

SMILE (Stanford Mobile Inquiry-based Learning Environment) is an inquiry-based mobile learning framework designed to promote student-centered inquiry and reflection leveraging mobile media in the classroom setting. This paper introduces the seven phases of SMILE that are applicable to math classroom environments, and presents the findings from SMILE implementation studies in Argentina and Indonesia. SMILE was found to engage students in heterogeneous/mixed ability classes and promote both team collaboration and competition in learning math.

c. iPad: Explore the Hidden Potential in Your Students *Carol M. Walker,* Indiana University of PA

"I didn't know how much my son knew until he picked up my iPad" – this statement, from the mother of a child with learning disabilities, indicates the power of a familiar device: the iPad. Using a constructivist format, it is my vision to help you prepare all students to be proficient learners. Join me to experience the value of the iPad as another effective tool in the best practices already used in your classroom.

386. TED02 - An Overview of Technologies that Help Teachers Customize Learning Experiences for Students

9:15 am to 10:15 am

East- Suite Tower - 2: Nunn

Facilitator:

Jason Siko, Grand Valley State University

Presenters

a. Teacher Professional Development for Personalized Student Learning *Yu-Ju Lin,* University of Georgia; *ChanMin Kim,* University of Georgia

We design guidelines for the professional development that aims to promote teachers' effective implementation of a recommendation system for student personal learning. We first classify three components that are required for the implementation of recommendation system: (a) identifying individual students' needs, (b) understanding the recommend system, and (c) making pedagogical decisions. Then we will provide synthesized guidelines used to promote teachers personalized instruction using recommendation system.

b. Understanding Teacher Perspectives and Practices: Experiences from the Curriculum Customization Service *Heather Leary,* University of Colorado-

Boulder; *Linda Sellers,* Utah State University; *Victor Lee,* Utah State University

There are a vast number of online resources for teaching science. An online service, the Curriculum Customization Service, assists teachers in customizing curriculum for diverse student populations. Through the work of a replication study, teachers were interviewed about their perspectives and practices in the classroom, including lesson planning, technology use and integration in the classroom, teaching strategies, communities of practice, and engagement with the CCS. Results of this work will be reported.

c. Parents, Technology, and Life with a Child Diagnosed with Autism Spectrum Disorders *Demetria Ennis-Cole,* University of North Texas;

Princess Cullum, University of North Texas

Life with a child diagnosed with Autism Spectrum Disorders (ASD) is very challenging for parents and caregivers. Problems with communication, social interaction, and behavior make life difficult for families living with the needs of a child with ASD. The needs and issues of 220 families in Texas are explored along with the technology interventions the parents are using to educate their children and mitigate skill deficits.

387. TED11 - Online Teaching and Learning for K-12 Teachers

9:15 am to 10:15 am

East- Suite Tower - 2: Carroll Ford

Facilitator:

Lara M. Luetkehans, Northern Illinois University

a. Virtually Unprepared: Examining the Preparation of K-12 Online Teachers *Michael Barbour*, Wayne State University

Over the past decade, K-12 online learning or virtual schooling has grown as an exponential rate. However, this is still a neglected aspect of teacher education. This session will explore virtual schooling and provide participants with exposure to a variety of existing teacher education models and open access resources that they can adopt or adapt for their own use.

b. Online Teacher Professional Learning Communities – Lessons Learned from a Virtual Critical Friends Group *Julie Moore*, Kennesaw State University

Critical Friends Groups have been a form of professional learning community in PreK-12 schools for a number of years. As new connective technologies have emerged, the potential for conducting such sessions virtually has become a possibility. For the past three years, a group educators have participated in a virtual Critical Friends Group (iCFG). This presentation will highlight the work and takeaways from this group, culminating in lessons learned by facilitating Critical Friends Groups in Google+.

393. D&D - Game-based Learning: Student Game Creation and Games for Testing (32)

10:30 am to 11:30 am

East- Suite Tower - 3: Taylor

Facilitator:

Joanne E. Beriswill, Joanne Beriswill

Presenters

a. Design-Based Research on the Use of Homemade PowerPoint Games *Jason Siko*, Grand Valley State University; *Michael Barbour*, Wayne State University
The results of a three-year design-based research study involving the use of game design as an instructional strategy will be discussed. Students created games in an environmental chemistry class using MS PowerPoint as their design platform as a low-tech alternative to learning a programming language. In addition to examining the effects of game design as an instructional strategy, the individual justifications for using homemade PowerPoint games, microthemes and question-writing, were also examined in isolation.**b. Using Game-Like Knowledge Tests in Constructivist Learning Environments: Triggering the Trivial Pursuit Effect** *Lloyd Rieber*, University of Georgia; *Gregory Francom*, University of Georgia; *Lucas Jensen*

The purpose of this research was to investigate ways to bring intelligent uses of tests of basic knowledge skills within what is considered a constructivist learning environment. Knowledge tests were administered in two required graduate-level instructional courses. These knowledge tests were “gamified” to trigger the play behavior in graduate students. Results showed that students achieved 100% mastery of the content with a large portion of the students reporting being motivated by the gaming context.

394. D&D - Research on Model-based Instruction in K-12 Education (21)

10:30 am to 11:30 am

East- Suite Tower - 3: Beckham

Facilitator:

Keri D. Valentine, The University of Georgia

Presenters

a. Student Reasoning in Model-Based Learning and Construction *Bruce Gabbitas*, University of Georgia
Model-based learning has grown as an area of research. The focus on working with models of complex phenomena offers insights into classroom learning. This presentation reports on research from a public school classroom in which students used a model-based learning framework woven into their regular curriculum. Student-generated models and classroom activity provide insight into how students reason in this setting. Implications for principles of design of learning environments will be presented.**b. Using Technology to Facilitate Modeling-Based Science Education: Lessons Learned from the Past Ten Years** *Heng Luo*, Syracuse University, IDDE; *Jing Lei*, Syracuse University; *Ye Chen*, Syracuse University

This study investigates the use of technology in modeling-based instruction (MBI), a well-established instructional method in K-12 science classrooms. Based on the meta-analysis results of MBI literature from 2000 to 2010, this study aims to 1) identify new trends of technology integration in MBI, 2) explore the unique features and affordances of MBI technologies, and 3) determine the overall effect of technology-supported MBI on students learning outcomes.

395. DDL-17 Online Teaching Tools

10:30 am to 11:30 am

East- Suite Tower - 3: McCreary

Facilitator:

Christine Sorensen, University of Hawaii at Manoa

a. Barriers and Supports of Participation in Online Discussion Tools

Tristan Johnson, Florida State University; Yalin Turel, Firat University

Using an online discussion tool is an important task for most online courses. We present the findings from a study that looks at barriers and supports of online student participation.

b. Using Blogs to Facilitate Peer Assessment in an Online Course

Kristi Verbeke
This session will demonstrate the use of blogs to facilitate peer assessment in an online instructional design course. The benefits of peer assessment will be discussed and examples of student work and reactions will be presented. Guidelines for the integration of peer assessment into an online course will also be offered for those looking to encourage more student-to-student interaction in their online courses.

396. DTP-5-Training Design and Performance

10:30 am to 11:30 am

East- Suite Tower - 2: Carroll Ford

Facilitator: *Stefanie Buck, Oregon State University*

a. The Journey from Instructional Design to Performance Improvement

Scott Weersing, Old Dominion University
Have you wondered how you could move from designing training to improving performance? This is a case study about how instructional designers can shift from developing materials to being performance consultants who provide a broad range of solutions to improve performance. An overview of human performance technology is described along with the skills and competencies needed to move from a focus on training to a focus on improving performance and business results.

397. RTD 24: Methods & Strategies for Informal Learning

10:30 am to 11:30 am

East- Suite Tower - 3: Wilson

Facilitator: *Laura L. Alderson, University of Memphis*

a. A Mixed Method Case Study: How Principals Cultivate Technology Integration and use Social Networks for Professional Growth

Barb Brown, Michele Jacobsen, University of Calgary
School principals from three theoretically diverse school districts were surveyed to explore their

perceived role in cultivating teaching and learning improvements by integrating technology and how social and technological networks impact leadership during educational change. An online survey, along with semi-structured interviews with principals and teachers, and the collection of additional qualitative documentation, were the mixed methods that informed this explanatory case study of principals involved in leading educational change in K-12 schooling environments.

b. Indicators of Informal Learning in an Online Community

Jenny Eppard, Zayed University; Fairlie Atkinson, Zayed University
The presenters aim to demonstrate how online learning can be measured in social media interactions using Activity theory. A study was conducted of online informal learning using the Al Jazeera website for a PhD thesis and components of Activity theory were found to be present in the site's interactions. This research looked at the Syria blog to assess indicators and perceptions of learning. Activity theory was used to develop interview question and to analyze data

398. SMT 06: Technology in the Classroom: As Integral as Ever - (3)

10:30 am to 11:30 am

East- Suite Tower - 2: Breathitt

Facilitator:

Judy Donovan, University of Buffalo

a. Technology Integration. What Does It Mean to Elementary School Teachers?

Serhat Kurt, Ataturk University
Teachers are expected to use them for teaching and learning. Research studies have found that teachers are not integrating technology for the purpose of supporting instruction. It is imperative to understand teachers' perspectives regarding technology integration. This study attempts to answer the question of what technology integration means to elementary school teachers. Utilizing the qualitative method of inquiry, 47 teachers were interviewed to explore what they understand from the term "technology integration". The findings were categorized into seven themes.

b. Transforming Music Education Curriculum in a Middle School Music Program by Integrating Supportive Technology

Jonathan McKeown, University of Tampa; Caitlin J McKeown, Bayonet Point Middle School
The integration of technology tools in a middle school music classroom has transformed student learning and increased the effectiveness of both teaching

and learning. Over the last three years technology integration has played a critical role in transforming the music program at this school that demonstrated limited success prior to implementation and now represents a model program for the school district. This presentation will focus on the technology tools and methods that made this possible.

c. Use Social Networking Tool to Facilitate Scientific Inquiry Process and New Literacies Skills

Shiangkwei Wang; Hui-Yin Hsu; Lisa Runco, New York Institute of Technology

Scientific inquiry is a complex process and requires intensive discourse and feedback from the learning community. Social networking tool, with its multi-communication modes, can enrich students' scientific investigation process, cultivate their new literacies skills, and generate enriched content-driven discussion among teachers and students. This study investigated the integration of social networking tool in the middle school science classrooms, reported teachers' and students' experiences of using the tool, and the advantages and challenges of the integration.

in a rural low socio-economic school? The Kids as Instructional Developers (K.I.D.s) Project was developed as an elementary school project for the Student Technology Leadership Program (STLP) to engage students in media and instructional content creation. The development of this project and impact will be discussed in this presentation.

c. To What Extent Are Parents Aware of Their Children's Computer Use? ERHAN DELEN,

ERHAN DELEN, TEXAS A&M UNIVERSITY; *Mehmet Oren*, Texas &M University; *Fatih Kaya*, Texas A&M University
Computers and related technologies such as mobile devices and the internet have become an essential part of modern life. We use these technologies in areas such as education, shopping, communication, information, and entertainment among others. Recent improvements in technology have permitted high speed internet connections that allow us to access information anytime and anywhere. Children use tend to use these technologies. However, parents are not aware enough to support their kids.

399. SMT 12: Multimedia Online: Instructional Promise and Pitfalls - (3)

10:30 am to 11:30 am

East- Suite Tower - 2: Collins

Facilitator:

Mary Beth Jordan, *Albuquerque Academy/Simms Library*

Presenters

a. The Effects of Multimedia Instructional Materials on Students' Attitude and Achievement *Heoncheol Yun*

Heoncheol Yun, Northwestern State University of Louisiana
The purpose of this study was to examine the effects of multimedia instructional materials on middle school students' attitude and achievement in a social studies class. This study can benefit for those who are in favor of the effectiveness of multimedia instruction in relation to enhancing student learning and meeting the needs of students.

b. The K.I.Ds. Project: Engaging Elementary Students in Instructional Media Development through the Student Technology Leadership Program *Chris Miller*, Morehead State University; *Diane Howell*, Camargo Elementary School; *Amy Howard*, Camargo Elementary School

Chris Miller, Morehead State University; *Diane Howell*, Camargo Elementary School; *Amy Howard*, Camargo Elementary School
How can elementary students develop 21st century technology skills, learn about leadership, and have an impact on education in an innovative way, particularly

400. TED15 - Teacher Technology Integration Simulation Demonstration

10:30 am to 11:30 am

East- Suite Tower - 2: Nunn

Facilitator:

Minkyong Kim, *Indiana University*

Presenter

a. Learning to Teach with simSchool *David Gibson*, SimSchool; *Stacy Kruse*

Can someone learn to teach by playing a game? SimSchool recasts teaching & learning, conceptions of knowledge, assessment practices and results, and the engagement of communities of practice into a serious game for teacher education that develops heuristic knowledge needed for success in teaching. The session will show how simSchool supports self-direction and personal validation in a complex but repeatable practice environment, supported by unique affordances of digital media assessment and social media.

2013 AECT Conference Innovate! Integrate! Communicate!

2013 AECT International Convention

Anaheim, California

October 28 --November 2, 2013

Steve Harmon: Conference Planner



Concurrent Sessions: October 29-November 2

Workshop Sessions: Tuesday, October 29, Wednesday, October 30, Saturday, November 2

Call for Proposals

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 2013 AECT International Convention in Anaheim, California. 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 *Innovate! Integrate! Communicate!* Over the last year there has been a renewed interest among the general public in using technology for training and education. Fueled by high profile projects such as the Stanford AI class, MITx, and the Khan Academy, many organizations have been rushing to implement technology enhanced learning and instructional systems. Not surprisingly, just as has happened several times before when the pendulum of popular opinion has swung toward greater use of technology for learning, more than a few of these organizations are rushing to embrace ill-conceived and poorly researched strategies and techniques that have consistently failed in the past. We know better! The membership of AECT is in a unique position to shape the future of learning and instruction. We are a nexus for research and communication about educational technology.

This year's conference encourages proposals that take advantage of the strengths of our membership. *Innovate!* We are a professional society of innovative thinkers. We have the knowledge and skills to determine how to use new technologies (both hard and soft) in new ways. Unlike many of the newcomers to the field, we understand the wheel; we don't need to re-invent it. Proposals that demonstrate innovative thinking form the first focus of the 2013 conference. *Integrate!* Our membership enjoys a broad and deep grounding in foundational areas that inform our research and practice. We are able to draw on a wide variety of disciplines related to learning and instruction. From neuroscience to nanotechnology, we have a rare capacity to synthesize ideas from disparate areas of research into practical applications. We also know how to implement our innovations in effective ways in multiple content areas. The second focus of the conference is on proposals that integrate concepts from other disciplines or implement practices in other content areas. *Communicate!* For us to shape the future we need to make our work known. We have done a great job talking to each other, but have sometimes been lacking in our efforts to talk with those outside our field. The third focus for this year's conference is on proposals that demonstrate the ability to publicize our work in a broad variety of venues and to a large number of people.

Presentations related to the following sub-themes are encouraged:

- Innovative applications of new and emerging technologies
- Educational applications of current research in related disciplines
- Implications of current research in Neuroscience for learning
- Application of learning analytics
- The state of social media as a tool for learning
- Methods for influencing educational policy
- Research Methods for New and Emerging Technologies

General Information

Proposal Deadlines:

Proposals Open – December 17, 2012

Proposals Close – February 15, 11:59PM (EST), 2013

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

(2013 Call for Proposals Continued)

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.

How to Submit a Proposal Electronically

To be considered, a complete proposal must be submitted electronically no earlier than December 17, 2012 and no later than February 15, 2013. 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 2013 in Anaheim, CA. 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.

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 delivered the day before the convention and on the final day. 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, Steve Harmon. 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 (swharmon@gsu.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.

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- 004 AECT Tuesday Board of Directors Meeting
- 008 AECT Leadership Meeting & Dinner
- 010 Intern Breakfast - Wednesday
- 011 AECT-C08 Government Relations Committee
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- 021 AECT-C12 Leadership Development Committee
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- 032 AECT-C11 Intellectual Property Committee
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 - 077.a AT02 The Construction of Technology: Sublime and Determinism Explored
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- 079 CNIE: Does Experience with Online Learning in High School Impact Distance Education Experiences in Higher Education?
- 090 GSA 01: Advice for the Job Hunt
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- 071 RTD 16: Learner Characteristics When Learning Online
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- 371.a Literature Review and Future Research Agendas: Millennial Generation and Integration of Technology in Teaching and Learning
- 371.b The Beginning of the Curve: Mobile Learning in Hawaii Public Schools
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- 383 RTD 05: Instructional Development for Learners with Exceptionalities
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- 128.d DD-R34 Enhancing Aviation Students’ Higher Order Thinking through Scaffolding Authentic Learning, Metacognition, and Cooperative Learning
- 128.e DD-R35 A Theoretical Framework for Studying the Impact of Mobile Augmented Reality on Students’ Spatial Abilities
- 128.f DDL-R08 Role Playing and Cognitive Presence in Online Discussions
- 128.g DDL-R09 Online Course Design: Lessons Learned
- 128.h DDL-R10 Investigating Student Perceptions of Best Teaching Practices in Online Course Settings
- 128.i DDL-R11 Progressing from Reluctant Online Learner to an Engaged Online Learner
- 128.j DDL-R12 An Investigation of Factors That Influence Interactions of Online Discussions
- 128.k ID-R09 Leveraging Local Perspectives: Nurturing Global Understanding in K-12 Online Courses
- 128.l ID-R10 Online Learning for Peace: Designing a Teacher Training Project for Peace Education in a Cross-Cultural Context
- 128.m ID-R11 Potential Impact of National Broadband Plans on Education: A Comparison of India and United States
- 128.n ID-R12 Survey of Literature on Trends of Governments’ Information Technology Planning in the Developing World
- 128.o SM-R07 Strategies to Foster Creative Thinking Using Technologies
- 128.p SM-R08 Transformational Change Through Distance Learning: Removing Educational Barriers in K-12 and Modeling an Environmental Conscience in a Globalized Classroom.
- 128.q SM-R09 Transforming Academic Spaces: Computer Labs to Collaborative Study Spaces.
- 128.r SM-R10 Using Avatars in Instruction
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- 150.b DD-R15 Keeping the Personal in PLEs: An Activity That Engages Students in a Personal Learning Environment
- 150.c DD-R16 Conducting a Professional Development Workshop on Technology Integration: Lessons Learned
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- 150.e ID-R02 Design and Development Issues for Educational Robotics Training Camps
- 150.f ID-R03 Facilitating Knowledge Construction in an Undergraduate Educational Technology Course: Instructional Design and Uses of Educational Media
- 150.g ID-R04 Learners Performance and Satisfaction in Personalized Learning Environment
- 150.h ID-R05 Online Social Interaction, Web 2.0 and Social Presence: A Case Study
- 150.i ID-R06 Social Appearance Anxiety and Academic Self-Efficacy among Turkish Online Social Utility Members
- 150.j TE-07 How do e-books affect reading comprehension in early elementary students?
- 150.k TE08 Issues in Learning: Identifying Meaningful Research Questions about Generation Y
- 150.l TE09 Preparing Pre-Service Teachers for the Technology Tools of the 21st Century Classroom: A Qualitative Study of the Technology Perspectives of Teachers and Administrators
- 150.m TE10 TPACK When Using Web 2.0: Future Teachers' Practices with Emerging Internet Tools
- 150.n TE11 Teacher Education Reforms and PISA
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- 266.c DD-R22 An Examination of the Design Process of a Literacy Game
- 266.d DDL-R01 Mobile Social Learning 2.0 in an Online Course: What about Google+?
- 266.e DDL-R05 IT Forum: Social Exchange, Communication, and Learning over a Listserv in the Age of Globalization
- 266.f DDL-R06 Pre-service Teachers' Online Participation and Critical Thinking in Wikibooks
- 266.g DDL-R13 Service-Learning Goes Online: Lessons on Improving Online Learning from an Online Course Incorporating Service Learning in Students' Communities
- 266.h DDL-R15 Designing Mobile Learning for Pre-Service Teachers
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- 266.j MP-R7 E-Learning in Practice: The Use of HTML Learning Modules in the Undergraduate Classroom
- 266.k MP-R8 Enhancing Digital Literacy on the St. Regis Mohawk Reservation
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- 294.b DD-R02 Designing a New Generation of Instructionally Sound, Flexible, Contextualized, Interactive, Online, Self-Study
- 294.c DD-R03 The role of partnerships in online program development
- 294.d DD-R05 Sustaining Online Learning Motivation of Adult Learners with Cognitive Learning Strategies: A Motivational Design Approach
- 294.e DD-R06 Building a Sustainable and Fulfilling Online Community for K-12 Teachers
- 294.f DDL-R03 Role of Technology in the Convergence of Online Teacher Education and the Clinical-Based Model
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- 294.k MIM-R2 Tenets that Frame Instructional Design
- 294.l SM-R01 Cartoon Based Learning Using Open Source Technology
- 294.m SM-R02 Dropping Out of High School: The Role of 3 D Alice Programming Workshop
- 294.n SM-R03 Ethics and the School Librarian
- 294.o SM-R04 Good for Research? Using Mind Mapping as an Advanced Learning Tool
- 294.p SM-R05 High School Students Going Global with LibGuides
- 294.q SM-R06 Overview of Augmented Reality Technology and Educational Practice.
- 294.r TE00 Online Mentoring and Professional Development for Pre-Service and Early-Career Teachers to Increase Teacher Retention
- 294.s TE01 Aspiring School Administrators' Self-Perceived Ability toward Technology Standards
- 294.t TE02 Dimensions of Educational Quality
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- 294.v TE04 Second Life to Support Intercultural Literacy: Pre- and in-Service Teachers' Perceptions and Expectations
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- 324.b DD-R25 Scaffolding For Argumentation In Problem Solving In A Biology Course
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- 324.f DD-R33 Students and Feedback: Does Teaching them how to use it Make a Difference?
- 324.g MP-R1 A Call for Unification and Collaboration among Instructional Software Developers
- 324.h MP-R2 Adopting Narrative Techniques to Enhance Educational Multimedia Presentations
- 324.i MP-R3 Augmented Reality and Mobile Devices: QR Codes and AR Apps
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- 324.k MP-R5 Gamification: Learning Innovation or Potential Pitfall?
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- 324.m RT-R02 The Impact of Simulation use on Teacher Efficacy in Pre-service Preparation Programs
- 324.n RT-R06 The Role of Instructional Designers in Higher Education
- 324.o RT-R07 Open Educational Resources: Foundation, Achievements, Themes, and the Future
- 324.p RT-R08 Research Updates on Instructional Design Skills of Faculty Designers: How Do Teachers Design Instruction?
- 324.q RT-R09 Teachers Comment on the Horizon Report
- 324.r RT-R10 The Delphi Method: Potential in Educational Technology Research
- 324.s TP06 Creating Robust Learning Environments in a Multi-Generational Groups: A Discussion of the Commonalities and Differences
- 324.t TP08 Truth or Dare: Challenges and Opportunities for Teaching Program Evaluation
- 324.u LD1 Creating An Educational Technology Leadership Journal: A Continuing Case Study
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- 345.b DD-R08 How Could A Design and Development Research Course Be Taught?
- 345.c DD-R09 From Zero to Designing Instruction: The Curriculum Paths of a Design and Development Course for Novices
- 345.d DD-R10 CAIR (Collaboration, Application, Intervention, Revision): Scaffolding the Experiential Learning Design Process
- 345.e DD-R11 Challenges in Growing an Undergraduate Program in Instructional Design and Technology

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- 345.i RT-R01 The Impact of the Uniform Standards of Professional Appraisal Practice (USPAP) Course on Morality in Appraisal Students
- 345.j RT-R03 Can You Add Me? Examining the Use of Google Docs in Knowledge Building and Creating a Community of Practice
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- 345.n SC2 Designing and Implementing a One-to-One Computing Program in a Rural High School
- 345.o SC4 Systemic Integration of Technology in Distance Learning: A Vision for Transforming Online Education Through PIES (Personalized Integrated Educational System)
- 345.p DD-R38 Promoting Intergenerational Collaborations through Virtual Community Garden Application Design
- 345.q DD-R39 A Multiple-Perspective Conceptual Change Design Framework to Support Geometry Concept Development among Middle School
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- 152.a The Digital Wave Project: A Blended and Collaborative Approach to Technology Integration
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- 242.b Using Technology to Dismantle Barriers to Large Scale Assessments
- 268 SMT 11: Future Teachers of America: Technology and the Pre-Service Teacher - (3)
- 268.a Analysis of Videos from a Professional Development Website for K-12 Literacy Leaders
- 268.b Examining ICT Integration in Primary Schools: Barriers and Enablers
- 296 SMT 10: STEM: The Latest Technology - (3)
- 296.a Research on Automated Quality Indicators of Instructional Architect Projects Designed by Teachers
- 296.b Sharing and Using STEM Digital Content in School Libraries
- 296.c Supporting Students' Learning and Scientific Argumentation in Technology-Enhanced Learning Environments: Distribution of Scaffolds
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- 347 SMT 01: Technology in the Media Center: Stories From the "Edge" - (3)
- 347.a Library Media Specialists as a Significant Other in Pre-Service Teachers' Technology Integration Development
- 347.b The Usability of School Library Websites: a Nationwide Study
- 347.c An Investigation of How Digital Storytelling Affects Young-aged Students' Learning: Lessons from the Practice in an Art Classroom
- 348 SMT 13: Soft Technologies: The Latest Research - (3)
- 348.a Designing and Developing an Interactive Computer-Based Peer Nomination Form to Identify Diverse Gifted Students
- 348.b Towards the Development of an Automated Technology Coach: Paper Prototyping Sessions and Survey Results
- 348.c Using An Hyperdocument To Analyse Cognitive Processes In Problem Solving Tasks: A Case Study
- 372 SMT 03: Mind Games and Other Alternative Instructional Tools - (2)
- 372.a Bringing the World to the Classroom through Videoconferencing
- 372.b Using Narrative Based Games for Reading Complex Text in Middle School
- 373 SMT 04: BYOT and One to One: The Latest Technology Devices - (3)
- 373.a Ubiquitous Access to Technology: Or What Happens When 1000 Netbooks Turn on at the Same Time.
- 373.b iPod Touch and English Language Learners: A Case Study of Using iPod Touch Devices

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- 384.c Playing and Learning: An Exploratory Study of Children's Experiences in a Virtual Gaming Environment.
- 385 SMT 05: The Padded Classroom: Devices and Techniques for Instruction - (3)
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- 398.c Use Social Networking Tool to Facilitate Scientific Inquiry Process and New Literacies Skills
- 399 SMT 12: Multimedia Online: Instructional Promise and Pitfalls - (3)
- 399.a The Effects of Multimedia Instructional Materials on Students' Attitude and Achievement
- 399.b The K.I.D.s. Project: Engaging Elementary Students in Instructional Media Development through the Student Technology Leadership Program
- 399.c To What Extent Are Parents Aware of Their Children's Computer Use?
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- 050.a A Holistic Course Evaluation Framework Using Data and Text Mining
- 050.b An Integrated Assessment Model for Implementing Sustainable Technology-Based Teaching and Learning Initiatives
- 073 SICET - Instructional Technology Research and Practices of Pre-Service Teachers - (2)
- 073.a A Co-Teaching Model between Pre-Service Teachers and Rural Elementary School Teachers for Cross-Cultural Online Collaboration
- 073.b Virtual Collaboration: Lessons Learned in a Case of Pre-Service Teacher Participating in Cross-Cultural Teams
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- 096.a Connecting a Community of Learners with Modeling Design
- 096.b Seeking Approaches to Enhance Shareability of Open e-Courses in China from Pedagogical and Technical Perspectives
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- 241.b Game Modding for Non-Professionals (GNMP): Can Teachers Modify Games for Instruction?
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- 075 TED16 - TPACK in Preservice Teacher Education
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- 130.b Technology Integration Concerns: A Dialogue Between Pre-Service Teachers and Exemplary In-Service Teachers
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- 182 TED09 - Mobile Computing Devices and Applications for Teaching & Learning
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PacifiCorp Design & Development Competition 2013 Problem Statement

EWaste

While electronic and media devices enhance our lives and increase our productivity, they also contribute to the growing global problem of electronic waste. EWaste is the popular name given to technology that has ended its useful life span. In today's fast paced society, simply purchasing new computer equipment is often more cost effective than upgrading an older system. Between 2000 and 2007, the United States Environmental Protection Agency reported 500 million personal computers were obsolete. In 2009, discarded TVs, computers, peripherals (including printers, scanners, fax machines) mice, keyboards, and cell phones totaled about 2.37 million U.S. tons, and many of these devices were still in good working order. Where do these devices go when they become obsolete?

The problem of managing the large amount of EWaste entering the landfills is enormous. The issue is now referred to as WEEE (Waste Electrical and Electronic Equipment) discarded electronic devices. Why is this a problem? First, technology is developing at such a fast rate that computers become obsolete in approximately two years. Second, although the potential harmful effects are not fully known, EWaste products contain harmful substances that are potentially hazardous to the environment. Third, according to the National Defense Center for Energy and Environment, availability of landfill space is decreasing, which increases costs of disposal and environmental pressures for remediation of toxic leachate from landfills. Because of the presence of toxins, such as lead and mercury, in computers and monitors, it is critical to address this situation.

Being ecologically minded, the Oregon State Legislature is concerned with the problem and has set aside monies to address this issue. The state is accepting proposals to develop a public awareness program addressing the problem of EWaste. The proposal should be a design for the development of a pilot program to test in one city. If the selected pilot program is successful, the state is prepared to extend this contract to 15 additional cities designated "at risk" for excessive EWaste.

The proposal must include:

- Information and training strategy to inform the public
- Educational program and materials for select grades in public schools
- Evaluation of the program
- Funding, time, and staffing requirements

First Phase of the Competition

The three senators supporting the development of an EWaste public education pilot program desire an initial proposal regarding your plan of action. This group would like your team to put together a document outlining your plan to educate the community on EWaste concerns and appropriate individual action. 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 helps them decide whether they should invite your team to continue to work on your plan and eventually submit a more complete proposal to the legislature with the potential to make a presentation. The creation of this document is your first task. This document must be submitted by April 15, 2013. A client representative will be available February through April 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 the senators agree that your proposal represents a viable solution for the state, you will work with an independent learning consultant (a mentor) who will be assigned to you to help you develop 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, pilot program, and training is your second task. These documents are due on August 15, 2013. The top three proposals from Phase Two will be invited to make a presentation to the judging panel in the third and final phase.

Third Phase of the Competition

You have been part of the team that has designed a solid EWaste community education plan and developed all of the materials for the training. The senators now ask you to make a half-hour presentation that will help them select which proposal to fund. At the 2013 AECT annual conference you will have 30 minutes to present your EWaste pilot program to your judges, the AECT community, and all concerned citizens.

Reception – Tuesday, October 30

For those involved in or interested in learning more about the PacifiCorp Design Competition, PacifiCorp is hosting a reception on Tuesday, October 30 6:30 - 9:30pm, Jockey Silks Bourbon Bar in the Galt House.

For additional information, visit the Website: <http://www.aect.org/pacificorp/>

AECT PacifiCorp Design Team

Karen Kaminski, Chair, Colorado State University
Patricia J. Slagter van Tryon, East Carolina University
Amy C. Bradshaw, University of Oklahoma
Jill Stefaniak, Wayne State University
Jeton McClinton, Jackson State University

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