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Welcome to Anaheim and the 2013 AECT International Convention!

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.

Throughout the week our distinguished keynote speakers will be leading the way. Wednesdays keynote will be a TEDX-style session featuring three of our own eminent scholars. These are three of our most engaging and enlightening speakers who are in high demand as keynotes at other conferences. This is a great chance for us to see them at home.

In addition to the keynote sessions, our convention includes many special events that are open to all convention participants. On Tuesday we will offer a study tour to NASA's Jet Propulsion Laboratory, and on Wednesday we will take a study tour to the Institute for Creative Technologies. 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. And since Thursday is Halloween, we will follow that up with our first (and last) AECT Spooktacular masquerade party. Come in costume if you have one, or use one of ours if you don't. 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. And, of course don't forget our many concurrent sessions, poster presentations, luncheons, dinners, workshops, and presidential sessions.

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 Anaheim!

Stephen Harmon
Georgia State University
Convention Chair

Zeni Colorado
Emporia State University
Convention Planner

Eateries and Restaurants for Your Dining Pleasure . . .

Hyatt Hotel Restaurants and Lounge
- TusCA—Serving breakfast and dinner
- OC Brewhouse—Serving lunch and dinner
- Citrus Grove Deli—Open 7 AM to 7 PM
- Starbucks® Coffee—Open 6 AM to 7PM

Local Restaurants:
Carolina's Italian Cuisine
12045 Chapman Ave,
Garden Grove, CA 92840-3712
(714) 971-5551

Buca di Beppo
11757 Harbor Boulevard,
Garden Grove, CA 92840
Cuisine: Italian
(714) 740-2822

King Harbor Seafood Restaurant
13018 Harbor Blvd,
Garden Grove, CA 92843-1744
Cuisine: Seafood
(714) 636-9103

Joe's Crab Shack
12011 Harbor Blvd,
Garden Grove, CA 92840-4001
Cuisine: Seafood
(714) 703-0505

Red Robin
12007 Harbor Blvd,
Garden Grove, CA 92840-4001
Cuisines: American, Famous Hamburgers and Onion Rings
(714) 971-4775

Outback Steakhouse
12001 Harbor Blvd,
Garden Grove, CA 92840-4001
Cuisine: Steaks
(714) 663-1107

Coco's Bakery Restaurant
12032 Harbor Blvd,
Garden Grove, CA 92840
Cuisine: American
Breakfast, Lunch and Dinner
(714) 750-7477

Thai Famous Cuisine
11891 Euclid St,
Garden Grove, CA 92840-2228
(714) 534-3316

Red Lobster
12892 Harbor Blvd,
Garden Grove, CA92840-5807
Cuisine: Seafood
(714) 638-9500

Disneyland Restaurants:
House of Blues Restaurant
1530 S. Disneyland Dr.
Anaheim, CA 92802.
(714) 778–BLUE

Ralph Brennan's Jazz Kitchen
1590 Disneyland Dr.
Anaheim, CA 92802
(714) 776-5200

Tortilla Joe's
1510 S Disneyland Dr.
Anaheim, CA 92802-2319 (Disneyland)
(714) 535-5000

The Garden Walk

Bar Louis Tavern & Grill
321 W Katella Ave., Suite 212
Anaheim, CA 92802
Cusine: Americana
(714) 495-4170

Bubba Gump Shrimp Company
321 W. Katella Ave., Suite 101
Anaheim, CA 92802
Cusine: Seafood
(714) 635-4867

California Pizza Kitchen
321 W. Katella Ave.
Anaheim, CA 92802
Delivery Service Available
(714) 991-0305

AECTX

Three of AECT's leading luminaries will address current issues and topics in the field of Educational Technology in the style of TED talks. These are three of our most engaging and enlightening speakers who are in high demand as keynotes at other conferences. This is a great chance for us to see them at home.

Ali Carr-Chellman

Alison A. Carr-Chellman is a Professor of Instructional Systems in the Department of Learning, Design, and Technology at Penn State University. She earned her doctorate at Indiana University, Bloomington, where she studied Instructional Systems Technology with an emphasis in Educational Systems Design. She is a graduate of Syracuse University, where she received an undergraduate degree and a master's in Education. Her research interests center on re-engaging boys in their own learning through video gaming, systems thinking, diffusion of innovations, and the global impacts of online learning. She has published more than 100 articles and book chapters, four books, and is currently engaged in a series of research projects, including Bring Back the Boys, which explores the ways in which video gaming may be used to re-engage boys in their elementary level education in particular. Ali was invited to join the Commission to establish a White House Council for Boys to Men, and was selected by the National Science Teachers Association to join the "Nifty Fifty" in 2012.

Thomas C. Reeves

Thomas C. Reeves, Professor Emeritus of Learning, Design, and Technology at The University of Georgia, has designed and evaluated numerous interactive learning programs for education and training. In 2003, he received the AACE Fellowship Award and in 2010 he was made an ASCILITE Fellow. In addition to numerous presentations and workshops in the USA, he has been an invited speaker in other countries including Australia, Belgium, Brazil, Bulgaria, Canada, China, England, Finland, Italy, Malaysia, The Netherlands, New Zealand, Peru, Portugal, Russia, Singapore, South Africa, South Korea, Spain, Sweden, Switzerland, Taiwan, and Tunisia. He is a former Fulbright Lecturer, and a former editor of the Journal of Interactive Learning Research. His research interests include: evaluation of instructional technology, mental models and interactive multimedia, authentic learning environments, and instructional technology in developing countries. His books include Interactive Learning Systems Evaluation (with John Hedberg), a Guide to Authentic E-Learning (with Jan Herrington and Ron Oliver), and Conducting Educational Design Research (with Susan McKenney).

David Wiley

Dr. David Wiley is a Shuttleworth Fellow, working to lower the cost and improve the quality of education. He is currently on leave from Brigham Young University and leading Lumen Learning, an organization dedicated to supporting and improving the adoption of open educational resources by middle schools, high schools, community and state colleges, and universities. As an academic, Dr. Wiley has received numerous recognitions for his work, including an NSF CAREER grant and appointments as a Peery Social Entrepreneurship Research Fellow in the BYU Marriott School of Business, Senior Fellow for Strategy with the Saylor Foundation, and Nonresident Fellow in the Center for Internet and Society at Stanford Law School. As a social entrepreneur, Dr. Wiley has founded or co-founded numerous entities including Lumen Learning, Degreed, and the Open High School of Utah. In 2009, Fast Company named Dr. Wiley one of the 100 Most Creative People in Business. His career is dedicated to increasing access to educational opportunity for everyone around the world.

"Learning, Problem Solving, and Mindtools: Honoring David H. Jonassen"

On Thursday we will have a very special keynote honoring the late Dr. David Jonassen, who passed away December 2nd, 2012. To acknowledge his lasting contributions to the field AECT has published a Festschrift discussing his work. David helped shape this volume by recommending authors and contributing the final chapter. During the last two years of his life while struggling with cancer, Dave not only contributed to this volume, he was named a Fellow to the American Educational Research Association based on a lifetime of substantial contributions, and he earned the 2012 Outstanding Reviewer Award for the Development Section of Educational Technology Review & Development based on both quality and quantity of reviews while serving on the ETR&D Research Section's Editorial Board. The Monday before he passed away, he participated in a dissertation defense. For these and so many other remarkable achievements, Dave was named the first recipient of the David H. Jonassen AECT Excellence in Research Award. This session will honor his many contributions over the years through a video presentation from the AECT History Makers project, the presentation of his ideas captured in the Festschrift chapters and an ensuing discussion. The session will feature contributions from J. Michael Spector, Barbara B. Lockee, Sharon E. Smaldino, and Mary C. Herring, with Brent Wilson, Scott Warren, Michael J. Hannafin, and Rose Marra as presenters, Mary Herring as the moderator, Michael Spector as the discussant.

"How & Why to Become Net Smart -- Learning Essential Social Media Literacies"

On Friday our final keynote will feature one of the pioneers of our networked society, Howard Rheingold.
Howard Rheingold says he "fell into the computer realm from the typewriter dimension in 1981, then plugged my computer into my telephone in 1983 and got sucked into the net." He has been exploring the intersection of minds and technology ever since. Credited with inventing the term "virtual community," he has served as the Editor of The Whole Earth Review and Editor in Chief of The Millennium Whole Earth Catalog. He was one of the Principle designers and the first Executive Editor of HotWired and the founder of Electric Minds and later Brainstorms, trailblazing virtual communities.

Howard is an artist, a critic, a writer and a teacher. He is a Distinguished Fellow at the Institute for the Future and teaches courses on virtual communities at Stanford and U.C. Berkeley. A witty, engaging, and always colorful speaker, his TED talk on collaboration, participatory media and collective action has been viewed nearly half a million times. A winner of the MacArthur Foundation's Digital Media and Learning competition, he gave the 2012 Regent's Lecture at U.C. Berkeley describing the evolution of his use of technology in teaching, from the affordances of online media to a "purely peer-organized pedagogy." He also teaches online courses through his own Rheingold U.

Among his many books are: Tools for Thought: The History and Future of Mind-Amplifiers, The Cognitive Connection, Excursions to the Far Side of the Mind, Virtual Reality, Smart Mobs: The Next Social Revolution, and his latest work Net Smart: How to Thrive Online. Net Smart looks at the rapid emergence of digital culture and social media and explores how we can best negotiate the ever-shifting sands of technology and culture, and help shape the path that others will follow for generations to come. It is Howard's attempt "to furnish tools, methods, attitudes, and references for those who seek to engage technology mindfully." A dynamic, thoughtful, insightful, and entertaining speaker, Howard is "one of the driving minds behind our net-enabled, open, collaborative life." Be sure to catch him live at the 2013 conference in Anaheim.

Convention At-A-Glance

Tuesday, October 29

7:00am – 5:00pm	• AECT Convention Registration, South Tower Registration Desk
7:00am – 5:00pm	• Technology Help Center, Regal Room, South Tower
7:30am – 2:30pm	• Study to JPL. Buses Board at 7:15am at Grand Ballroom rear exit doors, North Tower
8:00am – 5:00pm	• NSF Early Development Symposium, Salon 1, North Tower
9:00am – 4:00pm	• Professional Development Workshops
1:00pm – 5:00pm	• AECT Board of Directors, Harbor Room, North Tower
6:00pm – 9:00pm	• AECT Leadership Dinner, Pacific Room, North Tower

Wednesday, October 30

7:00am – 8:00am	• AECT Interns Meeting, Commodore Room, South Tower
7:00am – 5:00pm	• AECT Convention Registration, South Tower Registration Desk
7:00am – 5:00pm	• Technology Help Center, Regal Room, South Tower
7:30am – 2:30pm	• Study to ICT. Buses Board at 7:15am at Grand Ballroom rear exit doors, North Tower
8:00am – 12:00pm	• NSF Early Development Symposium, Salon 1, North Tower
8:30am – 11:30pm	• Professors Forum, Salon 8, North Tower
9:00am – 12:00pm	• Professional Development Workshops
1:00pm – 4:30pm	• ectFoundation Board of Directors, Pacific Room, North Tower
1:00pm – 4:30pm	• **Concurrent Sessions and Presidential Sessions**
1:30pm – 3:30pm	• PacifiCorp Competition, Harbor Room, North Tower
3:30pm – 4:30pm	• AECT First Timers Orientation, Royal Ballroom E-F, South Tower
4:45pm – 6:00pm	• **First General Session**, Royal Ballroom, A-D
6:00pm – 8:00pm	• AECT Welcome Reception, Casa Vecina,

Thursday, October 31

7:00am – 8:00am	• AECT Interns Meeting, Commodore Room, South Tower
7:00am – 5:00pm	• AECT Convention Registration, South Tower Registration Desk
7:00am – 5:00pm	• Technology Help Center, Regal Room, South Tower
9:00am – 11:00am	• D&D Showcase, Royal Ballroom Foyer, South Tower
9:00am – 4:00pm	• Jenny Johnson International Hospitality Center, Royal Ballroom Foyer, South Tower
9:15am – 10:15am	• **General Session** Royal A-D, South Tower
10:30am – 11:30am	• **Concurrent Sessions and Presidential Session**
11:45am – 1:00pm	• Design & Development/Research & Technology Divisions Awards Luncheon, Garden 3, North Tower
11:45am – 1:00pm	• School Media & Technology Division Awards Luncheon, Garden Rm. 2, North Tower
1:00pm – 2:00pm	• **Concurrent Sessions**
2:15pm – 3:15pm	• **Roundtables/Posters, Royal Ballroom,** South Tower
3:30pm – 4:45pm	• **Concurrent Sessions and Presidential Session**
4:30pm – 5:30pm	• **AECT Third Annual Fun Run,** Meet in Hotel Lobby at 4:20pm

(Thursday, October 31)

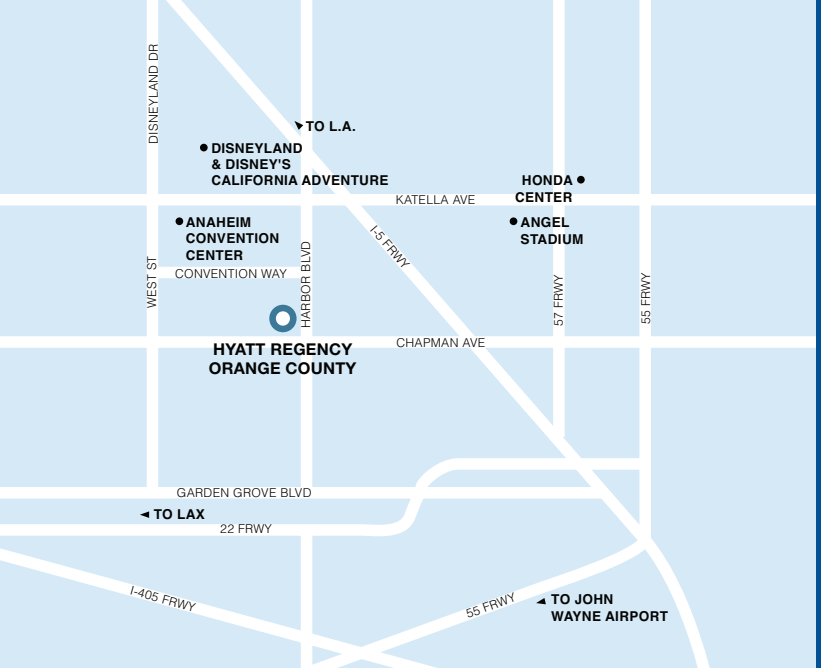
5:00pm – 6:00pm • MPD Immersive Learning Awards Reception, Pacific Room, North Tower
5:00pm – 6:00pm • International and National Affiliated Organizations Reception, Garden 3, North Tower
4:45pm – 6:15pm • Design & Development Award Presentations, Valencia Room, South Tower
6:00pm – 7:30pm • International Division Silent Auction and Dinner, Garden 4, North Tower
7:30pm – 9:00pm • International Division Live Auction (Bring a Guest, Everyone Welcome to Attend)
9:00pm – 12:00am • AECT Halloween Party/Live Music, Costumes Optional-Everyone Welcome to Attend, Garden Room, North Tower

Friday, November 1

7:00am – 7:30am • AECT Interns Meeting, Seville Room, South Tower
7:00am – 5:00pm • AECT Convention Registration Desk, South Tower
7:00am – 5:00pm • Technology Help Center, Regal Room, South Tower
7:30am – 9:00am • **Breakfast with Champions,** Garden Room, North Tower
9:00am – 4:00pm • Jenny Johnson International Hospitality Center, Royal Ballroom Foyer, South Tower
9:15am – 10:15pm • **General Session** Grand Ballroom G, North Tower
10:30am – 11:30pm • **Concurrent Sessions and Presidential Sessions**
11:45am – 1:00pm • Distance Learning Division Luncheon, Garden Room 3, North Tower
11:45am – 1:00pm • TED Awards Luncheon, Garden Room 2, North Tower
11:45am – 1:00pm • Past President's Council Luncheon. Commodore Room, South Tower
11:45am – 1:00pm • Culture, Learning and Technology Luncheon, Seville Room, South Tower
1:00pm – 2:00pm • Wesley J. McJulien Award Presentation, Seville Room, South Tower
1:00pm – 2:00pm • **Concurrent Sessions and Presidential Sessions**
2:15pm – 3:15pm • **Roundtables/Posters,** Royal Ballroom, South Tower
3:30pm – 4:45pm • **Concurrent Sessions and Presidential Sessions**
4:45pm – 6:30pm • **AECT General Member Meeting, Meet the Candidates,** Royal Ballroom AB, South Tower
6:00pm – 7:30pm • Joint University Reception, Royal Ballroom DEFG, South Tower

Saturday, November 2

7:00am – 8:00am • AECT Interns Meeting, Seville Room, South Tower
7:00am – 12:00pm • AECT Convention Registration Desk, South Tower
7:00am 12:00pm • Technology Help Center, Regal Room, South Tower
8:00am – 11:30am • **Concurrent Sessions and Presidential Sessions**
8:00am – 9:00am • 2014 Convention Program Planning Committee, Seville Room, South Tower
9:00am – 12:00pm • Professional Development Workshops
9:00am 12:00pm • AECT Board of Directors, Harbor Room, North Tower



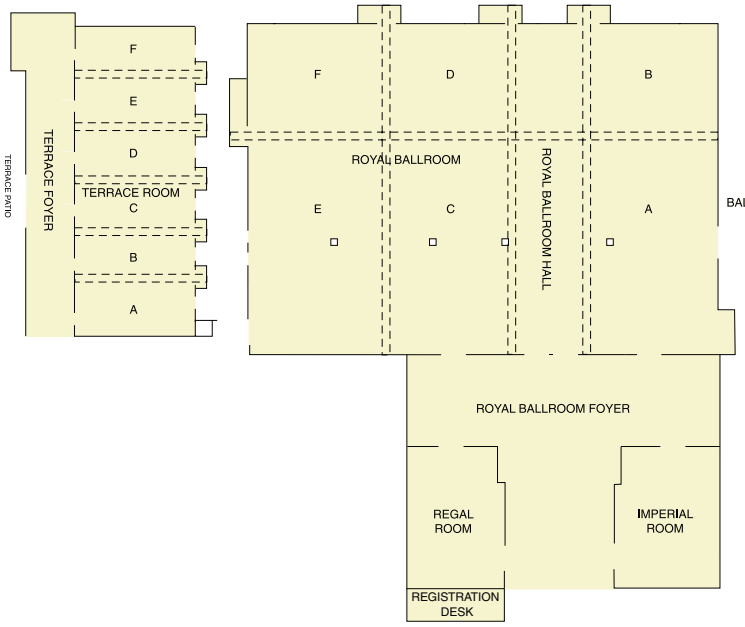
Hyatt Regency Orange County

DIRECTIONS

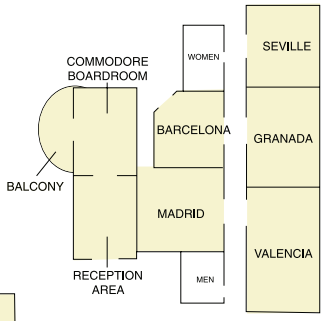
From Los Angeles Int'l Airport: Take Hwy. 105 East to 405 South to 22 Fwy. East. Exit at Harbor Blvd. North. Turn right onto Harbor. Hotel is 2 miles on left.

From Orange County / John Wayne Airport: Take 55 Fwy. North to 5 Fwy. North to Chapman Ave. Exit and turn left. Hotel is 2 miles on right.

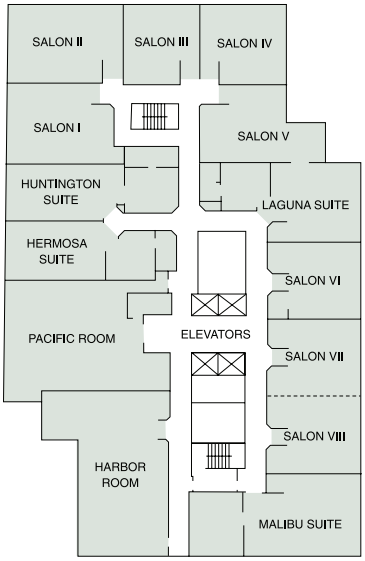
FIRST FLOOR (SOUTH TOWER)



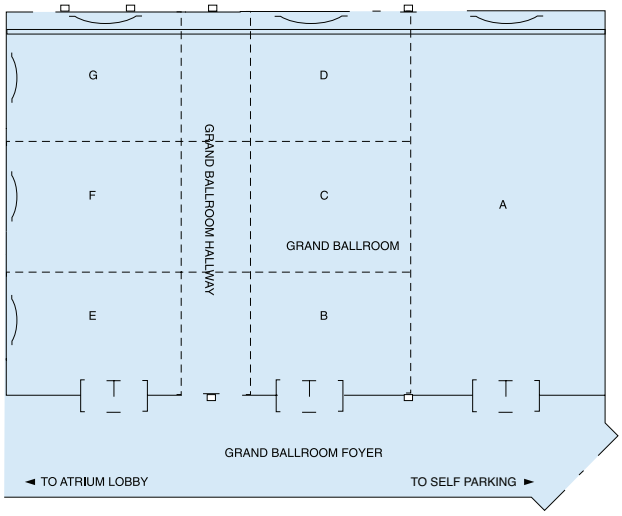
SECOND FLOOR (SOUTH TOWER)



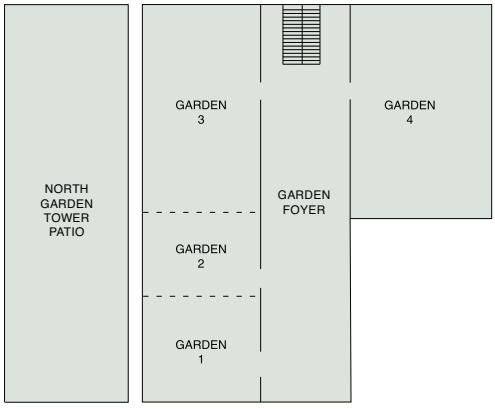
SECOND FLOOR (NORTH TOWER)



GRAND BALLROOM



FIRST FLOOR (NORTH TOWER)



Hyatt Regency Orange County

09.10

Convention Registration Information
Registering for the full AECT Convention entitles you to an online convention program or the mobile application, name badge and other premiums, and entry to convention sessions and special events. Limited quantities of printed convention program are available and may be purchased at the registration desk. Note: some events require a ticket, as indicated in the convention program.

AECT Registration Desk and Hours
The AECT Registration booth is located in the South Tower at the Hyatt Regency Orange County Hotel
Hours of Operation:

Monday	October 28	12:00 pm – 7:00 pm
Tuesday	October 29	7:00 am – 5:00 pm
Wednesday	October 30	7:00 am – 5:00 pm
Thursday	October 31	7:00 am – 5:00 pm
Friday	November 1	7:00am - 5:00 pm
Saturday	November 2	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, October 30, 2013. This will include all updates to convention program received by Tuesday, October 29, 2013

Convention Evaluation – Regal 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 Regal 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 – Regal Room
Check in at the AECT Technology Center as soon as you can after your arrival in Anaheim, or least one hour prior to the first session you are to facilitate. The Regal Room is located in the South Tower 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 – Regal 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 Regal 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.

Jenny K. Johnson Hospitality Center & International Rendezvous – Royal Ballroom Foyer
The Jenny K. Johnson International Hospitality Center is a welcome center open to all international convention attendees. The hospitality center is located in the South Tower, Royal Ballroom Foyer. 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 Thursday and Friday, 9:00am – 3:00pm.

Graduate Student Center – Salon 1, North Tower, Second Level
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.

Fun Run
Join Jennifer Banas for a "Fun Run" at the AECT International Convention. The "Fun Run" is scheduled Thursday, October 31, 2013 at 4:30pm. Meet in the hotel lobby to participate. Wear comfortable running shoes and light weight clothing. Bring your own bottle of water.

Lost and Found
Lost and found items may be turned in to the AECT Registration Desk located at the AECT convention registration Desk located in the South Tower. We will make every effort possible to return a lost item to its rightful owner.

Mobility Services:
SCOOTAROUND SERVICES is proud to provide wheelchair and scooter rentals in Anaheim, California They provide ECV and power chair rentals to your hotel. Book Online for Conventions and Events, or call for a free quote: Call their 7-day toll-free number is **1-888-441-7575.**

Awards Presentations
AECT, ectFoundation, 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 – South Tower, Royal Ballroom Foyer. Stop by and review and/or buy your copy of AECT's newest publications. Books will be on sale during AECT Registration, Tuesday through Saturday.

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 on site 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.)

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 a 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 12pm the day prior to the meal event. There will be a $6 additional fee for meal tickets purchased after 12pm (noon) the day prior to the meal event. Meal tickets will not be sold at the door. Tickets will be collected at the door.

The Business Center
The Hyatt Regency Orange County Hotel Computer and Printing Center is located in the hotel main lobby, offering convenient access to the Internet, and free printing of airline boarding passes.
The Business Center is open 24 hours for your convenience. You may contact the Guest Services at 714-740-6051 for additional information.

Concierge Desk
The concierge desk is located next to the hotel's registration desk. The Concierge Desk has a wealth of information waiting for you. The Hyatt Hotel 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 Anaheim 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. 714-740-6051

Hotel Address
Hyatt Regency Orange County
11999 Harbor Blvd.
Garden Grove, California, USA, 92840,
Tel: +1 714 750 1234 , Fax: +1 714 740 0465

Airport Transportation
From Los Angeles International Airport (LAX)
Super Shuttle $16 each way Reservation Required
For reservation visit their web site www.supershuttle.com or call 1-800-BLUE VAN

Prime Time Shuttle: $ 15 each way No Reservation required, however recommended
For reservation visit their web site www.PrimeTimeShuttle.com

Taxi From Los Angeles One Way: $120

From John Wayne Airport
Super Shuttle – 800 BLUE VAN $10 each way. For reservation visit their web site www.supershuttle.com or call 1-800-BLUE VAN No reservation required, however recommended.

Prime Time Shuttle (310)536-7922
From John Wayne Airport: $11 each way
For reservation visit their web site:
PrimeTimeShuttle.com

Taxi Service: Estimated between $45 and $50.

Parking
Parking is available in the rear parking lot behind the hotel. The cost is $16 for self park and $21 for Valet Parking. The parking lot is accessible from both Harbor Drive and Chapman Drive.

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

- Audio/Visual Smoke Detectors
- Braille-Symbols in Elevators
- Restaurant/Room Service Menus Available in Braille
- Roll-in Showers
- Wheelchair-Accessible Sinks/Vanity and Towel Racks
- Spa and Pool Lift, Doors, Peepholes, Bathtub Benches, Grab Rails and Closet Pole upon request.

Available ADA Accessible Rooms include King Room with accessible tub and Queen Room with accessible tub or Shower.

Educational Partners

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:

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

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

Springer Publishing
Contact: Melissa James
Phone: 212-620-8085
E-Mail: melissa.james@springer.com

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

Department of Learning Technology, College of Information, University of North Texas
Contact: Michael Spector
Phone: 940-369-5070
E-mail: Mike.Spector@unt.edu

Walden University
Contact: Keith Michel
Phone: 443-627-7806
Email: keith.michel@walden.edu

PacifiCorp Competition
Contact: Dan Schuch
Phone: 503-813-7193
E-mail: dan.schuch@pacificorp.com

Information Age Publishing
Contact: George Johnson
Phone: 704-752-9125
E-mail: george@inforagepub.com

Designers for Learning
Contact: Jennifer Maddrell
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E-mail: jmaddrell@gmail.com

AECT
Contact: Steve Harmon
Phone: 404-413-8060
E-mail: swharmon@gsu.edu

WEDNESDAY, October 30

Past, Present, and Future Relevance...
1:00 pm to 2:00 pm
1st Level - South - Royal Ballroom A/B

Facilitator: ***Steve Harmon***, *Georgia State University*

Presenter

Past, Present, and Future Relevance of Instructional Message Design ***MJ Bishop***, AECT Board Member; ***Elizabeth Boling***, Indiana University; ***Miriam Larson***, Virginia Tech; ***Andrew Gibbons***, Brigham Young University; ***Michael Hannafin***, University of Georgia
Instructional message design has been described as the "next step" in the design process --moving beyond deciding what methods will bring about desired learning 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 panel discussion explores IMD's past, present, and future relevance from a conversation theory view of learning.

RAECT - Find Out What It Means for Me
2:15 pm to 3:15 pm
1st Level - South - Royal Ballroom A/B

RAECT – Find Out What It Means for Me: AECT Standards for Educational Technology Graduate Programs ***Ellen S. Hoffman***, University of Hawaii - Manoa
This session, sponsored by the AECT Standards Committee, is a discussion with the community on the status of the standards and the RAECT program recognition. 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.

"Learning From Media" Debate: Is the Grocery Truck Analogy still valid 30 years later?
3:30 pm to 4:30 pm
1st Level - South - Royal Ballroom A/B

Facilitator:
Steve Harmon, *Georgia State University*

Presenter: ***Richard Clark***, *University of Southern California*

THURSDAY, October 31

It's All in the Mix
8:00 am to 9:00 am
1st Level - South - Royal Ballroom A/B

Facilitator: ***Steve Harmon***, *Georgia State University*

It's All in the Mix: Customizing Curricula and Open Educational Resources for STEM Education ***Mary Marlino***, National Center for Atmospheric Research; ***Heather Leary***, University of Colorado Boulder
The Curriculum Customization Service (CCS) addresses one of the most challenging issues in today's schools: how to customize curricula to meet the needs of an increasingly diverse student body, while at the same time, accommodating the demands of state and national standards. This presentation will provide an overview of the CCS, the participatory design process, the integration of Open Educational Resources into teacher's regular planning and teaching, an overview of research results, and future directions.

Adaptive Instruction in Online Learning:
3:30 pm to 4:30 pm
2nd Level - South - Valencia

Adaptive Instruction in Online Learning: Modeling Student Knowledge and Metacognition ***Amy Adcock***, Old Dominion University; ***Richard Van Eck***, University of North Dakota; ***Valerie J. Shute***, The Florida State University; ***Roger Azevedo***, McGill University
This panel of researchers will discuss the current state of student modeling and research on automated responses to students designed to keep them cognitively engaged in self-paced learning environments like MOOCs, game-based learning, and other advanced learning technologies (e.g., multi-agent systems). The panel will offer suggestions for the design of these environments that facilitate meaningful cognitive engagement and metacognitive skills.

Creativity, State Standards & Regional Competitiveness
3:30 pm to 4:30 pm
1st Level - South - Imperial

Facilitator: ***Steve Harmon***, *Georgia State University*

Creativity, state standards, and regional competitiveness: A research project ***Brad Hokanson***, ***William Bart***, University of Minnesota
What is the relationship between measured creativity and intelligence in our current school systems? Measured creativity has declined in school children

since 1991 and this decline will have a greater impact on economic vitality than shortfalls in math or science. In order to better understand this challenge, the research measured the creative skills of 1000 schoolchildren and compared it to performance on standardized achievement tests. Methods, results, and analysis of the research will be presented. Research was funded through a program to examine regional competitiveness.

FRIDAY, November 1

MOOCs Are the Answer! Now, What Is the Question?
10:30 am to 11:30 am
1st Level - South - Imperial

Facilitator: ***Steve Harmon***, *Georgia State University*

MOOCs Are the Answer! Now, What Was the Question? ***Jason Huett***, University of West Georgia; ***Thomas C. Reeves***, The University of Georgia; ***David Wiley***, Brigham Young University; ***James Ellsworth***, U.S. Naval War College; ***Michael Barbour***, Sacred Heart University
It's a mad, mad, mad, MOOC world out there right now. Higher education has lost its collective mind over MOOCs, or Massive Open Online Courses. The panel invites you to join what will certainly be a lively discussion as we drill down into all of the questions surrounding MOOCs, what they are trying to tell us about our educational system, and where we may be headed in the future.

Face-to-Face to Online
1:00 pm to 2:00 pm
Main Floor - Grand Ballroom G

Presenter

Face-to-Face to Online: Teaching and Learning in a Variety of School Media Programs ***Bruce Robert DuBoff***, School Media & Technology; ***Lessell (Marty) Martiny Bray***, Haralson County Schools
With the development of online education a number of School Library Media Programs have moved "fully online" while others have opted for blended approaches and still others continue, with some modification, with a face-to-face approach. All of these options have their advantages and disadvantages for future faculty and students. In this panel presentation the pros and cons of each type of program from both faculty and student perspectives will be discussed.

Remembering the Practice of Educational Technology
3:30 pm to 4:30 pm
1st Level - South - Imperial

Facilitator: ***Steve Harmon***, *Georgia State University*

Remembering the Practice of Educational Technology, 1970 – 1995: A History Panel ***Ann De Vaney***, UC Irvine; ***Rebecca P. Butler***, Northern Illinois University; ***Rhonda S. Robinson***, Northern Illinois University; ***Marina S. McIsaac***, Arizona State University
In this panel we propose to recount personal remembrances that in the telling disclose the developing structure of educational technology research and practice during the last quarter of the 20th Century. We will also describe the professional and humane aspects of important contributors, and reflect on the culture of the field at different moments during that time.

SATURDAY, November 2

Future of Communications & Technology
8:00 am to 9:00 am
1st Level - South - Imperial

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.

Getting Professionally Published
9:15 am to 10:15 am
1st Level - South - Imperial

Getting Professionally Published ***Donovan Walling***, AECT
Three keys to getting professionally published are 1) tapping one's expertise, 2) writing on a timely topic, and 3) matching one's writing to a target market. This informative presentation offers perspectives on these activities and other necessary steps in developing manuscripts for publication in the professional literature of education. Participants will learn strategies for choosing what and how to write — whether the goal is an article or a book.

2013 AECT International Convention Program Planning Committee

Stephen Harmon, AECT President-elect and International Convention Chair, Georgia State University
Zeni Colorado, Convention Planner, Emporia State University

Culture, Learning, and Technology
Camille Dickson-Deane, University of Missouri-Columbia

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Dirk Ifenthaler, Open Universities Australia

Distance Learning Division
Jason Huett, University of West Georgia

Division on Systemic Change
Anthony Chow, University of North Carolina at Greensboro

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International Visual Literacy Association
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Featured Research
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Virtual Worlds Committee
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Graduate Student Assembly
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Lois Freeland, Convention Coordinator
Dalinda Bond, Conference Scheduler and Manager of AECT Technology Center

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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.

Michael K. Barbour is the Director of Doctoral Studies and an Assistant Professor of Educational Leadership in the Farrington College of Education at Sacred Heart University. He has been involved with K-12 online learning in Canada, the United States, and New Zealand for over a decade as a researcher, teacher, course designer, and administrator. His research focuses on the effective design, delivery, and support of K-12 online learning, particularly for students located in rural jurisdictions. More information available at http://www.michaelbarbour.com

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

Dr. Lucy Santos Green is an assistant professor of Instructional Technology at Georgia Southern University's College of Education in the Department of Leadership, Technology & Human Development where she teaches in a fully online environment. Dr. Green has a B. M. from East Texas Baptist University, an M.L.S. from Texas Woman's University and an Ed.D. in Instructional Technology from Texas Tech University. She researches and publishes on technology integration in teacher education, online pedagogy, instructional partnerships and school librarianship.

David Richard Moore has recently published the book "Designing Online Learning with Flash" published by Jossey-Bass. Dave continues an active publishing agenda and has recently published in the following peer-reviewed journals: International Journal of Emerging Technologies in Learning, International Journal of Instructional Media, Journal of Educational Multimedia and Hypermedia, International Journal on E-learning, Journal of Interactive Learning Research, Journal of Interactive Online Learning, International Journal of Instructional Technology & Distance Learning. Additionally, he served as the Past President of the Research and Theory Division of the Association for Educational Communications and Technology, and was the editor of the International Visual Literacy Association's Journal of Visual Literacy.

Dr. Mimi Recker is Department Head and Professor of Instructional Technology & Learning Sciences at Utah State University. Mimi has a bachelor's degree in mathematics from the University of Pennsylvania. After a few years as a software engineer in Silicon Valley, she earned her PhD from the University of California, Berkeley. Mimi has also worked at the Georgia Institute of Technology and at Victoria University in New Zealand.

Her research focuses on helping the education sector reap the benefits of cyber-learning. Her goals are to help provide teachers and learners with access to a network of high-quality, interactive and free online learning resources. Over the years, this line of research, largely funded by the National Science Foundation, has involved a dynamic mix of faculty, post-doctoral students, and graduate students from Utah State University, as well as colleagues from around the world.

Mimi Recker has been participated for several years in helping the development of young scholars. This includes assisting with the planning and organization of the 2012 NSF-sponsored Cyberlearning Summit, participating in the 2011 NSF-sponsored Early Career workshop for the Association for Educational Communications and Technology (AECT), and since 2005, supervising the review and decision process of the Best Student Paper Award for AERA SIGs Learning Sciences & Advanced Technologies for Learning. In 2013, she was awarded the "Outstanding Graduate Mentor" award at Utah State University.

Dr. Ginger Watson is an Associate Professor in the Instructional Design & Technology program at Old Dominion University where she teaches courses in multimedia design, design of instructional simulations, instructional message design, and human performance assessment. Her research interests include performance, cognition, and learning in simulation, gaming, and virtual environments. The backbone of this research is the use of physiological measures to assess attention, immersion, and cognitive processing. Dr. Watson has over 18 years experience in the design, development, and implementation of high fidelity simulators, including 15 years in senior and chief scientist positions. She has designed and developed numerous simulations, games, and other instructional products and frequently presents with her students at AECT in the Design and Development Showcase and in Featured Research presentations.

Dr. Zeni Colorado will be facilitating the symposium on behalf of AECT's Research and Theory Division. She is an Associate 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 alumnus of the 2010 AECT Early Career Symposium.

2013 AECT Early Career Symposium Participants

Early Career Faculty Partipants	Advanced Doctoral Student Participants
Tonia Dousay	Ji Hyun Yu
Xiaojun Chen	Szu-Yueh Justine Chien
Daniel Hoffman	Tutaleni I. Asino
Yu-Hui Ching	Colin Gray
Yu-Chun Kuo	Micah Modell
Elena Novak	Jea H. Choi

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ANNUAL ACHIEVEMENT AWARD

Culture, Learning and Technology Division

Angela Benson, University of Missouri
Camille Dickson-Deane, University of Missouri
Peggy Lumpkin, University of Missouri
Roberto Joseph, Concordia University Chicago

For Outstanding Work in establishing the new Culture, Learning and Technology Division

PRESIDENTIAL AWARD RECIPIENTS

Presidential Award

Jozenia Torres Colorado, Emporia State University

For your exemplary efforts on the 2012 and 2013 AECT International Convention Planning

Presidential Award

Michael Hannafin, Emporia State University

For your Outstanding Editorship of ETR&D 2010-2013

Presidential Award

E-Ling Hsiao, Valdosta State University

For your exemplary efforts on the AECT International Convention Creative Design 2012 & 2013

Presidential Award

Abbas Johari, Cameron University

For his service as International Editor for ETR&D 2004-2013

Presidential Award

James Klein, Florida State University

For managing the Featured Research Series

PRESIDENTIAL AWARD RECIPIENTS

(continued)

Presidential Award

Vicki Napper, Weber State University

For your exemplary efforts as Chair of the Ethics Committee

Presidential Award

Andrew Yeaman

For your exemplary efforts in coordinating The Qualitative Inquiry Awards

Presidential Award

Cindy York, Northern Illinois University

For your exemplary work on the Leadership Committee

SPECIAL SERVICE AWARDS

Ana Donaldson, Retired:UNI / Past AECT President

For her work with "Breakfast with Champions" and Dedication to AECT

Barbara Lockee, Virginia Tech

For her dedicated service to the AECT History Makers Project

J. Michael Spector Appreciation Award

Addie Kinsinger, Retired
Richard Cornell, Retired

David Jonassen Research Award

Thomas Reeves, The University of Georgia

2013 DESIGN AND DEVELOPMENT DIVISION AWARD RECIPIENTS

Outstanding Journal Article Awards

Andrew Tawfik, Concordia University Chicago
David H. Jonassen, University of Missouri

Tawfik, A. & Jonassen, D. (2013). The effects of successful versus failure-based cases on argumentation while solving decision-making problems. *Educational Technology Research & Development, 61*, 385-406 DOI 10.1007/s11423-012-9294-5

Outstanding Book Award

Lya Visser, Learning Development Institute
Yusra Laila Visser, Florida Atlantic University
Ray Amirault, Florida Atlantic University
Michael Simonson, Nova Southeastern University

Visser, L., Visser, Y., Amirault, R. & Simonson, M. (2012). Trends and Issues in Distance Education International Perspectives (2nd ed.). Charlotte, NC: Information Age Publishing

Outstanding Practice Award

Min Liu, The University of Texas at Austin.
The Alien Rescue Project

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

Co - Award Winner – PLN for Educators

- **Ai-Chu Ding**, Indiana University
- **Yin-Chan Liao**, Indiana University
- **Fallon Stillman**, Indiana University
-

Co – Award Winner - Introducing Operating Leverage

- **Kenneth Hubbell**, East Carolina University

2013 DESIGN AND DEVELOPMENT DIVISION AWARD RECIPIENTS *(continued)*

Honorable Mention
(Certificate of Merit Winners)

- **Erkan Er**, The University of Georgia (Social Learning: The Evolvement of an Educational Social Networking Site).
- **Aysegul Gok**, Georgia State University (Creating an Enduring Legacy of Exemplary Global Climate Change Education for Secondary Science Teachers and Underserved Students in Georgia).
- **Sungwon Chung**, Texas Tech University (SAM Riot Simulation).

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

Sinem Aslan, Indiana University

"The Coolest School in America": A Study of Learner-Centered School and Educational Technology in the Information Age (Dissertation Chair: Charles M. Reigeluth).

DIVISION OF DISTANCE LEARNING AWARD RECIPIENTS

Kathryn Ley, University of Houston
For distinguished service to AECT Division of Distance Learning Board of Directors as Division of Distance Learning President 2012-2013

Nari Kim, University of Wisconsin
For distinguished service to AECT Division of Distance Learning Board of Directors as Division of Distance Learning Board Member 2010-2013

Cindy York, Northern Illinois University
For Extraordinary Service and Commitment to the Division of Distance Learning serving as President 2011-2012

DIVISION OF DISTANCE LEARNING AWARD RECIPIENTS *(continued)*

Information Age Publishing and the Division of Distance Learning Application-Based Journal Article Award

Jered Borup, Richard E. West and Charles R. Graham

The Influence of Asynchronous Video Communication on Learner Social Presence: A Narrative Analysis of Four Cases

Information Age Publishing and the Division of Distance Learning Crystal Award

Katrin Becker, University of Calgary

Digital Game-Based Learning

Information Age Publishing and the Division of Distance Learning Book Award

Michael G. Moore, Univ. of Wisconsin-Madison

Handbook of Distance Education (3rd Edition)

Information Age Publishing and the Division of Distance Learning Qualitative-Based Journal Article Award

Evrim Baran, Ana-Paula Correia and Ann Thompson

Tracing Successful Online Teaching in Higher Education: Voices of Exemplary Online Teachers

Information Age Publishing and the Division of Distance Learning Quantitative-Based Journal Article Award

Peggy A. Ertmer, Ayesha Sadaf and David Ertmer

Student-content Interactions in Online Courses: The Role of Question Prompts in Facilitating Higher-Level Engagement with Course Content

DIVISION OF DISTANCE LEARNING AWARD RECIPIENTS *(continued)*

IAP Distance Education Best Practice Award

Tonia A. Dousay, University of Wyoming

Splitting up the pretest in the interest of situational interest

Gerold Kemp Lecture Series Award

Ikeson Choi, Hyojin Park, Yunseok Lee, Chad Schmiedt, Karen K. Cornell, Kate E. Creevy, MaryAnn G. Radlinsky

University of Georgia

Recognizing an outstanding contribution to scholarship in Instructional Design

MULTI-MEDIA PRODUCTION DIVISION IMMERSION AWARDS

Jongpil Chen and Steve Crooks,
Texas Tech University
Foundations for Interprofessional Collaborative Practice

Graduate Student Winner

Tonia Dousay, University of Wyoming
NEMS Personnel Safety Training

RESEARCH AND THEORY DIVISION AWARD RECIPIENTS

Outstanding Doctoral Dissertation Research Proposal in Educational Technology

Serdar Abaci, Indiana University

An examination of direct and indirect effects of instructor feedback, students' feedback orientation, and goal orientation on students' motivation and performance in online learning.

RESEARCH AND THEORY DIVISION AWARD RECIPIENTS *(continued)*

Outstanding Service Award

David Richard Moore, Ohio University

Three-Year Service to the Division as AECT Board Representative

Jozenia Colorado, Emporia State University

Three-Year Service to the Division as President

Outstanding Sponsored Presentation Award

Peg Ertmer, Purdue University
Adrie Koehl, Purdue University

Examining Student Engagement in the Problem Space Afforded by Case-based Discussions

Outstanding Book Award

Susan McKenney, University of Twente
Thomas Reeves, The University of Georgia

Conducting Educational Design Research

Outstanding ETR&D Research Reviewer Award

Steven Crooks, Texas Tech University

Outstanding Reviewer for the ETRD Research Section

Outstanding ETR&D Development Reviewer Award

Lauren Cifuentes, Texas Tech University

Based on the quality, number and responsiveness of your reviews

Outstanding Sponsored Presentation Award

Peg Ertmer, Purdue University
Adrie Koehl, Purdue University

Examining Student Engagement in the Problem Space Afforded by Case-based Discussions

RESEARCH AND THEORY DIVISION AWARD RECIPIENTS *(continued)*

Outstanding Journal Article Award

Brendan Calanda, Georgia State University
Guolin Lai, University of Louisiana

Examining the Effects of Computer-based Scaffolds on Novice Teachers' Reflective Journal Writing

Outstanding Book Award

Susan McKenney, University of Twente
Thomas Reeves, The University of Georgia

Conducting Educational Design Research

Qualitative Inquiry Award

Mr. Colin Gray, Indiana University

Informal Peer Critique and the Negotiation of Habitus in a Design Studio

TEACHER EDUCATION DIVISION AWARD RECIPIENTS

Chan Min Kim, University of Georgia
Chia-Jung Lee, University of Georgia

Teacher Education Division Award Best Proposal

Anne Ottenbreit-Leftwich, Indiana University

For Outstanding and Dedicated Service to the Division of Teacher Education

Kay Persichitte, University of Wyoming

For Scholarly Advancement of the Field of Educational Technology

University Reception Participants

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

Boise State University
Host: Patrick Lowenthal
patricklowenthal@boisestate.edu

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

Florida State University
Host: Bryan Richards
brichards@fsu.edu

Georgia State University
Host: Steve Harmon
swharmon@gsu.edu

Indiana University
Host: Thomas Brush
tbrush@indiana.edu

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

Nova Southeastern Univ.
Host: Al Mizell
mizell@nova.edu

Penn State University
Host: Kyle Peck
kpeck@psu.edu

Purdue University
Host: Jennifer Richardson
jennrich@purdue.edu

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

Univ. of Hawaii/Manoa
Host: Ellen Hoffman
ehoffman@hawaii.edu

Northern Illinois University
Host: Wei-Chen Hung
whung@niu.edu

University of Memphis
Host: Carmen Weaver
carmenweaver@gmail.com

University of North Texas
Host: Mike Spector
Mike.Spector@unt.edu

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

Walden University
Host: Keith Michel

AECT-Sponsored Breakfast With Champions

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

Ali Carr
Mike Hannafin
Mary Herring
Rose Marra
Tom Reeves
Howard Rheingold
Sharon Smaldino
Mike Spector
Scott Warren
David Wiley
Brent Wilson

MJ Bishop
Curt Bonk
Rob Branch
Tom Brush
Clarence Chu
Peg Ertmer
Andy Gibbons
Phillip Harris
Brad Hokinson
Abbas Johari
Trey Martindale
David Merrill
Al Mizell
Milt Nielsen
Tony Piña
Kay Persichitte
Bob Reiser

DESIGN AND DEVELOPMENT

The Design & Development Division (D&D) is dedicated to providing researcher and practitioner members in the instructional design and development communities with resources and opportunities to advance the knowledge and practices of our field.

This year the Division of Design and Development (D&D) accepted 80 proposals including exciting concurrent sessions, panel sessions, roundtables and posters.
You are invited to join us in any of the exciting conference events and also in activities across the year. Here are some of the D&D conference highlights:

Wednesday
Morning

Professors of Instructional Design and Technology are invited to participate in the *Instructional Technology Professor's Forum*

8:00 - 11:30 a.m. 2nd Level – Tower, Salon 8

Afternoon

Celebrate the 10th 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. 2nd Level - Tower, Harbor

Evening

Stop by the D&D table at the *Welcome Reception* to meet and greet the D&D Board and fellow division members and some very special interactive events

6:00 – 8:00 p.m. Main Floor, Casa Vecina

Wednesday After Hours

Come and join the Graduate Student Association (GSA) and the D&D Division for a night out on the town for drinks, food, and conversation. Contact GSA Representative Yvonne Earnshaw <yvonne.earnshaw@gmail.com> for tickets to this event or stop by the D&D table at the Welcome Reception and ask for one.

8:00 – 10:00 p.m. Oggi's Pizza

Thursday
Morning

Check out the *D&D Showcase* to see instructional design in practice. Chat with designers and see the results of their work

9:00 – 11 a.m. 1st Level – South, Royal Foyer B

Afternoon

Join us for the *D&D/R&T Awards Luncheon*

11:45 – 12:45 p.m. Main Floor, First, Garden 3

Get more involved by attending our *D&D Membership Meeting* immediately following the Luncheon

1:00 – 2:00 p.m. Main Floor, First – Garden 3

Winners of the awards will discuss their award-winning work

4:45 – 6:15 p.m. 2nd Level – South, Valencia

Friday
Afternoon

Join us for a special invited session on *Lessons Learned from Teaching in a Flipped Classroom* with Mark Frydenberg from Bentley University

3:30 - 4:30 p.m. 2nd Level - Tower, Pacific

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
Preparing Future Instructional Designers: One Graduate Program's Journey
3:30 – 4:30 p.m., 2nd Level – Tower, Salon 6

Thursday
PacifiCorp Alumni: How the Competition Impacted my Career 8:00 - 9 a.m. 2nd Level – Tower, Salon 6

PacifiCorp Past Finalists: Where We Are Now
3:30 – 4:30 p.m. 2nd Level – Tower, Salon 6

Friday
Towards Innovation in Complex Problem Solving Research: Implications for Instructional Design & Technology 10:30 - 11:30 a.m. 2nd Level - Tower, Pacific

Intellectual Property Committee Update: Panel Discussion 1:00 – 2 p.m. 2nd Level - Tower, Pacific

Lessons Learned from Teaching in a Flipped Classroom 3:30 - 4:30 p.m. 2nd Level - Tower, Pacific

D&D CONCURRENT SESSIONS:
There is such a great line-up of papers, roundtables, & posters! Check out the D&D program for sessions on the following topics:

Learning Analytics and MOOCs * New Technologies in Instruction * Game-based Learning and Badges * Mobile Learning and iPads * Collaborative Learning Environments * Design Cases and Course Design * Virtual Environments * Scaffolding and Engagement * Instructional Design Practices * Problem Solving Research

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!

Dirk Ifenthaler,
Open Universities Australia
Design and Development
Division Planner

DISTANCE LEARNING DIVISION (DDL)

Join the Division of Distance Learning (DDL) at this year's conference as we represent members from around the world who come together to help shape the future of distance learning. From the many proposals received for this year's conference, a full-peer review led to the selection of 6 panel sessions, 66 concurrent sessions, 31 roundtables, and 14 poster sessions. Our thanks go out to the many reviewers and to our session facilitators. You make the conference a success. This year promises to be one of our best yet with topics on MOOCs, Online Discussions, Learning Communities, Online Gaming, Course Design, Social Media, Online Feedback, Strategic Planning, Cultural Diversity, and many others.

Visit our table at the Welcome Reception on Wednesday from 6:00 - 8:00 PM, engage with the division, and help us make this year's DDL-sponsored sessions the most attended to date. Be sure to get your ticket to join us at the DDL Luncheon on the Main Floor/Garden 3 at 11:45 AM on Friday and then to stay for the DDL Membership Meeting from 1:00-2:00 PM in the same room. Meet the presenters and the many volunteer facilitators for our sessions while at the luncheon. You may even decide you want to become a board member in the future! Additionally, all of the DDL award winners will be announced at lunch.

Jason Huett
Distance Learning Program Planner

DIVISION FOR SYSTEMIC CHANGE HIGHLIGHTS

Join the Division for Systemic Change for dynamic discussions centered on five major themes around systemic change, education, leadership, and technology integration.

Join the Division for Systemic Change for dynamic discussions centered on five major themes around systemic change, education, leadership, and technology integration.

Thursday, October 31st

1. **Leading Change in Higher Education: Moving from Faculty to Administrative Roles –** 8:00 to 9:00am, 2nd Level - South, Madrid (Discussant: Beth Rajan Sockman)
   - Campus-Wide Adoption of an Early Warning Alert System
   - Leading Change in Higher Education: Moving from Faculty to Administrative Roles
2. **Systems Thinking and Technology Integration -** 10:30 to 11:30am 2nd Level - South, Madrid (Discussant: Ken Prest)
   - Systems Thinking and Technology Integration as Catalysts for School Change in High Need Schools
   - The Price is Right- Rapid Prototyping, Learning Technology, and the Five Muskeeters
   - The identification of key change factors within a southeastern state university system increasing online learning

Friday, November 1st

3. **Leadership and Research** - 3:30-4:30, 1st Level - South, Terrace D (Discussant: Anthony Chow)
   - Can Personalized Learning Help All Students Learn?
   - Critical Systems Theory for Critical, Emancipatory and Pluralistic Educational Research
   - Early Results from Research on Complex Systemic Change Leader Networks in A Changing Statewide Charter School System

4. **What is a Quality Education and What does it Look Like?** 1:00 to 2:00pm, 1st Level - South, Terrace D (Discussant: Eugene Kowch)
   - Living and Learning within a Pluralistic, Rapidly-Changing, Nested and Networked World: New Principles.
   - A Systems Perspective: What is a Quality Education and What Should Students be Able to Do after They Graduate?

Saturday, November 2nd

Systemic Change in Education - 9:15 to 10:15am, 1st Level - South, Terrace D (Discussant: Sinem Aslan)

- A Digital Badges, Competency-based Assessment Platform for New Paradigm Learning
- An Investigation into State-Level Systemic Change in Education: The Transformational Dialogue for Public Education
- Impacting Perceptions of Practitioners for a Refined Understanding of Educational Systemic Change through a Practitioner Focused On-line Presence

We look forward to seeing and interacting with you!

Anthony Chow.
Division for Systemic Change Planner

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 ectFoundation.
Come meet fellow international colleagues and students at the Jenny K. Johnson International Hospitality Center, open through 10/31(Thursday) to 11/1(Friday) 9 am to 4 pm at the section of the Royal Foyer behind the Regal Room. 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. 1st Level - South, Terrace D

Afternoon:
International Students and Faculty Job Searches: Stories, Struggles, and Strategies (panel discussion)
1:00 – 2:00 p.m. 1st Level - South, Imperial

Socratic Seminar
An international forum 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.
2:15 – 3:45 p.m. 1st Level - South, Imperial

Thursday

Morning:
International Faculty on Tenure-Track: First-Year Experience, Tenure and Promotion (panel discussion)
8:00 – 9:00 a.m. 1st Level - South, Imperial
International Membership Meeting
10:30 – 11a.m. 1st Level - South, Terrace A

Evening:
International Dinner
6:00 p.m. Main Floor, Garden 4 (Dinner tickets are sold at the registration desk through Wednesday evening)

International Auction
7:30 p.m. Main Floor, Garden 4
Even if you do not attend the dinner, you are more than welcome to join us for the auction!

Friday

Morning:
International Forum
10:30 – 11:30 a.m. 1st Level - South, Terrace A

Jenny K. Johnson International Hospitality Center

Thursday, October 31 and Friday, Nov 1
9:00 - 4:00 p.m. At the section of the Royal Foyer behind the Regal Room.
* Some AECT international affiliated associations will be invited to co-host center open hours.

Chun-Min Wang, National Hsinchu U. of Ed.
International Division Planner

MULTIMEDIA PRODUCTION DIVISION

The Multimedia Production Division provides a way to network individuals engaged in multimedia production in both national and international settings. The goal of our division is to disseminate information about the latest tools in multimedia production, increase awareness of developmental tools for multimedia production and provide a collaborative environment for multimedia producers to establish a connection with technology and communication specialists that are not currently served. We also seek to engage members in an international dialogue that defines standardization and acceptable best practices of multimedia in the educational and communication process. This year¹s presentations focus on the various topics, including: Gaming, Multimedia Development Tools, Multimedia and Learning, Virtual Environments, and Multimedia Validation Studies.

Friday Afternoon:
Membership Meeting - We invite any and all AECT members interested in any aspect of multimedia production and/or design to attend. 1:00 to 2:00 p.m. 1st Level - South / Terrace E

Thursday Evening: Immersive Learning Award Ceremony - Come join us and see the entries and winners!

5:00 - 6:30 p.m. East-Suite Tower, 1st Level – Tower, Pacific

Christopher Miller, Morehead State University
Multimedia Production Division Planner

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:

Invited Session: Communities of Innovation: Theory, Research, and Practice
Dr. Rick West (Brigham Young University)
Friday, November 01,
1-2pm
2nd Level - Tower, Salon 3

Invited Session: Learning in MOOCs and Learning From MOOCs
Dr. Amy Collier (Stanford University)
Thursday, October 31,
8-9am
2nd Level - Tower, Salon 2

Research on Self-Directed Informal Learners in Open Educational Environments and Massively Open Online Courses
Xiaojing Kou (Indiana University),
Feng-Ru Sheu (Indiana University),
Mimi Miyoung Lee (University of Houston),
Curtis J. Bonk (Indiana University)
Friday, November 01, 2013
3:30-4:30pm
2nd Level - Tower, Salon *3*

(Research And Theory Division)

Outstanding Research and Theory Division-sponsored Presentation Award

Examining Student Engagement in the Problem Space Afforded by Case-based Discussions

Peg Ertmer (Purdue University),
Adrie Koehler (Purdue University)
Friday, November 01, 2013
3:30-4:00pm
2nd Level - Tower, Harbor

Dean and Sybil McClusky Research Award Presentation

An examination of direct and indirect effects of instructor feedback, students' feedback orientation, and goal orientation on students' motivation and performance in online learning

Serdar Abaci (Indiana University)
Wednesday, October 30, 2013,
3:30 to 4:30pm,
2nd Level - Tower / Salon 5

George Veletsianos,
Royal Roads University
Research and Theory Division Planner

A Collaboration between the Association for Educational Communications and Technology and Springer Publishing

Looking for an Opportunity to Publish?

New Books and Briefs Series Seeks Authors

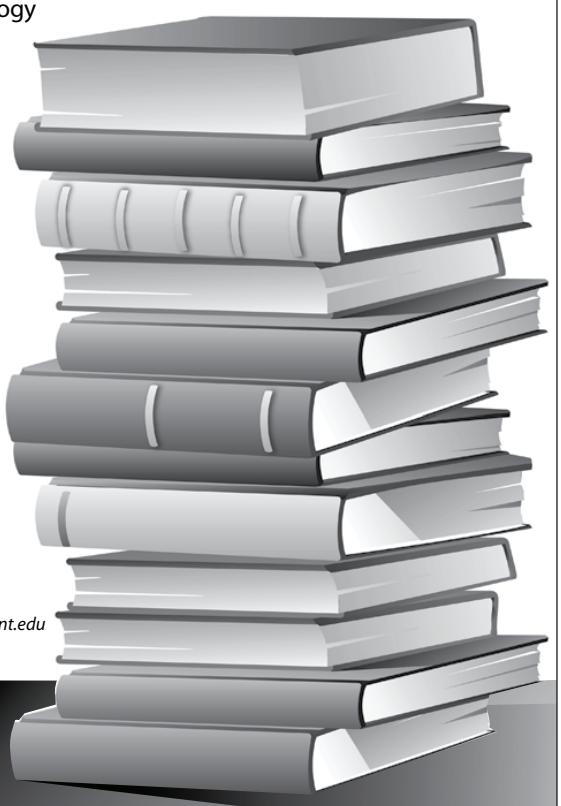
AECT and Springer Publishing
announce a new **Books and Briefs Series**

Works will focus on Educational Communications and Technology: Issues and Innovations. Books may be edited volumes or works by one or more authors. Briefs are short, focused monographs. Topics must be of interest to AECT members and other educational communications and technology professionals.

Sample topics include:

- Testing and evaluation methods
- Analytical techniques and instruments
- Emerging technology
- Policy issues
- Case studies
- Survey reports
- Research reviews

Series editors are J. Michael Spector, M.J. Bishop, and Dirk Ifenthaler. All manuscripts will be peer reviewed.



Potential authors may also contact J. Michael Spector directly at mike.spector@ unt.edu

For complete information, go the the AECT website at www.aect.org

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 – 8 p.m. Main Floor/ Casa Vecina

Thursday Morning
Join us for the 2nd SMT Luncheon. A variety of food options, including vegetarian options, will be offered. This event is a fun and engaging opportunity for members to network with researchers and practitioners interested in the field of school media technology. Tickets can be purchased online or at the convention on Wednesday.
11:45 a.m. - 12:45 p.m. Main Floor, First – Garden 2

Following the luncheon, stay for the SMT General Membership meeting. Hear about the exciting progress our division has made in 2013 and the new directions in focus and programming we plan to take in 2014. The SMT Board would like to encourage graduate students and new AECT members alike to come explore participant and leadership opportunities available in the SMT division. There will also be raffle prizes!

1:00 – 2:00 p.m. Main Floor, First – Garden 2

Friday Evening
The SMT Presidential Session: "Face-to-Face to Online: Teaching in a Variety of School Media Programs" is a panel presentation that will discuss the pros and cons of each type of program delivery method from both faculty and student perspectives. With the development of online education a number of School Library Media Programs moved fully online while others opted for a blended approach and still others continue, with some modification, to pursue a face-to-face approach. For faculty and students all of these options have their advantages and disadvantages. Come join what promises to be a lively and informative discussion!
1:00 p.m. - 2:00 p.m. Main Floor, Grand Ballroom G

SMT CONCURRENT SESSIONS
This year, SMT concurrent sessions highlight new and upcoming research in the fields of K-12 virtual schooling, K-12 technology integration, teacher training, mobile learning, STEM, school library media, cloud-based technologies and digital literacy.

Wednesday Afternoon

Virtual School Leadership: Successes and Challenges
1:00-1:30 p.m. 1st Level – South, Terrace C

Needs Assessment for the K-12 Online Learning Environment
1:30-2:00 p.m. 1st Level – South, Terrace C

Assessment of Learner Directed E-Book Learning Versus Instructor Directed E-Book Learning
2:15-2:45 p.m. 2nd Level – Tower, Salon 4

Hi Ho Hi Ho – Taking the Work out of Professional Learning Networks
2:45-3:15 p.m. 2nd Level – Tower, Salon 4

Instructional Technology Specialist: Visionary, Teacher and Servant Leader
3:30-4:00 p.m. 2nd Level – Tower, Salon 4

Training for Library Site Supervisors: The Significance of Mentorship
4:00-4:30 p.m. 2nd Level – Tower, Salon 4

Thursday Morning

Mobile App Selection for 5th-12th grade Science: The Development of the MASS Rubric
10:30-11:00 a.m. 2nd Level – Tower, Salon 2

Content Analysis of Mobile App Evaluation Rubrics
11:00-11:30 a.m. 2nd Level – Tower, Salon 2

Friday Morning

Developing Videos to Better Inform Middle School Students about STEM Career Options
10:30-11:00 a.m. 2nd Level – Tower, Salon 4

Using Social Networking Tools to Facilitate Scientific Skills and New Literacies
11:00-11:30 a.m. 2nd Level – Tower, Salon 4

Friday Afternoon

Evaluation of Adaptive Learning Systems to Support Students' Algebra Problem Solving Skills
1:00-1:30 p.m. 2nd Level – South, Madrid

An Evaluation of CORE: A Multi-Jurisdictional Approach To Developing a Learning Network
1:00-1:30 p.m. 2nd Level – Tower, Salon 4

Teacher Perceptions and Use of Current Web-Based Tools for Student Collaboration in K-12
1:30-2:00 p.m. 2nd Level – South, Madrid

Examining the Role of a Charter Management Organization in Technology Integration
1:30-2:00 p.m. 2nd Level – Tower, Salon 4

Improving Pre-Service Teachers' Multimedia Design Skills through the Collaborative Multimedia Project (CMP) with Area Schools
3:30 – 4:00 p.m. 2nd Level – Tower, Salon 4

School Principals Consider Technology Skills and Online Presence of Teacher Candidates
4:00-4:30 p.m. 2nd Level – Tower, Salon 4

Saturday Morning

Fact or Fiction? Taking the iPad Hype in Special Education to Task with Project MODS (Mobile Online Devices for Special Education)
8:00-8:30 a.m. 1st Level – South, Terrace D

Technology Use to Support Teaching and Learning in Learner-Centered Schools
8:30-9:00 a.m. 1st Level – South, Terrace D

A Case Study of Educational Video Game Design by Middle School Students
9:15-9:45 a.m. 1st Level – South, Terrace C

Technology Literacy Development in Digital Game Design Learning: An Exploratory Case Study
9:45-10:15 a.m. 1st Level – South, Terrace C

Just Because You CAN Do It, SHOULD You? Teaching Digital Citizenship
10:30-11:00 a.m. 1st Level – South, Terrace C

Math Teachers Are Friends Too: Using Multimedia and Facebook to Demonstrate Solutions to Math Problems
10:30 – 11:00 a.m. 1st Level – South, Terrace D

Public Domain, Digital Comic Books, Engaging Students, and Addressing Common Core Standards
11:00 – 11:30 a.m. 1st Level – South, Terrace C

The Rise of Blended Learning in K-12: The Use of Khan Academy to Personalize Math Instruction
11:00 – 11:30 a.m. 1st Level – South, Terrace D

Lucilla Green,
Georgia Southern University
School Media and 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, October 30, 2013
Panel Sessions

Designing Open Badges for a Technology Integration Course
1:00 to 2:00pm, 2nd Level - Tower, Salon 6

The Integration of Technology Standards with CCSS to Improve Learning
2:15 to 3:15pm, 2nd Level - Tower, Salon 6

Concurrent Sessions

Preservice Teachers' Technology Integration
1:00 to 2:00pm, 2nd Level - Tower, Salon 3

Implementing TPCK
2:15 to 3:15pm, 2nd Level - Tower, Salon 3

Strategies for Preservice Teacher Technology Integration
2:15 to 3:15pm, 2nd Level - Tower, Salon 2

Technology and the Schools of Tomorrow
3:30 to 4:30pm, 2nd Level - Tower, Salon 3

AECT Welcome Reception

Visit the TED Table 6:00 to 8:00pm, Main Floor, Casa Vecina

Thursday, October 31, 2013
Panel Sessions

The Landscape of Teacher Education Today
10:30-11:30 am, 2nd Level - Tower, Pacific

The Technology Service Course for Teacher Education: Materials and Methods Share
10:30 - 11:30am, 2nd Level - Tower, Salon 6

Preparing Teachers for Virtual School Environments
1:00 to 2:00pm, 2nd Level - Tower, Salon 6

Concurrent Sessions

Affect and Intention in Technology Integration
8:00 to 9:00am, 2nd Level - Tower, Salon 3

Technology Integration Practice
10:30 - 11:30am, 2nd Level - Tower, Salon 3

Preparing Tomorrow's Teachers
1:00 to 2:00pm, 2nd Level - Tower, Salon 7

Technology and 21st Century Classrooms
1:00 to 2:00pm, 2nd Level - Tower, Salon 3

A Status Update on Teacher Education and Technology Education
3:30 to 4:30pm, 2nd Level - Tower, Salon 4

Integrating Technology in the Field
3:30 to 4:30pm, 2nd Level - Tower, Salon 3

Posters and Roundtables

2:15 to 3:15 pm, Royal A-F

Friday, November 1, 2013

Teacher Education Luncheon

"Design Thinking for Teachers"
Lunch Speakers, Elizabeth Boling (Indiana University at Bloomington) and Monica Tracey (Wayne State University)

Best Proposal, Service and Lifetime Achievement Awards
11:45-12:45pm, Main Floor, First - Garden 2

Teacher Education Division Membership Meeting

1:00 to 2:00pm, Main Floor, First - Garden 2

Concurrent Sessions

Today's and Tomorrow's Teachers and Technology
10:30-11:30am, 2nd Level - Tower, Salon 5

Social Networking: Teachers and Students
3:30 to 4:30pm, 2nd Level - Tower, Salon 6

iPads and Professional Development
3:30 to 4:30pm, 2nd Level - Tower, Salon 5

Posters and Roundtables

2:15 to 3:15 pm, Royal A-F

Saturday, November 2, 2013

Panel Sessions

School Librarian & Teacher Collaboration
9:15 to 10:15am, 2nd Level - Tower, Pacific

The Intellectual Property Committee and TED: Online Educational Resources, K12 Teachers and Copyright
10:30 to 11:30am, 2nd Level - Tower, Pacific

Concurrent Sessions

Virtual Worlds and Teacher Education
8:00 to 9:00am, 2nd Level - Tower, Salon 4

Technology in Science Learning
8:00 to 9:00am, 2nd Level - Tower, Salon 3

A Deeper Look into Technology Rich Experiences
9:15 to 10:15am, 2nd Level - Tower, Salon 4

Teachers, Technology and Self-Efficacy
9:15 - 10:15am, 2nd Level - Tower, Salon 3

Online Engagement
10:30 - 11:30am, 2nd Level - Tower, Salon 4

Strategies for Professional Development
10:30 - 11:30am, 2nd Level - Tower, Salon 3

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!

Lara Luetkehans
TED President-Elect and
2013 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 Annual Outstanding Research Paper Award during the 2013 AECT conference. Additionally T&P members will present scholarly research and best practices in the following categories:

- Adult learning and complex problem solving
- Faculty development
- Participant perspective change and lifelong learning
- Virtual teams and mobile learning
- Measuring business impact
- Synergistic integration of Educational Technology
- Synergistic virtual teams

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

Wednesday

- Training and Performance Division Advisory Board Presentation
  - 11:45am – 12:45pm, 1st Level – South, Terrace B
- 6:00pm – 8:00pm - AECT Welcome Reception and Division Showcase
- 8:15pm Division Dinner after the Reception at Outback Steakhouse.
  - For members and interested members
  - Stop by the table to get the details!

Thursday

- Training and Performance Division Outstanding Research Paper Award Presentation - Synergistic Integration of Education Technology
  - 8:00am – 9:00am, 1st Level South, Terrace D
- Training and Performance Division Membership Meeting
  - Please join us! Open to all members and interested members. Learn more about the division get involved and do some networking.
  - 3:30pm – 4:30pm, 1st Level South, Terrace D
- 9:00pm – 12:00am – AECT Halloween Event

We are looking forward to meeting you in Anaheim!

Jenny Bauman
Training and Performance
Division Planner

2013 Graduate Student Sessions

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! Be sure to check the AECT app for full session descriptions and a list of panelists for each session.

GSA sessions are in Graduate Student Lounge (2nd Level - Tower, Salon 1) unless otherwise noted

TUESDAY, OCT. 29

- 5:00 – 8:30pm – GSA @ DisneyLand

WEDNESDAY, OCT. 30

- 11:45 – 12:45pm – GSA Executive Board Meeting
- 1:00 – 2:00pm – Writing Techniques for Graduate Students
- 2:15 – 3:15pm – Advice for the Job Hunt
- 3:30 – 4:30pm – Meet the Editors of AECT Journals
- 6:00 – 8:00pm – GSA at AECT Welcome Reception
- 8:00 – 10:00pm – GSA/D&D on the Town (Oggi's Pizza & Brewing Company)

THURSDAY, OCT. 31

- 8:00 – 9:00am – What is a Research Agenda?
- 10:30 – 11:30am – Building up your CV: From PhD student to tenure-track faculty
- 12:00 – 12:45pm – GSA Brownbag Lunch
- 1:00 – 2:00pm – International Cultures
- 3:30 – 4:30pm – Conversation with the President-Elect
- 6:30 – 8:00pm – 3MT™ Competition

FRIDAY, NOV. 1

- 10:30 – 11:30am – Future of the Field (Main Floor, Grand Ballroom G)
- 11:45 – 12:45pm – GSA Membership Meeting & Luncheon
- 03:30 – 04:30pm – 3MT™ Finals

GRADUATE STUDENT ASSEMBLY PROGRAM PLANNERS

Tonia Dousay,
GSA President
University of Wyoming

Firat Sarsar,
GSA President-Elect
Georgia State University

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 more than 20 concurrent, roundtable, poster and invited sessions that align with year's convention theme on Innovate! Integrate! Communicate! Here are some of the highlights:

Thursday, Oct, 31

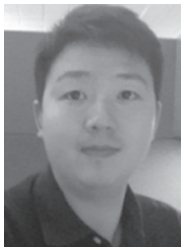
- 8:00 to 9:00am: SICET-Mobile and Social Tools for Teaching and Learning, 1st Level – South, Terrace B (Current Session)
- 10:30 to 11:30am: SICET-Students' Personal Traits and Metacognitive Skills in Learning, 1st Level – South, Terrace B (Current Session)
- 1:00 to 2:00pm: SICET-Technology and Curriculum Integration in Teaching & Learning, 1st Level – South, Terrace B (Current Session)
- 2:15 to 3:15pm: Poster Session (1st Level – South, Royal Ballroom A/B)
- 2:15 to 3:15pm: Roundtable Session (1st Level – South, Royal Ballroom C/D)

Friday, Nov, 1

- 10:30 to 11:30am: SICET-Cultural Considerations of Instructional Technology Practices, 1st Level – South, Terrace B (Current Session)
- 1:00 to 2:00pm: SICET-Emerging Technology for Student Engagement & SICET Keynotes, 1st Level – South, Terrace B (Current Session)
- 2:15 to 3:15pm: Poster Session (1st Level – South, Royal Ballroom A/B)

We look forward to meeting you there!

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



SICET Program Planer
Andy-Guoqiang Cui
Yantai University
E-mail: andyguoqiang@hotmail.com

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. We look forward to seeing you all at the KSET night at Hyatt Hotel Lobby on October 31 at 6:30 PM.

Thursday October 31

KSET Night
Board of Directors meeting *(Hyatt Hotel Lobby)*
6:30 PM – 8:30 PM

Friday November 1
Concurrent Presentations *(1st Level - South, Terrace C)*

3:30 – 4:30 PM

a. A Developmental Study of a Continuous Reflection Model for Activity-Based Learning
Presenters: Cheolil Lim, Sunhee Kim, Soyoung Choi, Sungwook Kim, Yonghee Park, Hotaek Kang (Seoul National University)

YunJeong Eunice Chang
(yunjeong@uga.edu)

Hyojin Park
(parkhj@uga.edu)

AECT/KSET Conference Planners

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 of AECT, ICEM this year is proud to sponsor two full sessions with panel discussions, five roundtable sessions, two poster sessions, and one membership session.

Highlights of this year's program are:

Wednesday
ICEM Membership Meeting
10:30 am - 11:30 am
1st Level - South, Terrace D

Thursday
Annual Graduate Student Panel Discussion in Emerging Technology: MOOCs
10:30 am - 11:30 am
1st Level - South, Imperial

Thursday
Special Topic Panel Discussion - To MOOC or not to MOOC?
1:00 pm - 2:00 pm
1st Level - South, Imperial

There are poster and roundtable sessions on Thursday and Friday. Do remember to join us for the exciting International Auction (Main Floor, Garden 4) cohosted with International Division starting at 7:30 pm, Thursday. Also, if you are interested, please join us for the International Dinner (for a fee, Main Floor, Garden 4) starting at 6:30 pm, Thursday. We hope that you will join us for dinner, but if you cannot you can still participate in the Auction! Looking forward to seeing you in all these exciting ICEM/AECT events! Hope you enjoy this year's AECT conference!

Hsin-Te Yeh
ICEM/AECT Conference Planner

DIVISION OF CULTURE, LEARNING, AND TECHNOLOGY

The Division of Culture, Learning and Technology's purpose is to represent those members of AECT who are interested in issues at the intersection of culture, learning and technology. The function of CLT is to create a professional community for its members. CLT members have the opportunity to share professional experiences and learn from the experts in the field.

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

Wednesday - Shaping your Careers in Instructional Sciences Panel Discussion

Come meet Dr. Robert Branch, Professor, University of Georgia, Dr. Roberto Joseph, Associate Professor, Hofstra University and Dr. Joi L. Moore, Associate Professor, University of Missouri, three devoted learning science scholars who will engage you in discussions about the various paths your career can take. Topics will 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.

Time: 1pm – 2pm
Location: 1st Level – South Royal Ballroom E/F

Thursday – Two Concurrent Sessions on How Culture Shapes Products

1. Culturally Influenced Technology Solutions
Time: 10:30 am – 11:30 am
Location: 1st Level - South, Terrace E

2. Solutions based on Culturally-Based Access
Time: 1 pm – 2 pm.
Location: 1st Level - South, Terrace E

Friday – Lunch with a Cultural Theme

1. Lunch – *Meet and network with peers in the division*
Time: 11:45am – 12:45am
Location: 2nd Level - South, Seville
2. McJulien Lecture – *Meet our McJulien awardees*
McJulien Scholar Presenter Dr. Robert Branch, Professor – University of Georgia.
McJulien Graduate Scholar: Justin Allison, Mississippi State University
Time: 1pm – 2pm
Location: 2nd Level - South, Seville
3. Board Meeting: *Come hear our plans and provide some input*
Time: 3:30pm – 4:30pm
Location: 2nd Level - Tower, Laguna Suite

Saturday – Graduate Student Learning Panel Discussion

Come meet Dr. Tonia Dousay, Assistant Professor, University of Wyoming and Dr. Camille Dickson-Deane, Instructional Designer – Virtual Campus, Montgomery County Community College, discuss the decisions they made on their journey as graduate students. The discussion will include

1. Working with professors/advisors
2. Selecting research interests
3. Understanding your strengths and weaknesses in research and practice
4. Planning for your career after graduation

Time: 10:30am – 11:30am
Location: 1st Level – South, Imperial

Looking forward to seeing you all there… ☺

Dr. Camille Dickson-Deane
Culture Learning and
Technologies Program Planner
Montgomery County Community College

INTERNATIONAL VISUAL LITERACY ASSOCIATION

Be part of the 21st Century literacy exploration… help discover, create, and promote the many aspects of visual literacy and learning with our interesting group of presentations this year at AECT.

The IVLA, a vital, multidisciplinary forum for over 30 years is dedicated to a fuller understanding of the way we derive meaning from visuals and better communicate through visuals. Our sessions here at AECT represent the breadth of interests in visual literacy and educational technology issues.

Join us for one or all of these scheduled sessions, and get together with other IVLA members at the Affiliate Reception, Thursday, Oct. 31, 5:00-6:00 pm in Main Floor, First—Garden 3.

Thursday, Oct. 31 10:30-11:30 am 1st Level-South, Terrace C

Seduction of the Reluctant [Learner]: The Use of Educational Comics from Eisner to the Web
*Douglas Holschuh (Texas State University-San Marcos)
Visual Literacy: How to Reading Chinese Film
*Yan Ma (University of Rhode Island)
Chair: Kristin Brynteson (Northern Illinois Univ.)

These two presentations focus on comics and film and address their power as visual instructional media. They each focus on ways learning can be effectively improved with attention to visual literacy and they review the history of these media from an instructional technology perspective.

Comics and film are explored from historical, social, economic, political, and cultural perspectives, and are examined regarding the ways that students enrich their understanding of the world through comics and film.

Thursday, Oct. 31, 3:30-4:30 pm, 1st Level-South, Terrace C

Design Decisions and Implementation Results: Mapping our Expedition Revising a 'Blended Course'
*Rhonda S. Robinson (Northern Illinois University),
*Elizabeth Anderson (Northern Illinois University)

Media Literacy Assessment
*Evelien Adriana Schilder (Virginia Tech)

Visual literacy is vital to K-12 education and to the IVLA. These sessions highlight activities developed to help educators understand and integrate visual literacy development with technology, one goal of many graduate and undergraduate courses in Visual, Media or Digital Literacy. These two presentations share design, development, and assessment research and practice for engaging students in these multi-literacies.

Rhonda S. Robinson,
Northern Illinois University
International Visual Literacy Association 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
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

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)

Sylvia Rogers, Strohbehn Intern

Sylvia Rogers, a doctoral candidate in Instructional Design and Development at the University of South Alabama, plans to graduate July 2014. Her research focuses on epistemological and language learning beliefs and how they can influence persistence in foreign language study. Sylvia has been active in AECT since 2010 and is currently serving as the GSA representative to the Ethics Committee.

Marissa Ball, Cochran Intern

Missy Ball is a doctoral student at Georgia State University. Missy serves as the President of GSU's Graduate students in Instructional Technology (GrITs) group, and is also the GSA representative to the Teacher Education Division. Her research focuses on attitudes and beliefs of teachers and administrators toward technology integration in a Jewish day school setting. Missy's research interests include culture, educational policy, and K-12 technology integration. She plans to graduate in December 2014.

Firat Sarsar, Cochran Intern

Firat Sarsar, a doctoral candidate at Georgia State University in Instructional Technology, is a Fulbright Scholar with an anticipated graduation date of May 2014. His research focuses on emotional motivational feedback messages in online learning environments. Firat has been active in AECT for more than three years, and is currently serving as the GSA President Elect. His term will start as the president of GSA, after the AECT Convention 2013.

Jill Stefaniak, Cochran Intern

Dr. Jill Stefaniak is an Assistant Professor at Old Dominion University in the Department of STEM Education & Professional Studies. Her research focuses on design-based research, complex learning, instructional strategies and the effects of instructional sequencing on learner performance outcomes. Dr. Stefaniak graduated from Wayne State University in 2013 with a Ph.D. in Instructional Technology and is an active member of AECT, currently serving on the board of the Design & Development Division.

Keri Valentine, Cochran Intern

Keri Valentine is a doctoral candidate at The University of Georgia in Learning, Design, & Technology with an anticipated graduation date of May 2014. Her research focuses on designing and implementing cases as alternative perspective to support the development of cognitive flexibility with complex concepts in K12 learning environments. Keri has been active in AECT for three years and looks forward to taking a more active leadership role in diverse divisions and committees within the organization.

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AECT Intern Program Coordinator

Tonia A. Dousay, University of Wyoming

The AECT Internship Program is designed to identify advanced graduate students and new professionals with significant potential to provide leadership for AECT and in the broader field. The application emphasizes leadership experiences and goals for both AECT and the professional field, and recipients are provided a behind-the-scenes view of convention operations and contact with many AECT leaders and members. Each intern is also paired with a mentor in the field who works with them throughout the year following the convention to foster leadership development. If you have any questions about the program, please contact aect-intern-chair@aect.org.

AECT Governance Meetings

AECT Board of Directors Meeting
Tue, Oct 29 - 1:00pm - 5:00pm, *North Tower, 2 – Harbor*

AECT Board of Directors Meeting
Sat, Nov 3 - 9:00am - 12:00pm, *North Tower, 2 – Harbor*

ectFoundation Board of Directors
Wed, Oct 30 - 1:00pm - 4:30pm, *North Tower, 2 – Pacific*

ETR&D Joint Editorial Board Meeting
Fri, Nov 1 - 2:15pm - 3:15pm, *North Tower, Grand Ballroom G*

Tech Trends Editorial Board
Fri, Nov 1 - 3:30pm - 4:30pm, *South Tower – Terrace F*

AECT General Member Meeting
Fri, Nov 1 - 4:45pm - 5:45pm, *South Tower, Royal Ballroom A*

AECT Government Relations Committee
Wed, Oct 30 - 8:00am - 9:00am, *South Tower – Terrace F*

AECT Strategic Planning Meeting
Thu, Oct 31 - 4:45pm - 5:45pm, *South Tower – Imperial*

AECT Division Governance Meetings

Culture, Learning and Technology Board Meeting
Fri, Nov 1 - 3:30pm - 4:30pm, *North Tower, 2 – Laguna Suite*

Design & Development Board of Directors
Wed, Oct 30 - 11:45am - 12:45pm, *South Tower, 2 – Commodore Boardroom*

Design & Development Membership Meeting
Thu, Oct 31 - 1:00pm - 2:00pm, *North Tower – Garden 3*

Distance Learning Board of Directors Meeting
Wed, Oct 30 - 10:30am - 11:30am, *South Tower, 2 – Commodore Boardroom*

Distance Learning Membership Meeting
Fri, Nov 1 - 1:00pm - 2:00pm, *North Tower – Garden 3*

Distance Learning New Board of Directors
Fri, Nov 1 - 3:30pm - 4:30pm, *South Tower, 2 – Commodore Boardroom*

Graduate Student Association Board Meeting
Wed, Oct 30 - 11:45am - 12:45pm, *South Tower, 2 – Salon 4*

Graduate Student Association Member Meeting
Fri, Nov 1 - 11:45pm - 1:00pm, *North Tower, 2 – Salon 1*

International Board of Directors
Wed, Oct 30 - 9:15am - 10:15am, *South Tower – Terrace D*

International Membership Meeting
Thu, Oct 31 - 10:30am - 11:30am, *South Tower – Terrace A*

Multimedia Production Board of Directors
Wed, Oct 30 - 10:30am - 11:30am, *North Tower, 2 – Pacific*

Multimedia Production Membership Meeting
Fri, Nov 1 - 1:00pm - 2:00pm, *South Tower – Terrace E*

Research & Theory Board of Directors Meeting
Wed, Oct 30 - 11:45am - 12:45pm, *North Tower, 2 – Salon 5*

Research & Theory Business Meeting
Thu, Oct 31 - 10:30am - 11:30am, *North Tower, 2 – Salon 4*

School Media & Technology Board of Directors
Wed, Oct 30 - 11:00am - 12:00pm, *North Tower, 2 – Salon 6*

School Media & Technology Membership Meeting
Thu, Oct 31 - 1:00pm - 2:00pm, *North Tower – Garden 2*

Systemic Change Board of Directors
Wed, Oct 30 - 9:15am - 10:15am, *South Tower, 2 – Commodore Boardroom*

Systemic Change Membership Meeting
Fri, Nov 1 - 10:30am - 11:30am, *South Tower – Terrace D*

Teacher Education Board of Directors Meeting
Wed, Oct 30 - 8:00am - 9:00am, *South Tower, 2 – Commodore Boardroom*

Teacher Education Membership Meeting
Fri, Nov 1 - 1:00pm - 2:00pm, *North Tower – Garden 2*

Training and Performance Board of Directors Meeting
Wed, Oct 30 - 11:45am, - 12:45pm, *South Tower – Terrace D*

Training and Performance Membership Meeting
Thu, Oct 31 - 3:30am - 4:30am, *South Tower – Terrace D*

AECT Affiliate & Division Meetings

ICEM Membership Meeting
Wed, Oct 30 - 10:30am - 11:30am, *South Tower – Terrace D*

D&D PIDT Planning
Wed, Oct 30 - 4:00pm - 5:00pm, *South Tower – Terrace D*

D&D Future PacifiCorp Planning Committee
Fri, Nov 1 - 10:30am - 11:30am, *South Tower – Terrace F*

AECT Committee Meetings

2013 Convention Evaluation Committee
Wed, Oct 30 - 10:30am - 11:30pm**,** *South Tower – Terrace F*

2014 International Convention Planning Committee
Sat, Nov 3 - 8:00am - 9:00am, *South Tower, 2 – Seville*

Awards Committee
Thu, Oct 31 - 1:00pm - 2:00pm, *South Tower, 2 – Commodore Boardroom*

Curriculum Committee
Thu, Oct 31 - 4:45pm - 5:45pm, *South Tower – Terrace F*

Definition and Terminology Committee-1st
Thu, Oct 31 - 10:30am - 11:30am, *South Tower, 2 – Commodore Boardroom*

Definition and Terminology Committee-2nd
Fri, Nov 1 - 10:30am - 11:30am*, South Tower, 2 – Laguna Suite*

Intellectual Property Committee
Wed, Oct 30 - 1:00pm - 2:00pm, *South Tower – Terrace F*

Leadership Development Committee
Thu, Oct 31 - 10:30am - 11:30am, *South Tower – Terrace F*

Membership Committee
Thu, Oct 31 - 8:00am - 9:00am, *South Tower – Terrace F*
Nominating Committee-2014 Election
Thu, Oct 31 - 1:00pm - 2:00pm, *South Tower – Terrace F*

Organization & By-Laws Committee
Wed, Oct 30 - 3:30am - 4:30am, *South Tower – Terrace F*

Professional Ethics Committee
Wed, Oct 30 - 11:45am - 12:45pm, *South Tower – Terrace F*
Publications Committee
Thu, Oct 31 - 8:00am - 9:00am, *South Tower, 2 – Commodore Boardroom*

Standards Committee
Wed, Oct 30 - 9:15am - 10:15am, *South Tower – Terrace F*

Website Advisory Committee
Thu, Oct 31 - 3:30pm - 4:30pm, *South Tower – Terrace F*

01-T1 Study Tour: NASA Jet Propulsion Laboratory
Tuesday October 29th 7:30 am to 2:30 pm
1st Level – South Tower – Foyer

Join us Tuesday, October 29 for a rare opportunity to visit a world leader in scientific innovation and space exploration. The Jet Propulsion Lab in Pasadena is a federally funded research and development facility managed by the California Institute for Technology for the National Aeronautics and Space Administration (NASA). Learn about the Laboratory's activities and accomplishments through this tour of working operations in the Spacecraft Assembly Facility, the Space Flight Operations Facility, the Mars Yard, and other key sites within the extensive JPL campus.

Presenter:
Jason Vierra, *NASA Jet Propulsion Lab*
Barbara Lockee, *Virginia Tech*

01-W1 Conducting Cognitive Labs with Digital Tablets
Tuesday October 29th 9:00 am to 4:00 pm
2nd Level - South – Madrid

This full-day workshop is intended for students, researchers, and practitioners who wish to learn how to conduct cognitive labs for multimedia learning and assessment using a digital tablet. Following a demonstration of previously created materials, attendees develop and implement their own materials, then discuss pragmatics of conducting cognitive lab sessions on digital tablets using the particular development/ implementation workflow. Attendees produce a beta version of their intended cognitive lab materials.

Presenter:
Benjamin Erlandson, *Essential Complexity*

01-W2 Free Yourself from Software Hegemony-Free and Open Source Software for highly Productive Research
Tuesday October 29th 9:00 am to 4:00 pm
2nd Level - South – Barcelona

Software tools that facilitate research are often cost-prohibitive, "trap" your data in secret formats that do not allow you to switch to alternative tools, force you into perpetual upgrade cycles, and remove and change features at the manufacturer's whim. This software hegemony limits academic freedom and research productivity. Participants in this workshop will learn to use Free and Open-Source software that can replace proprietary counterparts such as SPSS, nVivo, EndNote, etc.

Presenters:
Matthew Schmidt, *University of Hawaii, Manoa*
Paul McKimmy, *University of Hawaii, Manoa*

01-W4 Design Layers and Functional Design: A Hands-On Experience
Tuesday October 29th 9:00 am to 4:00 pm
2nd Level - South – Valencia

This workshop offers hands-on experience applying the theory of design layers and functional design to instructional design problems. The theory of design layers offers a new view of design architecture leading more direct application of instructional theory. Use of design layers involves functional design, an approach used in other design fields but not instructional design. Hands-on experience will demonstrate to participants the value of these ideas in solving everyday instructional design problems.

Presenter:
Andrew Gibbons, *Brigham Young University*

11-T1 Study Tour: Institute for Creative Technologies
Wednesday October 30th 7:30 am to 2:30 pm
1st Level - South - South Tower Foyer

What do you get when you blend instructional design and technology with Hollywood? The answer: the University of Southern California's Institute for Creative Technologies (ICT). On the morning of Wednesday, October 30, just prior to the official start of AECT 2013, we have an outstanding study tour of the ICT planned for AECT members. This event, led by USC's Rich DiNinni, will feature innovative collaborative projects between educational science and engineering and the renowned entertainment industry located in close proximity. Members of the ICT are leaders in producing virtual humans, computer training simulations and immersive experiences for decision-making, cultural awareness, leadership and health. To learn more about ICT activities, visit http://ict.usc.edu/. Registration for this event is $40, and includes transportation and a catered luncheon on-site. Plan to join us for this exciting event.

Presenter:
Rich DiNinni, *USC Institute for Creative Technologies*

15-W1 Authoring and Publishing eLearning Content as HTML5 for iOS Devices with Adobe Captivate
Wednesday October 30th 9:00 am to 12:00 pm
2nd Level - South - Barcelona

To make Flash-based e-learning content generated by Adobe Captivate accessible on iOS devices, Captivate projects can be published as HTML5. This workshop will provide hands-on experience at authoring e-learning content with Captivate and publishing Captivate projects as HTML5. Participants will

learn what Captivate features can be supported in HTML5 and how effectively interactive learning content can be created for iOS devices

Presenter:
Taeyeol Park, *Georgetown University*

15-W2 Build an Online Professional Learning Community with Wordpress
Wednesday October 30th 9:00 am to 12:00 pm
2nd Level - South - Madrid

Wordpress is a ready-to-use self-hosting Blogging tool which can be easily configured into a functioning website for various use. With numerous plug-ins and themes that are available for free on the Internet, you can build your own online professional Learning community within half day. Featured functions include online forum, form submission, group member management, and password protected pages and posts.

Presenters:
Rui Hu, *CEISMC GA TECH*
Chris Thompson, *GEORGIA INSTITUTE OF TECH*

15-W3 Creativity in Education
Wednesday October 30th 9:00 am to 12:00 pm
2nd Level - South - Valencia

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.

Presenter:
Brad Hokanson, *University of Minnesota*

15-W4 Design Case Workshop: International Journal of Designs for Learning
Wednesday October 30th 9:00 am to 12:00 pm
2nd Level - South - Granada

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!

Presenters:
Elizabeth Boling, *Indiana University*
Colin Gray, *Indiana University*

41-W2 Creating iPhone and Android Apps with Live Code
Saturday November 2nd 9:00 am to 12:00 pm
2nd Level - South - Valencia

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).

Presenter:
Lloyd Rieber, *University of Georgia*

41-W3 Data Visualization in Education
Saturday November 2nd 9:00 am to 12:00 pm
2nd Level - South - Granada

Data Visualization is a leading trend in our knowledge society. The massive streams of new data and information threaten to overwhelm our senses; visual representation is one way to perceive the information needed to effectively work in the world today. Learning how to interpret, develop, and represent ideas through data visualization will be an increasingly important skill. Participants will be introduced to a series of data visualization methods using easily available software and processes.

Presenter:
Brad Hokanson, *University of Minnesota*

41-W4 Using Universal Design for Accessible Multi-User Virtual Environments (MUVE) Instruction
Saturday November 2nd 9:00 am to 12:00 pm
2nd Level - South - Barcelona

This workshop will focus on using Universal Design (UD) principles and the World Wide Web Consortium (W3C) to create accessible learning environments in Multi-User Virtual Environments (MUVE). Research based on computer simulations and people with traumatic brain injury, will be demonstrated using Second Life© and a Kessler Foundation funded project demonstration site, EmployAble, for training people with disabilities for employment related skills.

Presenters:
Thomas Hayes Conway, *University of Hawaii at Manoa*
Megan Conway, *University of Hawaii at Manoa*

001. Study Tour: NASA Jet Propulsion Laboratory *(Full)*
7:30 am to 2:30 pm
1st Level - South - South Tower Foyer
Join us Tuesday, October 29 for a rare opportunity to visit a world leader in scientific innovation and space exploration. The Jet Propulsion Lab in Pasadena is a federally funded research and development facility managed by the California Institute for Technology for the National Aeronautics and Space Administration (NASA). Learn about the Laboratory's activities and accomplishments through this tour of working operations in the Spacecraft Assembly Facility, the Space Flight Operations Facility, the Mars Yard, and other key sites within the extensive JPL campus.

Presenter: ***Barbara Lockee***, *Virginia Tech*

002. NSF Early Career Symposium
8:00 am to 5:00 pm
2nd Level - Tower - Salon 1

003. Conducting Cognitive Labs with Digital Tablets *(pre-registration required)*
9:00 am to 4:00 pm
2nd Level - South - Madrid

This full-day workshop is intended for students, researchers, and practitioners who wish to learn how to conduct cognitive labs for multimedia learning and assessment using a digital tablet. Following a demonstration of previously created materials, attendees develop and implement their own materials, then discuss pragmatics of conducting cognitive lab sessions on digital tablets using the particular development/ implementation workflow. Attendees produce a beta version of their intended cognitive lab materials.

Presenter: ***Benjamin Erlandson***, *Essential Complexity*

004. Free Yourself from Software Hegemony-Free and Open Source Software for highly Productive Research *(pre-registration required)*
9:00 am to 4:00 pm
2nd Level - South - Barcelona
Software tools that facilitate research are often cost-prohibitive, "trap" your data in secret formats that do not allow you to switch to alternative tools, force you into perpetual upgrade cycles, and remove and change features at the manufacturer's whim. This software hegemony limits academic freedom and research productivity. Participants in this workshop will learn to use Free and Open-Source software that can replace proprietary counterparts such as SPSS, nVivo, EndNote, etc.

Presenters:
Matthew Schmidt, *University of Hawaii, Manoa*
Paul McKimmy, *University of Hawaii, Manoa*

005. Design Layers and Functional Design: A Hands-On Experience *(pre-registration required)*
9:00 am to 4:00 pm
2nd Level - South - Valencia

This workshop offers hands-on experience applying the theory of design layers and functional design to instructional design problems. The theory of design layers offers a new view of design architecture leading more direct application of instructional theory. Use of design layers involves functional design, an approach used in other design fields but not instructional design. Hands-on experience will demonstrate to participants the value of these ideas in solving everyday instructional design problems. Presenter:
Andrew Gibbons, *Brigham Young University*

006. AECT Board of Directors
1:00 pm to 5:00 pm
2nd Level - Tower - Harbor

Chair:
Marcus Childress, *Emporia State University*

007. GSA at Disneyland
5:00 pm to 8:30 pm
1st Level - South - South Tower Foyer

Facilitator:
Micah Modell, *Indiana University*

008. Leadership Meeting & Dinner
6:00 pm to 9:00 pm
2nd Level - Tower - Pacific

009. Intern Meeting
7:00 am to 8:00 am
2nd Level - South - Commodore

Presenter: ***Sharon Smaldino***, *Northern Illinois University*

010. Study Tour: Institute for Creative Technologies
7:30 am to 2:30 pm
1st Level - South - South Tower Foyer

Facilitator: ***Barbara Lockee***, *Virginia Tech*

011. Governmental Relations Committee
8:00 am to 9:00 am
1st Level - South - Terrace F

Chairs:
Stephanie L. Moore, *University of Virginia*
Kay Persichitte, *Univ. of Wyoming*

012. NSF Early Career Symposium
8:00 am to 12:00 pm
2nd Level - Tower - Salon 1

013. TED -Board Meeting
8:00 am to 9:00 am
2nd Level - South - Commodore

Chair: ***Lara M. Luetkehans***, *Northern Illinois University*

014. IDT Professor's Forum
8:30 am to 11:30 am
2nd Level - Tower - Salon 8

Facilitators:
Mable Kinzie, *University of Virginia*
Darryl Draper, *Old Dominion University*

Presenters:
Robert Reiser, *Florida State University*
Ward Cates, *Lehigh University*
Wilhelmina Savenye, *Arizona State University*
Peg Ertmer, *Purdue University*
Marcie Bober-Michel, *San Diego State University*
Gayle V. Davidson-Shivers, *University of South Alabama*
Deborah L. Lowther, *University of Memphis*
Lloyd Rieber, *University of Georgia*

015. Authoring and Publishing eLearning Content as HTML5 for iOS Devices with Adobe Captivate *(pre-registration required)*
9:00 am to 12:00 pm
2nd Level - South - Barcelona
Taeyeol Park, *Georgetown University*

To make Flash-based e-learning content generated by Adobe Captivate accessible on iOS devices, Captivate projects can be published as HTML5. This workshop will provide hands-on experience at authoring e-learning content with Captivate and publishing Captivate projects as HTML5. Participants will learn what Captivate features can be supported in HTML5 and how effectively interactive learning content can be created for iOS devices.

016. Build an Online Professional Learning Community with Wordpress *(pre-registration required)*
9:00 am to 12:00 pm
2nd Level - South - Madrid

Wordpress is a ready-to-use self-hosting Blogging tool which can be easily configured into a functioning website for various use. With numerous plug-ins and themes that are available for free on the Internet, you can build your own online professional Learning community within half day. Featured functions include online forum, form submission, group member management, and password protected pages and posts.

Presenter:
Rui Hu, *CEISMC GA TECH*
Chris Thompson, *GEORGIA INSTITUTE OF TECH*

017. 15-W3 Creativity in Education *(pre-registration required)*
9:00 am to 12:00 pm
2nd Level - South - Valencia

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.

Presenter:
Brad Hokanson, *University of Minnesota*

018. Design Case Workshop: International Journal of Designs for Learning *(pre-registration required)*
9:00 am to 12:00 pm
2nd Level - South - Granada

Presenters:
Elizabeth Boling, *Indiana University*
Colin Gray, *Indiana University*

019. Division of Systemic Change Governance meeting
9:15 am to 10:15 am
2nd Level - South - Commodore
Chair: ***William Watson***, *Purdue University*

020. ID Board Meeting
9:15 am to 10:15 am
1st Level - South - Terrace D

021. Standards Committee
9:15 am to 10:15 am
1st Level - South - Terrace F

022. 2013 Convention Evaluation Committee
10:30 am to 11:30 am
1st Level - South - Terrace F
Chair: ***Steve Harmon***, *Georgia State University*

023. DDL -Board Meeting
10:30 am to 11:30 am
2nd Level - South - Commodore

024. ICEM Membership Meeting
10:30 am to 11:30 am
1st Level - South - Terrace D
Chair: ***Robert Doyle***, *Harvard University*

025. MPD Board Meeting
10:30 am to 11:30 am
2nd Level - Tower - Pacific
Chair: ***John Curry***, *Morehead State University/21st Century Education Enterprise*

026. SMT -Board Meeting
11:00 am to 12:00 pm
2nd Level - Tower - Salon 6
Chairs: ***Lessell (Marty) Martiny Bray***, *Haralson County Schools*; ***Lucilia Green***, *Georgia Southern University*

027. D&D - Board of Directors Meeting
11:45 am to 12:45 pm
2nd Level - South - Commodore
Chair:
Dirk Ifenthaler, *Open Universities Australia*

028. GSA Executive Board Meeting
11:45 am to 12:45 pm
2nd Level - Tower - Salon 4
Chair: ***Tonia Dousay***, *University of Wyoming*

029. Professional Ethics Committee
11:45 am to 12:45 pm
1st Level - South - Terrace F
Chair: ***Vicki Napper***, *Weber State University*

030. RTD -Research & Theory Division Business Meeting
11:45 am to 12:45 pm
2nd Level - Tower - Salon 5
Chair: ***Michael M Grant***, *University of Memphis*

031. T&P -Board Meeting
11:45 am to 12:45 pm
1st Level - South - Terrace D
Chair: ***Wen-hao David Huang***, *University of Illinois*

032. CLT-Shaping your Career in the Instructional Sciences
1:00 pm to 2:00 pm
1st Level - South - Royal Ballroom E/F

Shaping your Career in the Instructional Sciences
Camille Dickson-Deane, Montgomery County Community College; ***Roberto Joseph***, Hofstra University; ***Robert Maribe Branch***, University of Georgia; ***Joi Moore***, University of Missouri
Scholars in instructional design and technology field follow different career paths and trajectories. A panel of MIM/CLT scholars discuss strategies for maximizing personal satisfaction in your instructional science career. Topics include but are not restricted to 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.

033. D&D -PacifiCorp Competition Orientation
1:00 pm to 1:30 pm
2nd Level - Tower - Harbor
Chair: ***Karen Kaminski***, *Colorado State University*

034. D&D Critical Reflections on Instructional Design
1:00 pm to 2:00 pm
2nd Level - Tower - Salon 8
Facilitator: ***Yeol Huh***, *Indiana University Bloomington*

The Story Continues: Instructionally sound, flexible, contextualized, interactive, online, self-study ***Tiffany A. Koszalka***, Syracuse University
Last year we showcased an Advanced ID course that was transformed into an online, self-paced course. ID principles, scholarly evidence, feedback from course offerings and the 2012 AECT session informed the new design. Without changing initial goals, the

overall course organization was modified, resources were revised, and social networking activities (inside and outside the course) were enhanced. The course will be showcased while discussing ID principles, student/team feedback, and the developmental research methods and decisions.

Designing Cases as Alternative Perspectives: The Practice of Integrating Meta and Domain-Specific Theories ***Keri Valentine***, University of Georgia; ***T J Kopcha***, University of Georgia
This paper presents a general framework for designing cases as alternative perspectives that seeks to inform design work in settings where meta and domain-specific theories and design considerations are integrated to convey the complexity of concepts. The framework was applied and evaluated through design-based research (DBR) in a local instructional context. Presenters will share both the framework and data indicating the efficacy of implementation in an eighth-grade mathematics classroom over multiple DBR cycles.

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035. D&D Interactive Online Learning
1:00 pm to 2:00 pm
2nd Level - Tower - Salon 4

Facilitator:
Suha Tamim,

Around Italy in 15 "Days": Learn Italian from an Online, Story-Based Tour of Italy ***Penny Ralston-Berg***, Penn State World Campus; ***Juan Xia***, Penn State World Campus
Join members of the design team for a discussion of the research, design, development, and evaluation of an online, story-based Italian language course supplemented with speaking exercises, vocabulary games, and partner practice at a distance. The discussion will be presented as a practice case with an emphasis on design process, team configuration, impact on the adult learner target audience, and lessons learned. Purposeful design for reusability and scalability to other courses will also be discussed.

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036. D&D Research on Online Discussions and Instructional Fading
1:00 pm to 2:00 pm
2nd Level - Tower - Salon 7

Facilitator:
Jessica Resig, *Old Dominion University*

Gender Communication Style in Online Discussions for Undergraduate Students ***Crystal Ann Thomas***, University of South Alabama; ***Gayle V. Davidson-Shivers***, University of South Alabama
Online threaded discussions provided a collaborative learning environment in which students could develop and defend their thoughts and ideas. Since gender communication style can affect how a student is perceived and subsequent reactions from instructors and fellow students, it is important that students are given the opportunity to communicate effectively in online discussions. The purpose of this study was to investigate whether powerful language training affected student gender communication style in online discussions.

The Impact of an Instructional Fading Web-Base Tool on Student Performance in Accounting Instruction ***Mary Ann Kingry***, University of West Florida; ***Byron Havard***, University of West Florida
The effects of instructional fading using Principles of Accounting completion problems on student performance were investigated in this study. A web-based tool referred to as the Instructional Fading Tool for Accounting Practice (IFTAP) was used to deliver the instructional practice. The results of the study indicate that students in the lower prior knowledge treatment group outperformed students in the other three groups indicating that these students benefited the most from the instructional fading treatment.

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037. DDL-Faculty Development
1:00 pm to 2:00 pm
2nd Level - South - Granada

Facilitator:
Al Mizell, *Nova Southeastern Univ*

The Impact of Faculty Development on Student Perceptions of Course Quality ***Emily Hixon***, Purdue University Calumet; ***Janet Buckenmeyer***, Purdue University Calumet; ***Casimir Barczyk***, Purdue University Calumet
The Digital Learning Faculty Certificate Program at XXX is a cohort-based mentoring program designed to support faculty as they develop an online or a technology-enhanced course. The program researchers will share previous research findings related to the program's effectiveness and present the current research study which examines student perceptions of course quality in courses taught by Digital Learning Certified faculty and non-certified faculty. Participants will be encouraged to share their experiences with technology-related course development.

Relationship between teachers' pedagogical beliefs and choices of online course activities ***Fethi A. Inan***, Texas Tech University; ***Doris Bolliger***, University of Wyoming

This research study was conducted to validate an instrument that can be used to measure factors related to online teachers' pedagogical beliefs. Furthermore, we explored the correlation between teachers' pedagogical beliefs and the choice of online instructional activities. Data were gathered from 71 online instructors via online survey. Results of a factor analysis and reliability analysis confirmed that the instrument is a valid and reliable measure. Furthermore, correlation analysis revealed that classroom activities tend to be more active and student-centered when teachers have higher constructivist pedagogical beliefs.

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038. DDL-Online Course Design

1:00 pm to 2:00 pm
2nd Level - South - Madrid

Facilitator:
Eunbae Lee, *University of Georgia*

Presenters

Designing Inter-Institutional Learner-Centered STEM Spaces ***Michele Estes***, James Madison University; ***Juhong Christie Liu***, James Madison University; ***Shenghua Zha***, James Madison University
This presentation describes the distance learning research activities and findings of a team involved in the 4VA initiative. This initiative, sponsored by the State of Virginia, is designed to foster meaningful collaborations among four institutions with potential to "work together and, as a result, achieve more" (http://www.4-va.org). The researchers forged new ground by initiating a study of STEM learning spaces and inter-institutional collaboration. Findings led to meaningful and practical recommendations. The study is ongoing.

Assessing, Recognizing and Rewarding Quality Online Teaching ***Anthony Pina***, Sullivan University System; ***Bruce Harris***, Western Illinois University
Online quality measures, such as Quality Matters and Merrill's Five Star Rating System, are useful for evaluating the DESIGN of an online course. However, they are less effective in assessing the quality of those who TEACH online. In this presentation, we will discuss a research and development project identifying best practices in assessing online teaching, the creation of an online "class observation" instrument, and a formal program to recognize and reward exemplary online faculty.

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039. DDL-Personalized Learning

1:00 pm to 2:00 pm
2nd Level - South - Barcelona

Facilitator:
Jennifer Ashton,

Promoting Personalized Learning with Open Educational Resources (OERs) ***Yu-Ju Lin***, University of Georgia
This paper proposes the design guidelines for the implementation of open educational resources (OERs). The implementation aims to promote students' personalized learning in an introductory statistics course. Three components are initially classified and required for the implementation of OERs in an introductory statistics course: (a) identifying individual students' needs, (b) clarifying the goals and values for personalized learning, and (c) contextualizing strategies (e.g., flexible instruction, differentiated instruction) with regard to students' personalization. Then synthesized guidelines are provided to help promote students' personalized learning by implementing OERs in an introductory statistics course.

Chronotypes and Online Learning: A Study on Learners' Choice, Participation and Performance ***Yi Luo***, Purdue University; ***Jea H. Choi***, Purdue University; ***Rui Pan***, Purdue University; ***Johannes Strobel***, Purdue University
Introducing the framework of chronobiology, this survey study examines learners' choices, participation and performance in two online courses. The study comprises two parts. The repetition study confirms the statistically significant relationship between learners' chronotypes and their preferred online learning time; as well as among the factors for choosing online learning. The ongoing exploratory research is studying learners' participation using the Blackboard Learn log-in data, the findings will be tied back to learners' chronotypes and performance.

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040. ectFoundation Board of Directors

1:00 pm to 4:30 pm
2nd Level - Tower - Pacific

Chairs:
Sharon Smaldino, *Northern Illinois University*
Ward Cates, *Lehigh University*

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041. Electronic Access to the Encyclopedia of Terminology: Current Constraints and Visions for the Future

1:00 pm to 2:00 pm
2nd Level - South - Valencia

This session will be a panel discussion focusing on the

electronic version of the text. The panel will include representatives from the committee, and those with expertise in regards to publishing and library science. The goal will be to develop a shared vision of how to maximize the utility of the electronic version of the text and to manage the revision process.

Presenters:
Nancy Hastings, *University of West Florida*
Kathryn Ley, *U Houston Clear Lake*
Wendell Johnson, *Northern Illinois University*
Jason Underwood, *Northern Illinois University*

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042. GSA Writing Techniques for Graduate Students
1:00 pm to 2:00 pm
2nd Level - Tower - Salon 1

What's the difference between personal writing, technical writing, and academic writing? How do style and grammar differ based upon audience? Does a target journal really mater? The questions graduate students face when attempting to write academically can feel daunting. Get some practical advice on how to approach the challenge of writing.

Facilitator:
Jenny S Wakefield, *University of North Texas*

Presenter:
Scott Warren, *University of North Texas*

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043. ID-International Students and Faculty Job Searches: Stories, Struggles, and Strategies
1:00 pm to 2:00 pm
1st Level - South - Imperial

Facilitator:
Robert Doyle, *Harvard University*

Presenter

International Students and Faculty Job Searches: Stories, Struggles, and Strategies ***Danilo M. Baylen***, University of West Georgia; ***Ugur Kale***, West Virginia University; ***Jackie HeeYoung Kim***, Armstrong Atlantic State University; ***Seungoh Paek***, ETEC
This session brings together a panel of instructional technology faculty members who were former international students in American universities. The panel members will describe and discuss key factors and experiences that supported the successful outcome of their faculty job searches. Also, they will address the challenges of building a strong curriculum vitae, job interviewing, professional networking, etc. Finally, they will provide advice in managing multiple roles in the international students' personal, academic and professional lives.

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044. ID_Collaboration & Theory
1:00 pm to 2:00 pm
1st Level - South - Terrace A

Facilitator: ***Huei-Lien Chen***, *Colorado State University*

Action Research on the Use of Collaborative Learning and Cooperative Learning with International Students ***Amy S. C. Leh***
A preliminary research study was conducted in a course that was designed to help graduate students complete their Master's thesis/project in a timely manner using collaborative learning and cooperative learning. The research was revised and further conducted in a class with 20 students, two thirds of them being international students. The presentation reports on the action research conducted in the courses and on instructional strategies beneficial for international students.

International Authors and Critical Theories of Educational Technology ***Abbas Johari***, Cameron University; ***Michael Thomas***, St. John's University; ***Mellissa M. Merrifield***, Cameron University
Only a few international authors submit papers that are critical of learning technologies or at least acknowledge inherent problems in their investigation. Instead, many authors submit many of the same things over and over again – assuming that all technologies are neutral tools, and are not guided by neo-liberal and commercial interests. This session will cover many critical perspectives on learning technologies and provide criteria on how international authors can become critical educational technologists.

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045. Intellectual Property Committee
1:00 pm to 2:00 pm
1st Level - South - Terrace F

Chair: ***Preston Parker***, *Utah State University*

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046. Presidential: Past, Present, and Future Relevance...
1:00 pm to 2:00 pm
1st Level - South - Royal Ballroom A/B

Facilitator: ***Steve Harmon***, *Georgia State University*

Past, Present, and Future Relevance of Instructional Message Design ***MJ Bishop***, AECT Board Member; ***Elizabeth Boling***, Indiana University; ***Barbara Lockee***, Virginia Tech; ***Andrew Gibbons***, Brigham Young University; ***Michael Hannafin***, University of Georgia
Instructional message design has been described as the "next step" in the design process --moving beyond deciding what methods will bring about desired learning 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 panel discussion explores IMD's past, present, and future relevance from a conversation theory view of learning.

047. RTD Research on Inquiry- and Problem-based Learning

1:00 pm to 2:00 pm
2nd Level - Tower - Salon 5

Facilitator:

Tonia Dousay, *University of Wyoming*

Presenters

Cultural Interpretations of Challenges Experienced by Asian Medical Students and Tutors During Their Problem-Based Learning ***Hyunjung Ju***, University of Georgia; ***Ikseon Choi***, The University of Georgia; ***Jong Tae Lee***, Inje University College of Medicine; ***Byoung Doo Rhee***, Inje University College of Medicine
This study explores challenges that Asian medical students and instructors experienced during their PBL sessions, explains the challenges based on Hofstede's cultural dimensions (2010), and finally proposes culturally-responsive instructional strategies to enhance the learning experiences of Asian medical students. 12 medical students and 9 tutors were interviewed after their PBL sessions at a leading medical school in Korea. The results of qualitative analysis and suggestions to improve Asian students' PBL experience will be discussed.

College Students' Perceptions of Inquiry-based Learning Activities in a Large-enrollment STEM Introductory Classroom ***Yunjeong Chang***, UGA
Though the STEM area is indicated as a critical domain for the development of higher order thinking skills, classes tend to be provided in large, lecture-oriented classroom. Providing inquiry-based learning activities has been suggested as a way of improving higher order thinking skills. Yet, the effectiveness of the inquiry-based learning activities in a large-size classroom setting has not been explored. By analyzing student interviews, small group learning outcomes, and test scores, this study explored students' learning experiences.

048. SMT-The K-12 Online Learning Environment

1:00 pm to 2:00 pm
1st Level - South - Terrace C

Facilitator:

Kaye Dotson, *East Carolina University*

Virtual School Leadership: Successes and Challenges ***Dennis Beck***, University of Arkansas; ***Jason LaFrance***, Georgia Southern University; ***Jayson Richardson***, University of Kentucky
This study will identify and describe the successes and challenges of virtual school leaders (as identified by the International Association for k-12 Online Learning). Researchers will explore what leadership looks like in this context so we can better understand how virtual school leadership plays a role in the American school system. Results should help shed light on the qualities of school leaders that are equipped to handle technology leadership in the 21st century and beyond.

Needs Assessment for the Online Learning Environment for K-12 ***Feng-Qi Lai***, Indiana State University; ***Susan J. Kiger***, Indiana State University
This presentation will report the results of a needs assessment on the needs for the online learning environment for K-12 in Indiana. The results provide evidence for the needs of 1) having online learning environments for K-12 schools and 2) providing teachers with professional help in design and development of online learning environments and training in both online teaching pedagogy and online technology use.

049. T&P 07: Synergistic Virtual Teams

1:00 pm to 2:00 pm
1st Level - South - Terrace B

Facilitator:

Jennifer Bauman, Quicken Loans

Synergistic Virtual Teams: An Approach for Alleviating Social Loafing in Online Environments Eric Kisling, East Carolina University
This presentation discusses best practices for successful virtual teams in online environments, while developing proficiencies to avoid social loafing. A study conducted evaluated social responsibility of team members and outlined basic assumptions of group dynamics leading to successful virtual teams. The presentation will discuss a cohesive definition for virtual teams; examine team development models alleviating the phenomenon of social loafing; and a set of key assumptions for group dynamics that provide a successful environment

050. TED-Designing Open Badges for a Technology Integration Course
1:00 pm to 2:00 pm
2nd Level - Tower - Salon 6

Facilitator:
Drew Polly, *UNC-Charlotte*

Designing Open Badges for a Technology Integration Course ***Daniel L. Randall***, Brigham Young University; ***Buck Harrison***; ***Rick West***, Brigham Young University
This presentation describes the design, development, and implementation of Open Badges into a secondary education preservice course on instructional technology. Open Badges provide a new way of issuing credentials to individuals who demonstrate knowledge, skill, or ability in a particular domain. We will describe the course in detail along with the several iterations of design that resulted in the development of the badge system. Their effect on student learning will also be discussed.

051. TED-Preservice Teachers' Technology Integration
1:00 pm to 2:00 pm
2nd Level - Tower - Salon 3

Facilitator:
Ya-Huei Lu,

Technology Integration Concerns: Expanding the Dialogue Between Pre-Service Teachers and Exemplary Technology-Using In-Service Teachers ***Bryan Hoey***, Indiana University, Bloomington; ***Sinem Aslan***, Indiana University; ***Aaron Zachmeier***, Indiana University; ***Olgun Sadik***, Indiana University; ***Krista Glazewski***, Indiana University; ***Anne Ottenbreit-Leftwich***, Indiana University; ***Thomas Brush***, Indiana University
This study is a replication and expansion of Authors A, B, C, and D's (2012) study on the outcomes of a virtual dialogue between pre-service teachers and exemplary technology-using in-service teachers. Using a single case study design (Yin, 1994), we investigate the concerns of pre-service teachers about technology integration in their future classrooms and document their reactions to the modeling of technology use by exemplary technology using in-service teachers.

Investigating Tech-savvy Pre-service Teachers' Technology Integration Knowledge, Beliefs and Intentions ***Olgun Sadik***, Indiana University; ***Anne Ottenbreit-Leftwich***, Indiana University; ***Yin-Chan Liao***, Indiana University
Many higher education institutions offer at least one instructional technology course to prepare future teachers with regards to technology integration. However, we need more information if offering additional technology courses can be a key factor to eliminate possible barriers for future teachers. This study examined how knowledge, self-efficacy beliefs, value beliefs, and intentions interact across six technology savvy pre-service teachers with regards to integrating technology into core subject areas in a K-12 environment.

052. VW-Acceptance & Sports in Virtual Worlds
1:00 pm to 2:00 pm
2nd Level - South - Seville

Facilitator:
Mark Atkinson, *Southern Utah University*

Presenters

Case Study of User Acceptance in Virtual Worlds ***Saniye Tugba Tokel***, Middle East Technical Uni.; ***Veysi Isler***
According to Davis (1993), user acceptance is crucial for the success of new technologies. This presentation describes a study that examines relationships between perceived usefulness, ease of use, and enjoyment acceptance in a 3D virtual world and how these factors influence students' behavioral intention to support learning.

Developing Sport-based Educational Simulations in Second Life ***Peter Leong***, University of Hawaii-Manoa; ***Eduard Merc***, HPU and College of Education, ETEC Program, UH-MANOA; ***Francisco V. Jumawan***, University of Hawaii; ***Adam Halemano***, University of Hawaii-Manoa; ***Darryl Funai***, University of Hawaii-Manoa
This presentation describes lessons learned and best practices from a case study for using 3D virtual simulation to develop and teach sports-based education in Second Life at the University of Hawaii, College of Education (COE).

053. Walden: Residency Orientation
1:00 pm to 3:15 pm
1st Level - South - Terrace D

054. D&D -PacifiCorp Competition
1:30 pm to 3:30 pm
2nd Level - Tower - Harbor

PacifiCorp and the members of Design and the Development Division of AECT coordinate the PacifiCorp Design and Development Competition for promising instructional design research by graduate students mentored by experts in the field. PacifiCorp is specifically interested in promoting collaboration and mentoring within the

professional community. The TBD and non-selected teams can be removed when the selection is made.

The goals for this award are to:

- Improve the professional practice of design and development in adult learning and performance-improvement settings;
- Promote collaboration among students, faculty, and practitioners;
- Mentor promising students by leaders outside their home institutions; and,
- Recognize innovative design-and-development approaches to adult learning and performance-improvement problems.

The three teams selected for the third and final phase of the competition and their mentors are:

- Holly Marshburn & Megan Murtaugh, Nova Southeastern University. Mentor: Suhana Chikalta, Wallace State and Auburn University Montgomery
- Ziang Wang, Emporia State University & Yun Lauren Liu, University of North Texas and Emporia State University. Mentor: John Love, General Electric and Mark Moore Broken Arrow Associates, Ltd.
- Lubin Wang & Shuang Hao, Flordia State. Mentor: Dotty Sammons, Idaho State University

Competition Judges: Robert Reiser, Wilhelmina Savenye, Jill Stefaniak

Chair: ***Karen Kaminski***, *Colorado State University*

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055. D&D Advances in Instructional Design

2:15 pm to 3:15 pm
2nd Level - Tower - Salon 7

Facilitator:
E-Ling Hsiao, *Valdosta State University*

Presenters

An Investigation of Instructional Designer's Decision Making in Higher Education ***Bruce Sowers***, Nova Southeastern University
This presentation focuses on the exploration of the theory-practice gap in instructional design decision-making within the context of higher education. Particular emphasis is placed on what we can learn from other design disciplines and research methods that are effective in understanding what instructional designers do and how they do it. The presentation is intended for those who are interested in how instructional designers practice and methods we can use to study the theory-practice gap.

Toward an Instructional Design Theory of Accessibility ***Lloyd Rieber***, University of Georgia; ***Michele Estes***, James Madison University
The purpose of this presentation is to consider the concept of accessibility as an overarching theme for a new direction for instructional design theory. Four types of accessibility will be examined along with associated barriers particular to each: social, physical, intellectual, and motivational. This design theory is based on merging the literatures of special education, disability studies, and instructional technology.

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056. D&D Institutional Change

2:15 pm to 3:15 pm
2nd Level - Tower - Salon 8

Facilitator:
Elena Novak, *Western Kentucky University*

Transformation of Experience: Students and Faculty Reflections of Experiential Learning ***Darryl Draper***, Old Dominion University; ***Derrek Keesling***, Northern Illinois University; ***Larry Douglas Weas***, Northern Illinois University; ***Celeste Latham***, Northern Illinois University; ***Stephanie Richter***, Northern Illinois University
Real-world corporate clients teamed with graduate students from Northern Illinois University's College of Education's Educational Technology, Research and Assessment Department. The partnerships with corporations provided teams of graduate students with authentic instructional design projects to complete. Students' final projects were e-learning and traditional training interventions that solved performance-based problems for their client organizations. This presentation will highlight the Experiential Learning theoretical framework and the roles of each stakeholder: student/client/faculty, student learning experience, the instructional strategies used by the faculty, design and development, client relationships, final project implementation, and student engagement.

Kaleidoscope: Open General Education Curriculum at Multi-Institutional Scale ***Ronda Dorsey Neugebauer***, Lumen Learning/Chadron State College; ***David Wiley***, Brigham Young University
The Kaleidoscope Project, funded by a Next Generation Learning Challenges (NGLC) Wave One grant, focuses on supporting the academic success of at-risk student populations by creating effective, sustainable, and collaborative courses using open educational resources (OER), open source software, sound instructional design, a closed-loop assessment process, and detailed analysis of learning and success results. The end result is an innovative scaling strategy

with the potential to significantly disrupt higher education.

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057. DDL Panel-Using Video Simulations
2:15 pm to 3:15 pm
2nd Level - South - Valencia

Facilitator:
Wendy Gentry, *Virginia Tech*

Using Video Simulations on Objectively scored Online Certification Assessments to measure Higher-Level Learning ***Daniel L. Randall***, Brigham Young University; ***Alexander N. Sorensen***, Brigham Young University; ***Randall Davies***
Performance assessments are often the best way to measure higher-level learning but are difficult to administer in online courses because they are not objectively scored. Video simulations and a series of objectively scored context-dependent items essentially provide a method for delivering a performance assessment in an online environment that is objectively scored. This presentation documents the development and testing of a video enhanced online assessment along with lessons learned and suggestions for future development.

Chair:
Daniel L. Randall, *Brigham Young University*

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058. DDL-Inquiry Based Learning
2:15 pm to 3:15 pm
2nd Level - South - Barcelona

Facilitator:
Gregory Clinton, *University of Georgia*

Fostering Inquiry-Based Learning (IBL) in Online Environments: Faculty Definitions, Explorations, Experiences, and Approaches ***Funda Ergulec***, Indiana University; ***fatih ergulec***; ***Krista Glazewski***, Indiana University
With the rapid growth and increased demand of online education, teaching in an online environment has prompted changes in the learning environment; while we know a lot about what these changes involve generally, we do not always know the ways in which faculty define and approach inquiry. The purpose of this study is to investigate faculty definitions of IBL and identify the differences between the implementation of IBL in online and face-to-face environments.

Student Perceptions of doing 'Home-Based' Physical Science Labs in Cyber Charter School ***Victoria Raish***, Pennsylvania State University; ***Hengtao Tang***, Pennsylvania State University; ***Alison Carr-Chellman***, The Pennsylvania State University
This presentation showcases a qualitative research project highlighting student experience with completing science labs at home while they are attending a cyber charter school. An emerging structure of what it is like for a student to do these labs from a distance will be constructed from the data and analysis. Professionals and academics who are invested in distance education, science education, and K-12 schooling would benefit from attending this session.

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059. DDL-Online Evaluation [req wed/thur]
2:15 pm to 3:15 pm
2nd Level - South - Madrid

Facilitator:
Katie Hill, *Morehead State University*

Choosing Evaluation Questions for Distance Learning Courses (i.e. Fully Online or Blended Learning Environments) ***Firm Faith Saint Annie Watson***, Southern Illinois University
What questions should be included on course surveys to evaluate fully online or blended learning courses? For evaluation to be considered useful to stakeholders, evaluators need to provide substantive rationales for the items (e.g. Likert-type scale items) they include on course surveys. In this concurrent session, the presenter will reveal: (a) an evaluation framework that provides a basis for choosing evaluation questions and (b) a sample evaluation instrument that was generated from the evaluation framework.

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060. DDL-Strategic Planning
2:15 pm to 3:15 pm
2nd Level - South - Granada

Facilitator: ***Courtney Teague***,

Communicate! Integrate! An Administrator's Account of Engaging Campus Programs and Stakeholders in a University-wide Distance Education Strategic Planning Process ***Tonya Amankwatia***, DeSales University
Given the complexity of developing programs, services, policies and support for distance education, one should not assume that intuitions will know how to make needed systemic changes to support distance education. The author will describe her university's multi-phase journey to developing a distance education strategic plan. The session will also identify the key components of a strategic plan and the nature of the change each component inspires.

061. GSA Advice for the Job Hunt
2:15 pm to 3:15 pm
2nd Level - Tower - Salon 1

Facilitator: ***Sylvia Rogers***, *University of South Alabama*

Getting ready for the job hunt? Are you already on the job hunt? Talk with professors at various points in their careers about how to be more successful on the job hunt and what kinds of strategies you might want to consider employing. Come with your questions ready.

Presenters:
Tonia Dousay, ***Craig Shepherd***, *University of Wyoming*
Jesse Strycker, *East Carolina University*
Cindy York, *Northern Illinois University*

062. ID-Socratic Seminar
2:15 pm to 3:45 pm
1st Level - South - Imperial

Facilitator:
Danilo M. Baylen, *University of West Georgia*

Presenter: ***Abbas Johari***, *Cameron University*

Socratic Seminar: An International Forum on Socratic teaching ***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.

063. ID_Tech Trend
2:15 pm to 3:15 pm
1st Level - South - Terrace A

Facilitator:
Hsin-Te Yeh, *Metropolitan State University of Denver*

Assistive Technologies in the Education of Students with Learning Disabilities: Research Trends between 2002-2012 ***Omer Arpacik***, Ataturk University - Turkey; ***Engin Kursun***, Ataturk University; ***Yuksel Goktas***, Ataturk University
The purpose of this study is to examine general trend of studies about assistive technologies for persons with learning disabilities published between 2002 and2012.

064. Leadership: Fresh Ideas about Education Technology Leadership - Authors of a Special Edition of TechTrends Panel
2:15 pm to 3:15 pm
1st Level - South - Royal Ballroom E/F

Facilitator: ***Eugene Kowch***, *University of Calgary*

Presenters:
Eugene Kowch, *University of Calgary - Faculty of Ed*
Daniel Surry, *University of South Alabama*
Kay Persichitte, *Univ of Wyoming*
Charles M. Reigeluth, *Indiana University*
Sinem Aslan, *Indiana University*
Mary Herring, *University of Northern Iowa*
Sharon Smaldino, *Northern Illinois University*
Anthony Chow, *University of North Carolina*

Sunnie Watson, ***William Watson***, *Purdue University*
Donovan Walling, *AECT*
Phillip Harris, *AECT Executive Director*
Ellen S. Hoffman, *University of Hawaii - Manoa*
Marcia Ashbaugh, *University of the People/MLA*

Fresh Ideas about Education Technology Leadership - Authors of a Special Edition of TechTrends Panel ***Eugene Kowch***, University of Calgary - Faculty of Ed
This panel presentation and conversation with participants will engage the authors of a special edition of TechTrends on Leadership co-edited by Drs Surry and Kowch. By exploring the 8 dimensions of leadership and quickly summarizing the key points pushing educational technologist leader knowledge forward from the special edition, authors and participants can challenge, engage and widen their understanding of what our professionals need to know when it comes to leading in the 21st century.

065. Presidential: RAECT - Find Out What It Means for Me
2:15 pm to 3:15 pm
1st Level - South - Royal Ballroom A/B

RAECT – Find Out What It Means for Me: AECT Standards for Educational Technology Graduate Programs ***Ellen S. Hoffman***, University of Hawaii - Manoa
This session, sponsored by the AECT Standards Committee, is a discussion with the community on the status of the standards and the RAECT program recognition. 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.

066. RTD Issues in Pre-service Teacher Education and Peer Evaluation
2:15 pm to 3:15 pm
2nd Level - Tower - Salon 5

Facilitator:
Suha Tamim,

Presenters

Digital Natives as Preservice Teachers: Do They Have Necessary Technology Skills for a Career in Teaching? ***Taehyeong Lim***, The Florida State University; ***Ji Hei Kang***, Florida State University; ***Vanessa Dennen***, Florida State University
This study examines that existing skills and beliefs of preservice teachers who are considered Digital Natives. Data were collected prior to completion of a required technology course. Findings suggest that technology self-efficacy and adoption are related in this population, and highlight gaps in familiarity with some tools and between existing and needed skills. These results have implications for how educators approach technology integration and teaching about technology with this population.

Exploration of Peer Evaluation through Text-Based Scenarios ***Semiral Oncu***, Uludag University; ***Adem Uzun***, Uludag University
Peer evaluation is used to monitor the quality of teamwork participation (Martinazzi, 1998). Evaluation tools must be valid and reliable to ensure fair assessment. This study attempts to test peer evaluation through text-based scenarios through an online survey. It is found that the interrater reliability is low. Student and instructor ratings do not correlate. But the consistency of the scale items was high. It is most probable that students did not thoroughly read the scenarios.

067. SMT-K-12 Partnerships for Pre-Service Teacher Technology Collaborative Skills
2:15 pm to 3:15 pm
1st Level - South - Terrace C

Facilitator:
Paige Hale, *Morehead State University*

Presenter

Improving Pre-service Teachers' Multimedia Design Skills through the Collaborative Multimedia Project (CMP) with Area Schools ***SANGHOON PARK***, University of South Florida
This paper introduces the Collaborative Multimedia Project (CMP), a collaborative effort to create an innovative learning partnership between pre-service teachers at a teacher education program in a four year university and sixth graders in area schools. The purpose of this paper is to introduce the CMP and share the findings on how the project affected pre-service teachers' multimedia design skill acquisition and attitude.

068. SMT-School Librarians as Instructional Partners and Technology Leaders
2:15 pm to 3:15 pm
2nd Level - Tower - Salon 4

Facilitator:
Dennis Beck, *University of Arkansas*

Presenters

Assessment of Learner-Directed E-book Learning Versus Instructor-Directed E-book Learning ***WooRi Kim***
The purpose of this study is to examine the effects of multimedia e-book on elementary students' English achievement. Two hundred fourteen sixth grade students were assigned into one of the three groups: learner-directed multimedia e-book group, instructor-directed multimedia e-book group, and face-to-face group that used traditional textbooks. The results were summarized as follows: multimedia e-book was effective for students rather than the conventional text-book in learning English. Learner-directed multimedia e-book group outperformed than instructor-directed multimedia e-book group in English knowledge gains.

Hi Ho Hi Ho-- Taking the Work out of Professional Learning Networks ***Marissa Ball***, Georgia State University
This presentation is guided toward a K-12 practitioner audience, and its aim is to share the purpose and practical aspects of creating a personal professional learning network (PLN) using Web 2.0 tools and social media.

069. T&P 08: Training & Performance Division Advisory Board Presentation (req Fpm)
2:15 pm to 3:15 pm
1st Level - South - Terrace B

Facilitator:
Jennifer Bauman, *Quicken Loans*

Presenter:
Tristan Johnson, *Northeastern University*

Presenter

Training and Performance Division Advisory Board Presentation ***Wen-hao David Huang***, University of Illinois at Urbana-Champaign; ***Jennifer Bauman***, Quicken Loans; ***Nancy Hastings***, University of West

Florida; ***Stefanie Buck***, Oregon State University; ***Mary Jo DeJoice***, Georgia State University Library; ***Shahron Williams van Rooij***, George Mason University; ***Vance A. Durrington***, University of North Carolina Wilmington; ***Shauna Bona***, McKinnon-Mulherin
This is to hold a concurrent presentation slot for the advisory board presentation.

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070. TED-Implementing TPCK
2:15 pm to 3:15 pm
2nd Level - Tower - Salon 3

Facilitator:
Lara M. Luetkehans, *Northern Illinios University*

Presenters

Measuring Chinese Preservice Teachers' Perceptions in Technological Pedagogical Content Knowledge Development ***Liangyue Lu***, Syracuse University; ***Wei Wang***, Iowa State University; ***Ye Chen***, Syracuse University IDDE
The researchers will investigate the current development of technological pedagogical content knowledge (TPACK) in preservice teachers in China and how their technology preparation experiences in teacher education programs affect the development. A TPACK survey has been translated into Chinese and will be administered on preservice teachers in a Southern China university. The researchers hope the results of this study can help inform the design and development of effective technology preparation for preservice teachers in China.

An Implementation Study of a Revised TPACK-Based Instructional Design Model ***CHIA-JUNG LEE***, University of Georgia; ***ChanMin Kim***
The second prototype of a TPACK-based instructional design model was developed based on findings from the implementation study of the first prototype model. The TPACK-based instructional design model aims to improve preservice teachers' TPACK (technological pedagogical content knowledge). Study findings from the implementation of the second prototype in two technology integration courses are discussed in this presentation.

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071. TED-Strategies for Preservice Teacher Technology Integration
2:15 pm to 3:15 pm
2nd Level - Tower - Salon 2

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

Preparing Preservice Teachers for Meaningful Teaching and Learning Using a Hypermedia-enhanced Case-based Learning Approach ***SUNGWON SHIN***, Indiana University; ***Thomas Brush***, Indiana University
This study presents a case study of a social studies methods course in which hypermedia-enhanced authentic classroom cases are used to support preservice teachers' experience of learning student-centered strategies and classroom management. Both qualitative and quantitative data have been collected over time. Findings will be discussed in light of providing insights into how cases can be used in teacher education programs to supplement field-based experience and inform future course design.

The Digital Kids Technology Camp: A Course for Teaching Pre-service Teachers Effective Technology Integration ***Albert Dieter Ritzhaupt***, University of Florida; ***YoungJu Kang***
This presentation describes a technology integration course designed for pre-service teachers. The course is based on a camp offered to local children, which is served by the university's service area. Twenty-four pre-service teachers responded to a prompt both before the course and after the course experience. These data were analyzed using the Constant Comparison Method. The results showed three themes that emerged from these data: produce or consume, expression of ideas, and 21st century skills.

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072. TED-The Integration of Technology Standards with CCSS to Improve Learning
2:15 pm to 3:15 pm
2nd Level - Tower - Salon 6

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

Presenter

The integration of technology standards with CCSS to improve learning ***Rhonda S. Robinson***, Northern Illinois University; ***Mary Baker***, Outreach and Engagement Associate; ***Kristin Brynteson***, Northern Illinois University
Details on recent activities to facilitate integration of CCSS standards and technology to meet today's learners' requirements including the development of an online course, school district project activities, and results of case study research on teachers' progress towards curricular integration. Multi-literacy strategies in these projects included technology skills, multi-media production, visual literacy development, writing, and collaboration and cooperation skills. Those integrating technology to help meet CCSS will benefit from panel discussion and examples.

073. VW-Collaboration & Community in Virtual Worlds
2:15 pm to 3:15 pm
2nd Level - South - Seville

Facilitator:
Mark Atkinson, *Southern Utah University*

Presenter

Using MMORPGs for Learning: An examination of collaborative behaviors in-game. ***Bodi Anderson***, Northern Arizona University
Current research into MMORPGs indicates interaction levels exceed those of traditional synchronous chat; however, no research on collaborative interaction, a key element of online learning, exists. To further the theoretical and empirical foundation for using MMORPGs in education, this presentation describes a study to measure the levels and types of collaborative behaviors in MMORPGs using a mixed-method discourse analysis of directly observable linguistic data.

074. D&D Advances in Motivation Research
3:30 pm to 4:30 pm
2nd Level - Tower - Salon 2

Facilitator:
Kaye Rabel, *Old Dominion University*

Presenters

Young Children's Motivation for Learning Math in a Multimedia Learning Environment ***Seungoh Paek***, ETEC; ***Daniel Hoffman***, University of Illinois at Urbana-Champaign
This study investigates student motivation to learn math using different versions of a game-based virtual manipulative called Puzzle Blocks. One hundred seventy-nine (N=179) primary students used the virtual manipulative software to learn multiplication across ten sessions. Measures of learning and engagement for learning mathematics were administered at multiple three points in time. The study provides evidence that the design of learning activities situated within multimedia environments can significantly alter student motivation and learning.

Motivation System in Open Learning: A Structural Equation Modeling on the Learners of a Traditional Chinese-based Open Courseware System (MyOOPS) ***Wen-hao David Huang***, University of Illinois at Urbana-Champaign; ***Chorng-Guang Wu***, Yuan Ze University
To understand learners' motivation to participate in open learning, this research study investigated learners' motivation systems in an open courseware application in Taiwan. Based on 729 participants' responses to the Unified Theory for Acceptance and Use of Technology scale, a structural equation modeling reveals a lack of extrinsic motivational reasoning and irrelevance to self-efficacy while determining to engage with open learning processes. Design and research implications of our findings will be discussed in the presentation.

075. D&D Development of Online Tutorial Systems
3:30 pm to 4:30 pm
2nd Level - Tower - Salon 7

Facilitator:
Micah Modell, *Indiana University*

Presenters

Developing an Online Instructional Tutorial for Improving Correct Use of APA Style in Scholarly Writing: A Design Case ***Muruvvet Demiral Uzan***, Indiana University; ***Cesur Dagli***, Indiana University; ***Funda Ergulec***, Indiana University; ***Xiaokai Jia***, Indiana University; ***Olgun Sadik***, Indiana University; ***Kei Tomita***, Indiana University Bloomignton
The American Psychological Association's (APA) formatting style is commonly used for scholarly writing in the field of education. With the aim of improving correct use of APA Style, an online tutorial will be designed and developed by applying Merrill's First Principles of Instruction. This proposed research focuses on the design of this online instruction as a case study.

Evaluating the Impact of an Adaptive Web-Based Mathematics Tutorial to Support Student Word Problem Solving ***Raymond Flores***, Texas Tech University; ***Fethi A. Inan***, Texas Tech University; ***Fatih ARI***, Texas Tech University
In efforts to improve and support student algebra word problem solving, two support designs of a web-based mathematics tutorial were examined. Thirty-five students from a small southwestern high school were randomly assigned to one of two tutorial designs: adaptively faded and fixed. Data were collected through student logs, questionnaires, and performance tests. Results indicated no significant differences in student perceived mental effort and word problem solving skills however, a significant difference was found with tutorial study time.

076a. D&D New Developments in Learning Analytics
3:30 pm to 4:00 pm 2nd Level - Tower - Salon 8

Facilitator: ***Nada Dabbagh***, *George Mason University*

Critical Predictors of Online Student Success: Effectiveness of Preparatory Units ***Dirk Ifenthaler***, ***Ren Atkins***, ***Sachin Dua***, ***Laura Laura Hague***, ***Eleonora Morelli***, ***Catherine Stone***, Open Universities Australia
This research proposal reports an analysis of the effectiveness of preparatory units as a critical predictor for online students' success. Openness and accessibility of online education are all too often associated with significantly lower rates of successful unit and course completion than campus-based equivalents. Facilitating early student engagement and success is a feature of responsibility in the massification of higher education. Results indicate that students significantly benefit from taking part in the preparatory units with regard to their success and their withdrawal from subsequent units.

076b. TED-Online Teacher Development

4:00 pm to 4:30 pm 2nd Level - Tower - Salon 8

Understanding NETs-T Standards with the TPACK Framework: A Technology Integration Online Teacher Professional Development Course ***Rui Hu***, ***Chris Thompsom***, ***Georgia Institute of Technology***

077. D&D Preparing Future Instructional Designers: One Graduate Program's Journey
3:30 pm to 4:30 pm
2nd Level - Tower - Salon 6

Facilitator: ***Victor Law***, *University of New Mexico*

Preparing Future Instructional Designers: One Graduate Program's Journey req W/Th ***Monica Tracey***; ***Sara Kacin***, Wayne State University; ***Jill Stefaniak***, Old Dominion University; ***Elizabeth Boling***, Indiana University; ***Andrew Gibbons***, Brigham Young University; ***Brad Hokanson***, University of Minnesota
Historically teaching ID to graduate students focused on systematic design process, models and content with very little on the designer's role. Recently the field is shifting toward a view that aligns ID with the broader design community of practice. As the identity of ID evolves, instructional designers must begin to re-conceptualize their own identities and what it means to be a designer. This session illustrates one graduate program's innovative approach in teaching design. In the spirit of design critique, faculty critique from three other universities will ensue.

078. DDL Panel-Teacher Scaffolding and Students' Academic Engagement
3:30 pm to 4:30 pm
2nd Level - South - Valencia

Facilitator:
Christine Sorensen, *University of Hawaii at Manoa*

Presenter

Effect of Teacher Scaffolding for Interaction on Students' Academic Engagement in Online Learning ***Moon-Heum Cho***, Kent State University at Stark; ***Yoonjung Cho***, Oklahoma State University
The purpose of this study was to examine the role of teacher scaffolding for interaction on students' academic engagement in online settings. A total of 158 college students participated in the study. The results show that online teachers' scaffolding for interaction was positively associated with students' class mastery goal structure and class performance-approach goal structure. Furthermore, perceived class goal structures were differentially associated with students' emotional and behavioral engagement and disengagement in online learning environments.

Chair:
Moon-Heum Cho, *Kent State University at Stark*

079. DDL-Data and Online Course Design
3:30 pm to 4:30 pm
2nd Level - South - Barcelona

Facilitator:
Christopher Mong,

Presenters

The Power of Small Data: Learning Analytics at the Course Level ***Hillary Kaplowitz***, California State University, Northridge
Learning analytics and "Big Data" are receiving a lot of attention as potential tools to improve student learning but to date there has been little exploration of how currently available tools can impact day-to-day teaching. This presentation will provide a faculty perspective into ways underutilized reporting tools in existing learning management systems can be used to uncover students' course material interactions. This information can then be used to create personalized guidance for their students.

Eyetracking vs. Wiki: Understanding Online Learning Design through The Eyes of Adult Learners ***Haijun Kang***, Kansas State University
How do our students read learning materials on their computers? How to make online learning materials contextually relevant so that adult learners can find

what they need at the least amount of time before they lose learning interest and attention? Taking wiki as an example, this research utilized eyetracking technology to let learners' eyes tell the truth.

080. DDL-Online Course Design and Assessment

3:30 pm to 4:30 pm
2nd Level - South - Madrid

Facilitator:

Yu-Ju Lin, *University of West Georgia*

Presenters

Overcome Transactional Distance: A Case Study of an Asynchronous Online Assessment Course ***Xiaoxia Huang***, Western Kentucky University; ***E-Ling Hsiao***, Valdosta State University
The purpose of the study is to examine students' perceptions of transactional distance in a high-structure, high-dialogue online graduate course. Elements of Moore's transactional distance framework are incorporated into the design of this asynchronous course. Transactional distance is measured by a multiple-item survey that students complete at the end of the course in September 2013. Results of the study will be reported and implications for online course design will be discussed during the presentation.

A Student's Perspective: Effective Asynchronous Course Design for Virtual Schools ***Michael Barbour***, Sacred Heart University; ***David Adelstein***, Wayne State University
Barbour previously conducted a study focusing on effective design for asynchronous course content as viewed by virtual school designers and teachers in Canada. The study resulted in seven key principles for effective design. One year later, a follow up study took student views into account. Results from the research nearly mirrored the seven principles originally put forth, with students asking for less text, more interactive media, a better road map and clarity for online content.

081. DDL-Policy and Procedures

3:30 pm to 4:30 pm
2nd Level - South - Granada

Facilitator:

jiangmei yuan, *the university of georgia*

Creating an Institutional Lecture Capture Policy: Elements and Steps ***Holly Carpenter***, Drexel University; ***Lynn Ryan***, Drexel University; ***Charles Davidson***, Drexel University
Lecture capture can serve as a powerful tool for student learning in distance and hybrid settings. However, there are complex policy issues involved and little guidance for administrators. This presentation describes an analysis of lecture capture policies collected for a research project, provides a description of the specific elements included in two model policies, and provides a set of recommendations for institutions who wish to develop or improve their existing policies.

Copyright Enlightenment for MOOCs and OERs ***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 (OERs), 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.

082. Featured Research on Text, Diagrams and Animation

3:30 pm to 4:30 pm
1st Level - South - Terrace B

Presenters

An Examination of the Redundancy Effect in Print-Based Instruction ***Jennifer Morrison***, Old Dominion University; ***Ginger Watson***, Old Dominion University; ***Gary Morrison***, Old Dominion University
Current research guided by cognitive load theory prescribes the reduction of redundant information between text and a representation. Conversely, illustration research has shown improved effects for higher levels of learning when redundancy is present. The purpose of this study was to compare the effects of redundancy between representations and text in authentic science instructional materials. Additionally, this study examined participants' perceived mental effort and their attitudes towards instruction. Implications of these findings will be discussed.

How Learners' Valence and Arousal Influence Learning Outcomes in an Instructional Animation
Sungwon Chung, Texas Tech University; ***Jongpil Cheon***, Texas Tech University; ***Steven M. Crooks***, Texas Tech University
This study examines how learners' emotions (valence and arousal), induced by video clips, influence learning and mental effort in animated instruction with different modalities (written-text vs. spoken-text). In each modality condition, participants were randomly assigned to four groups - calm positive, calm negative, arousing positive, or arousing negative. Findings revealed a significant interaction; for participants in the written-text modality, recall scores were significantly greater for those in the arousing conditions as compared to those in the calm conditions. However, emotion did not influence mental effort. The implications of these findings will be discussed.

Discussant:
Robert Maribe Branch, *University of Georgia*

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083. First Timer's Orientation
3:30 pm to 4:30 pm
1st Level - South - Royal Ballroom E/F

Presenter:
Linda Mellish, *East Carolina University*

Chair:
Cindy York, *Northern Illinois University*

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084. Flipped Faculty Development
3:30 pm to 4:30 pm
1st Level - South - Terrace C

Presenter

Flipped Faculty Development: Applying Effective Classroom Strategies for Professional Learning
Kevin Kelly, Wiley Learning Institute
Higher education faculty around the world have been "flipping" classrooms--i.e., sharing class content asynchronously to free up time for learning activities. Flipped classroom techniques have proven successful in K-12 classrooms since 2004 and higher education is not far behind. So the question remains, why aren't more higher education institutions using these same techniques for faculty development? Instructors who flip their classes share content from numerous sources, ranging from finding resources online to creating their own.

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085. GSA Meet the Editors of AECT Journals
3:30 pm to 4:30 pm
2nd Level - Tower - Salon 1

Facilitator:
Paige Hale, *Morehead State University*

Have you ever wondered about the decisions being made behind the scenes at any prestigious journal? Want to learn of ways to improve your chances for publication? What are common problems in manuscripts received? This is an opportunity to learn from and talk with the editors of Educational Technology Research and Development about the process of getting published.

Presenters:
Michael Hannafin, *University of Georgia*
Jonathan M Spector, *Department of Learning Technologies*
Daniel Surry, *University of South Alabama*

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086. International Affiliates Unite
3:30 pm to 4:30 pm
1st Level - South - Terrace A

International Affiliates will showcase their websites. Following meetings with the AECT International Envoy (Cornell) during the summer each Asian affiliate agreed to create a unique website that will now be linked to the AECT website and to each other. It was agreed that the first page or two would be in English with the remaining pages to be in either English or the language of the individual affiliate's country. The Canadian and Turkish affiliates will also showcase their websites.

Facilitator:
Richard Cornell, *University of Central Florida*

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087. Organization & By-Laws Committee
3:30 pm to 4:30 pm
1st Level - South - Terrace F

Chair:
T. Weston Miller, *Earlham College*

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088. Presidential: "Learning From Media" Debate: Is the Grocery Truck Analogy still valid 30 years later?
3:30 pm to 4:30 pm
1st Level - South - Royal Ballroom A/B

Facilitator:
Steve Harmon, *Georgia State University*

What is the current status of the media debate in this era of MOOC's, social media, smartphones, flipped classrooms and serious games? In this presentation, Dick Clark will describe the results of the media research conducted over the past 30 years since his 1983 review of media

research was published including comparisons of new media, research on screen design and cognitive load as well as studies dealing with the cost-benefit and cost-effectiveness of different media for instruction. Ample time will be reserved for audience questions and comments.

Presenter:
Richard Clark, *University of Southern California*

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089. RTD Dean and Sybil McClusky Research Award Presentation
3:30 pm to 4:30 pm
2nd Level - Tower - Salon 5

Facilitator:
George Veletsianos, *Research and Theory Division Planner*

Interactive Effects of Feedback on Learner Motivation and Performance. Description: Although feedback is one of the key components of instruction, it is also one of the least understood elements of instruction. Research on feedback shows inconclusive results in terms of its influence on learning and performance. This study aims to examine the structural relationship between feedback type, feedback orientation, goal orientation, academic motivation, and academic performance in college-level online education using the structural equation modeling (SEM) method.

Presenter:
Serdar Abaci, *Indiana University*

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090. SMT-Instructional Technology and School Librarianship: Developing Educational Leaders
3:30 pm to 4:30 pm
2nd Level - Tower - Salon 4

Facilitator:
Leslie Blatt, *School Media Technology Division*

Presenters

Instructional Technology Specialists- Visionary, Teacher, and Servant Leaders ***Carol A. Brown***, East Carolina University
Technology specialists look to the needs of fellow teachers and administrators for the purpose of having the greatest impact in a K-12 school setting. This presentation will showcase graduate student internship experiences that model leadership using a variety of leadership styles and dispositions leading to success. Data from surveys, internship reports, and student artifacts were used to populate a matrix showing corresponding leadership skills for teacher-leaders; visionary leaders, and servant leaders in educational settings.

Training for Library Site Supervisors: The Significance of Mentorship ***Kaye Dotson***, East Carolina University
With shifting demands and increased focus on online learning, this presentation examines perspectives of a key stakeholder group in the online facilitated internship, specifically, site supervisors. Perspectives of site supervisors, in regard to program support and self-perceived readiness to supervise interns in the capstone experience were examined through the lens of the Precede-proceed model in the context of situated cognition theory.

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091. TED-Technology and the Schools of Tomorrow
3:30 pm to 4:30 pm
2nd Level - Tower - Salon 3

Facilitator:
Yan Chen, *Northern Illinois University*

Presenters

How do Teachers of Learner-Centered Schools Use Technology in the Major Subject Areas? ***Yeol Huh***, Indiana University Bloomington; ***Dabae Lee***, Indiana University; ***Chun-Yi Lin***, Indiana University Bloomington; ***Charles M. Reigeluth***, Indiana University
This study aims at 1) identifying learner-centered schools in the U.S. and 2) examining how teachers of those schools are using technology in some of the major subject areas including math, English language art, science and social studies. Online survey was administered to gather data and public academic achievement data was retrieved. Correlation analysis will be implemented to see the relation between the degree of technology use and the academic achievement.

A University Virtual Laboratory School: A Brick and Mortar Innovation ***Sharon Smaldino***, Northern Illinois University; ***Lara M. Luetkehans***, Northern Illinios University; ***Rebecca D Hunt***, Northern Illinois University
The focus of the session is to stretch our thinking about a P-20 perspective for education. The context of the session is to share how the idea of a virtual school has evolved. There have been many challenges to establish the school and this session will engage the audience in collaborative discussion related to how to bring together the various elements necessary to enhance teacher education and serve K12 students.

092. VW-Distance & Emotion in Virtual Worlds
3:30 pm to 4:30 pm
2nd Level - South - Seville

Facilitator:
Mark Atkinson, *Southern Utah University*

Presenters

Transferring and Communicating Perceived Emotions Online ***Firat Sarsar***, Georgia State University; ***Tarik Kisla***, Ege University, Izmir, Turkey; ***Steve Harmon***, Georgia State University
Communicating emotions online is not as easy or flexible as face-to-face environments. This presentation reviews a descriptive study of how online students transfer and communicate perceived emotions facilitated by emoticons and other factors.

Video Game Experience Effects on Transactional Distance Gap of Learners in 3-D ***Mark Atkinson***, Southern Utah University; ***Craig Shepherd***, University of Wyoming
This interactive presentation provides practical knowledge about using 3-D virtual worlds as a valuable tool for teaching online by examining how video game experience may affect synchronous interactions of online students in diverse environments.

093. D&D -PIDT Planning Committee
4:00 pm to 5:00 pm
1st Level - South - Terrace D

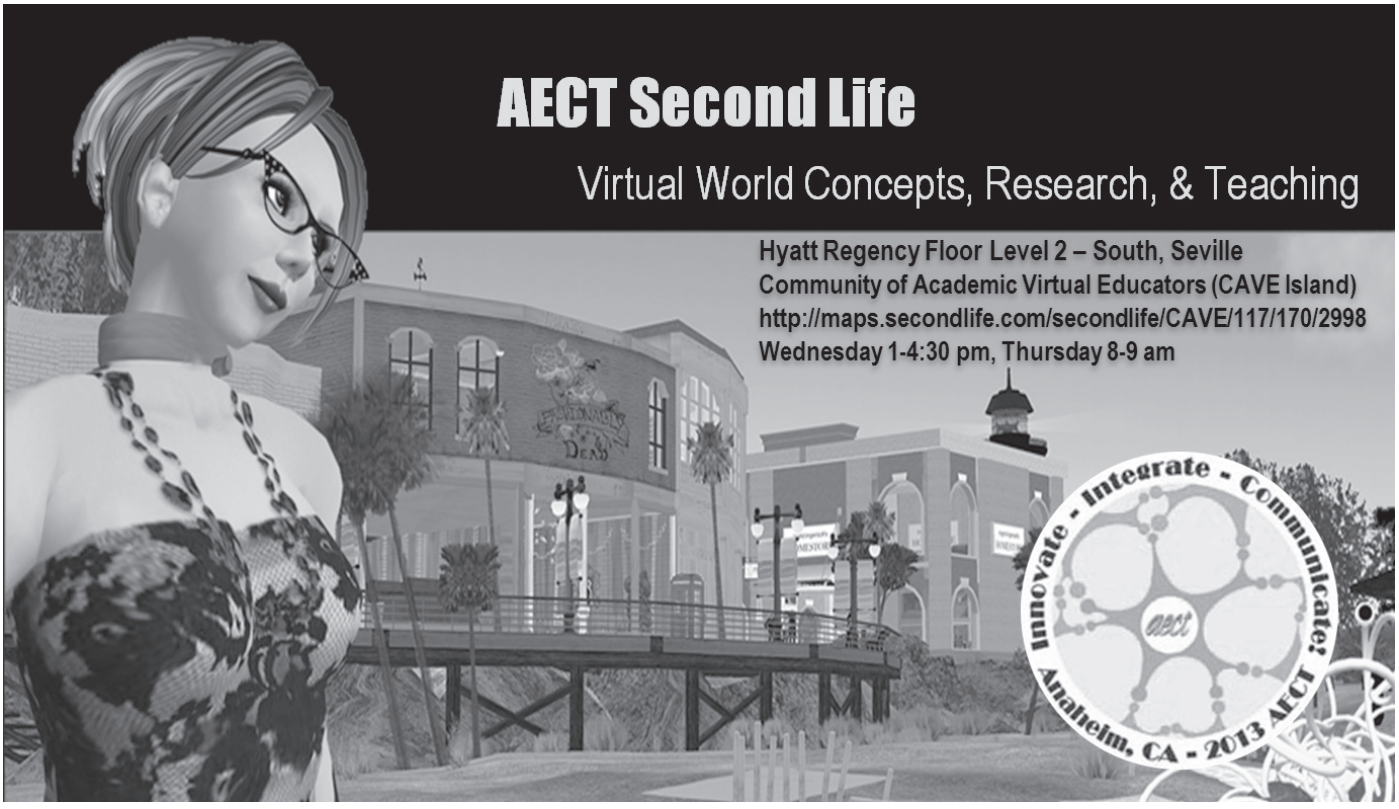
Chair:
John Cowan, *Northern Illinois University*

094. AECTX Ali Carr-Chellman, Thomas C. Reeves & David Wiley
4:45 pm to 6:00 pm
1st Level - South - Royal Ballroom A/B
Three of AECT's leading luminaries will address current issues and topics in the field of Educational Technology in the style of TED talks. These are three of our most engaging and enlightening speakers who are in high demand as keynotes at other conferences. This is a great chance for us to see them at home.

095. Welcome Reception
6:00 pm to 8:00 pm
Main Floor - Casa Vecina

096. GSA/D&D on the Town (Oggi's Pizza & Brewing)
8:00 pm to 10:00 pm
2nd Level - Tower - Salon 1

Facilitator:
Yvonne Earnshaw, *Florida State University*



097. Intern Meeting
7:00 am to 8:00 am
2nd Level - South - Commodore

Presenter:
Curtis J. Bonk, *Indiana University*

098. D&D -Intellectual Property Committee Update: Panel Discussion
8:00 am to 9:00 am
2nd Level - Tower - Pacific

Facilitator:
Aimee deNoyelles, *University of Central Florida*

Presenter:
Bruce Robert DuBoff, *School Media & Technology*

Intellectual Property Committee Update: Panel Discussion ***Preston Parker***, Utah State University
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, fair use, open licensing, and updated cases.

099. D&D -PacifiCorp Alumni: How the Competition Impacted my Career
8:00 am to 9:00 am
2nd Level - Tower - Salon 6

Facilitator: ***Darryl Draper***, *Old Dominion University*

PacifiCorp Alumni: How the Competition Impacted my Career ***Karen Kaminski***, Colorado State University; ***Dan Schuch***, PacifiCorp
PacifiCorp celebrates 10 years of competition. Finalists over the years will join together to share the impact that participation in the PacifiCorp Design competition had on their work and their careers. Each panelist will share what they are doing now. This session may be particularly pertinent to graduate students who want to learn about early career options and those thinking of participating in the competition. There will be time for questions from the audience.

100. D&D Designing Flipped-Classroom Instruction
8:00 am to 9:00 am
2nd Level - Tower - Salon 7

Facilitator: ***Naomi Malone***, *Cognitive Performance Group*

Using a Flipped-Classroom Instructional Model in a Large-Enrollment Undergraduate Genetics Class ***Taotao Long***, The University of Tennessee Knoxville; ***Michael Waugh***, The University of Tennessee; ***Chunlei Su***, The University of Tennessee Knoxville
This paper will describe the implementation of a collaboratively-designed, flipped-classroom instructional model in a large-enrollment introductory Genetics course for undergraduates. The findings from this paper will provide information for instructional designers and higher education instructors about the outcomes and lessons learned from the implementation of a flipped-classroom instructional model in a non-technology focused, large-scale undergraduate science class.

Exploring Faculty and Student Experiences in the Flipped Classroom through the Lens of Legitimate Peripheral Participation ***Min Kyu Kim***, USC; ***So Mi Kim***, Learning & Performance Support Laboratory; ***Otto Khera***, University of Southern California
This study investigates the experience of students and faculty in three classrooms that flipped the traditional in-class approach to use a student-centered pedagogy supported by technology. We adopted the mixed research method, and data was collected from 115 students and three professors. Students valued the flipped classrooms but required appropriate design and expert support in problem solving. The professors experienced changes in learning trajectory, meaning that the project was a significant learning opportunity for them.

101. D&D Development of New Design Frameworks
8:00 am to 9:00 am
2nd Level - Tower - Salon 8

Facilitator:
Paige Hale, *Morehead State University*

Scaffolding in technology-mediated learning environments: A new framework ***Mark J. W. Lee***, Charles Sturt University; ***Barney Dalgarno***, Charles Sturt University
In this presentation, we will describe a new conceptual framework for classifying the types of learning scaffolds that may be provided in technology-mediated environments. Our framework consists of two dimensions: the first pertains to the type of knowledge development being supported, and the second identifies the pedagogical technique used. Earlier classification attempts have dealt largely with the first dimension and failed to clearly demarcate the pedagogical techniques made possible by the technology.

A Comprehensive Design Framework for Multipurpose E-portfolio Systems ***Yunseok Lee***, The University of Georgia; ***Ikseon Choi***, The University of Georgia
E-portfolios have been developed and implemented in various environments for one or more of the following purposes: learning, assessment, and

showcase. Despite the possibility of using e-portfolios for multiple purposes, most research has focused on only a purpose without an integrative view. There have been few studies on designing a comprehensive design framework for multipurpose e-portfolios. The purpose of this study is to propose a preliminary design framework for multipurpose of e-portfolio based on collective design decisions identified by the recent literature review on e-portfolio.

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102. D&D Investigating Learners' Reasoning Processes
8:00 am to 9:00 am
2nd Level - Tower - Salon 5

Modeling and Visualizing Causal Mapping Processes That Achieve Deep Causal Understanding and Systems Thinking ***Hyoung Seok Shin***, Florida State University; ***Allan Jeong***, Florida State University
A growing body of research shows that deeper understanding of complex systems can be achieved by constructing causal diagrams to articulate and refine one's understanding. This study sequentially analyzed students' causal mapping behaviors to distinguish action sequences that students use to create diagrams of high versus low accuracy. The findings provide directions on how to standardize causal mapping software so that such tools can be used effectively to assess students' understanding of complex systems.

A Study of Learners' Online Inquiry-Based Learning ***Jing Lin***, Georgia Institute of Technology
This empirical dissertation study investigated five students' online inquiry-based learning experiences. A generic qualitative approach was employed. The study found that students' inquiry-based learning was a multifaceted process that was complex and challenging due to a range of interrelated activities and different strategies for performing those activities. Students needed scaffolding almost every step of their inquiry learning process. The study suggested a series of specific scaffolds that could be provided to support successful online inquiry-based learning.

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103. DDL Panel- Online Interactions & Social Presence
8:00 am to 9:00 am
2nd Level - South - Valencia

Facilitator: ***Mark Aaron Bond***, *Virginia Tech*

Learner-valued online interactions & social presence ***Kathryn Ley***, U Houston Clear Lake; ***Ruth Gannon Cook***, DePaul University
Data suggests that online learners value instructor interactions with certain conditions or features. Therefore providing online courses with learner-valued interactions can meet learner motivational and instructional needs while promoting the instructor's social presence. Each panelist will briefly describe an effective attempt and the challenges of providing valued interactions. Panelists will invite the audience to offer alternatives, adaptations, and improvements to the panelists' attempts.

Chair: ***Kathryn Ley***, *U Houston Clear Lake*

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104. DDL-Course Design
8:00 am to 9:00 am
2nd Level - South - Barcelona

Facilitator: ***Katie Hill***, *Morehead State University*

Learning Lessons from Novice Virtual World Lesson Designers ***Steve Downey***, Valdosta State University
From their visual engagement to their social media affordances to their interactive in-world content, virtual worlds immerse students into their learning unlike other instructional platforms. Yet, a prime challenge to their adoption is that few educators know how to create pedagogically sound, virtual world lessons. This research examines the habits of lesson planners to establish guidelines for training pre-/in-service educators to use the social media of virtual worlds to innovate, integrate, communicate, and teach effectively.

Flipping the classroom to resume instructional activities during a university crisis: Implications for design and training ***Gihan Osman***, ***Ahmed Zorkani***, ***Sherif Osman***, ***Sandy Barsoum***, The American University in Cairo
The study reports on a university's experience in using lecture-capture technology to resume instructional activities that were discontinued due to a student strike. Qualitative and quantitative data collection methods were used to examine the usage and effectiveness of using lecture-capture from the students and faculty perspectives – faculty interviews, a faculty survey and a student survey. The results suggest some key considerations for the design of instruction and training of faculty on using lecture-capture for instructional purposes.

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105. DSC - Faculty Development and Management
8:00 am to 9:00 am
2nd Level - South - Madrid

Campus-Wide Adoption of an Early Warning Alert System ***Linda Mellish***, East Carolina University; ***Ricky Castles***, East Carolina University
Student retention is a growing concern among institutions of higher education. Many state

institutions receive performance-based funding with allocations driven by retention. The investment in useful retention technologies is critical and will be discussed in this paper. The implementation of this tool is a significant deviation from standard, individual faculty to student feedback. This initiative has top-down support. This paper will present the systematic implementation along with quantitative and qualitative data from faculty and students.

Leading Change in Higher Education: Moving from Faculty to Administrative Roles ***Brian Beatty***, San Francisco State University; ***Tom Hergert***, Northern Virginia Community College; ***Jason Huett***, University of West Georgia; ***John Mark Hunter***, Tennessee State University
Many AECT members have the opportunity to work in both faculty and administrative roles over the course of a successful career. How do these members lead organizational change and evaluate their experiences in these roles? How do they decide to switch from Faculty to Administration, or back? What are the main differences, opportunities, and compromises they encounter? This panel presents the views of several active AECT members who have worked in both faculty and administrator roles in higher education.

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106. Featured Research on Mobile Learning
8:00 am to 9:00 am
1st Level - South - Terrace C

Use of Mobile Devices to Foster Inquiry-Based Learning: A Case of Exemplary Teachers ***Muruvvet Demiral Uzan***, Indiana University; ***Erol Uzan***, Indiana University; ***Krista Glazewski***, Indiana University; ***Thomas Brush***, Indiana University
In this case study of five teachers, we explored the ways in which exemplary teachers characterize the relationship between inquiry-based learning (IBL) and mobile learning (m-learning). Findings suggest teachers use mobile devices to provide real-world problems for their students and extend learning beyond to the classrooms in inquiry process. Their strategies when using mobile devices are being flexible and starting with small activities. Keywords: Exemplary Teachers, Inquiry-Based Learning, Mobile Learning, Inquiry-Based Mobile Learning, Mobile Devices

Factors Influencing College Students' Continuance Intention and Actual Mobile Learning ***Young Ju Joo***, Ewha Womans University; ***Nari Kim***, University of Wisconsin, Oshkosh; ***Nam Hee Kim***, Ewha Womans University
The purpose of the study was to analyze the relationships among factors affecting online college students' continuance intention and actual mobile learning. 222 students' data were analyzed to investigate the integrated relationships among their perceived ease of use, perceived usefulness, expectation-confirmation, satisfaction, continuance intention, and actual mobile learning. The results show that it is essential to increase students' perceived usefulness and satisfaction to enhance their continuance intention and actual mobile learning.

Discussant:
Michael M Grant, *University of Memphis*

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107. GSA What is a Research Agenda?
8:00 am to 9:00 am
2nd Level - Tower - Salon 1

Facilitator: ***Ashley Scott***, *Syracuse University*

As graduate students we need to create a research agenda, but what should we consider and what should it look like? Our speakers will talk about how to use your short- and long-term goals to orient your research and ways to advance your agenda through coursework and other academic pursuits.

Presenters:
ChanMin Kim,
Wilhelmina Savenye, *Arizona State University*

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108. ID-International Faculty on Tenure-Track: First-Year Experience, Tenure and Promotion
8:00 am to 9:00 am
1st Level - South - Imperial

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

International Faculty on Tenure-Track: First-Year Experience, Tenure and Promotion ***Danilo M. Baylen***, University of West Georgia; ***Ugur Kale***, West Virginia University; ***Amy S. C. Leh***; ***Peter Leong***, University of Hawaii-Manoa; ***Meng-Fen Grace Lin***, University of Hawaii
This session brings together a panel of instructional technology faculty members at American universities who started as international students. The panel members will describe and discuss key factors that impacted (positive or negative) their first year experience as well as application for tenure and promotion. Also, they will address the challenges of scholarship, collaborative research, grant writing, professional development, and networking. Finally, they will provide advice on how to manage multiple roles (personal, academic and professional) and living in two cultures (native and American).

109. ID_Online special issues
8:00 am to 9:00 am
1st Level - South - Terrace A

Facilitator:
Yu-Ju Lin, *University of Georgia*

Presenters

Effects of conventional lecture and video supported instruction on eliminating tolerance towards cyberbullying ***Yavuz Akbulut***, Anadolu University
This study investigated the effect of video instruction on eliminating cyberbullying tolerance among pre-service teachers. Solomon four-group design was conducted where 120 students in four intact groups were randomly assigned to two conditions (i.e. video vs. lecture). One group from each condition was pre-tested. After the intervention, all groups were post-tested. Preliminary findings revealed that both interventions were useful in terms of awareness development while the video group was slightly better than the lecture group.

International plagiarism: Comparing Thai, Taiwanese, and American university students' knowledge, behaviors, and attitudes towards academic integrity ***Jean-Marc Wise***, Florida State University; ***Praweenya Suwannatthachote***, Chulalongkorn University; ***Pornsook Tantrarungroj***, Chulalongkorn University
This study is part of an international collaborative effort to investigate knowledge, behavior, and attitudes toward plagiarism among students from different cultural backgrounds. Included in this presentation are data collected at universities in Thailand, Taiwan, and the United States. The presenters will share their first-hand knowledge of their respective cultures, setting the stage for a discussion with session attendees about their own experiences with academic integrity at their institutions.

110. Leadership: Why You Might Consider the AECT Presidency in Your Future
8:00 am to 9:00 am
1st Level - South - Royal Ballroom E/F

Presenter

Why You Might Consider the AECT Presidency in Your Future ***Ana Donaldson***, Walden University; ***Sharon Smaldino***, Northern Illinois University; ***Robert Maribe Branch***, University of Georgia; ***Cindy York***, Northern Illinois University
The strength of every organization is dependent on the leadership. This panel includes a spirited discussion between two of AECT's past presidents, the latest incoming President-elect, and the Leadership Development Chair as we discuss how this position could be a part of your own future professional development. The 2013 Interns are also being invited to attend. Your questions and input will be encouraged as a part of this panel interaction.

111. MPD-Literacy & Learning
8:00 am to 9:00 am
1st Level - South - Terrace E

Presenters

The Development of New Digital Literacy Training for the Virgin Islands ***Marshall C. Hughes***, National Education Foundation (CyberLearning)-SUNY Potsdam Project; ***Anthony K. Betrus***, SUNY Potsdam; ***Steven Canning***, SUNY Potsdam; ***Claire Machia***, National Education Foundation (CyberLearning)-SUNY Potsdam Project
The many advances in instructional technology implementation are meaningless if the target audience doesn't know how to use them. We've chronicled the development of our own Digital Literacy skills course that provides multimodal instruction and evaluation methods that provide self-paced learning scenarios for a culturally, geographically and experientially diverse group in order to ensure that learners have the core skillset needed to access advanced computer-based instruction.

Reexamining the Personalization Principle in Multimedia Learning: Impacts on Native versus Non-native English Learners ***Van Thanh Thi Phan***, Texas Tech University; ***Steven M. Crooks***, Texas Tech University; ***Thanh Thi Ngoc Phan***, Texas Tech University
This study is a reexamination of Mayer's personalization principle in multimedia message design, which states people learn better from multimedia presentations when words are in conversational style rather than formal style (Mayer, 2009). It investigates personalization effects in multimedia message design on native and non-native English learners. Instructional design implications for exploiting personalization principles to enhance deep learning with consideration to learners' English nativeness, gender and needs for affiliation are discussed.

112. Membership Committee
8:00 am to 9:00 am
1st Level - South - Terrace F

Chair:
Charles White, AECT Past President

113. Presidential: It's All in the Mix
8:00 am to 9:00 am
1st Level - South - Royal Ballroom A/B

Facilitator:
Steve Harmon, *Georgia State University*

Presenter

It's All in the Mix: Customizing Curricula and Open Educational Resources for STEM Education ***Mary Marlino***, National Center for Atmospheric Research; ***Heather Leary***, University of Colorado Boulder
The Curriculum Customization Service (CCS) addresses one of the most challenging issues in today's schools: how to customize curricula to meet the needs of an increasingly diverse student body, while at the same time, accommodating the demands of state and national standards. This presentation will provide an overview of the CCS, the participatory design process, the integration of Open Educational Resources into teacher's regular planning and teaching, an overview of research results, and future directions.

114. Professional Designers
8:00 am to 9:00 am
2nd Level - South - Granada

Presenters

From Zero to Sixty: Targeting Essential Skills in Bringing Novice Designers Up to Speed ***Miriam Larson***, Virginia Tech University; ***Barbara Lockee***, Virginia Tech
In working with novice practitioners of instructional design in professional settings, what skills are most essential in putting the ID process into practice? Presenters will share strategies for developing key ID competencies for training and development personnel without prior knowledge of design for learning.

But I Don't Want to be a Professor! The Innovations of an Online Practitioner Doctorate focused on Educational Technology Leadership. ***Chris Miller***, Morehead State University; ***John Curry***, Morehead State University/21st Century Education Enterprise
There is growing potential for the development of practitioner-based EdD programs as practitioners recognize they do not need to leave their current work positions to obtain a doctorate particularly if it enhances their work. This presentation chronicles one university's process in establishing an innovative fully online practitioner-based EdD in Educational Technology Leadership. Also, the presentation will address the promises, potentials and pitfalls of developing an online practitioner EdD in Educational Technology Leadership.

115. Publications Committee
8:00 am to 9:00 am
2nd Level - South - Commodore

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

116. RTD Examining Higher Education Innovations
8:00 am to 9:00 am
2nd Level - Tower - Salon 4

Facilitator:
Serdar Abaci, *Indiana University*

Presenters

Understanding University Faculty Perceptions about Innovation in Teaching and Technology ***Lloyd Rieber***, University of Georgia; ***T J Kopcha***, University of Georgia; ***Brandy Walker***, University of Georgia
The purpose of this research is to understand faculty perceptions about innovation in teaching and technology in a college of education in a large research-intensive university. This study used a mixed methods research design involving qualitative and quantitative data including an online survey followed by a sorting activity using the Q methodology. Results also showed four emerging profiles about how faculty perceive innovation in teaching and technology.

Migrating Learning Management Systems: A Case of two Large Public Universities ***Albert Dieter Ritzhaupt***, University of Florida; ***Brenda Rueichi Lee***, University of Florida
The purpose of this research is to describe the processes associated with migrating Learning Management Systems (LMS) from multi-stakeholder perspective. Two large public universities are migrating to the Canvas LMS, and implemented several plans to make this migration a success. Multiple stakeholders were interviewed using open-ended protocols and these data were analyzed using the Constant Comparison Method. Results will help individuals and organizations address the problem of migrating from one LMS to another.

117. RTD Invited Session B: Learning in MOOCs and Learning From MOOCs (req W-Th a)
8:00 am to 9:00 am
2nd Level - Tower - Salon 2

Facilitator:
George Veletsianos, *Research and Theory Division Planner*

David H. Jonassen passed away December 2nd 2012 prior to publication of the Jonassen Festschrift. David helped shape this volume by recommending authors

and contributing the final chapter. During the last two years of his life while struggling with cancer, Dave not only contributed to this volume, he was named a Fellow to the American Educational Research Association based on a lifetime of substantial contributions, and he earned the 2012 Outstanding Reviewer Award for the Development Section of Educational Technology Review & Development based on both quality and quantity of reviews while serving on the ETR&D Research Section's Editorial Board. The Monday before he passed away, he participated in a dissertation defense. For these and so many other remarkable achievements, Dave was named the first recipient of the David H. Jonassen AECT Excellence in Research Award. This session will honor his many contributions over the years through a video presentation from the AECT History Makers project, the presentation of his ideas captured in the Festschrift chapters and an ensuing discussion.

Presenter:
Amy Collier, *Stanford University*

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118. SICET-Mobile and Social Tools for Teaching and Learning-(1)
8:00 am to 9:00 am
1st Level - South - Terrace B

Facilitator:
Hong Wang, *Kansas State University*

Presenters

MOOCs and Its Future in China:A Qualitative Study of Chinese Coursera Users' Experience *Hengtao Tang*, Pennsylvania State University
MOOC is the acronym for "Massive Open Online Courses". Inspired by connectivism theory and self-directed learning, its recent rise in popularity provides new insights in Open Educational Resources (OER) movement and online education. However, MOOC also suffers various problems outside United States, where most course providers are located. This study uses a qualitative method to examine Chinese Coursera learners' experience and current situation of MOOCs in China. Suggestions on refining MOOC implementations will be concluded.

Public Health Education Via Social Media: A Case Study of Selected Ubiquitous Learning Communities in China *K. Zhang*, WSU; ***Fei Gao***, BGSU
This is a case study on selected learning communities via social media in China for public health education. Data were collected from a variety of Chinese social media, such as Sina Weibo, WeChat, Douban. Content analyses and data mining were conducted to investigate how social media attracted and engaged public in health education. Preliminary findings suggest key characteristics of such learning communities, and generate practical and research implications for public health education via new media.

Effects of Podcasts and Learning Styles on Language Proficiency and Attitudes *Wei Qiang*, Florida State University; ***James Klein***, Florida State University
The increased use of podcasts in higher education necessitates research on the impact of this emerging technology. While a few studies have been conducted, little empirical evidence exists to support the use of podcasts for teaching and learning. The purpose of this presentation is to describe a research study conducted to examine the effect of podcasting and student learning styles on students' language proficiency, motivation and attitudes.

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119. T&P 06: Synergistic Integration of Educational Technology
8:00 am to 9:00 am
1st Level - South - Terrace D

Facilitator: ***Jennifer Bauman***, *Quicken Loans*

Synergistic Integration of Educational Technology, Peace and Environmental Studies for Post-War Reconstruction-Redevelopment in Africa *Manisha Javeri*, California State University, Los Angeles
This session will present an innovative multi-disciplinary approach of how a synergistic integration and application of three disciplines 1) educational technology (models like Human Performance Improvement, Instructional Design, E-learning), 2) Peace and Conflict Resolution Studies (Johan Galtung conflict analysis model) and 3) Environmental Studies, were used as powerful tool for change and social justice for post war reconstruction and redevelopment efforts in Africa. Further qualitative data, videos on various interventions implemented will be showcased.

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120. TED-Affect and Intention in Technology Integration
8:00 am to 9:00 am
2nd Level - Tower - Salon 3

Facilitator:
jiangmei yuan, *the university of georgia*

Preservice Teachers' Emotional Affect towards Technology Integration and How Affect Predicts Intentions to Integrate *Jennifer Banas*, Northeastern Illnois University
What is preservice teachers' (PTs') emotional affect towards technology integration? To what degree does emotional affect predict intentions to integrate in the

future? Which affects predict best? This presentation and associated research sheds light on these unique questions. Understanding those factors which best predict technology integration helps teacher educators to design more relevant, impactful professional development. Participants will have the opportunity to assess their own affect and discuss the role of affect in technology integration.

The Role of Study Fields In TAM: An Empirical Study on Pre-Service Teachers' Intention to Use ICT in Education in Turkey ***Ömer Faruk URSAVAŞ***, Recep Tayyip Erdoğan University; ***Sami Şahin***, Gazi University; ***Nazihan Ursavaş***, Recep Tayyip Erdoğan University

This study aim is to determine the technology acceptance of a sample of final-year pre-service teachers of different disciplines. Research sample is composed of 973 (583 females, 390 males) pre-service teachers.One of the main findings showed that the most important determinant of behavioural intention is perceived usefulness, this is followed by attitude towards computer use, and perceived ease of use. Finally Teachers and School administrators should join this session

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121. VW-Experiential Learning in Virtual Worlds

8:00 am to 9:00 am
2nd Level - South - Seville

Experiential Learning in Virtual Worlds ***Tom Atkinson***, University of Central Florida; ***Chris Haskell***, Boise State University

Experiential activities are among the most powerful teaching and learning tools available. Join this presentation and open discussion of 4 principles: immersion, identity, interaction, integration, and how imagination and emotion contribute to this process.

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122. D&D Design and Development Showcase

9:00 am to 11:00 am
1st Level - South - Royal Foyer B

The D&D Showcase is an exclusive poster session that displays innovative training and educational programs that are grounded in instructional design theory and research. The presenters for this select group of 5 posters will be available during this time to share and discuss their projects. Please stop by to talk with them and view the posters and materials that will be on display.
Facilitator:
Gayle V. Davidson-Shivers, *University of South Alabama*

A Nursing Simulation: Emergency Department Pain Management ***Enilda Romero-Hall***, University of Tampa; ***Ginger Watson***, Old Dominion University; ***Yiannis Papelis***, Virginia Modeling, Analysis and Simulation Center; ***Hector Garcia***, Virginia Modeling, Analysis and Simulation Center; ***Menion Croll***, Virginia Modeling, Analysis and Simulation Center
"Emergency Department Pain Management" is a 3D simulation where trainees assume the role of an emergency department nurse. Trainees are expected to effectively assess and manage the pain of multiply patients using critical path actions determined by clinical standards of care. The trainees interact with three emotionally expressive animated patients eliciting differing levels of emotion and pain. The simulation environment, performance options, assessment methods, and development process will be demonstrated.

Design of an Intelligent Tutoring System for Teaching Proportional Reasoning ***Yvonne Earnshaw***, Florida State University

The intelligent tutoring system (ITS) was designed for an experimental study in which middle school students were introduced to proportional reasoning through worked examples and/or tutored problems. The students solved word problems of varying difficulty and rated the mental effort expended while solving (or reviewing, as in the case of a worked example) the problem. Design decisions were made based on media design principles and intelligent tutor design principles. A usability test was conducted.

HABITAT TRACKER: Engaging Elementary Students with Scientific Inquiry Through Nature of Science Curriculum and a Customized iPad Application ***Anne Mendenhall***, Florida State University; ***Paul F. Marty***, Florida State University; ***Sherry Southerland***, Florida State University; ***Victor Sampson***, Florida State University; ***Michelle Kazmer***, Florida State University

The Habitat Tracker project engages fourth and fifth grade students with their own science education by integrating a standards-based curriculum focused on the nature of science and scientific inquiry with field trips to a local wildlife center. This project promotes inquiry-based instruction through the use of an iPad application and integrated website. An iterative, user-centered design approach was used to design and develop the mobile application, website, and accompanying nature of science and scientific-inquiry curriculum.

The PBL-Tech Project: Web 2.0 Tools to Support Problem-Based Learning in Science and Social Studies ***Thomas Brush***, Indiana University; ***Krista Glazewski***, Indiana University; ***Anne Ottenbreit-***

(122. D&D Showcase Continued)

Leftwich, Indiana University; ***SUNGWON SHIN***, Indiana University; ***Jiyoon Jung***, Indiana University Bloomington; ***Suhkyung Shin***, Indiana University; ***John Saye***, Auburn University; ***Jada Kohlmeier***, Auburn University; ***Jay Howell***, Auburn University
In this Design and Development Showcase, we will present the PBL-Tech Project, a suite of web-based tools and resources that provides teachers and teacher educators with enhanced abilities to design, develop, and implement problem-based learning (PBL) curricula in their current and future classes. The PBL-Tech website contains Web 2.0 tools to assist teachers with creating PBL units and student activities in social studies and science, and also provides both text- and video-based models of successful PBL units that have been implemented in K-12 classrooms throughout the United States.

The TL-VAT Project: Video Analysis Tools to Support Teacher Learning and Classroom Teaching Research ***Zhizhen Zhang***, Beijing Normal University, China; ***Mang Li***, Beijing Normal University; ***Lan Tian***, Beijing Normal University
We will present the TL-VAT Project (Fostering Teacher Learning through Classroom Teaching Video Analysis Tools), a suite of web-enabled desktop tools that provides teachers, teacher educators, and researchers with enhanced abilities to analyze classroom video quantitatively and qualitatively. The tools can assist teachers with creating, publishing, and discussing video cases. Reflection frameworks guiding case analysis and discussion are embedded as scaffolds, so that teachers can make sense and learn from their own and others' practice.

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123. Jenny K Johnson International Hospitality Center
9:00 am to 4:00 pm
1st Level - South - Royal Foyer A

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124. Learning, Problem Solving, and Mindtools- Honoring David H. Jonassen
9:15 am to 10:15 am
1st Level - South - Royal Ballroom A/B

Facilitator: ***Mary Herring***, *University of Northern Iowa*

David H. Jonassen passed away December 2nd 2012 prior to publication of the Jonassen Festschrift. David helped shape this volume by recommending authors and contributing the final chapter. During the last two years of his life while struggling with cancer, Dave not only contributed to this volume, he was named a Fellow to the American Educational Research Association based on a lifetime of substantial contributions, and he earned the 2012 Outstanding Reviewer Award for the Development Section of Educational Technology Review & Development based on both quality and quantity of reviews while serving on the ETR&D Research Section's Editorial Board. The Monday before he passed away, he participated in a dissertation defense. For these and so many other remarkable achievements, Dave was named the first recipient of the David H. Jonassen AECT Excellence in Research Award. This session will honor his many contributions over the years through a video presentation from the AECT History Makers project, the presentation of his ideas captured in the Festschrift chapters and an ensuing discussion.

Presenters: ***Brent G. Wilson***, *U of Colorado Denver;* ***Scott Warren***, *University of North Texas;* ***Michael Hannafin***, *University of Georgia;* ***Rose Marra***, *University of Missouri;* ***Barbara Lockee***, *Virginia Tech;* ***Sharon Smaldino***, *Northern Illinois University*

Discussant: ***Jonathan M Spector***, *Department of Learning Technologies*

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125. CLT-Culturally Influenced Technology Solutions
10:30 am to 11:30 am
1st Level - South - Terrace E

Improving the Design of Electronic Health Records (EHR) ***Joi Moore***, University of Missouri; ***Martina Clarke***, University of Missouri; ***Linsey Steege***, University of Wisconsin - Madison; ***Jeff Belden***, University of Missouri; ***Richelle Koopman***, University of Missouri; ***Min Soon Kim***, University of Missouri
The design and adoption of Electronic Health Records (EHR) is a critical issue at the forefront of healthcare practice research agendas across the country. This project investigated physician and patient information needs to improve EHR usability and efficiency. Results reveal a need for an activity centered interface design that supports patient-physician interactions during clinical encounters. Presenters will show the EHR and Progress Notes prototypes that were based on data collected during an iterative development process.

Social Influences in the Introduction of LiveText as a Technological Innovation: A Case Study ***Peggy Ann Lumpkin***, Georgia State University
This exploratory case study examined the circumstances that led to the adoption of LiveText, a web-based learning, assessment and accreditation tool, at a southeastern research university. This study explored how faculty members from the College of Education were influenced to adopt LiveText. The decision was traced from the initial mention of LiveText in a faculty meeting to the eventual adoption and implementation of LiveText in the College of Education

126. D&D Case-based Learning Environments
10:30 am to 11:30 am
2nd Level - Tower - Salon 7

Facilitator: ***Allan Jeong***, *Florida State University*

Case-Based Online Learning Module: Design Features, Perceived Usefulness, and Impacts on Learning ***Heng Luo***, Syracuse University, IDDE; ***Tiffany A. Koszalka***, Syracuse University; ***Ye Chen***, Syracuse University IDDE
This study designs, implements, and evaluates an online learning module that utilizes the key features of both case-based instruction (CBI) pedagogy and web-based technologies, with the purpose to find out which CBI design features are valued by online learners and how such features affect learners' online learning experience. The findings are expected to extend the understanding of CBI pedagogy to the online learning environment and provide tentative guidelines for designing effective online CBI.

Theory-Informed Design of Case-Based E-Learning Module to Enhance Veterinary Students' Intra-Operative Decision-Making Ability ***Ikseon Choi***, The University of Georgia; ***Hyojin Park***, University of Georgia; ***Yunseok Lee***, The University of Georgia; ***Chad Schmiedt***, The University of Georgia; ***Karen K. Cornell***, The University of Georgia; ***MaryAnn G. Radlinsky***, The University of Georgia; ***Kate E. Creevy***, The University of Georgia
A theory-informed, case-based e-learning module has been developed to promote veterinary students' intra-operative decision-making ability. Case-based learning, cognitive apprenticeship, and cognitive feasibility theories have guided our design decisions on the e-learning module. The process of integrating the theories into our design decisions, the procedure of translating the design decisions into the interface development of the module, and the progression of the e-learning design model through the iterative evaluation and redesign will be discussed in this session.

127. D&D Instructional Systems Design
10:30 am to 11:30 am
2nd Level - Tower - Salon 8

Facilitator: ***Ronda Dorsey Neugebauer***, *Lumen Learning/ Chadron State College*

Instructional Systems Architecture: Modular vs. Interdependent ***John Chapman***, Brigham Young University
This paper compares different instructional systems architecture, describes the advantages and disadvantages of each and suggests further areas for research. Much literature suggests modular architecture as the best architecture. While modular systems exhibit advantages over non-modular architectures, this does not mean all architectures should be modular. The choice of system architecture has a significant impact on the value of the design for practitioners and for researchers.

Instructional Module on Correcting Exposure by Adjusting Shutter Speed, Aperture Size and ISO based on Situated Learning ***Zeynep Ondin***, Virginia Tech; ***zerrin ondin***, Virginia Tech
This study aims to design and develop a feasible instructional module that could enhance grad students' correcting exposure abilities. The instructional module was developed based on situated theories. The instructional module includes the online instructional module and the online photo gallery and social network. The online instructional module provides the students meaningful and authentic problems and the online photo gallery and social network provides a home for online community of practice and authentic assessment.

128. D&D Investigating Cognitive Processes
10:30 am to 11:30 am
2nd Level - Tower - Salon 5

Facilitators: ***Keri Valentine***, *University of Georgia;****Marisa Exter***, *Purdue University*

The Impact of Learning Beliefs and Instructional Multimedia on Mental Effort Investment in Asynchronous Learning ***Jeanette Andrade***, University of Illinois; ***Wen-hao David Huang***, University of Illinois at Urbana-Champaign
This quantitative study identified the relationship between learning beliefs and instructional multimedia (IM) that impacts perceived mental effort (PME) in an online asynchronous learning environment. With a quasi-experimental design, particular IM groups (text and audio) and certain learning beliefs (simple knowledge and quick learning) impacted PME. Our findings suggest that the types of instructional multimedia and learning beliefs need to be considered simultaneously when designing online courses to enhance learning experiences for college students.

Does Note-Taking Get Into The Way of Learning? ***Dirk Ifenthaler***, Open Universities Australia; ***Pablo Pirnay-Dummer***, University of Freiburg
This research proposal reports a quantitative study investigating the effectiveness of note-taking and their availability within self-regulated learning. Note-taking is the easiest way to externalize parts of the internal

reasoning processes. In our study, 54 participants were asked to take notes while learning through video lectures. Results indicate that creating notes for long-term use may even draw more attention from the learning process and conflict with local learning goals by making them look less efficient.

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129. DDL Panel-Working With Online Teachers

10:30 am to 11:30 am
2nd Level - South - Valencia

Facilitator:
Jeffrey Geronimo, *Northern Illinois University*

Presenter

Working With Online Teachers: Strategies for success and lessons from the field ***Marshall G. Jones***, Winthrop University; ***Steve Harmon***, Georgia State University; ***Daniel Surry***, University of South Alabama; ***John Farquhar***, Western Washington University; ***Susan Land***
This panel discussion will bring together a wide range of opinions and experiences in working with online teachers in a wide range of educational environments such as k-12, higher education and corporate training. Challenges and victories in professional development for novice and seasoned online teachers will be discussed. Significant participation between the audience and the panel will be encouraged through in room and back channel communication.

Chair:
Marshall G. Jones, *Winthrop University*

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130. DDL-Course Development and Teaching

10:30 am to 11:30 am
2nd Level - South - Barcelona

Facilitator:
Wendy Gentry, *Virginia Tech*

Presenters

Learning to Learn Online: A Collaborative Course Development Project ***Shahron Williams van Rooij***, George Mason University
This concurrent session shares the processes and best practices of a collaborative effort between faculty and the instructional support services of a university in the mid-Atlantic region to create a self-paced online course that helps undergraduates assess their readiness for online learning using effective strategies for online interaction and activities designed to promote successful online learning experiences. The session includes a "live" course demonstration.

Community of Practice Model for Supporting Faculty Teaching Online ***Lujean Baab***, Virginia Tech
Recruiting and retaining skilled online faculty requires strong motivation and support that faculty mentors can provide. Using the framework of a Community of Practice approach provides extended recruitment and support while contributing to the knowledge and practice. This session will outline the framework and process and invite participants to use the approach so as to share data on the outcomes.

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131. DDL-Knowledge/Resource Management

10:30 am to 11:30 am
2nd Level - South - Granada

Facilitator: ***TAEHO YU***, *PURDUE UNIVERSITY*

Presenters

Building a User-friendly Library for Online Resources ***Scarlett Winters***; ***Justin Rudisille***, Association of College Unions International
This session introduces attendees to the process used to design an innovative way to organize resources for online libraries. This new approach encourages interdisciplinary collaboration, as well as allowing multiple avenues for interaction with the content. Users are able to easily access resources that work best for their particular learning style. This session will benefit organizations offering digital libraries as part of their online learning programs.

Using Wikis to Support Personal Knowledge Management in Online Courses ***E-Ling Hsiao***, Valdosta State University; ***Xiaoxia Huang***, Western Kentucky University; ***Rudo Tsemunhu***, Valdosta State University; ***Dianne Dees***, Valdosta State University
The purpose of this study is to 1) investigate the use of wikis for supporting personal knowledge management (PKM) in online courses and 2) discuss relevant PKM-related strategies for helping students efficiently manage the knowledge that they have acquired and take responsibilities of their own learning. Approximately eighty students enrolled in four online IT graduate courses during the Fall 2012, Spring 2013 and Summer 2013 semesters are invited to participate in the study. Data including student responses to a 25-item survey will be collected and analyzed by the end of Summer 2013 semester. Results will be reported and implications for using wikis and PKM-related activities to support personal knowledge management in online courses will be discussed during the presentation.

132. DDL-Social Presence and Perceptions
10:30 am to 11:30 am
2nd Level - South - Seville

Facilitator:
WEI LIU, *Purdue University*

Presenters

Lessons Learned: Increasing Social, Teaching, and Cognitive Presence in Massively Large Blended Classes ***Victoria Rath***, University of Central Florida; ***Glenda A. Gunter***, University of Central Florida
This presentation reports the results of an empirical research study that examined online tools used in a large blended class (over 900 students) to effectively create social presence and increase teaching presence. The impact of these Web 2.0 tools on student engagement and motivation will also be presented.

The "Social Perceptions in Learning Contexts Instrument": A research tool for measuring social perceptions online ***Patricia J Slagter van Tryon***, East Carolina University
Development, technical validation, and scoring procedures of the Social Perceptions in Learning Contexts Instrument (SPLCI) (masked, 2012) will be presented. The SPLCI is a research tool for online course instructors to evaluate Higher Education students' perception of social connectedness with peers while learning. Specifically the SPLCI is designed to measure e-mmediacy – Those feelings of social connectedness one has with other online class participants through computer-mediated communication experiences that simulate episodic perception of immediacy (masked, 2006).

133. DSC-Systems Thinking and Technology Integration
10:30 am to 11:30 am
2nd Level - South - Madrid

Presenters

Systems Thinking and Technology Integration as Catalysts for School Change in High Need Schools ***Anthony Chow***, University of North Carolina at Greensboro; ***Kim Kappler Hewitt***, UNCG; ***Holly Downs***, UNCG
Our study follows the results of a grant that infused technology into 11 middle and high schools in the US. Preliminary results suggests that school action plans changed over time with statistically significant differences found between pre and post action plans after systems-based logic models were introduced. Principals have moved from excited and frustrated to confident and satisfied as their technology integration action plans have evolved in utilizing systems thinking in planning and technology effectively.

The Price is Right- Rapid Prototyping, Learning Technology, and the Five Muskeeters ***Dana Ruggiero***, Bath Spa University; ***Jeff Boehm***, Bath Spa University; ***Neil Glen***, Bath Spa University; ***Susana Romans-Roca***, Bath Spa University; ***John Sumpter***, Bath Spa University, UK
Five learning technologists have been hired by Bath Spa University (BSU) to enhance online education and assessment throughout the university. Bath Spa University is a middle sized teaching-led university offering Bachelors, Masters, and PhD degrees in liberal arts courses such as creative writing, music technology, sociology, and education. For the past twenty years BSU has been in the middle of the road on the national standings, a listing of all of the universities in the UK ranked by academics, but within the last year the university has a new vice-chancellor who has a mission to make it a world-class research institute. In order to accomplish this goal many changes have taken place over the last six months including the hiring of a learning technologist for each of the five schools, the installation of 18 new professors, an international programs department, and new strategies to meet research goals.

The identification of key change factors within a southeastern state university system increasing online learning ***David Edwin Stone***, Southern Polytechnic State University; ***Mary B Shoffner***, Georgia State University
Higher education institutions are operating in a changing environment with public institutions facing multiple years of declining state funding, proprietary schools facing new competition, the emergence of new technologies, and a changing political climate. This study describes the readiness of a Southeastern State University System to support the growth of online learning. The view provided in this moment in time provides a contextually rich view of the phenomenon of change within a university system.

134. Definition and Terminology Committee-1st
10:30 am to 11:30 am
2nd Level - South - Commodore

Chair:
Nancy Hastings, *University of West Florida*

135. GSA Building Up Your CV: From PhD Student to Tenure-Track Faculty
10:30 am to 11:30 am
2nd Level - Tower - Salon 1

Facilitator:
Sylvia Rogers, *University of South Alabama*

One of the difficult questions to answer as a graduate student is, "Did I do enough as a PhD student to be qualified for a tenure-track faculty position?" In this session, a tenure-track professor will sit down and discuss the important things to-do and what not to-do.

Presenter:
Fethi A. Inan, *Texas Tech University*

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136. ICEM - Annual Graduate Student Panel Discussion (Req Th/F)
10:30 am to 11:30 am
1st Level - South - Imperial

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

Presenters:
Kathlyn Bradshaw, *University of Calgary*
Vien Cao, *Southern Illinois University Carbondale*
Stephanie Richter, *Northern Illinois University*
Matt Stranach, *University of Calgary*
Hery The, *East West Center and University of Hawaii at Manoa*

ICEM Annual Graduate Student Panel Discussion in Emerging Technology: MOOCs ***Chih-Hsiung Tu***, Northern Arizona University; ***Richard Cornell***, University of Central Florida; ***Marina S. McIsaac***, Arizona State University; ***Robert Doyle***, Harvard University; ***Cheng-Chang Pan***, University of Texas at Brownsville
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. MOOCs are selected as key topic for AECT 2013's topic for this year discussions. Graduate students in educational technology frequently are early adopters of learning technologies. If they are not digital natives, they may be digital immigrants. They ideas, perceptions, applications, practices, and research are valuable to share with academic communities to shed lights to MOOCs. The 4-6 panelists will be selected from all over the world. A facilitator and a commentator, served by ICEM-USA professional members will constituted this panel discussions.

137. ID Membership Meeting
10:30 am to 11:30 am
1st Level - South - Terrace A

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

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138. IVLA-Comics and Film: Enhancing Visual Literacy Development
10:30 am to 11:30 am
1st Level - South - Terrace C

Seduction of the Reluctant [Learner]: The Use of Educational Comics from Eisner to the Web ***Douglas Holschuh***, Texas State University-San Marcos
Despite having a reputation that spans the range of less-than-desirable to actually harmful (e.g., Wertham's, 1954, _Seduction of the Innocent_), comics have long been used for education. From Eisner's work during World War II to modern examples such as The Manga Guides, comics have been used as way to appeal to a wider range of learners. This presentation will look at the history of educational uses of comics from an instructional-technology perspective.

Visual Literacy: How to Reading Chinese Film ***Yan Ma***, University of Rhode Island
This presentation focuses on visual literacy training to explore Chinese Hollywood. Students at the University of Rhode Island have been learning visual literacy to read Chinese film. They explore Chinese film from historical, social, economic, political, and cultural perspectives. Students develop familiarity with the ways China has addressed modern problems and its links with the world to broaden their views and enrich their understanding of the world through film and film industry in China. (74 words)

Chair:
Kristin Brynteson, *Northern Illinois University*

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139. Leadership Development Committee
10:30 am to 11:30 am
1st Level - South - Terrace F

Chair:
Cindy York, *Northern Illinois University*

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140. RTD -Research & Theory Division Membership Meeting
10:30 am to 11:30 am
2nd Level - Tower - Salon 4

Chair:
Michael M Grant, *University of Memphis*

141. SICET-Students' Personal Traits and Metacognitive Skills in Learning-(2)
10:30 am to 11:30 am
1st Level - South - Terrace B

Facilitator:
Huei-Lien Chen, *Colorado State University*

Presenters

Dance Students' Locus of Control, Performance, and Course Satisfaction ***Guoqiang Cui***, SICET; ***Cuiqing Meng***, SICET
As a unique subject in education, there have been relatively few studies on dance students' personality traits and their potential predictive behaviors. This study will explore the relationship among dance students' locus of control, performance, and satisfaction in the course. Results will help policy makers and instructors to make possible decisions or predictions of their potential students.

Fostering Students' Metacognitive Skills with Innovative Ways in a Veterinary Medicine Course ***Hong Wang***, Kansas State University; ***Bonnie Rush***, Kansas State University
Faced by challenges in large-classroom teaching, faculty have searched and applied different instructional strategies to enhance students' learning. Research has found that metacognition is a critical ingredient in successful learning. This presentation will share 14 innovative activities designed to foster students' metacognitive skills during the learning process in a veterinary medicine course.

142. SMT-Mobile Application Evaluation Tools
10:30 am to 11:30 am
2nd Level - Tower - Salon 2

Facilitator:
Judy Donovan, *Ashford University*

Mobile App Selection for 5th-12th Grade Science: The Development of the MASS Rubric ***Richard P. Hechter***, University of Manitoba; ***Lucilia Green***, Georgia Southern University; ***Karen Chassereau***
Tablet devices, such as the iPad, present several advantages for student use including portability, touch-screen features and numerous applications. However, these also present a challenge for science educators who struggle to select content appropriate apps that support development of science literacy and science content acquisition. This study describes the design, development and validation of MASS (Mobile App Selection for Science), a rubric that aids in the selection of science apps for middle and secondary grades.

Content Analysis of Mobile App Evaluation Rubrics ***Tuyet Hayes***, University of Hawaii at Manoa; ***Meng-Fen Grace Lin***, University of Hawaii
This presentation reports the findings from a content analysis of mobile app evaluation rubrics created by Hawaii public K-12 teachers. The purpose of this study was to identify the criteria most important to these teachers and investigate how well the rubrics accounted for the affordances of mobile learning. The presentation will also cover suggested criteria for inclusion when evaluating mobile apps that were often overlooked by the novice teachers.

143. T&P 04: Virtual Teams & Mobile Learning
10:30 am to 11:30 am
1st Level - South - Terrace D

Facilitator:
Jennifer Bauman, *Quicken Loans*

Presenters

Knowledge Visualization, Tools, and Processes in Virtual Team Collaborative Problem Solving ***Shari Plantz-Masters***, Regis University
Organizations across industries rely on teams to solve problems. Team members often are geographically dispersed. Dynamically formed teams need tools and process to be successful. A course designed to serve as an alternative to a Master's thesis for five different computing degree programs incorporates these constraints. Students are assigned to a virtual team that is tasked to design an information technology solution for a business initiative. Students determine tools, process, and approach for problem solving.

Mobile Learning: Trend and Best Practices ***Yeol Huh***, Indiana University Bloomington; ***Dabae Lee***, Indiana University
Mobile learning is seamlessly associated with smart learning or ubiquitous learning where learning takes place using smart devices such as smartphones, tablets, and smart board. Recently with a booming of smart devices such as smartphones and tablets, mobile learning has become a popular choice in workplace training and performance support. Trends and best practices of mobile learning will be discussed in this presentation.

144. TED-Technology Integration Practice
10:30 am to 11:30 am
2nd Level - Tower - Salon 3

Facilitator: ***Ya-Huei Lu***,

Presenters

Integrating Technology for Higher-order Tasks: Current Beliefs, Practices and Barriers ***Pi-Sui Hsu***, Northern Illinois University; ***Yan Chen***, Northern Illinois University
There have been numerous reform efforts devoted to prepare teachers to integrate technology into instruction in the past decade. The purpose of this study is to examine teachers' current beliefs, practices and barriers about technology integration. The researchers will collect survey data and analyze at least 150 completed teacher surveys. Among 150 teachers, the researchers will select 10 teachers who represent different levels of technology integration and conduct interviews and observations of them.

Teacher Learning Journeys: A New Approach to Individualized Professional Development for STEM Teachers ***Kyle L. Peck***, Pennsylvania State University; ***Flavio Mendez***, National Science Teachers Association; ***Albert Byers***, National Science Teachers Association
Teacher Learning Journeys (TLJ) is a new approach to individualized, online professional development for STEM Teachers. Teachers use an online system to state a professional development purpose, browse a database of PD options, select activities specific to their professional development goals, complete learning activities, submit assignments to reviewers, and earn and display digital stamps and badges as well as certificates and reports. The results of pilot and beta tests validate TLJ's effectiveness and popularity.

145. TED-The Landscape of Teacher Education Today
10:30 am to 11:30 am
2nd Level - Tower - Pacific

Facilitator:
Lara M. Luetkehans, *Northern Illinios University*

University leaders and administrators will share their insights of the national context for preparing future teachers. Discussion will include topics such as the new CAEP standards, political forces such as NCTQ, quality and diversity in the teaching workforce, and implications for our teacher preparation programs.

Presenters:
Kay Persichitte, *Univ of Wyoming*
Mary Herring, *University of Northern Iowa*
Sharon Smaldino, *Northern Illinois University*

146. TED-The Technology Service Course for Teacher Education: Materials and Methods Share
10:30 am to 11:30 am
2nd Level - Tower - Salon 6

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

Presenters:
Ugur Kale, *West Virginia University*
Jennifer Banas, *Northeastern Illnois University*
Marissa Ball, *Georgia State University*
Anne Ottenbreit-Leftwich, *Indiana University*

147. D&D / RTD Lunch
11:45 am to 12:45 pm
Main Floor - First: Garden 3

Facilitator: ***Ginger Watson***, *Old Dominion University*

Chairs: ***Dirk Ifenthaler***, *Open Universities Australia*
George Veletsianos, *Research and Theory Division*

148. GSA-Brownbag Lunch
11:45 am to 12:45 pm
2nd Level - Tower - Salon 1

Facilitators:
Marissa Ball, *Georgia State University*
Micah Modell, *Indiana University*
Sylvia Rogers, *University of South Alabama*

149. SICET -Lunch (Thursday)
11:45 am to 12:45 pm
1st Level - South - Terrace B

150. SMT -Lunch (Thursday)
11:45 am to 12:45 pm
Main Floor - First: Garden 2

Chairs: ***Lessell (Marty) Martiny Bray***, *Haralson County Schools*; ***Lucilia Green***, *Georgia Southern University*

151. Awards Committee
1:00 pm to 2:00 pm
2nd Level - South - Commodore

Chair: ***Chris Miller***, *Morehead State University*

152. CLT-Solutions based on Culturally-Based Access
1:00 pm to 2:00 pm
1st Level - South - Terrace E

Building a Framework for Distance Learning in the Caribbean ***Camille Dickson-Deane***, Montgomery County Community College
Through the availability of programs and courses specifically geared towards the design of instruction,

the Caribbean's educators have gauged their knowledge, skills and abilities as it pertains to learning in a global environment. A newly formed online campus creates a program for these educators and the lessons learned, based on the individual differences of the educators provide the foundation for a region specific framework for delivering distance learning opportunities.

Designing a Culturally Relevant Educational App ***Roberto Joseph***, Hofstra University
The author developed an App based on a commonly played street game to help first to third grade students gain a strong foundation in introductory mathematics. The objectives of the project are to design and test TOPS, an App that gives students a deeper understanding of mathematics; and to use games that are embedded in neighborhood culture as a bridge to academic learning. The author will describe the process of developing a culturally relevant App.

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153. D&D - Membership Meeting
1:00 pm to 2:00 pm
Main Floor - First: Garden 3

Chair:
Dirk Ifenthaler, *Open Universities Australia*

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154. DDL-Community and Social Presence
1:00 pm to 2:00 pm
2nd Level - South - Barcelona

Facilitator:
Justin Allison, *Mississippi State University*

Presenters

Modeling Third Place as an Environment to Foster Sense of Community in Online Instruction ***Ibrahim Ahmed Gashim***, University of Wyoming; ***Tahani Aldosemani***; ***Craig Shepherd***, University of Wyoming
To solve issues associated with online instruction such as isolation, interpersonal communication, and disconnectedness, cultivating online learning communities (OLC) through third places is discussed. This presentation will discuss … this study is proposed to create a preliminary framework for enhancing students' sense of OLC by utilizing third places, derived from Ray Oldenburg's (1989) book "The great Good Place."

Interactive India: A Case Study to Explore Ways to Increase Instructor Immediacy and Social Presence in Immersive Interactive Online Classrooms ***Robert Kenny***, Florida Gulf Coast University; ***Glenda A. Gunter***, University of Central Florida
In this session, we will discuss a live, remote interactive course that emanated from India and was part of an ongoing instructional development project of using live broadcasts from remote regions of the world. We discovered that the informal, impromptu use of specific widgets took on a life of their own. We will discuss our findings and share strategies we learned to integrate interactive chats in all of our online courses.

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156. DDL-MOOCs
1:00 pm to 2:00 pm
2nd Level - South - Granada

Facilitator:
Jennifer Ashton,

Presenters

Design and Development of a MOOC: The Value of a Collaborative Process ***Stephanie Richter***, Northern Illinois University
Few current educational technology innovations have received the attention of Massive Open Online Courses (MOOCs). Both trade and popular publications have featured articles extolling the promise that MOOCs will revolutionize higher education. However, most of the discourse is limited to hypothetical suppositions. In this session, we will share the unique collaborative process one institution followed to design and develop their first MOOC, including recommendations for other institutions beginning their MOOC journey.

MOOCs: A Study of Massive Online Open Course Application and Design ***Abbie Brown***, East Carolina University; ***Tim Green***, California State University, Fullerton
Results of a multi-year study, including reports of the authors' participant observation in MOOCs. The presentation includes comparison of the MOOC phenomenon to similar historic examples (e.g. the early failures of educational film versus the success of the Public Broadcasting System); an introduction to the Gartner Group's Hype Cycle to determine how best to approach and make use of MOOCs; and design/production recommendations based on the authors' experiences as learners in MOOC settings.

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157. Development of a Distance Program Evaluation Model
1:00 pm to 2:00 pm
2nd Level - Tower - Pacific

In this session, presenters will share a comprehensive evaluation approach for distance education programs, developed for an online graduate curriculum in the animal sciences as part of a USDA-NIFA initiative. The overall strategy entails a mixture of formative and summative student evaluation, as well as peer content and

instructional design review of individual courses. These data have been collected throughout the project, helping to inform course design and ensure program success.

Presenters:
Barbara Lockee, *Virginia Tech*
Ron Lewis, *Virginia Tech*
Miriam Larson, *Virginia Tech University*

158. Featured Research on Teaching with Web 2.0
1:00 pm to 2:00 pm
1st Level - South - Terrace C

Presenter

An Investigation of the Factors that Influence Preservice Teachers' Intentions and Actual Integration of Web 2.0 Technologies ***Ayesha Sadaf***, Purdue University; ***Tim Newby***, Purdue University
This presentation will describe a two phase mixed methods study investigating pre-service teachers' intentions to use Web 2.0 technologies in their future classrooms during teacher education course and their ability to carry out their intentions into actual behavior during student teaching experience. Findings will provide insights into pre-service teachers' relationship between their intentions and actions. Implications for teacher educators who are preparing pre-service teachers to use Web 2.0 technologies in their future classrooms will be discussed.

Discussant:
Wilhelmina Savenye, *Arizona State University*

159. GSA International Event: Cultures Around the World
1:00 pm to 2:00 pm
2nd Level - Tower - Salon 1

Facilitator: ***Firat Sarsar***, *Georgia State University*

Ever wondered how do cultures shape our social interactions when students from different cultures study in other countries? Here's your chance to find out first hand! GSA is proud to present this international event that encourages you to connect with students from around the world as they share with us the traditions and history that make us a global society.

-Appalachian: Paige Hale, Morehead State University

-Colombian: Diego Boada, University of Georgia

Presenter: ***Paige Hale***, *Morehead State University;* ***Diego Boada***, *University of Georgia*

160. ICEM - Special Topic Panel Discussion (Req Th/F)
1:00 pm to 2:00 pm
1st Level - South - Imperial

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

To MOOC or not to MOOC? ***Chih-Hsiung Tu***, Northern Arizona University; ***Marina S. McIsaac***, Arizona State University; ***Robert Doyle***, Harvard University; ***Rick Shearer***, Penn State University; ***Cengiz Hakan AYDIN***, Anadolu University; ***David Wiley***, Brigham Young University; ***Curtis J. Bonk***, Indiana University; ***Mimi Miyoung Lee***, University of Houston
MOOC stands for Massive Open Online Course, which catches a lot of attention in higher educations. This attention particularly is popularized by mass media on the comments from innovative, disruptive, Educational Evolution, Come the Revolution, the campus tsunami, Faducation, False promise, to hype, shallow, McDonaldization of global higher education. What does MOOC mean to higher education? Should we offer MOOCs? What are the critical instructional designs for MOOCs? This will be the seven consecutive year of hosting this panel discussion to ponder deeper and more valuable questions and issues in emerging technology-based learning.

161. ID_Standards
1:00 pm to 2:00 pm
1st Level - South - Terrace A

Facilitator:
Szu-Yueh Justine Chien, *UGA*

Global Standards for Information and Communication Technology Skills Reveal Need to Surpass Conventional Wisdom ***Kenneth Luterbach***, East Carolina University
Teachers worldwide have been guiding their students in light of local standards for Information and Communication Technologies (ICT). By synthesizing local ICT standards from multiple continents, a global set of ICT skills emerges that encourages youth to develop skills sufficient to use computer applications. While those skills are certainly important, such conventional wisdom must be surpassed in order to provide students an important outlet for problem solving and creative design through computer programming.

What Do Heuristics Mean to Instructional Designers? ***Filiz CICEK***, Middle East Technical University; ***Kursat CAGILTAY***, Middle East Technical University
This study examined the effects of heuristics on

decision making and the instructional design problem solving process, primarily, it also tried to find which heuristics affect the decisions and how heuristics shape design models. The qualitative interview method was used to get the answers to the prepared questions from 5 instructional designers. The results are presented in the form of 2 major themes which are "using models" and "using heuristics".

162. MPD-Development on the Cheap: Free/Inexpensive Alternatives in Multimedia Production
1:00 pm to 2:00 pm
2nd Level - South - Valencia

Development on the Cheap: Free/Inexpensive Alternatives in Multimedia Production ***John Curry***, Morehead State University/21st Century Education Enterprise; ***Florence Martin***, University of North Carolina - Wilmington; ***Anthony K. Betrus***, SUNY Potsdam; ***Yadi Ziaeehezarjeribi***, Indiana State University
Last year the AECT Multimedia Production Division's Presidential Session focused on WHAT is being taught in today's multimedia development courses. The purpose of this year's Presidential Session is to discuss free, Open Source, and/or Web 2.0 alternatives to big name multimedia development software packages. Members of the session panel will share their favorite alternatives as well as where they find them.

163. Nominating Committee
1:00 pm to 2:00 pm
1st Level - South - Terrace F

Chair: ***Marcus Childress***, *Emporia State University*

164. RTD Mobile Learning Research
1:00 pm to 1:30 pm
2nd Level - Tower - Salon 5

Facilitator: ***Michael M Grant***, *University of Memphis*

Perceptions of English language Dominican students on the use of cell phones as learning tools ***Gisela Martiz***, Utah State University
This proposal reports a Category 2 Work in Progress of a dissertation on an ethnographic case study. This reflection paper session will address the preliminary findings of data collected in the summer of 2013 on the perceptions of a group of Dominican students integrating cell phones into language learning activities. These students are participants of an eight-week immersion program at an American university.

165. RTD Multimedia Learning Research
1:00 pm to 2:00 pm
2nd Level - Tower - Salon 4

Facilitator:
Jongpil Cheon, *Texas Tech University*

Learning through Cross-modal Interaction in Digital Environments ***Daniel Hoffman***, University of Illinois at Urbana-Champaign; ***Seungoh Paek***, ETEC
This study examines the role of learner-content interactions on learning in digital environments. The work hypothesizes that congruent, cross-modal interactions-- ones that present the same semantic information through multiple sensory modalities -- are more likely to promote rich mental models and ultimately aid learning compared to uni-modal interactions. The results of one hundred ninety (N=190) adult participants suggest combining visual and kinesthetic interactions neither enhances nor hinders learning. Implications for educators and researchers are discussed.

Impact of Supplementing Verbal Feedback with Pictures during Story Recall ***Albert Dieter Ritzhaupt***, University of Florida; ***William Kealy***, University of North Carolina at Greensboro
Extensive research has added to what is known about the nature of feedback and how to best incorporate it into instruction. Yet, many questions related to learner feedback remain unanswered. For instance, little is known about the absence of research in the use of pictures in feedback. The current research study attempts to address practical problem by expanding the understanding about feedback by incorporating semantically related pictures into the feedback treatments.

166. RTD Multimodal and Research Instrument Analysis
1:00 pm to 2:00 pm
2nd Level - Tower - Salon 8

Facilitator:
Seung Won Park, *University of Georgia*

Aligning with Ely's Eight: A Second Look at the RIPPLES Survey ***Samantha Blevins***, Virginia Tech/ Radford University; ***Jennifer Brill***, Virginia Tech
As society embraces the use of learning technologies, institutions scramble to integrate them without a well-conceived implementation plan. This session discusses a burgeoning innovation in higher education, ePortfolio, and presents a more robust theoretical model and revised instrumentation for improved integration across stakeholders. Realignment of the RIPPLES survey with Ely's eight conditions

highlights the innovation diffusion principles at play during ePortfolio integration at one university, leading to an implementation framework for use by other institutions.

Applying multimodal analysis to examine a home page of web-based instructional material ***Hery The***, East West Center and University of Hawaii at Manoa
A web-based instructional material is not only different media to deliver content, but it is a dynamic system contains multisemiotic resources. Multisemiotic resources are a concept that used to explain varieties signs and symbols, other than language, in the environment that help users in making-meaning about situations, phenomena, and interactions. The aim of this study is to apply the multimodal transcription and text analysis to identify multisemiotic resources of a web-based instructional material.

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167. RTD Youth and Technology (req w/th)
1:00 pm to 2:00 pm
2nd Level - Tower - Salon 2

Facilitator:
Eunbae Lee, *University of Georgia*

Evaluative inquiry into engaging urban youth in STEM to catalyze cultural change in their communities ***Jae-Eun Joo***, University of Connecticut
This is a participatory evaluation inquiry that systemically analyzes the unique and positive STEM (science, technology, engineering and math) education impact of the Learn2Teach, Teach2Learn (L2TT2L) program on urban youth's self-efficacy and their communities. Since 2002, L2TT2L has provided creative pathways for over 3,000 under-represented students of color in Boston, and is nationally recognized as an exemplar STEM program by the Change the Equation consortium (2012). Research findings are shared through online wikis and portfolios.

Twenty First century cyberbullying defined: An analysis of intent, repetition, and emotional response. ***Carol Walker***, East Stroudsburg University
This study evaluated the instances of cyberbullying experienced by the undergraduate university student to provide a current definition for the event through the analysis of intent and repetition. A 60-item survey (Cronbach's □ = .761) was distributed to 4,000 undergraduate students (N=438) at mid-size state university. A priori power analysis provided 80% probability of detecting a real effect with medium effect size (.30). Findings provided the necessity to proffer a new definition for cyberbullying.

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168. SICET-Technology and Curriculum Integration in Teaching & Learning-(3)
1:00 pm to 2:00 pm
1st Level - South - Terrace B

Facilitator: ***Jiyu P. You***, *The University of Toledo*

Design and Practice of Curriculum Integration on Information Technology and Medical Statistics ***LUO Hong***, CAET
The integration of curriculum with information technology has become a heated topic and a trend, which is aimed at making the effectiveness and efficiency of teaching improved optimally. First, three hierarchies of the integration of curriculum and information technology are introduced. Second, the design approaches from three levels of curriculum integration based on material examples in medical statistics are disclosed. Third, the application and corresponding feedback information for Chinese Medicine learners is achieved.

Effects of Synchronous Technology on Learning in an EFL Program ***Xiaoxue Wang***, ***Sasha Minsky-Ellis***, ***Yan Cristy Li***, Florida Gulf Coast University
This presentation reports effects of synchronous technology on learning of English as a Foreign Language (EFL). The participants are the EFL students taking a English Listening and Speaking course at a northeast regional university in China and the instructors were student teachers at a regional state university in southeast USA. The synchronous technology used is Adobe Connect and EFL students' learning are measured through pre-and-post surveys and language tests, and the completion of weekly synchronous recording watching guides. The preliminary analyses indicate positive impacts of a synchronous technology on the student's EFL learning.

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169. SMT -Membership Meeting
1:00 pm to 2:00 pm
Main Floor - First: Garden 2

Chair: ***Lessell (Marty) Bray***, *Haralson County Schools*

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170. T&P 02: Faculty Development
1:00 pm to 2:00 pm
1st Level - South - Terrace D

Facilitator: ***Jennifer Bauman***, *Quicken Loans*

Development of a Master Instructor Certificate Program with a Flip ***Leaunda Hemphill***, Western Illinois University
The presentation will focus on the development of a certificate of recognition for teaching program designed to help instructors apply effective instructional

strategies in their classes and gain an understanding of their university faculty role. A "flipped classroom" approach was used to prepare participants for the course content before the face-to-face workshop activities. A discussion of the certificate program development, challenges, formative evaluation results, and future direction will be provided.

171. TED-Preparing Teachers for Virtual School Environments
1:00 pm to 2:00 pm
2nd Level - Tower - Salon 6

Facilitator: ***Lara M. Luetkehans***, *Northern Illinios Univ.*

Virtual schools and blended learning are developing as likely environments for educator professional practice. Panelists will discuss how we can best prepare future and inservice teachers for emergent environments not typically addressed in most teacher preparation programs?

Presenters: ***Michael Barbour***, *Sacred Heart University*
Sharon Smaldino, *Northern Illinois University*
Julie Moore, *Kennesaw State University*

172. TED-Preparing Tomorrow's Teachers
1:00 pm to 2:00 pm
2nd Level - Tower - Salon 7

Facilitator: ***Olgun Sadik***, *Indiana University*

Exploring Preservice Teacher's "Bring Your Own Device" experiences and knowledge transfer in Instructional Design. ***Erin Besser***, Purdue University
This study will explore a "Bring Your Own Device" program within a preservice teacher education course. The author will examine preservice teacher's experiences with personal technology use in the classroom, and their ability to put theory into practice. Teachers need to move beyond seeing their devices for personal usage, and as a learning tool where they are able to create a differentiated learning environment. The researcher hopes to find implications to better prepare preservice teachers.

Preparing Educators to Teach the iBrain Generation ***Christine Sorensen***, University of Hawaii at Manoa
Learners today have grown up in a technology rich world. Research from neuroscientist Dr. Gary Smalls, author of iBrain: Surviving the technological alterations of the modern mind, neuroinformatics research from the Human Brain Project, and other research will be presented and participants challenged to re-conceptualize our core educational assumptions, including such things as the structure of the learning environment, the use of time, the tools used to teach, and the role of the educator.

173. TED-Technology and 21st Century Classrooms
1:00 pm to 2:00 pm
2nd Level - Tower - Salon 3

Facilitator:
Kristin Brynteson, *Northern Illinois University*

Pre-service Teacher Perceptions of Meeting NETS*T Standards after Working in a Third Grade iPad Classroom ***Cindy York***, Northern Illinois University; ***Lisa Chinn***, Richmond Intermediate School; ***Jennifer Banas***, Northeastern Illnois University
This presentation includes discussion about pre-service teachers' interaction in a third grade iPad classroom. Pre-service teachers were surveyed before and after a professional preparation workshop delivered by a third grade teacher who utilizes iPad in a one-to one classroom setting. Also, the pre-service teachers worked directly with the third graders. Discussion will include pre-service teacher's perceptions about meeting the NETS*T standards, effectiveness of the professional preparation workshop, the effectiveness of the technology integration in general.

Flipping a High School Classroom in a Response-to-Learner Intervention ***Lenie George***, University of Georgia; ***T J Kopcha***, University of Georgia
The purpose of this study is to report on the creation of a flipped, high school classroom that used instructional videos as a performance intervention. The online videos were screencast recordings, produced to remediate and differentiate mathematics instruction. The videos were designed to review course material that was covered in face-to-face instruction. The videos were released online throughout the academic year, granting students the freedom, outside of the classroom, to achieve mastery on concepts.

174. The Encyclopedia of Terminology-Development and Application
1:00 pm to 2:00 pm
2nd Level - South - Seville

The purpose of this session will be to introduce the Encyclopedia, discuss how and why it was created, and solicit input regarding terms that should be added and authors to assist in writing entries.

Presenters:
Nancy Hastings, *University of West Florida*
Tim Boileau, *Indiana State University*
Jennifer Morrison, *Old Dominion University*
Tara Bunag, *Portmont College at Mount St. Mary's*
Michele Jacobsen, *University of Calgary*

175. DSC - Personalized Learning

1:30 pm to 2:00 pm
2nd Level - Tower - Salon 5

Facilitator:
Michael M Grant, *University of Memphis*

Can Personalized Learning Help All Students Learn?
Dabae Lee, Indiana University; ***Yeol Huh***, Indiana University Bloomington; ***Chun-Yi Lin***, Indiana University Bloomington; ***Charles M. Reigeluth***, Indiana University
Past research on personalized learning can be summarized as identifying essential features of learner-centered school practices based on several school models and suggesting how emerging technologies can support personalized learning. There is a lack of evidence regarding effects of personalized learning on student academic achievement. Also, a systematic investigation on how learner-centered schools practice personalized learning and how they use technology to support it is needed. This presentation will address the knowledge gaps.

176. Poster Sessions

2:15 pm to 3:15 pm
1st Level - South - Royal Ballroom A/B

Presenters

.01 D&D-Analysis of 10 Years IDT Student Submissions to PacifiCorp ***Karen Kaminski***, Colorado State University; ***Patricia J Slagter van Tryon***, East Carolina University; ***Tom Hergert***, Northern Virginia Community College; ***Dan Schuch***, PacifiCorp; ***Marcus Childress***, Emporia State University
This poster shares an analysis of consistency in design factors for teams selected as finalists and 'winners' in the PacifiCorp Design competition. We illustrate change in trends in student/team submissions and provide insights into successful proposal development and presentation. We share trends in how design model, application of tools, and theories have changed over the years and foundational concepts that have remained consistent. Students and faculty in IDT can apply this to their professional work.

.02 D&D-Applying the Component Display Theory to the Instructional Development and Design of an Educational Mobile Application ***Trelisa Rochelle Glazatov***, Nova Southeastern University
The integration of mobile technologies, such as mobile apps, into the instructional system presents opportunities to examine and validate instructional design theories. This poster presentation will illustrate how Merrill's Component Display Theory can guide the instructional design process of a mobile learning application.

.03 D&D-Careful Localization of E-learning Instructional Design for Non-Profit Organizations ***Wendy Gentry***, Virginia Tech; ***Monica Sulecio de Alvarez***; ***Elza H. Soares***, Olympic Organizing Committee, Rio 2016; ***Mario E. Calixte***, Virginia Tech
This presentation describes the processes employed during the foreign language translation and localization of seven e-learning modules which comprise a project management certification course for the non-profit sector. The four member team collaborated virtually over a ten week period to finalize the modules in four languages. Team member reflections, collated with related literature, guide the development of lessons learned.

.04 D&D-Facebook in the Classroom: Practice and Problems ***Jenny S Wakefield***, University of North Texas; ***Scott Warren***, University of North Texas; ***Pamela Ponners***, University of North Texas
The use of Facebook as a classroom tool continues to increase as educators innovate and experiment with its implementation. Most research studies found convey Facebook's implementation in the higher education classroom settings and used this social media tool as a learning management system or a discussion board. This research proposal reviews the current literature and further shares students' perceptions on the use of the social media tool Facebook in education.

.05 D&D-Faculty Research Interests/Expertise Database to Support Interdisciplinary Research ***Elena Novak***, Western Kentucky University; ***Weinan Zhao***, Florida State University; ***Robert Reiser***, Florida State University
With the growing need of conducting interdisciplinary research, many faculty have increased their efforts to find research partners from various fields of expertise. Oftentimes, these attempts are hampered because faculty have a limited picture of the research interests and expertise of most of their colleagues. The Faculty Research Interests/Expertise Database was designed to address this problem. The database helps faculty identify the research interests and expertise of their colleagues and increase collaborations among them.

.06 D&D-Fast Analysis and Feedback for Vocational Training. A Rubric-Based Customer-Adaptive Feedback-Tool. ***Pablo Pirnay-Dummer***, University of Freiburg; ***Satjawan Walter***, Furtwangen University
Based on theories of organizational learning and knowledge management, we introduce a tool that allows for a quick self-assessment for small and

medium-sized companies. The simple but theory-founded rubric-tool supports the companies with their initial decision-making concerning learning goals, orientation and quality development of their vocational training. We discuss the design, development, and implementation of the tool and conclude with an evaluation of the tool by practitioners.

.07 D&D-Learning By Doing for a Thirty Second Task – Triage! ***Victor Law***, University of New Mexico; ***John Granato***, University of New Mexico; ***Sara McGinnis***, University of New Mexico
Triage! is a simulation-based learning environment intending to scaffold learners in developing understanding of a triage process and applying the knowledge in an authentic environment. Since triage has to be performed in a time-pressured environment, a two-staged GBS with low- and high- fidelity scenarios is introduced to allow the learners to learn from authentic cases and practice the skills. Reflection prompts and expert modeling are embedded in the feedback mechanisms to facilitate learners' reflection.

.09 D&D-The Best Way to Predict the Future is to Create it: Introducing the Holodeck Mixed-Reality Teaching and Learning Environment ***Matthew Schmidt***, University of Hawaii, Manoa; ***Paul McKimmy***, University of Hawaii, Manoa; ***Jonathan Mark Kevan***, University of Hawai'i at Manoa; ***Stephan Fabel***, University of Hawaii, Manoa
Providing high quality education at a distance to students geographically dispersed throughout the Pacific islands is challenging. For students whose cultures value social interaction and building relationships, traditional online learning tools can feel inadequate. Our presentation describes our design, development and evaluation of a mixed-reality teaching and learning 3D virtual learning environment to meaningfully blend online and face-to-face courses, provide students with a deeply social experience, and advance our capacity to provide world-class online learning.

.10 D&D-Threaded Discussion Instructional Strategies and Student Performance ***Rodger Krull***, University of West Florida; ***Byron Havard***, University of West Florida
This quantitative study was designed to compare several instructional strategies associated with teaching presence in terms of individual and group student performance in online courses. Educators may gain insights from the results regarding the degree of structure they impose on threaded discussions, the potential consequence of very frequent instructor participation in the discussions, and the usefulness of monitoring discussion thread length when assessing changes in teaching presence in those discussions.

.11 D&D-LTCA Theory and Problem-Based Learning at Koan School: Formative Artifacts to Assess Learning Products ***Scott Warren***, University of North Texas; ***Jenny S Wakefield***, University of North Texas; ***Heather Barahona***, University of North Texas
One difficult question regarding problem-based learning methods is how to assess the content area learning that results from developing solutions to ill-structured problems and responses from theorists has often been vague. Recently, a school employing problem-based learning assessed learning by formatively examining artifacts developed by students in their problem-solving process. The goal of this paper is to describe this process and present some of these artifacts and describe how instructors use them to assess learning.

.12 D&D-Getting Graphic About Infographics: An Analysis of Popular Infographics ***Patrick Lowenthal***, Boise State University; ***Joanna Dunlap***, University of Colorado Denver; ***Jackie Dobrovolny***, University of Colorado Denver; ***Solen Feyissa***, University of Minnesota; ***Mike Pascoe***, University of Colorado Anschutz Medical Campus
Infographics, or simply graphical representations of data, have been around for decades. But with the rise of social media and web 2.0 tools, they are being created and distributed like never before. In fact, there are even websites like http://visual.ly or pages on pinterest dedicated to sharing infographics. Motivated by the instructional potential of infographics, we analyzed a group of popular infographics to investigate what makes an effective infographic.

.13 DDL-A Homegrown UCQA ID Model for Distance Learning ***Yunhong Tu***
Complex instructional design process usually requires a team effort in the applying of one or more instructional design models to reach the proposed project goals. What are you going to do if you and the subject matter expert are the only available team members for this project? This presentation shares a homegrown instructional design model that proved to be effective in instructional design for distance and blended learning.

.14 DDL-Exploring Google Hangouts for PhD Forums ***John Sumpter***, Bath Spa University, UK; ***Dana Ruggiero***, Bath Spa University
In this paper, I will detail two pilots. The pilots focused on the use of synchronous online learning, to facilitate building a community of learners (Salmon, 2002) across two disparate groups of PhD students.

Google Hangouts were used to facilitate the online synchronous events. The results of these pilots produced a series of best practices guidelines for use by academic staff.

.15 DDL-Supporting Metacognitive Processes in Online Ill-Structured Problem Solving ***Yun-Jo An***, University of West Georgia
Ill-structured problem solving is not a linear, straightforward process. Rather it is an iterative process and involves ongoing monitoring and evaluation. Therefore, metacognition is critical for successful problem solving. Metacognition is necessary especially when domain-specific knowledge and structural knowledge are absent or limited. Research shows that students do not always engage in metacognitive activities without appropriate support. This presentation will discuss five research-based strategies for supporting students' metacognitive processes in online ill-structured problem solving.

.16 DDL-The Effects of Gender on Interaction Patterns in Asynchronous Online Discussions ***FILIZ AKTAN***, Student; ***Allan Jeong***, Florida State University
This study investigated the interaction patterns in exchanges between males and females on the same versus opposing teams in four online debates conducted in a threaded discussion board. Social Network Analysis was used for this study. Participation was calculated by number of postings. Findings revealed that females were significantly less likely to interact with other females than with males. Moreover, females did not interact with other females when they were assigned in the same group.

.17 DDL-Using Learning Analytics to Predict Student Success in Online Learning ***Florence Martin***, University of North Carolina - Wilmington; ***John Whitmer***, California State University System
The introduction of learning analytics techniques into education research now enables the prediction of student success in online learning based on the student data from the Learning Management System. In this study, we will use observational research design to study student's personal and persistence characteristics along with the instructional characteristics to predict student success in online learning. Data from a preservice teacher education online course in Spring 2013 will be analyzed.

.18 DDL-An Online Electronic Health Record Based Teaching Intervention is Effective for Achieving Interprofessional Education Competencies ***Kim Hoggatt Krumwiede***, University of Texas Southwestern Medical Center
Electronic health records (EHRs) are increasingly a primary form of communication between interprofessional (IP) healthcare team members for patient care. There have not been initiatives in healthcare education focused on teaching skills of interprofessional communication and coordination within the online discourse of the EHR environment. We developed and pilot tested the impact of an online, EHR-based education intervention for achieving IP education competencies for students caring for a virtual geriatrics patient in an EHR environment.

.19 ICEM-Professional Use of Social Media ***Yun Lauren Liu***
The research is conducted on answering the following three questions: 1) How do individuals use power of Social Media for pursuing international professional opportunities? 2) How do employers/Institutes of Higher Educations (IHEs) use Social Media for international recruitment/hiring? 3) What are the trends of international professional use of Social Media in the next 5 years?

.20 ID-Innovative Theoretical Rationale and Design Guidelines for Teaching International Students Computer Mediated Communication Competencies ***lina metlevskiene***, 364 Bluemont Hall 1100 MId-Campus Drive 66506-5301; ***Max Stinnett***, KSU
This presentation will communicate and innovative theoretical rationale and design guidelines for teaching essential CMC competencies for International Students. Theoretical rationale integrates research findings from different disciplines ranging from communication science, instructional science, to neuroscience. Targeted CMC competences are the ability to communicate social presence and the engagement in critical, creative and empathic discourse, productive collaboration, and multimodal communication using different CMC tools such asynchronous and synchronous Message Boards, Blogs, Twitter, Diigo, Wikis, and VoiceThread.

.21 RTD-The Effects of Different Reading Purposes and Screen Orientation on Text Reading on Small Screens ***Taehyeong Lim***, The Florida State University; ***Vanessa Dennen***, Florida State University
One function of small screen devices (e.g., smartphones) is as an e-reading tool. These devices are capable of rotating their screens from a horizontal to a vertical perspective based on preferences. Landscape orientation, which reduces the need to scroll, could benefit readers in environments with a high level of cognitive demand, like reading for study. Therefore, it is necessary to examine the effect of screen orientation with reading purposes on reading performance on small screens.

.22 RTD-Using Skype and a Skype Recorder to Collect Verbal and Non-Verbal Interview Data ***Bruce Sowers***, Nova Southeastern University
This poster describes the purpose, advantages, and drawbacks of using Skype and a Skype recorder for data collection within the context of qualitative research of instructional design and development (IDD). Elements of hardware, software, connectivity, and types of data collected for analysis are discussed for use in a research study involving the exploration of how instructional designers use prior knowledge in making design decisions.

.23 RTD-"Echoing" Opportunities to Review Procedures through High-Fidelity Simulations ***Abbot L. Packard***, University of West Georgia; ***Betty Ishoy***, University of West Georgia
With the onset of an aging baby boomer population and an increasing need for health care, the projected shortage of nurses continues to grow. High-fidelity simulation (HFS) is one of the methods used to help educate students without harm to clients. This technique is becoming more prevalent in nursing education thereby providing opportunities to educate students using various patient care scenarios (Jeffries, 2009; Nehring & Lashley, 2010).

.24 SICET-Professional Use of Social Media Internationally ***Yun Lauren Liu***
The research is conducted on answering the following three questions: 1) How do individuals use power of Social Media for pursuing international professional opportunities? 2) How do employers/Institutes of Higher Educations (IHEs) use Social Media for international recruitment/hiring? 3) What are the trends of international professional use of Social Media in the next 5 years?

.25 SICET-Taiwanese High School Students' Multitasking Activities: Scale Development and Student Perceptions ***Jui Lien Lu***, Institute of Education; ***Min Ling Hung***, Ming Chuan University Teacher Education Center; ***Chien Chou***, no
Researchers identified that students who multitask during study reduce comprehension of lecture material. However, students think multitasking behavior will be good for learning. This study presents a conceptual framework and constructs an instrument-- Multitasking Activity Scale (MTAS), for understanding Taiwanese high school students multitasking behaviors when studying. The results found significant gender difference in the MTAS. Female students are more multitasking than male students.

.26 T&P-Learning and Training in Complex Enculturating Environments ***Pearl Chen***, California State University, Los Angeles
This presentation focuses on preparing future instructional technologists through field experiences. A graduate-level internship seminar combining classroom learning and onsite experience of working as an instructional technologist was analyzed through the lens of situated learning theory. Initial findings offer insight into students' learning trajectory and how immersing in authentic practice may shape the development of their professional identity. Challenged as well as current efforts to revamp the seminar using the cognitive apprenticeship framework are discussed.

.27 TED-Examining Preservice Teachers' Reasoning Process in Analyzing Technology Integration Cases ***Ya-Huei Lu***; ***Yin-Chan Liao***, Indiana University; ***Anne Ottenbreit-Leftwich***, Indiana University; ***Krista Glazewski***, Indiana University
The purpose of this study was to examine preservice teachers' reasoning process in a case-based learning project of a technology integration course. Situated within a case-based reasoning theoretical framework, this study addressed how preservice teachers made decisions about educational technology uses and what experiences they retrieved from their previous experience, or internal case libraries, to solve problems in new cases. Multiple data sources, coursework deliverables, interviews, and instructor's teaching journals, were used in data analysis.

.28 TED-Needs Assessment of the Teaching of Technology Integration in STEM to Pre-Service ECED Teachers ***Kim C. Huett***, University of West Georgia
This presentation highlights the findings of a needs assessment of how "technology integration" is taught to pre-service early childhood STEM teachers in a college of education at a regional university in the Southeastern United States. Using a modified version of Burton and Merrill's (1993) needs assessment methodology, the researcher explored multiple sources of data (e.g., reports, standards, faculty, former students, current teaching practice, etc.) to identify instructional gaps.

.29 TED-Enhancing Collaborative Reflection by Using Wiki ***PIng Gao***, University of Northern Iowa; ***Qiyun Wang***, National Institute of Education/Singapore Technological University
This qualitative study explores using Wiki (pbworks) to engage school administrators and classroom teachers in collaborative reflection. The participants were 25 school administrators and classroom teaches who attended one year, full-time study aboard. The data included the reflection posts, comments to the posts,

the team accumulating project, and the interview of three participants. The findings indicated a change in the level, scope and loop of reflection as a result of collaborative effort.

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177. Roundtable Sessions - Thursday
2:15 pm to 3:15 pm
1st Level - South - Royal Ballroom C/D

Facilitator:
Steve Harmon, *Georgia State University*

.01 AECT Kansas-Attack Technological Change with Innovative Expert Strategies ***Dusti Howell***, Emporia State University; ***Harvey Foyle***, Emporia State University; ***Larry Lyman***, Emporia State University
This presentation discusses an Instructional Design and Technology department that utilizes the strengths of each department member to provide a strong program. Participants will receive strategies to individually thrive in an online world by focusing upon their strengths and to improve departmental focus.

.02 D&D-A Delphi Study on the Research Priorities in Mobile Learning ***Yu-Chang Hsu***; ***Yu-Hui Ching***, Boise State University; ***Chareen Snelson***, Boise State University
This study employed the Delphi method to obtain a consensus from experts about areas that are most in need of research in mobile learning over the next 5 years. During this session, we will report the 10 research categories ranked by experts based on priority, and the 40 expert-generated research statements associated with those categories. We will also discuss the importance and implications of the research categories and statements in mobile learning.

.03 D&D-Chinese Learners' Perspectives in Computer-Mediated Communication ***Yanlin Wang***, Texas Tech University; ***Stefanie Borst***, ***feng jinglan***, ***rong chang***, texas tech university
This study investigated the Chinese learners' attitudes towards their Facebook chat partners (native speakers NS and non-native speakers NNS). Paired sample t tests showed the significant results on the cognitive subscale that the students preferred to chat with NSs because NSs gave positive language input. The result of the open-ended question also supports this finding. This study fills a gap in the research on the pedagogical implementation of online text chat in Chinese language classes

.04 D&D-Critical Design Features of Self-Directed Online Case-Based Instruction: From Theory to Practice ***Heng Luo***, Syracuse University, IDDE; ***Tiffany A. Koszalka***, Syracuse University
The construct of online case-based instruction (CBI) was often vaguely defined with design features rarely discussed in the literature. To address such problem, this study proposes 13 critical design features of self-directed online CBI based on the literature review, and further demonstrates how the design practice were informed by those features by analyzing three design precedents, with the purpose to provide a tentative conceptual framework for defining, designing and assessing self-directed online CBI.

.05 D&D-Designer MindMeld with Experts: Improving Collaboration in the Design Process ***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 roundtable discussion will address techniques for promoting a productive and high-quality design process through collaboration. The model presented applies to educational, corporate and non-profit settings.

.06 D&D-Direct Measurement of Learners' Graphing Interactions for Automated Formative Assessment in a Digital Tablet Environment ***Benjamin Erlandson***, Essential Complexity
This methodological paper explores theoretical and practical foundations for the development of measurement instruments embedded in interactive digital graphing tools for use in unobtrusive automated formative assessment of learners' performance when plotting and/or visualizing data as all or part of a learning task. Practical matters of data plotting and manipulation as formative performance assessment are addressed. Exemplary artifacts are provided as a basis for further examination and discussion of identified practical matters.

.07 D&D-Elegant Instruction in Multiple Disciplines ***Kenneth Luterbach***, East Carolina University
Elegant instruction, which is effective, efficient, and inspiring, must meet these two criteria: (1) Learners must gain new knowledge, skill, or capability in 60 minutes or less, including practice time; and (2) Inspired by the elegance of the instruction, learners must be compelled to apply what they learned and to learn more. This session seeks to share examples of elegant instruction across multiple disciplines, which will enhance communication of innovative and inspiring instruction.

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.08 D&D-Emotion and Cognition when Challenged by an Online Application ***John(Jong-ho) Park***, University of Texas, Austin; ***Jennifer Freeman***, University of Texas at Austin; ***Diane L. Schallert***, University of Texas at Austin; ***Damji Heo***, UT Austin
The goal of this research is to contribute to a better understanding of how emotions influence cognition when a person is motivated to engage in a challenging online activity (such as a completing an online training or application). In addition, we want to highlight the different subjective experiences and motivated behaviors of novice versus experienced users of the application. The results offer implications for online interface design.

.09 D&D-Examining the Reliability and Validity of Korean Version Measurement of the Community of Inquiry Framework Using a Cyber University Sample in Korea ***TAEHO YU***, PURDUE UNIVERSITY; ***Jennifer Richardson***, Purdue University
This study examines the reliability and validation of a Korean version of the Community of Inquiry (CoI) measure in online learning. The measurement consists of the 34 items to evaluate social, teaching, and cognitive presence and is translated from English into Korean for this study. A cyber university in Korea was selected to test the reliability and validation of the CoI measurement in Korean. Implications for the tool include potential cultural issues and validation for a more global audience.

.10 D&D-Implementing an Innovative Mobile Learning and App Development Course for Instructional Technology Graduate Students ***Tamme Quinn Grzebyk***, Wayne State University
Mobile learning is considered ubiquitous by many of its supporters, and the student population continues to increase their savvy with mobile devices. These factors provide an opportunity for us to extend our educational reach at a pace and with methods most familiar to many learners. In this interactive session, design aspects of mobile learning and its implications on educational methods will be presented as implemented in a mobile learning and app development graduate course.

.11 D&D-Online Course Design Using Bloom's Taxonomy ***Tae Keun Jeon***, University of Wisconsin - Extension; ***Ryan Anderson***, University of Wisconsin - Extension; ***Terry Tao***
Online course design and development with faculty who are located at a distance can be challenging as subject matter experts typically take a longer time to organize their instructional content. Providing an instructionally sound organizational approach facilitates the communication between the instructor and the instructional designer. This framework also greatly assists the learners' ability to comprehend the material. It can be particularly helpful for challenging content that is difficult to remember, understand, and apply. We employed Bloom's Taxonomy for online course design to promote effective communication between instructors and instructional designers and to help students structure their learning.

.12 D&D-The Impact of Visceral, Behavioral and Reflective Levels of Emotional Design on Learners' Evaluation of Website Trustworthiness ***Pavlo Antonenko***, University of Florida; ***Supavich Pengnate***, Oklahoma State University
This study used self-reported and behavioral screen-capture data to investigate the impacts of emotional levels of design (Norman, 2003) and metacognitive awareness on website trustworthiness during a learning task. The results suggest that the interaction effects of website visual appeal (visceral level) and website usability (behavioral level) can override the effects of the quality or relevance of the information (reflective level) on website evaluation. In addition, in the context of limited time to find the answers, these effects on the evaluation of website trustworthiness are not moderated by users' metacognitive awareness.

.13 D&D-Web 2.0 and Learning Through Collaboration: A Literature Review ***Yu-Chang Hsu***; ***Yu-Hui Ching***, Boise State University; ***Barbara Grabowski***, Penn State University
We reviewed the theoretical base and international research on using Web 2.0 applications for learning through collaboration. We found evidence of effective uses of Web 2.0 applications such as blogs, wikis, collaborative concept mapping, VoiceThread, video sharing, microblogging, social networking, and social bookmarking that applied contemporary and foundational educational theory. We will share opportunities and challenges associated with learning through collaboration with Web 2.0 applications, and research directions and areas to explore for ECT researchers.

.14 D&D-Designing Technology-enhanced Inquiry-based Learning in an Introductory College Science Classroom ***Yunjeong Chang***, UGA; ***Hyun Song Kim***, The University of Georgia
The purpose of this study was to investigate college students' and instructors' perspectives on inquiry-based learning activities in a technology-enhanced, large-enrollment classroom. The data were collected from interviews, documents, observations, and surveys in

an introductory biology course throughout 2012. This case study demonstrates that inquiry-based instruction is achievable in undergraduate science education. We discuss instructional guidelines based on grounded design practice to assist college science educators in designing effective inquiry-based learning.

.15 DDL-A Qualitative Study of Flipped Learning in the Graduate Classroom ***Fatimah Alebrahim***, University of Northern Colorado
This presentation shares the results of a qualitative case study that examined two graduate courses that used the Flipped Learning method. Flipped Learning is an educational method that provides students with media lessons that must be completed outside of the classroom and prior to class. Semi-structured interviews were conducted with the instructor and students who participated in the classes. The presentation will discuss the results, the methodology used, and suggestions for further research.

.16 DDL-A Review of Factors that Influence an Instructor's Selection of Tools in a Course Management System ***Smita Jain***, University of Memphis; ***Trey Martindale***, University of Memphis
In this session we will present our literature review of factors that influence an instructor's selection and use of tools in a CMS. These factors fall into four groups: design principles, usability, content area, and general factors.

.17 DDL-An Examination of Students' Perceptions Toward Small Group Work Activities in A Fully Online Course ***Yi-Chun Hong***, Arizona State University; ***Robert C. Kleinsasser***, Arizona State University
Small group work activities in a fully online course provide learners a sense of belonging and the opportunity to reason what is being learned and to receive peer feedback. While the benefit of online collaborative learning is recognized, some online students are not satisfied with online collaborative learning experience. The study will explore students' perceptions toward online collaborating experience and summarize critical factors that lead to successful collaborating learning experience in a fully online course.

.18 DDL-Can Online Mentoring Help Non-traditional Students Attain a Higher-Education Degree? ***Gloria Natividad***
The number of students entering higher education has dramatically increased. Recent student-retention studies indicate that only 70.5% of first year students stay in school, and that only 38.2% of them would graduate. According to the Organization of Economic Cooperation and Development, the United States has the highest college dropout rates among developed nations, and only ranks 10th in the college attainment of its 25-34-year-old population. Online Mentoring is being considered as a means possible to breakdown this trend.

.19 DDL-Development of a Departmental Online Graduate Advising Area: Lessons Learned ***Candice Biswell***, Western Illinois University; ***Leaunda Hemphill***, Western Illinois University
A departmental online graduate advising area was developed to provide graduate students easy access to important documents, and communication with the graduate advisor and other graduate students. Developed on the university's online course management system, the advising area has been widely used by the students to discuss graduate planning, coursework, research options, and advising. The research findings and lessons learned will be discussed as well as suggested guidelines for online departmental graduate advising.

.20 DDL-Documenting Life Change from Open Educational Resources and Participation in Massive Open Online Courses ***Curtis J. Bonk***, Indiana University; ***Mimi Miyoung Lee***, University of Houston; ***Xiaojing Kou***, Indiana University; ***Feng-Ru Sheu***, Indiana University
There is an endless array of open educational resources (OER), open courseware (OCW), and massive open online courses (MOOCs) available for self-directed learning pursuits. This study targets the types and forms of life change experienced by people around the world learning from MIT OCW and OER as well as those involved in a professional development MOOC. Open ended interview data combined with interviews and focus groups document such life changes and can serve inspire others.

.21 DDL-Experience of Integrating a Social Networking Site in an Online Course: A Case Study ***ERKAN ER***, University of Georgia; ***Michael Orey***, University of Georgia; ***Lu Ding***, University of Georgia
This study intended to understand how the e-SNS tool might be successfully used in an online class. Particularly, the focus of the research is to investigate how the e-SNS tool influences students' online learning experiences in a distance education course, and what contextual factors affect the integration of the e-SNS tool. The implications of this study are expected to provide directions to researchers and practitioners who plan to integrate similar Web 2.0 technologies.

.22 DDL-Exploring a Graduate-Level Mobile Technologies Course ***Jeffrey Geronimo***, Northern

Illinois University; ***Cindy York***, Northern Illinois University
This presentation will explore two instructors' experiences while teaching a new graduate-level mobile technologies course at a Midwest university. This blended course was designed to inform educators and professionals about mobile technologies for teaching and learning. The instructors will share various mobile technologies and discuss some of the benefits and limitations of these tools. Participants will be encouraged to share and contribute their own experiences and best practices with mobile technologies in the university classroom.

.23 DDL-How Infusing Interactive Elements Increased Successful Completion Rates in a Multi-Section Undergraduate Online Course ***Julia Zammit***; ***Trey Martindale***, University of Memphis; ***Lorriane Ann Meiners-Lovel***, University of Memphis
In this presentation, we will report on our observations that the infusion of interactive course elements positively impacted student course completion in a multi-section undergraduate online course over a four-year period. This study supports the current body of knowledge, which promotes that increasing instructor presence and increasing student interaction will increase the likelihood a student will successfully complete an online course.

.24 DDL-Online Course Design to Promote Self-regulated Learning: A Case Study ***Bruce Harris***, Western Illinois University; ***Anthony Pina***, Sullivan University System; ***Reinhard W. Lindner***, Western Illinois University
Students who are successful in completing online courses tend to be self-regulated learners. This presentation will discuss a case study of the authors' experiences in designing online courses to promote students' use of self-regulated learning strategies.

.25 DDL-Perception of Social Presence in Asynchronous and Synchronous Online Discussion ***Abdullah A. Alruhaimi***, Saudi Electronic University
Online learning is now globalized. In one virtual class, there may be users from different countries using their second language to communicate and cooperate with their virtual classmates. The purpose of this study is to find the most suitable type of communication in the virtual environment for both native and non-native graduate students.

.26 DDL-Tekking Across Virtual, Text, Multiliteracy and Multidisciplinary Boundaries for Successful Adult Learner Experiences ***Ruth Gannon Cook***, DePaul University
This study proposes that interdisciplinary "crossover" research in multiple academic disciplines, social media, and elearning could bring to the foreground key issues that affect adult learners and student retention to contribute to the body of knowledge on adult student retention. The study endeavors to shed more light on how to traverse across academic disciplines with the objective of achieving thicker research and more generalizable findings.

.27 DDL-Discussion Posts: Resurrecting a Classic Tool for Today's Diverse Students ***Becky Sue Parton***, Walden University
A staple of most distance-based courses is the discussion post, but often the format is unfriendly and limiting. Linear, text-only approaches can be replaced with tools that allow more natural conversations with voice and video integration along with more intuitive interfaces. This session will illustrate potential benefits and barriers of re-thinking traditional discussion posts with multiple groups including young children, Deaf teens, and college students. Authentic samples using Voice Thread will be shown.

.28 DDL-Students' Perspectives on the Low Motivation Toward Asynchronous Online Discussions ***Ninghua Han***, Texas Tech University; ***Steven M. Crooks***, Texas Tech University
This study investigated the students' perspectives of factors that impact on students' low motivation toward online discussions and further explore how students' individual differences influence their perspectives. The findings of this study indicated that students perceived discussion topics, teachers' expectations, and online learning community as the main factors to influence the motivation in online discussions. Moreover, students' perspectives on the motivation toward online discussions were also influenced by their online learning experiences and knowledge of computers and technology.

.29 DDL-Autonomy Support in Online Learning ***Eunbae Lee***, University of Georgia; ***Joseph Pate***, Young Harris College
This interactive presentation discusses research-evidenced and practitioner-oriented strategies of supporting student autonomy. Research suggests that the more instructors facilitate autonomy support during instruction, the more engaged are their students. Autonomy-supportive behaviors include: providing choice; providing a rationale for required assignments; and allowing students to make the course relevant to individual interests. Presenters will demonstrate examples of each strategy and discuss how to implement it in online learning environments. Audience input is welcomed and desired.

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.30 DSC-CyberLearning STEM+ Academies: A Blended Model for 21st Century Schools ***Anthony K. Betrus***, SUNY Potsdam; ***Steven Canning***, SUNY Potsdam
The National Education Foundation, a non-profit group located in Alexandria, Virginia, has partnered with the State University of New York and Pearson Digital to deliver online Math and Reading instruction to underprivileged schools throughout the United States. This presentation will outline a progressive system, which involves incentives for students, teachers, and parents, as well as creative private-public partnerships to help fund the program.

.31 ICEM-Creating a Culturally Sensitive Online Accreditation Management System for Open and Distance Learning in Turkey ***Serpil Kocdar***, Anadolu University; ***Cengiz Hakan AYDIN***, Anadolu University
The purpose of this study is to explore the essential features and components of an online Accreditation Management System (AMS) that will be designed for open and distance learning (ODL) programs in order to carry out an effective and efficient accreditation process, sensitive to the characteristics of the higher education system in Turkey. It is intended to discuss the issue with the experts participating in the roundtable session and obtain their opinions on the topic in order to create a user-friendly and suitable AMS for ODL programs.

.32 ICEM-Using e-Portfolios to Assess Internship for an Online Educational Leadership Course ***Jinxia He***, Montclair State University
The Montclair State University will implement a fully online internship course for Educational Leadership online program. The purpose of the internship will encompass at least 300 hours of project-based of theory and practice that will enhance student's skills in real world settings. This presentation explores the students' perceptions and attitudes in relation to using e-portfolio for internship as well as the lessons and recommendations to using e-portfolio to enhance learning and reflection for internship.

.33 ID-Investigation of Cyberloafing Activities Among Turkish Pre-service Teachers ***Ozcan Ozgur Dursun***, Anadolu University; ***Yavuz Akbulut***, Anadolu University; ***Onur Donmez***; ***Yusuf Levent Sahin***
This study aimed to investigate the cyberloafing activities among Turkish pre-service IT education students during their computer laboratory sessions. A mixed-methodology approach was followed where both qualitative and quantitative techniques were employed. The quantitative data were collected through the administration of a scale on perceived cyberloafing whereas the qualitative data were collected through open-ended questionnaires and observation notes. Findings were provided in line with the relevant literature and suggestions for further implementations were provided.

.34 ID-Laying the Groundwork for An International Online Collaboration Project Between Indonesian and American Students in Higher Education ***Laura Alderson***, University of Memphis; ***Deborah L. Lowther***, University of Memphis; ***Trey Martindale***, University of Memphis
With increases in technological advances and Internet accessibility, participation in research and collaboration activities within higher education institutions are allowing students to engage in international learning and development opportunities within an online environment. Join us as we share an online research project collaboration between Indonesian and American students, and explore research and future implications of cross-cultural collaboration in online learning environments.

.35 ID-Online and Face-to-Face Activities of Non-Native English Speakers ***Carmen Winter***, The University of Alabama; ***Vivian Harris Wright***, The University of Alabama
This research examined non-native English speaking students' activity in face-to-face versus online learning environments. The topic is embedded in multiple fields: The global environment, trends and requirements in education, languages, and intercultural communication. The researcher chose a mixed method approach to address the multiple dimensions. Based on the results, this session presents the findings of the study and discusses recommendations for instructional designers and instructors as well as (international) students in higher education.

.36 ID-The Effects of Neo-Liberal Policies on the Computer Education and Instructional Technologies Field ***tugba kamali***, M.S; ***Kursat CAGILTAY***, Middle East Technical University
This study aims to make a contribution to the educators working in IT field who are against capitalist educational policies by making an analysis of neoliberal educational reform. Since IT field always face with the developments, and technological innovations, it becomes a way for opportunists to make education more privatized. Primary goal of this paper is undertaking the critique of the educational reforms stem from the neoliberal policies, especially related to the IT field.

.37 IVLA-Deconstructing a Wiki Design Project: Conversations About Integration, Interactivity, and

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Immersion *Danilo M. Baylen*, University of West Georgia
This session showcases a Web-based project as case study of best practice in supporting student learning about visual elements and principles. Conversations will focus on sharing the process involved in getting learners to create their design projects using a Wiki. Discussions will focus on how integration, interactivity and immersion facilitated learning throughout the production process. This session addresses the importance of critical/creative thinking, and the value of developing visual literacy skills and technology fluency.

.38 IVLA-Digital Knowledge Mapping as an Instructional Strategy to Enhance Critical Thinking *Darryl Draper*, Old Dominion University
The purpose of this presentation is to discuss the study results of the effectiveness of creating digital knowledge maps as an instructional strategy to promote critical thinking skills in an online graduate level course. A content analysis focused on semantic relationships examined online students' creation of digital knowledge maps utilizing Halpern's (2004) Model for Teaching and Learning, and Taxonomy of Critical Thinking Skills, specifically focused on argument analysis, problem solving and decision making.

.39 LDR-The Role of Students in Online Graduate Programs: From Learning to Leadership *Valerie Hale*, Morehead State University; ***Chris Miller***, Morehead State University; ***John Curry***, Morehead State University/21st Century Education Enterprise
This session will center on the presentation and discussion of both an academic white paper and survey. The paper will investigate the roles of students enrolled in online graduate programs in Educational Technology and related fields. The following roles will be explored: cohort leadership; professional association involvement; involvement in program development; involvement in the faculty interviews; involvement in strategic planning; etc. The survey will assess current students' roles in online graduate programs in the field.

.40 MPD-Flipping your Course?_ Engaging Lecture Captures 101 with Camtasia *Jun Yang*, University of Maryland
This presentation will show participants the tips and tricks to create interactive and engaging Camtasia lecture videos in a flipped classroom from instructional design point of view.

.41 MPD-Consistency of Rating Scale and Secondary-Task Performance Scores While Measuring Cognitive Load in Multimedia-based Assessments: The Pilot Study *Muhterem Dindar*, Anadolu University; ***Işıl Kabakçı Yurdakul***, Anadolu University; ***Fevzi Inan Dönmez***, Anadolu University; ***Zeynep Şahin Tımar***, Anadolu University; ***Osman Erol***, Anadolu University; ***Seçil Som***, Anadolu University
In the multimedia instruction literature, the most common method in measuring cognitive load of individuals is using rating scales. Other seldom used method is using secondary-task performance scores. There are not enough researches that examine the consistency of rating scales and secondary-task performance scores. In our pilot study we measured cognitive loads of 122 primary school pupils who are in 8th Grade with both rating scales and secondary-task approach for animation and static multimedia format.

.42 RTD-Needs Assessment for Designing an Interdisciplinary, Flexible Engineering Instruction Module *Wilhelmina Savenye*, Arizona State University; ***Sandra Houston***, Arizona State University; ***Claudia Zapata***, Arizona State University; ***Arthur Ornelas***, Arizona State University; ***Allen Corral***, Arizona State University; ***John Sadauskas***, Arizona State University; ***Eddy Ramirez***, Arizona State University
Needs assessment formed the foundation of design for an interdisciplinary, undergraduate engineering curriculum module to teach about unsaturated soils, a sustainable and cost-effective engineering approach. The interdisciplinary team of engineering and educational technology partners collected multiple types of needs assessment data, in three phases, from faculty and students across three universities. Methods, results and implications for building the highly flexible set of materials, to be taught by faculty at any institution, will be presented.

.43 RTD-Speaking Out of School: A Content Analysis of World of Warcraft Forums *Nariman Ali Alawami*, University of Northern Colorado; ***Fatimah Alebrahim***, University of Northern Colorado; ***Tahani Obaid Alruwaili***, University of Northern Colorado; ***James Gall***
The presenters will discuss the results of a study that examined World of Warcraft players' attitudes and beliefs about education and schooling through discussions in online game forums. Through the use of content analysis, discussion threads containing terms relevant to education and schooling in official player forums were selected. Common themes were identified. Implications of the identified themes on the use of online games in education and on digital learning in general will be discussed.

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.44 RTD-TechTrends: 2013 Recap and Future Plans ***Daniel Surry***, University of South Alabama; ***Charles Hodges***, Georgia Southern University
In this session, the Editor of TechTrends will describe the current status of the journal and future plans. The session will provide an overview of the articles published in 2013 (Vol. 57) and highlight upcoming special issues and other new and interesting activities. Attendees will have the opportunity to discuss how they can contribute to the journal as an author, reviewer, or Guest Editor of a special issue.

.45 RTD-The Effects of Holistic and Analytic Rubrics on Students' Formative Evaluation ***Kyle Wright***; ***Wilhelmina Savenye***, Arizona State University; ***Lisa Giacumo***, ASU
Formative evaluation techniques have been found to produce positive effects on students' performance through the identification of critical components of a project. This presentation will provide an introduction to the holistic and analytic rubrics, which were used as formative assessment interventions to guide peer and self-evaluations for undergraduate students completing a computer literacy project. Results of the effects of holistic and analytic rubrics on students' performance and lessons learned will be reviewed.

.46 RTD-TheOneRing.net (A Pilot Study) - Discussion on Non Game-Based Affinity Spaces ***Verily Tan***
This proposal looks at Gee's (2004) notion of affinity spaces, examining a non game-based affinity space - the Reading Room forum of TheOneRing.net, a space dedicated to the critical analysis of Tolkien's works. The study focuses on one thread (39 postings by 15 members). Participant postings and interaction were analyzed using Lave and Wenger's communities of practice (Lave, 1991; Lave & Wenger, 1991). The roundtable seeks to discuss learning in non game-based affinity spaces, and invites reflection on implications for formal learning.

.47 RTD-Measuring the Impact of Multimedia Design on Situational Interest of Learners ***Tonia Dousay***, University of Wyoming
Maintaining and increasing intrinsic motivation in multimedia learning environments is a challenge. Although there are design principles to provide guidance, there remains a question of how to measure the impact on learner interest. The current study examined the application of situational interest theory and proposes a modified survey adapted from the Situational Interest Survey to use in evaluating the effects of multimedia design on the interest of learners.

.48 RTD-The Bilinguals' Domain Knowledge Structure: How Cognitive Processing in Second Language (L2) Interacts with First Language (L1) ***Kyung Kim***, Pennsylvania State University; ***Eunsung Park***, Pennsylvania State University
This research has captured and visually represented bilinguals' domain knowledge structure derived from their direct (Control condition) and translated (Experiment condition) academic writings in second language (L2) to see how cognitive processing in L2 interacts with first language (L1). Specially, this study investigated the flow of knowledge structure of bilinguals elicited as concept maps before (Pre map), during (During map), and after (Post map) writing to more clearly see this flow between two groups.

.49 SICET-MOOCs Comparison and Implications for Purdue NanoHub MOOCs ***WEI LIU***, Purdue University
A massive open online course (MOOC) is an online course aiming at large-scale participation and open access via the web. Currently there are three main MOOCs providers: i.e. Udacity, Coursera, and edX. This round table presentation is going to compare these providers in terms of their technical features and business models. On the other hand, the author is going to share how Purdue NanoHUB team built nanotechnology MOOCs.

.50 SMT-A Case Study of Gameplaying: The Role of Peer Influence ***Lu Ding***, University of Georgia; ***Michael Orey***, University of Georgia; ***ERKAN ER***, University of Georgia
Game based learning showed outstanding potential in education area, its benefit for education has been approved by considerable research. However, how to utilize gameplay to enhance education, how to integrate gameplay into classroom, how to take the most advantages of gameplay for education are still up in the air. This case study focuses on peer influence in educational gameplay, therefore try to help teachers to utilize peer influence to motivate students in unappealing areas.

.51 SMT-Designing a MOOC to Support Common Core Standards ***Judy Donovan***, Ashford University
Participants will discuss MOOCs and how this technology can be used to explore resources and strategies to support the Common Core Standards.

.52 SMT-Redefining Collaborative Editing and Promoting Sustainability During an Economic Recession ***Kenneth Robert Price***, University of Wisconsin-River Falls
With K-12 school systems experiencing budgetary cuts and, in turn, the reduction of funding available for technology in the classroom, teachers are now asked for strategies in cutting costs, while still

providing a quality education. The purpose of this paper is to illustrate the value of free electronic editing tools such as the Adobe Acrobat Reader as a cost-effective technology option for collaborative editing in the classroom as well as a method of sustainable communication.

.53 SMT-The Effect of a 1:1 iPad Implementation on Student Engagement and Motivation ***John Curry***, Morehead State University/21st Century Education Enterprise; ***Krista Barton***, Morehead State University/21st Century Education Enterprise; ***Kermit Belcher***, Mason County Schools
Along the lines of the conference's theme, the presenters will present the attempts of a rural high school to INNOVATE by INTEGRATing iPads in a 1:1 implementation. Student motivation towards learning was/is being measured pre-/post-implementation to measure the effect of the iPads on motivation. The presenters will not only COMMUNICATE the results of the study, but will also discuss implementation strategies and other data points collected.

.54 SMT-The Effects of Quizzing Using S.M.A.R.T. Clickers on Information Retention ***Deborah Genet***, University of Northern Colorado; ***James Gall***; ***Rasha A Alhammad***, University of Northern Colorado; ***Yosra Bugis***, University of Northern Colorado
This presentation describes the results of a study that examined the effect of frequent quizzing using S.M.A.R.T. clickers on student information retention. The participants were 8th graders in a Social Studies class in a Rocky Mountain community. In addition to the results, the presenters will discuss the methodology used and suggestions for further research.

.55 SMT-Uncovering Characteristics of Pedagogical Agents in Order to Develop a Virtual Technology Coach ***Bill Sugar***, East Carolina University
This session discusses the results of an extensive literature review of existing pedagogical agent research. This review provided an overall framework that details how specific characteristics of a pedagogical agent can be integrated into a virtual technology coach. In addition, specific technology coach job descriptions in various school districts were identified. This discussion will provide insight into the development of a virtual technology coach utilizing existing research involving pedagogical agents.

.56 T&P-Repurposing Training for Online Delivery ***Nancy Hastings***, University of West Florida
Moving a traditional training course online can be a daunting task. Many of the instructional strategies proven effective in the traditional course likely won't transfer effectively. Scrapping the original course and redesigning everything from scratch is expensive, time consuming and inefficient. The solution is to repurpose or convert the course, transferring what you can and redesigning what you can't. This roundtable session will introduce attendees to an easy to use, proven model for course conversion.

.57 T&P-The Impact of Online vs. Face-to-Face Instruction of Uniform Standards of Professional Appraisal Practice Instruction on the Morality Levels of Appraisal Students ***Sam Martin***, Walden U/U of Phoenix
Some of the financial chaos suffered by markets can be attributed to appraisers bending under unethical pressure exerted by lenders. Some describe such deviation from moral behavior as a disengagement from the agents of cognitive morality. A lack of morality among appraisers has been suggested as a principal cause of the financial collapse of the 2000s. Therefore, if appraiser morality could be positively affected, adherence to appraisal codes of ethics would be enhanced.

.58 TED-Aspiring School Administrators' Self-Perceived Ability Toward Technology Standards and Technological Needs for Professional Development ***Chien Yu***, Mississippi State University; ***Debra L. Prince***, Mississippi State University
The presentation is to investigate aspiring school administrators' perceived ability to meet technology standards, and examine which standards they wish to pursue for future professional development. The findings showed: a) Total perception score was not related to total interest score, but in the areas of "excellence in professional practice" and "digital citizen," b) Teachers working in an elementary school had Visionary leadership scores that were significantly higher than those working in a high school.

.59 TED-Developing TPACK Level Badges: Design Implications ***Buck Harrison***; ***Daniel L. Randall***, Brigham Young University; ***Rick West***, Brigham Young University
Currently, Open Badges have primarily focused on discrete and easily measureable skills, such as programming. This is similarly true with the first iterations of the IPT ED TECH badges, which primarily emphasize TK and TCK (Technological Knowledge and Technological Content Knowledge). In this roundtable discussion, we will brief overview the IPT ED TECH badges and lead a discussion on problems and potential solutions for designing TPACK (Technological Pedagogical Content Knowledge) assessments and badge credentials.

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.60 TED-Innovations Across the Islands *Kimble McCann*, HANDYSIDE
This panel discussion seeks to present the challenges and to facilitate a discussion around the challenges of edupreneurship and academic research that focus upon our educators' professional development. Topics to be presented and discussed include the connections between TPACK and UDL, the digital divide, professional development, and facilitating strategic partnerships between the public and private enterprise.

.61 TED-Innovations for Understanding Diversity: Concepts and Realities of Poverty Through a Redesigned Education Curriculum *Moon-Heum Cho*, Kent State University at Stark; ***Christina Convertino***, Kent State University at Stark; ***Claudia Khourey-Bowers***, Kent State University at Stark
The purpose of this study was to develop an innovative curriculum to help teacher candidates cultivate an understanding of poverty. An interdisciplinary team created two technology-rich online learning modules. In this pilot study, teacher candidates' satisfaction with the modules and their learning was evaluated. The results will be utilized to revise the modules before dissemination to teacher education programs in the university. We discuss lessons learned about collaboration and curriculum development.

.62 TED-Modeling Project-Based Learning through a Pre-service Instructional Technology Course: Designing for the 21st Century Educator *E-Lu Chen*, Emporia State University; ***Jozenia Colorado***, Emporia State University
During this roundtable discussion, presenters will share 1) the purpose of redesigning a preservice instructional technology course, 2) the design process, and 3) benefits and challenges of using project-based learning in the classroom. The ultimate goal is for preservice teachers to appreciate and embrace instructional technology and educational applications in a meaningful and mindful educational setting.

.63 TED-Supporting Preservice Teachers' Reflection in Developing Web-based Portfolios *Pi-Sui Hsu*, ***Yan Chen***, Northern Illinois University
The purpose of this study is to examine how an instructor's questioning strategy supports preservice teachers' reflection in developing web-based portfolios. 25-30 preservice teachers in a technology integration course will develop their web-based portfolios in a content neutral software program. The researchers will examine the depth of reflection on their web-based portfolios between a class with the instructor's questioning strategy and a class without the instructor's questioning strategy.

.64 TED-Understanding Instructional Coaching: Exploring a Model for Online Coaching *Heather Leary*, University of Colorado Boulder; ***Lynne Davis***, University Corporation for Atmospheric Research; ***Tamara Sumner***, University of Colorado Boulder
Instructional coaches support K12 teachers through improvement in instructional planning, curriculum implementation, classroom management, and personal development. Phone interviews were used to learn more about what an instructional coach does and how they support teacher development with the purpose of beginning to formulate ideas on how to implement coaching in an online environment. This session will provide discussion of coaching and how to support it in an online environment.

.65 DDL-Interactive Online Orientation *Ruijun Tian*
Online student orientation is widely applied in many colleges to assist first-year college students who are in the transition period. Comparing with traditional orientation, online orientation is more user-orientated with powerful interactive characteristics that facilitate students' adjustment to college.

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178. D&D -PacifiCorp Past Finalists: Where We Are Now
3:30 pm to 4:30 pm
2nd Level - Tower - Salon 6

Facilitator: ***Mable Kinzie***, *University of Virginia*

PacifiCorp Past Finalists: Where We Are Now *Karen Kaminski*, Colorado State University; ***Dan Schuch***, PacifiCorp
PacifiCorp celebrates 10 years of competition. Finalists over the years will join together to share the impact that participation in the PacifiCorp Design competition had on their work and their careers. Each panelist will share what they are doing now. This session may be particularly pertinent to graduate students who want to learn about early career options and those thinking of participating in the competition. There will be time for questions from the audience.

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179. D&D Designing Effective Scaffolding
3:30 pm to 4:30 pm
2nd Level - Tower - Salon 5

Facilitator: ***Tom Hergert***, *Northern Virginia Community College*

Empirically Supported Guidelines for Designing and Implementing Effective Scaffolding: A critical analysis of empirical studies on scaffolding *Hyojin Park*, ***Ikseon Choi***, The University of Georgia
The purpose of this study is to develop empirically supported guidelines to help educators and

instructional designers design and implement effective scaffolding to promote intended learning outcomes. A framework was developed based on the source, mode, and function of scaffolding. Empirical studies on scaffolding published between 2000 and 2011 were screened, selected, and reviewed based on the proposed framework. Comprehensive guidelines for designing and implementing scaffolding will be discussed in the presentation.

The Effect of Source Representation Scaffolds and Goal Instructions on College Student's Information Evaluation Behavior Change ***So Mi Kim***, Learning & Performance Support Laboratory
The study examined how differing source representation scaffolds and goal instructions influenced college students' information evaluation behavior (IEB) over time. A longitudinal quasi-experimental study was conducted with two sections of a college biology course. Students' self-report measures were collected four times over a semester. Study results showed students' IEB score increased over time. However, the intervention effect did not vary by differing conditions. The theoretical, practical, and methodological implications from these results were discussed.

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180. D&D Designing Virtual Environments
3:30 pm to 4:30 pm
2nd Level - Tower - Salon 7

Promoting Reading Engagement Through a Virtual Tutee System ***Seung Won Park***, University of Georgia; ***ChanMin Kim***
This paper reports the results of three iteration studies and the design principles of a virtual tutoring environment (i.e., Virtual Tutee System) for college students' academic reading engagement. The Virtual Tutee System (VTS) was developed based on an integrated framework derived from the literature on peer tutoring, self-determination theory, and role theory. The VTS was implemented, evaluated, and refined through three iterations.

Orchestrating instruments in designing 3D Virtual Worlds for leaning: A Framework of Design ***Ozlem Baydas***, Ataturk University; ***fatma burcu topu***, ataturk university; ***rabia meryem yilmaz***, ataturk university; ***Turkan Karakus***, Ataturk University; ***Mehmet Ertuğrul Öztürk***, Ataturk University; ***Yuksel Goktas***, Ataturk University
The purpose of study is to reveal the principles for the design for efficient 3D environments. The principles of design in 3D virtual worlds were classified according to situated context, motivation, interaction and communication, supportive materials, guidance and evaluation.

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181. D&D Who is the Instructional Designer?
3:30 pm to 4:30 pm
2nd Level - Tower - Salon 2

Facilitator:
Elizabeth Boling, *Indiana University*

Design is Design is Design: What We've Learned from Designers about Preparing Instructional Designers ***Joanna Dunlap***, University of Colorado Denver; ***Patrick Lowenthal***, Boise State University
Instructional design can often be overly mechanistic. Instructional designers need to draw on the wisdom of professionals in aesthetic design arenas (e.g., music composition, choreography, filmmaking), don the disposition of a creative designer, and identify themselves as members of the creative class. During this presentation we will share our research into what designers in a variety of design professions do, and our recommendations for alternative approaches to the preparation of creative, agile instructional designers.

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181. D&D Who is the Instructional Designer?
3:30 pm to 4:30 pm
2nd Level - Tower - Salon 2

Facilitator:
Elizabeth Boling, *Indiana University*

Developing Designer Identity Through Reflection ***Monica Tracey; Alisa Hutchinson,*** Wayne State University
Designer's values, belief structures, prior experiences, knowledge and skills, and their approach to design - all characteristics of their professional identity - affect the final outcomes of design. Reflective practice is a natural avenue for supporting identity development in student designers. Reflection can be a tool supporting the constructing of design precedents and establishing professional identity. This session reports the results of a multiple-case study of graduate students in ID using reflection to build their identity as designers within the design-thinking framework.

182. DDL-Cultural Diversity
3:30 pm to 4:30 pm
2nd Level - South - Madrid

Facilitator:
Penny Thompson, *Oklahoma State University*

One Size Does Not Fit All: Engagement that Recognizes Cultural Differences ***Annette Backs***, Rutgers School of Health-Related Professions; ***Ana Donaldson***, Walden University; ***Peter Basto***, University of Medicine and Dentistry of New Jersey; ***Ava (Shu-Hsiang) Chen***, Chulalongkorn University
The creation of collaborative online communities of practice is a key factor for an engaged learning experience. This interactive session will offer discussion on ten principles for culturally relevant learner engagement and introduce a model for culturally relevant engagement: chunk, chew, produce, and process. This model is based on established theories and stems from practical experience instructing learners of differing cultures. Participants will be encouraged to share their own experiences of engaging culturally diverse students.

Same Melody, Different Words: The Phases of Engagement with an Emphasis on Cultural Diversity ***Ana Donaldson***, Walden University; ***Ava (Shu-Hsiang) Chen***, Chulalongkorn University; ***Annette Backs***, Rutgers School of Health-Related Professions
The creation of collaborative global communities of practice is a key factor for an engaged learning experience that crosses all boarders. This session will introduce the concept of applying the Phases of Engagement model (2004, 2012) across time zones and cultures. A student and instructors' viewpoints will be shared regarding cultural considerations. This interactive session will encourage participants to share their own experiences in engaging a diverse mix of online and classroom students.

183. DDL-FDLA Discussions on Real-Life Distance Education: Case Studies in Practice
3:30 pm to 4:30 pm
2nd Level - South - Seville

Facilitator:
Holly Marshburn, *Nova Southeastern University*

This session is co-sponsored by AECT Division of Distance Learning (DDL) and the Florida Distance Learning Association (FDLA). Come join us as we discuss "Real-Life Distance Learning: Case Studies in Practice," published by Information Age Publishing (IAP). Tony and Al, both Past-Presidents of DDL, and Angie, President of FDLA, will discuss the various approaches to distance learning described in the case studies and the differences and challenges of being an author versus an editor of a scholarly book. George Johnson, IAP Founder and Publisher, will be at AECT to discuss publishing opportunities for AECT members

Presenters:
Anthony Pina, *Sullivan University System*
Al Mizell, *Nova Southeastern Univ*
Hui Fang Huang "Angie" Su, *Nova Southeastern University*

184. DDL-MOOCs and Minimesters
3:30 pm to 4:30 pm
2nd Level - South - Granada

Facilitator:
Muruvvet Demiral Uzan, *Indiana University*

Presenters

The Online "Minimester": Identifying concerns and challenges ***Bodi Anderson***, Northern Arizona University; ***Chih-Hsiung Tu***, Northern Arizona University
In recent years a growing number of higher education institutions have adopted an online "minimester" model, offering intensive online classes parallel to full semester courses. Anecdotal evidence voiced by instructors and learners points to a number of concerns with the current implementation of minimester courses. In order to address these concerns and as there is virtually no research or theory supporting the minimester, this current study will do an exploratory inquiry into issues and challenges.

Weaving a 4-Week MOOC into "Traditional" Online Course Instruction: A Case Study ***Kim C. Huett***, University of West Georgia; ***Jason Huett***, University of West Georgia
The purpose of this case study was to explore the benefits and challenges of leading graduate students in a traditional for-credit university through a required, course-embedded, month-long MOOC experience. The designers of the course elected to provide extensive scaffolding to support the graduate students, to set benchmarks for completion, and to assign grades to MOOC work. This presentation will conclude with a discussion related to design considerations for incorporating MOOCs into traditional coursework.

185. DDL-Online Learning Communities
3:30 pm to 4:30 pm
2nd Level - South - Barcelona

Facilitator: ***Haihong Hu***, *Universtiy of Centra Arkansas*

Design-Based Research: A Collaborative Research Framework for Improving Online Courses ***Suzan Koseoglu***, UMN; ***Angelica Pazurek***, University of Minnesota Learning Technologies
In this conceptual paper, we seek ways to integrate design-based research into online higher education contexts. Our goal is to promote participatory, formative, and strategic approaches to evaluation and research methods in online education. The audience will learn the history and basic principles of design-based research, discuss its benefits and limitations with other professionals, and critically analyze the illustrated research framework.

Preparing to Teach Online: What Attitudes, Skills and Knowledge are Essential? ***Joyce Marie Kincannon***, Virginia Commonwealth University
What are the most important changes in teaching practice needed to teach online? The audience will be asked to consider what they think are the most important attitudes, skills and knowledge necessary to teach effectively online. What must be communicated? This presentation will describe our online solution for our faculty and, by using polling, begin a dialogue about what others have found to be essential skills for teaching online.

186. GSA Conversation with the President-Elect
3:30 pm to 4:30 pm
2nd Level - Tower - Salon 1

Facilitator: ***Tonia Dousay***, *University of Wyoming*

Each new president brings his or her flavor to this dynamic and growing organization. Come join us for an opportunity to meet and sit down with our new AECT President-Elect Rob Branch. This is a chance to provide feedback to the President-Elect and let the graduate student voice be heard. You'll also get a preview of what is in stored for next year's conference and for AECT in general.

Presenter:
Robert Maribe Branch, *University of Georgia*

187. ID_Mobil Tech
3:30 pm to 4:30 pm
1st Level - South - Terrace A

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

Evaluation of a Mobile Phone Based Student Immediate Feedback System ***Filiz CICEK***, Middle East Technical University; ***Omer Faruk ISLIM***, Middle East Technical University; ***Kursat CAGILTAY***, Middle East Technical University; ***Yesim CAPA AYDIN***, Middle East Technical University
The purpose of this study is to explore a cell-phone Short Message Service (SMS) -based immediate feedback system and to reveal opinions of instructors. This study is designed as a qualitative one and data were collected via semi-structured interviews with 4 instructors who used the system in their classrooms. The significance of this study is to help to remove obstacles about the design of such cell-phone based immediate feedback systems and exploring pedagogical guidelines/principles.

The Impact Of Mobile Technology From The Teaching Perspective In The Cognitive Dimension Of K-12 Students ***Fermín Navaridas***, Director of Professional Development; ***Otto E. Benavides***, California State University, Fresno; ***Raul Santiago***, Professor - Universidad de la Rioja; ***Manuel Serrano***, Engineer-Computer Support
This paper details the most relevant research analysis of Teacher□s perception regarding the influence mobile technology has on their student learning process. The impact this type of technology has in relation to the cognitive abilities of the student immersed in the teaching-learning processes is specifically addressed. The methodology adopted to conduct the study correlates to the interactive and descriptive planning used in the quantitative paradigm. This research paper was a collaborative effort between Universidad de La Rioja, Logroñõ, Spain and Fresno State University, Fresno, CA. USA

188. IVLA-Designing and Assessing Student Engagement in Visual Learning
3:30 pm to 4:30 pm
1st Level - South - Terrace C

Design Decisions and Implementation Results: Mapping our Expedition Revising a 'Blended Course' ***Rhonda S. Robinson***, ***Elizabeth Anderson***, Northern Illinois University
Helping educators understand and integrate visual literacy development with technology is a main goal of our graduate Visual Literacy course. Over the past two years, a faculty-student mentoring partnership has completely revised course design, implementation, and has investigated results of changes including new blended sessions, increased production activities, added reflection journal and extended use of Web 2.0 tools throughout, based upon four "Expeditions" mapped

out in the course Blackboard site. The new design was offered, assessed, and re-offered for formative evaluation and recommended design improvements.

Media Literacy Assessment ***Evelien Adriana Schilder***, Virginia Tech
Even though media literacy education has gained a lot of attention over the past decades, information regarding the effectiveness of media literacy is scarce. It may be much harder to assess the process of asking questions and reflection on production choices than assessing facts. When analysing visual messages, a variety of responses is often the norm. In this session, I would like to discuss how media literacy could and should be assessed.

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

189. MPD-Validation of Multimedia Studies
3:30 pm to 4:30 pm
1st Level - South - Terrace E

Development and Validation of the Educational Technologist Multimedia Competencies Survey ***Albert Dieter Ritzhaupt***, University of Florida; ***Florence Martin***, University of North Carolina - Wilmington
The purpose of this research was to identify the multimedia competencies of an educational technologist. The instrument developed in this research was created based on a conceptual framework. Following the conceptual framework, we conducted an extant review of literature and an emergent theme analysis on 205 job announcements. Eighty-five multimedia competencies were derived from this analysis and organized into knowledge, skill, and ability statements. The instrument was released to educational technology professionals (n=192) for validation.

Validation of Avatar-Based Animations for the Development of a Nursing Simulation ***Enilda Romero-Hall***, University of Tampa; ***Ginger Watson***, Old Dominion University; ***Yiannis Papelis***, Virginia Modeling, Analysis and Simulation Center
A validation study was conducted to corroborate the pain rendered by an animated agent in a 3D training simulation for pain management. Participants were 10 nursing professionals with experience in pain management. Nine simulated patient animations with different pain intensity levels were presented through a web-based interface. Participants rated the pain levels of the animated agent using a visual analog scale and provided an explanation of observed cues via open-response items.

190. Paperless Productivity: Your Web 2.0 Academic Workflow
3:30 pm to 4:30 pm
2nd Level - Tower - Salon 8

Paperless Productivity: Your Web 2.0 Academic Workflow ***Monica Rysavy***, Penn State University
Workshop participants will learn how easy it is to organize their digital articles using Mendeley Desktop and how to share content with multiple devices using Dropbox. Participants will learn which apps are great to use for highlighting or annotating their articles. Participants will learn how to sync their annotated and highlighted articles with their computer using Dropbox and will walk away from this workshop with the basics of their digital workflow established.

191. Presidential: Adaptive Instruction in Online Learning:
3:30 pm to 4:30 pm
2nd Level - South - Valencia

Adaptive Instruction in Online Learning: Modeling Student Knowledge and Metacognition ***Amy Adcock***, Old Dominion University; ***Richard Van Eck***, University of North Dakota; ***Valerie J. Shute***, The Florida State University; ***Roger Azevedo***, McGill University
This panel of researchers will discuss the current state of student modeling and research on automated responses to students designed to keep them cognitively engaged in self-paced learning environments like MOOCs, game-based learning, and other advanced learning technologies (e.g., multi-agent systems). The panel will offer suggestions for the design of these environments that facilitate meaningful cognitive engagement and metacognitive skills.

192. Presidential: Creativity, State Standards & Regional Competiveness
3:30 pm to 4:30 pm
1st Level - South - Imperial

Facilitator: ***Steve Harmon***, *Georgia State University*

Creativity, state standards, and regional competiveness: A research project ***Brad Hokanson***, ***William Bart***, University of Minnesota
What is the relationship between measured creativity and intelligence in our current school systems? Measured creativity has declined in school children since 1991 and this decline will have a greater impact on economic vitality than shortfalls in math or science. In order to better understand this challenge, the research measured the creative skills of 1000 schoolchildren and compared it to performance on

standardized achievement tests. Methods, results, and analysis of the research will be presented. Research was funded through a program to examine regional competiveness.

193. SICET-Instructional System and Strategy for Online Distance Education-(4)
3:30 pm to 4:30 pm
1st Level - South - Terrace B

Facilitator: ***Xiaoxue Wang***, *Florida Gulf Coast University*

Integrating iCARE Design into Health Information Administration Online Courses ***Jiyu P. You***, ***Mingli Xiao***, ***Marie Janes***, ***Berhane Teclehaimanot***, University of Toledo
Research indicates that learning activities are critical to student's satisfaction, perceived learning, and academic success. Students are engaged in a variety of learning activities in online courses such as interactive learning activities, collaborative learning activities, authentic learning activities, reflective learning activities. Understanding the effects of different types of learning activities on student's perceived learning and satisfaction is beneficial to online instructors when designing their online courses. Therefore, it is necessary to investigate the effects on these types of learning activities on student's satisfaction and perceived learning. The findings of the proposed study will provide insights regarding the usefulness of each type of learning activities evaluated in this study. The results will also help online faculty and instructional designers better understand students' perspectives of different learning activities in Health Information Administration online programs so that effective design of learning activities can be incorporated into online courses accordingly.

Increasing higher education access via articulation programs and alternative delivery formats ***David Edwin Stone***, Southern Polytechnic State University
Southern Polytechnic State University has implemented an articulation agreement with the Technical System of Georgia in order to increase the number of students with four year degrees. This program provides students with minimal or no loss of credit as well as low or no residency requirements for the degree programs. Student can stay within their local communities in support of economic development in rural parts of the state.

194. T&P -Membership Meeting
3:30 pm to 4:30 pm
1st Level - South - Terrace D

Chair: ***Wen-hao David Huang***, *University of Illinois*

195. TED-A Status Update on Teacher Education and Technology Education
3:30 pm to 4:30 pm
2nd Level - Tower - Salon 4

Facilitator: ***Jiyoon Jung***, *Indiana University Bloomington*

Preservice Teachers Speak from Experience: An Update on Technology Preparation within Teacher Education Programs ***Tiffany Roman***, ***Anne Ottenbreit-Leftwich***, ***Serdar Abaci***, Indiana University
Although recent research has factors such as preservice teacher beliefs, due to PT3 grants, most literature relating to technology exposure within teacher education programs reflects a time period that is no longer analogous to current practice (Lawless & Pellegrino, 2007). This study used survey methods to examine the current and former technology experiences of preservice teachers during their teacher education programs. Findings indicate differences in how technology is modeled in methods coursework in comparison to previous research.

Comparing Teacher Technology Preparation and Use: A Statewide Study ***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. This study reports the preliminary findings of year two of a three year study. Year two results focus more on the interview phase and include how K-12 teachers were prepared versus their actual professional practices. Perspectives of K-12 administrators and teacher education faculty are also included.

196. TED-Integrating Technology in the Field
3:30 pm to 4:30 pm
2nd Level - Tower - Salon 3

Facilitator: ***Suhkyung Shin***, *Indiana University*

Social, teaching, and cognitive presence in a technology-enhanced cognitive apprenticeship during the clinical experience ***T J Kopcha***, University of Georgia; ***jiangmei yuan***, the university of georgia
This paper presents the social, teaching, and cognitive presence that occurred in an online discussion as part of a technology-enhanced cognitive apprenticeship. Eleven student teachers discussed teaching practice with a variety of experts and peers during the clinical experience. Social presence was high and stimulated by students assuming a teaching role. Problems of practice influenced the manner in which all three types

of presence were generated. Implications for online discussion and teacher education are discussed.

Promoting technology integration through preservice teacher field experiences: Advice from the trenches
Craig Shepherd, University of Wyoming; ***Tony Czech***, Albany County School District One; ***David Des Armier***, University of Wyoming; ***Bret Sorensen***, University of Wyoming
For two years, preservice teachers enrolled in the technology integration course volunteered in afterschool clubs and technology courses for eight weeks. As part of this experience, preservice teachers reflected on student abilities, technology infrastructure, uses, and implementation strategies. While the majority of feedback is positive, formal evaluation of this experience has not occurred. This presentation will provide initial evaluations and engage the audience in a discussion to identify strategies, tips and procedures for establishing similar experiences.

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197. Website Advisory Committee
3:30 pm to 4:30 pm
1st Level - South - Terrace F
Chair: ***Jozenia Colorado***, *Emporia State University*

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198. Fun Run
4:30 pm to 5:30 pm
1st Level - South - South Tower Foyer
Chair: ***Jennifer Banas***, *Northeastern Illnois University*

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199. Walden: Residency Meeting
4:30 pm to 7:00 pm
2nd Level - South - Commodore

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200. Curriculum Committee
4:45 pm to 5:45 pm
1st Level - South - Terrace F
Chair: ***Glenda A. Gunter***, *University of Central Florida*

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201. D&D Awardee Presentations
4:45 pm to 6:15 pm
2nd Level - South - Valencia
Facilitator: ***Deniz Eseryel***, *University of Oklahoma*
Winners of D&D's Major Awards present their work.
AECT Outstanding Journal Article Presentation: The Effects of Successful Versus Failure-Based Cases on Argumentation While Solving Decision-Making Problems
- Andrew A. Tawfik
Robert M. Gagne Award Presentation: Learner-Centered Education in the 21st Century
- Sinem Aslan
Outstanding Practice Award: A Design and Development Model for Creating an Immersive 3D Problem-Based Learning Environment for Middle School Science
- Min Liu, Lucas Horton, Jaejin Lee (on behalf of Alien Rescue team)
Nova Southeastern Award for Outstanding Practice by a Graduate Student in Instructional Design: Engaging Preservice Teachers in Personal Learning Networks
- Yin-Chan Janet Liao, Ai-Chu Ding, Fallon Stillman
Presenters:
Andrew Tawfik, *Concordia University Chicago*; ***Sinem Aslan***, ***Yin-Chan Liao***, ***Ai-Chu Ding***, *Indiana University*; ***Min Liu***, *Univ. of Texas at Austin*; ***Lucas Horton***, ***Jaejin Lee***, ***Fallon Stillman***,
Chair: ***Ikseon Choi***, *The University of Georgia*

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202. Strategic Planning Meeting
4:45 pm to 5:45 pm
1st Level - South - Imperial
General membership is invited to attend.
Chair: ***Steve Harmon***, *Georgia State University*

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203. Affiliate Reception
5:00 pm to 6:00 pm
Main Floor - First: Garden 3

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204. MPD Imersive Learning Awards Reception
5:00 pm to 6:30 pm
2nd Level - Tower - Pacific

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205. GSA-3MT™ Competition
6:30 pm to 8:00 pm
2nd Level - Tower - Salon 1
Facilitator: ***Eunbae Lee***, *University of Georgia*

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206. ID International Dinner
6:00 pm to 7:30 pm
Main Floor - Garden 4

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207. ID International Auction
7:30 pm to 9:00 pm
Main Floor - Garden 4
(Bring a Guest, Everyone Welcome to Attend)

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208. Halloween Event
9:00 pm to 12:00 am (midnight)
Main Floor - Garden 1

209. Intern Meeting
7:00 am to 7:30 am
2nd Level - South - Commodore

210. Breakfast with Champions
7:30 am to 9:00 am
Main Floor - Garden 1

Chair:
Ana Donaldson, *Walden University*

211. Jenny K Johnson International Hospitality Center
9:00 am to 4:00 pm
1st Level - South - Royal Foyer A

212. How & Why to Become Net Smart - Learning Essential Social Media Literacies
9:15 am to 10:15 am
Main Floor - Grand Ballroom G

Presenter

How & Why to Become Net Smart -- Learning Essential Social Media Literacies ***Howard Rheingold***, Rheingold University
Howard Rheingold says he "fell into the computer realm from the typewriter dimension in 1981, then plugged my computer into my telephone in 1983 and got sucked into the net." He has been exploring the intersection of minds and technology ever since. Credited with inventing the term "virtual community," he has served as the Editor of The Whole Earth Review and Editor in Chief of The Millennium Whole Earth Catalog. He was one of the Principle designers and the first Executive Editor of HotWired and the founder of Electric Minds and later Brainstorms, trailblazing virtual communities. Howard is an artist, a critic, a writer and a teacher. He is a Distinguished Fellow at the Institute for the Future and teaches courses on virtual communities at Stanford and U.C. Berkeley. A witty, engaging, and always colorful speaker, his TED talk on collaboration, participatory media and collective action has been viewed nearly half a million times. A winner of the MacArthur Foundation's Digital Media and Learning competition, he gave the 2012 Regent's Lecture at U.C. Berkeley describing the evolution of his use of technology in teaching, from the affordances of online media to a "purely peer-organized pedagogy." He also teaches online courses through his own Rheingold U. Among his many books are: Tools for Thought: The History and Future of Mind-Amplifiers, The Cognitive Connection, Excursions to the Far Side of the Mind, Virtual Reality, Smart Mobs: The Next Social Revolution, and his latest work Net Smart: How to Thrive Online. Net Smart looks at the rapid emergence of digital culture and social media and explores how we can best negotiate the ever-shifting sands of technology and culture, and help shape the path that others will follow for generations to come. It is Howard's attempt "to furnish tools, methods, attitudes, and references for those who seek to engage technology mindfully." A dynamic, thoughtful, insightful, and entertaining speaker, Howard is "one of the driving minds behind our net-enabled, open, collaborative life." Be sure to catch him live at the 2013 conference in Anaheim.

213. D&D Argumentation and Decision Making
10:30 am to 11:30 am
2nd Level - Tower - Salon 7

Facilitator:
Wilhelmina Savenye, *Arizona State University*

Presenters

Driving the Branching Narrative of a Strategic Decision-making Game Using Situational Judgment Tests Anchored to an Expertise Model ***Naomi Malone***, Cognitive Performance Group; ***Johnny Orr***, Embanet Compass
This presentation demonstrates the design and development of a serious game called Nuclear Standoff. Students play decision-makers from affected countries (e.g. US, South Korea, North Korea) that make decisions to avert a nuclear catastrophe. Inspired by the branching narrative control mechanic of Heavy Rain™, player choices influence what will happen next. Specifically, student decisions trigger branching pathways based on situational judgment tests (SJT) linked to a three level model of expertise for academic domains.

Sequentially Analyzing the Processes of Argument Visualization and Diagramming that Support Understanding of Complex Arguments ***Allan Jeong***, Florida State University; ***Hae Young Kim***, Florida State University
The effects of using argument visualization/diagramming tools have been highly mixed possibly because step-by-step guidelines on how to analyze and construct argument diagrams have little or no empirical basis. This study tests various approaches to identifying sequential patterns in students' argument diagramming actions – patterns that distinguish/predict which students produce diagrams of highest versus lowest accuracy. Each analytical approach, its findings and the instructional implications are presented along with a discussion and evaluation of the analytical approaches.

214. D&D Authentic Learning Environments
10:30 am to 11:30 am
2nd Level - Tower - Salon 6

Facilitator:
Jennifer Brill, *Virginia Tech*

Presenters

Incorporating Social Learning into Instructional Design in the Workplace ***Hyunkyung Lee***, Yonsei University; ***Chun-Yi Lin***, Indiana University Bloomington
This research proposal reports a study that examined the importance of social learning and the use of social learning in instructional design in the workplace from perspectives of workers in organizations. An online survey was conducted and a total of 605 corporate people participated in the survey. The results showed that most participants considered social learning important but uneasy to implement in corporate settings, and most organizations had started experimenting or implementing social learning for various purposes in instructional design.

Impact of Authentic Learning Exercises as an Instructional Strategy on Student Achievement of Professional Standards ***Jennifer Banas***, Northeastern Illnois University
This presentation demonstrates how authentic learning exercises, as an instructional strategy, significantly improved the self-efficacy of teacher candidates to perform the duties of a health teacher as recognized by their profession's national accrediting body (and NCATE affiliate), the American Association for Health Education. Examples of student (i.e. teacher candidate) assignments are shared and participants are encouraged to share their own authentic learning practices as delivered during professional preparation or other settings.

215. D&D Collaborative Learning Environments
10:30 am to 11:30 am
2nd Level - Tower - Salon 8

Facilitator:
Jeanette Andrade, *University of Illinois*

Presenters

A Micro-Collaboration for Developing Case-based e-Learning Modules ***Lauren Cifuentes***, Texas A&M University--Corpus Christi; ***Tonia Dousay***, University of Wyoming
In an NSF- funded project, we design, develop, implement, and evaluate a case-based course consisting of ethics modules for genomics graduate students to facilitate their understanding and ability to think carefully and critically about social and ethical questions raised by genomics technology. We share our design, development, implementation, and evaluation processes as well as our methods for micro-collaboration between eLearning Designers and SMEs across distances in this highly technical and specialized content area.

The Pedagogical Application of Collaborative Video Logs (CVL) ***Christopher Cayari***, University of Illinois at Urbana-Champaign; ***Heather Fox***, University of Illinois at Urbana Champaign
The collaborative video log (CVL) can provide a new way for educators to help their students do project work, interact digitally, and integrate technology. This model allows for educators to adapt to the converging worlds of informal online communities and formal classrooms. A case study on a CVL, which included five videos a week posted on YouTube for seven weeks and a final reflective video, is used to illustrate the pedagogical use of the CVL.

216. D&D Mobile Learning Meets Medical Education
10:30 am to 11:30 am
2nd Level - Tower - Salon 2

Facilitator:
Eunbae Lee, *University of Georgia*

Presenters

An Exploration of How Health Professionals Create eHealth and mhealth Education Interventions ***Suha Tamim***; ***Michael M Grant***, University of Memphis
This research proposal reports an exploratory study on how twelve health professionals created their ehealth and mhealth education interventions. The findings showed variability in the use of instructional design components with no specific use of instructional design models. Additionally, emerging themes on the use of learning theories revealed the use of instructional strategies with connections to behaviorist, cognitivist, and constructivist approaches to learning, with a preference to constructivism and emphasis on cognitive load.

Mobile Education in Nursing: Promoting Peer-to-Peer Communication of Clinical Experiences with "Advanced Practice". ***Jonathan Mark Kevan***, University of Hawai'i at Manoa; ***James Callahan***, University of Hawaii at Manoa; ***Katie Azama***, University of Hawaii at Manoa
Nursing students participate in unpredictable quantities and types of patient cases during hospital clinicals. Sharing experiences with classmates allows students to fill knowledge gaps while encouraging active

professional dissemination. Our presentation describes the design, development, and evaluation of the mobile application "Advanced Practice" created to promote sharing of student clinical experiences. Case studies include opportunities for peers to choose a diagnosis and patient care plan, obtain feedback, see the author's choice, and discuss implications.

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217. D&D Towards Innovation in Complex Problem Solving Research: Implications for Instructional Design & Technology
10:30 am to 11:30 am
2nd Level - Tower - Pacific

Facilitator:
Dirk Ifenthaler, *Open Universities Australia*

Presenters:
Andrew Tawfik, *Concordia University Chicago*
Treavor Bogard, *University of Dayton*
Min Liu, *Univ. of Texas at Austin*
Charoula Angeli, *University of Cyprus*
Nicos Valanides, *Frederick University*

Presenter

Towards Innovation in Complex Problem Solving Research: Implications for Instructional Design & Technology ***Deniz Eseryel***, University of Oklahoma; ***Dirk Ifenthaler***, Open Universities Australia
This panel aims at building on the discourse initiated by the special issue of the Educational Technology Research and Development – with the same title– to bring together the scholarly research and theory focused on contemporary issues related to complex problem solving and its implications for learning and instruction. The goal of this panel is to create a synergy of theories, research, and practice on studying complex problem solving and address implications for instructional theory. Engagement with and questions from the audience will be highly encouraged.

Chair:
Deniz Eseryel, *University of Oklahoma*

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218. DDL-Faculty Development
10:30 am to 11:30 am
2nd Level - South - Barcelona

Facilitator:
Jenny S Wakefield, *University of North Texas*

Presenters

Scalable Cohort Project-Based Approach to Preparing Faculty to Teach Online ***Lujean Baab***, Virginia Tech
Ensuring quality online learning is particularly challenging when staffing is limited and demand increases. This scalable and sustainable model meets the challenge with initial short course and facilitated faculty development of online courses allowing for larger numbers of faculty to develop high quality courses within a semester time frame.

Similarities and Differences in Student and Faculty Perceptions of the Features of Mobile Learning Management Systems ***Pavlo Antonenko***, University of Florida; ***Nilou Derakhshan***, Heald College
The purpose of this study was to explore the similarities and differences in university students' and faculty's use of handheld devices in their learning and teaching practices with a focus on understanding their perceptions of the usefulness of various Learning Management System (LMS) features that are available in desktop versions of LMSs but are often omitted in the mobile versions.

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219. Definition and Terminology Committee-2nd
10:30 am to 11:30 am
2nd Level - Tower - Laguna Suite

Chair:
Nancy Hastings, *University of West Florida*

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220. Division of Systemic Change General Membership Meeting
10:30 am to 11:30 am
1st Level - South - Terrace D

Chair:
William Watson, *Purdue University*

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221. GSA What is the Future of Our Field?
10:30 am to 11:30 am
Main Floor - Grand Ballroom G

Facilitator: ***Ayesha Sadaf***, *Purdue University*

Many of the technologies that we take for granted today were either in their infancy or nonexistent at the time AECT was founded in 1923. As we prepare for the unknown, what kinds of questions should we be asking? What should we be studying that will significantly contribute to our field? Panelists will share their vision for the future and discuss what contributions they think graduate students should consider making. This engaging session will consist of brief remarks by each of the panelists and discussions with the audience.

Presenters:
Sharon Smaldino, *Northern Illinois University*
Robert Maribe Branch, *University of Georgia*
Curtis J. Bonk, *Indiana University*
M.David Merrill, *Retired Utah State University*
Monica Tracey,

222. HistoryMakers Project Update

10:30 am to 11:30 am
1st Level - South - Terrace C

Join this session for an update on the AECT HistoryMakers Project. This initiative began as a grassroots effort to preserve the legacy of the IDT field through establishing an archive of video interviews with its leaders. The project team created a searchable online library of these videos, that now contains over 25 interviews. New features have been added to the archive to make the collection more useful for research purposes. Come see what's new and provide your feedback on this AECT endeavor!

Presenters:
Barbara Lockee, *Virginia Tech*
Kibong Song,

223. ID_Analysis & Effect

10:30 am to 11:30 am
1st Level - South - Terrace A

Facilitator:
Szu-Yueh Justine Chien, *UGA*

Presenters

A Content Analysis: Teaching Computer Programming Using Educational Robotics ***Ahmet AKINCI***, Hacettepe University; ***Hakan TUZUN***, Hacettepe University
This study is a content analysis which was conducted by reviewing recently published scientific literature's articles which have dealt with the using educational robots as a learning tool in teaching computer programming in universities. Four electronic databases have been searched for literature relevant to the study. Some articles are determined to appropriate for research subject. These articles were examined in the way of purpose of the study, used robot type, programming language, research type, sampling method, sample size, sample characteristics, data analyse method and research results.

IPAET-Effect of Learning Strategies and Anxiety of Learning Mathematics ***Ir. Rusmono***, Jakarta State University
The research is intended to discover the effect of instructional strategies and math anxiety on learning outcomes in mathematics. Factorial design 2 x 2 was employed in order to answer the research question how the effect of the instructional strategies and math anxiety on learning outcomes in mathematics. It implies that there is no single instructional strategy that gives better result on learning outcomes in mathematics for all students with the different math anxieties. Based on this research findings mathematics vocational teachers in the field of technology and industry should apply several instructional strategies to serve students with different math anxieties.

224. ID_International Forum

10:30 am to 11:30 am
2nd Level - South - Madrid

Facilitator:
Chien Yu, *Mississippi State University*

Presenter

International Forum ***Chih-Hsiung Tu***, Northern Arizona University; ***Onur Aymak***, Anadolu University; ***Goutama Bachtiar***, Roligio Group, Indonesia; ***Hasan Caliskan***, Anadolu University; ***Meisia Chandra***, PortalHR.com; ***Omer Evran***, Anadolu University; ***Recep Okur***, Anadolu University; ***Aydın Ziya Ozgur***, Anadolu University; ***Mehmet Akif Sozueroglu***, Anadolu University; ***Murat Ataizi***, Anadolu University
This is annual forum is sponsored by the International Division for international members to share research and development from their countries. The International Forum has been a tradition, a highlight of the conference, and provides support to the members of the division. This presentation facilitates presenters and audiences networking and seeking for cross countries/cultures collaborations.

225. MPD-Virtual Environments

10:30 am to 11:30 am
1st Level - South - Terrace E

Presenters

Educational Potential Of 3d Virtual Learning Environments ***Ilknur Reisoglu***, Karadeniz Technical University; ***Ozlem Baydas***, Ataturk University; ***Murat Coban***, Agri Ibrahim Cecen Vocational School; ***Fatma Gunay***, Ataturk University; ***Turkan Karakus***, Ataturk University; ***Yuksel Goktas***, Ataturk University
This study aims to extend examination of empirical studies conducted on 3D virtual environments in terms of platform used, research aims, environment usage, environment development strategies and findings.

Research methods in desktop virtual world environments ***Dennis Beck***, University of Arkansas; ***Ross Perkins***, Boise State University
Using the Ellis framework of innovations (2005) and the Reeves and Hedberg (2003) classification of research goals, we examined 130 studies on desktop virtual world environments. Results show

that many studies can be described as Level I and II research (Ellis, 2005), with not many at Level III (program evaluation). Furthermore, most studies are either predictive and/or interpretive (Reeves & Hedberg, 2003), with much more need for impactful developmental studies. Future research opportunities are discussed.

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226. PacifiCorp Planning Committee-2014
10:30 am to 11:30 am
1st Level - South - Terrace F

Chair:
Karen Kaminski, *Colorado State University*

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227. Presidential: MOOCs Are the Answer! Now, What Is the Question?
10:30 am to 11:30 am
1st Level - South - Imperial

Facilitator:
Steve Harmon, *Georgia State University*

Presenter

MOOCs Are the Answer! Now, What Was the Question? ***Jason Huett***, University of West Georgia; ***Thomas C. Reeves***, The University of Georgia; ***David Wiley***, Brigham Young University; ***James Ellsworth***, U.S. Naval War College; ***Michael Barbour***, Sacred Heart University
It's a mad, mad, mad, MOOC world out there right now. Higher education has lost its collective mind over MOOCs, or Massive Open Online Courses. The panel invites you to join what will certainly be a lively discussion as we drill down into all of the questions surrounding MOOCs, what they are trying to tell us about our educational system, and where we may be headed in the future.

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228. Qualitative Inquiry Award - Colin M Gray
10:30 am to 11:30 am
2nd Level - South - Granada

Presenter

Informal Peer Critique and the Negotiation of Habitus in a Design Studio. ***Colin Gray***, Indiana University
Critique is considered to be a central feature of design education, serving as both a structural mechanism that provides regular feedback, and a high stakes assessment tool. This study utilizes informal peer critique as a natural extension of this existing form, engaging the practice community in reflection-in-action due to the natural physical co-location of the studio environment. The purpose of this study is to gain greater understanding of the pedagogical role of informal critique in shaping design thinking and judgment, as seen through the framing of Bourdieu's habitus. The methodology of this study is informed by a critical theory perspective, and uses a combination of interview, observation, and stimulated recall in the process of data collection. Divergent viewpoints on the role of informal v. formal spaces, objectivity v. subjectivity of critique, and differences between professor and peer feedback are addressed. Additionally, beliefs about critique on the individual and group level are analysed as critical elements of an evolving habitus, supported by or developed in response to the culture inscribed by the pedagogy and design studio. This form of critique reveals tacit design thinking and conceptions of design, and outlines the co-construction of habitus by individual students and the design pedagogy.

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229. RTD Evaluating Interventions
10:30 am to 11:30 am
2nd Level - Tower - Harbor

Facilitator:
Enilda Romero-Hall, *University of Tampa*

Presenters

Learning Apps Need Analysis: Mixed Method Classroom Pilots ***Janet Holland***, Emporia State University
With the phenomenal growth of applications or apps used for teaching and learning, we are all challenged with determining which ones are appropriate and meet our specific instructional needs. This session provides a mixed method research study combining class observations with results from three pilots in an effort to create a set of quality questions for quickly evaluating apps for instructional implementation.

A Framework for Promoting English Language Learners' Narrative Skills Using Digital Storytelling ***Sha Yang***, Purdue University
This conceptual paper provides a framework for promoting English language learners (ELLs)' narrative skills and multiliteracies using Digital storytelling (DST). Adopting the theoretical framework of pedagogy of multiliteracies (The New London Group, 1996), the researcher discusses what affordances of Digital storytelling (DST) can help improve ELLs' narrative skills and learning motivation, how to use DST to improve ELLs' narrative skills, and what language support should be provided.

230. RTD Faculty Members' use of Social Media
10:30 am to 11:30 am
2nd Level - Tower - Salon 3

Facilitator:
Wendy Gentry, *Virginia Tech*

Presenters

Faculty Use of Social Media in Higher Education: A Comparative Case Analysis ***Ghania E Zgheib***, George Mason University; ***Nada Dabbagh***, George Mason University
This study examined how faculty are using social media to support student learning. Five faculty members at a Northern Virginia University were interviewed regarding the affordances of social media in supporting specific learning activities. Results revealed that overall faculty used social media to support class discussions, share resources with their students, and engage students in collaborative activities. Furthermore, faculty perceived social media as effective in extending learning beyond the classroom.

When academics use social media: acts of defiance and personal sharing ***George Veletsianos***, Research and Theory Division Planner
The ways that emerging technologies and social media are used and experienced by researchers and educators are poorly understood and inadequately researched. The goal of this study was to examine the online practices of individual scholars using ethnographic data collection methods and qualitative data analysis methods. In this presentation I report two findings: Social media use to defy and circumvent academic publishing, and social media use to share details of one's life.

231. SICET-Cultural Considerations of Instructional Technology Practices-(5)
10:30 am to 11:30 am
1st Level - South - Terrace B

Facilitator:
Hong Wang, *Kansas State University*

Presenters

Cross-Cultural Project in Pre-service Teacher Training Course: Collaborate with In-service Teachers in Rural Elementary School ***Chun-Min (Arthur) Wang***, National Hsinchu U. of Ed.
This paper reports an ongoing analysis of a revised co-teaching model between pre-service teachers and rural elementary school teacher for a cross-cultural project. This study involves six classes of fourth graders from one elementary school in the United States and three rural elementary schools in Taiwan. Using the design-based research approach, this co-teaching model continues to modify under different considerations. This paper identifies the main challenges and examines the growth of participants in the study

Creating Content On the Go: Innovative Mobile Apps for Teaching ***Huei-Lien Chen***, Colorado State University; ***Bo Yang***, NOVA
As mobile technologies continue to advance, faculty demand more support for creating content and immediately sharing through mobile tablet devices while on the go. Screencasting apps that allow lectures or interactive tutorials to be voice-recorded are powerful mediums for communicating ideas and delivering content. Two innovative apps, Educreations and ShowMe, were introduced to faculty at two institutions, followed by a study to understand successful adoption of these emerging apps in shaping teaching.

Research on the Effectiveness of Competency Focused Education with Reference to Civil and Construction Engineering Related Courses in Taiwan ***Hsin-Tzu (Tommy) Chen***, Chinese Culture University
This research plans to investigate the viewpoints regarding about both core competencies and learning styles of students in vocational universities, in order to reform the Civil and Construction Engineering Education and to transform it with Energy Saving and Carbon Reduction Education as a new cross-disciplinary field as well as to meet the needs of students. The main purposes of this research are as follows, 1. developing and using the "Industry-Oriented" Core Competency Indicators for this new field; 2. exploring the student learning style distribution in Civil and Construction Engineering; 3. developing the adaptive curriculum within the industry-oriented core competency Indicators and learning styles; and 4. providing the instructional strategies on adaptive learning for promoting students' learning.

232. SMT-STEM and Blended Learning
10:30 am to 11:30 am
2nd Level - Tower - Salon 4

Facilitator:
Rebecca D Hunt, *Northern Illinois University*

Presenters

Developing Videos To Better Inform Middle School Students About STEM Career Options ***Vanessa Wyss***, Ball State University; ***Sunnie Watson***, Purdue University
In an effort to increase the number of students who will

pursue STEM study and careers, we need to increase student awareness of a variety of STEM careers early on (Tai et al., 2006). Students who are offered this information in school will be better able to make informed decisions about their interest in STEM and better prepare for those careers. Informing students about STEM career options could play a vital part in maintaining competitiveness in the global market. Caleon & Subramaniam (2008) suggested that efforts be concentrated on generating materials that provide information that would inspire students to follow a path leading to science careers. This project is a direct response to this need. The purpose of this project is to develop videos of interviews with STEM professionals in effort to bring accurate information about STEM careers to middle school students. This will serve to correct misconceptions/inaccurate perceptions held by students.

The Rise of Blended Learning in K-12: The Use of Khan Academy to Personalize Math Instruction ***Ahmet Uludag***, Accord Institute for Education Research
In this paper, I investigate the use of Khan Academy, an online math instruction program, to personalize math instruction at elementary and middle schools experimenting blended learning. In this qualitative study, I profile multiple schools in a case study format to explore in what ways Khan Academy changes math instruction. The findings indicate that Khan Academy offers differentiation at individual student level while students are no fond of video-based instruction.

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233. TED-Today's and Tomorrow's Teachers and Technology
10:30 am to 11:30 am
2nd Level - Tower - Salon 5

Facilitator:
Jesse Strycker, *East Carolina University*

Professional Development for Technology Integration: A Study of the Impact on Concerns and Levels of Use ***Carmen Weaver***, University of Memphis; ***Clif Mims***, University of Memphis
This study addressed how professional development relates to teachers' concerns regarding technology integration and the differences in technology use between teachers who had and had not participated in prescribed professional development. Findings support the literature on 21st century learning environments and the benefits and barriers of technology integration. The characteristics of effective professional development for technology integration are also supported. Implications of this research are important to legislators, school administrators and technology coordinators, teacher educators, and classroom teachers.

Preparing Future Teachers for The Movement to Increase Opportunities and Technology Project Goals ***Olgun Sadik***, Indiana University; ***Servet Celik***, Karadeniz Technical University; ***Anne Ottenbreit-Leftwich***, Indiana University
The Turkish Ministry of National Education (MoNE) has recently modified Turkey's public school curriculum at all educational levels in order to accommodate the use of modern instructional technologies such as SMART Boards and tablet computers. Therefore, teachers' abilities to integrate such digital tools into their classroom practices have become a matter of significant interest. This study was designed to explore the beliefs, concerns, self-efficacy, and intentions of teacher candidates who had completed their student teaching, utilizing a Likert-type questionnaire to examine their plans for future technology use.

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234. CLT -Lunch (Friday)
11:45 am to 12:45 pm
2nd Level - South - Seville

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235. DDL -Friday Lunch
11:45 am to 12:45 pm
Main Floor - First: Garden 3

Chair: ***Jason Huett***, *University of West Georgia*

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236. GSA Membership Meeting & Luncheon
11:45 am to 12:45 pm
2nd Level - Tower - Salon 1

Facilitators:
Tonia Dousay, *University of Wyoming*
Firat Sarsar, *Georgia State University*
Ayesha Sadaf, *Purdue University*

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237. Past Presidents Lunch
11:45 am to 2:00 pm
2nd Level - South - Commodore

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238. TED -Meal
11:45 am to 12:45 pm
Main Floor - First: Garden 2

Presenters:
Elizabeth Boling, *Indiana University*
Mapping Design in Teaching to Teachers,

Chair: ***Lara M. Luetkehans***, *Northern Illinios University*

239. D&D A Scale for Identifying the Cognitive Affordances of Learning Technologies
1:00 pm to 2:00 pm
2nd Level - Tower - Pacific

Facilitator:
Wen-hao David Huang, *University of Illinois at Urbana-Champaign*

A Scale for Identifying the Cognitive Affordances of Learning Technologies ***Susan Dass***; ***Nada Dabbagh***, George Mason University
The purpose of this research was to develop and evaluate an instrument called CATS or Cognitive Affordances of Technologies Scale that can aid instructional designers, e-learning specialists, and faculty in identifying and leveraging the teaching and learning affordances (instructional attributes) of a learning technology. This presentation describes the methodology used to develop CATS and presents the results of its application in two technology supported learning environments.

240. D&D Design Cases
1:00 pm to 2:00 pm
2nd Level - Tower - Salon 6

Facilitator:
Colin Gray, *Indiana University*

Developing a Competency-based Student Dashboard: A Design Case ***Rovy Branon***, University of WI Extension
This session presents a design case describing the "Flexible Option" student dashboard. The Flexible Option is a University of Wisconsin-Extension effort to develop competency-based degree programs. The Academic Advanced Distributed Learning Co-Laboratory at UWEX is developing a prototype instructional system that allows students to register for assessments, take optional classes, find curated open educational resources, and connect with tutors. Attendees will see the prototype, learn about the context, situations, and relevant design decisions.

Activity Systems Analysis as a Guiding Framework for Identifying Design Cases ***Lisa Yamagata-Lynch***, University of Tennessee
This presentation will report on a study about a method I used in class relying on activity systems analysis to help graduate students write design cases. This study took place within a context of a series of workshops that I facilitated as part of an interdisciplinary graduate level course at an engineering university in Japan and as part of a doctoral level class I taught at a Southeastern University in the United States.

241. D&D Problem Solving in Mathematics
1:00 pm to 2:00 pm
2nd Level - Tower - Salon 2

Facilitator:
Young-Jin Lee,

Presenters

Playing to Learn Geometry ***Patricia Donohue***; ***Tawnya Gray***, San Francisco State University; ***Dominic Lamboy***, San Francisco State University
We will introduce in this half-hour session our development of Kinect and iPad applications as active learning approaches to promote understanding of basic geometry concepts through physical, virtual game play. We will demonstrate our products as examples for educators and trainers on how to use game theory and physical manipulation methods to improve individual learning in many contexts, particularly for low achievers.

Designing and Developing an Authentic Learning Environment for Enhancing Mathematical Problem Solving ***Zeynep Ondin***, Virginia Tech; ***Evelien Adriana Schilder***, Virginia Tech
Aim of this design-based study is designing and developing a feasible instructional module that could enhance fourth grade students' comparison, addition and subtraction of fractions and mixed numbers problem solving abilities. To achieve this aim, the authentic lesson was developed based on situated theories. Herrington and Oliver (2000)'s nine situated learning design elements were followed to design the lesson. The potential challenges and recommendations for future studies are discussed.

242. D&D Problem-based Learning
1:00 pm to 2:00 pm
2nd Level - Tower - Salon 8

Facilitator:
Dotty Sammons, *Idaho State University*

An Instrumental Approach to Problem-Based Learning ***David Richard Moore***, Ohio University
This paper suggests and demonstrates a specific approach to problem transformation that has its foundations in Pragmatism and more specifically in John Dewey's Instrumentalism. Instrumentalism posits that knowing is a result of transforming ideas, values, and artifacts through tools and instruments. This paper supports instructors in higher education to design PBL learning activities that encourage learners to develop an understanding of the myriad of tools, instruments and technologies that are necessary for any inquiry to be successfully concluded.

243. D&D What do Instructional Designers?
1:00 pm to 2:00 pm
2nd Level - Tower - Salon 7

Facilitator:
Hyojin Park, *University of Georgia*

Presenters

Exploring the Development of Expert Skills in Novice Instructional Designers ***Tamme Quinn Grzebyk***, Wayne State University
While some research studies have explored the behaviors of expert instructional designers, literature about novice instructional designers is limited. Furthermore, studies that identify behaviors among expert designers that can be more quickly developed in novices are scarce. In this interactive session, results of a qualitative study analyzing expert and novice instructional designer behaviors will be presented. Behaviors that can be effectively developed among novices to expedite their development as experts will also be discussed.

What Do Instructional Designers in Higher Education Really Do? ***Albert Dieter Ritzhaupt***, University of Florida; ***Swapna Kumar***, University of Florida; ***Aaron Thomas***, University of Florida; ***Priya Rudradas***
What do instructional designers in higher education really do? With the rise in online courses and programs in higher education, this question is especially important. We interviewed eight instructional designers from across the United States using an open-ended protocol. The results were analyzed using the constant comparative qualitative procedure. Results demonstrate that instructional designers primarily serve faculty. Further, instructional designers use a wide variety of tools for a wide variety of purposes.

244. DDL -Membership Meeting
1:00 pm to 2:00 pm
Main Floor - First: Garden 3

Chair: ***Jason Huett***, *University of West Georgia*

245. DSC - What is a Quality Education and What Does it Look Like?
1:00 pm to 2:00 pm
2nd Level - South - Madrid

Presenters

Living and Learning within a Pluralistic, Rapidly-Changing, Nested and Networked World: New Principles. ***Kenneth W. Prest***, K W Prest & Associates
Our world is rapidly and radically changing. New science, new tools, new applications, and new unsettling social and economic experiences are pulling and pushing us to rethink and remake our organizations and, by so doing, remake ourselves. What does it take to live and learn within a pluralistic, rapidly-changing, nested and networked world? To thrive, we need to see things differently before we can do them differently. We need to intentionally couple the way we culturally work in the world with the way the world naturally works as a complex adaptive system. We need to systemically create real, long-term value in relationships that matter among members within the organization and between the organization and its stakeholders outside. As individuals and organization leaders, we can empower ourselves to these ends with new knowledges and skills—new principles—that enable us to: (1) envision a future that focuses on creating real, long-term value through the process of making connections, facilitating transactions, and building relationships that matter to our stakeholders; (2) align what we do with what we accomplish with the value we create; (3) integrate the interests of organization members and stakeholders; and (4) routinely adapt our beliefs and behaviors as knowledge, skills, tools, applications, and people change. Based on new systems science about how the world works and new brain science about how people work in the world, this concurrent presentation suggests new ways to think about organizations and organizing, in general, and about public education in particular. In two related discussions, a poster session and round table session, the presenter will also focus on the key role of vision in organizational performance and demonstrate the relevance of vision-oriented systemic thinking as applied to the AECT Division for Systemic Change.

A Systems Perspective: What is a Quality Education and What Should Students be Able to Do after They Graduate? ***Anthony Chow***, University of North Carolina at Greensboro; ***Francis M. Duffy***; ***Beth Rajan Sockman***, East Stroudsburg University
Members of the Systemic Change Division have invited principals to join them in discussing this essential topic. Systems thinking and systemic change requires understanding the desired accomplishments to be achieved and then working backwards to ensure requisite resources are identified and allocated to achieve it. What does a quality education look like and what should students be able to accomplish after they have graduated from it?

246. Featured Research on Gaming

1:00 pm to 2:00 pm
2nd Level - South - Barcelona

Presenter

Persuasive Play: The Effect of a Social Impact Game on Attitude and Affective Learning ***Dana Ruggiero***, Bath Spa University
The field of persuasive games is shallow and wide with few empirical studies demonstrating significant results and only two completed on social impact games and their effect on motivation and engagement. The study presented in this submission is a first in this field, an empirical large scale study focused on affective learning and attitude measured quantitatively across 200 schools in four states using a publicly available online game on homelessness. Using two level hierarchal linear modelling (HLM) this study demonstrates that a game with persuasive mechanics may impact attitude and affective learning both immediately and three weeks after gameplay.

Discussant:
Thomas Brush, *Indiana University*

247. ID_Cultural context

1:00 pm to 2:00 pm
1st Level - South - Terrace C

Facilitator:
Hsin-Te Yeh, *Metropolitan State University of Denver*

Presenters

Cultural contexts and social constructivism: Moving towards a culturally inclusive model of online learning. ***Bodi Anderson***, Northern Arizona University
Research into cultural issues and online learning have suggested that current social constructivist based models may not be appropriate. This study employs a mixed methods model using meta-analysis and meta-synthesis to review current empirical research in the field of online learning through a cultural lens. Findings points to many potential problems with current social constructivist pedagogy and operationally defined cultural contexts. Finally, a culturally inclusive model of social constructivist based online learning is proposed.

Needs Assessment for a Certificate Program of Instructional Design in China ***Xianqing Bao***, Shanghai Normal University; ***Feng-Qi Lai***, Indiana State University
This presentation will report the results of a needs assessment for a certificate program of instructional design in China. Data were collected from students, instructors, instructional designers, and managers in Educational Technology from the three largest cities in China. The results to be provided will help those who are interested in joint programs with universities in China better understand 1) Educational Technology programs in China and 2) perspectives from instructional designers and managers in corporations.

248. ID_English Learning

1:00 pm to 2:00 pm
1st Level - South - Terrace A

Facilitator:
Yu-Ju Lin, *University of Georgia*

Presenters

Technology Implementation for ELL Instruction in Higher Education in Taiwan: Teachers' Beliefs, Concerns and Actions ***Wan-Lin Yang***, National Cheng Kung University
This multiple case study focuses on Taiwanese English Language Learning (ELL) university instructors' perceptions, concerns, and the actions they employ in response to top-down technology implementation decisions. Findings suggest that the promotion of technology implementation does not critically take into account of the cultural context of ELL instruction. Implications suggest that it is essential for ELL instructors, instructional designers and educational policymakers to collaboratively seek a culturally appropriate implementation of technology for ELL in Taiwan.

Vietnamese English as Foreign Language (EFL) Learner Autonomy and Attitudes towards ICTs used in EFL Learning ***Hong Ngo***, University of Hawaii at Manoa; ***Peter Leong***, University of Hawaii-Manoa
This presentation describes a pilot study of the Vietnamese English as Foreign Language (EFL) learners, particularly their learner autonomy and attitudes towards information and communication technologies (ICT) used in EFL learning. Additionally, the relationship between learner autonomy and attitudes were investigated. A quantitative survey research was conducted on 210 Vietnamese EFL learners in Vietnam. The findings will contribute to expanding our knowledge of the learners in the field and optimizing their EFL learning outcomes.

249. Leadership: Leadership, History, and the Future: Voices of AECT Past-Presidents
1:00 pm to 2:00 pm
1st Level - South - Imperial

Facilitator:
Heather Leary, *University of Colorado Boulder*

Presenter

Leadership, History, and the Future: Voices of AECT Past-Presidents ***Heather Leary***, University of Colorado Boulder; ***Barbara Lockee***, Virginia Tech; ***T. Weston Miller***, Earlham College; ***Sharon Smaldino***, Northern Illinois University; ***Jonathan M Spector***, Department of Learning Technologies; ***Charles White***
Good leadership in an organization comes from intelligent, organized, determined individuals with strong "soft" and emotional skills. Leaders bring historical knowledge as well as future visions that can be passed on to new leaders. This session will involve five AECT past-president's reflecting on their history, experiences as AECT president, and their thoughts on the future of the field. Panelists include: Barbara Lockee, Wes Miller, Sharon Smaldino, Mike Spector, and Charlie White.

250. MPD Membership Meeting
1:00 pm to 2:00 pm
1st Level - South - Terrace E

Chair:
John Curry, *Morehead State University/21st Century Education Enterprise*

251. McJulien Lecture: A Proclamation for Studying the Nexus of Culture, Learning and Technology
1:00 pm to 2:00 pm
2nd Level - South - Seville

Facilitator:
Roberto Joseph, *Hofstra University*

Presenter

A Proclamation for Studying the Nexus of Culture, Learning and Technology ***Robert Maribe Branch***, University of Georgia
The purpose of this session is to recommend research questions for studying educational communications during the next decade based on a hierarchy of consciousness. The hierarchy of consciousness proposed in this session includes the following six constructs: phenomenology, philosophy, concept, theory, paradigm and model. Each construct is explained in terms of the way each is characterized, the attributes that help us recognize each of the six constructs, and examples from everyday life about the way each construct is manifested at the nexus of culture, learning and technology. The outcome of exploring such a nexus between culture, learning and technology within conceptual, theoretical and practical frameworks are recommendations for research categories within the realm of educational communications and technology. Such research categories include ethical practice with technology, the role of values in technology development, and technology for the sake of advancing a segment of our community and our society. The participants who attend this session will leave with a list of research questions based on the presentation and discussion to follow. The research questions will be a proclamation for studying the nexus of culture, learning and technology.

252. Now I Know My XYZs:
1:00 pm to 2:00 pm
1st Level - South - Terrace D

Presenter

Now I Know My XYZs: Addressing the Needs of Today's Untethered Learners ***Kevin Kelly***, Wiley Learning Institute
As student-centered learning becomes increasingly mobile and technology-enabled, faculty and educational institutions seek to provide more avenues for sharing, engagement, and assessment. The environment and everyone in it seem to be changing constantly, requiring higher education professionals to change as well--ranging from making needs-based technology decisions to providing greater levels of flexibility for students. Drawing from experience with faculty development, academic technology management, teaching a large-scale online class, and editing a collaborative book on online teaching and learning, Dr. Kevin Kelly will synthesize different stakeholder perspectives; emerging technologies to consider; strategies at the institutional, program, and course levels; and effective practices around innovations for education. In this presentation we will explore drivers for teaching and technology decisions. Namely, those drivers stem from key changes to the age-old trio of people, places, and things. PEOPLE: Students are mobile and untethered, are increasingly diverse, and need support with learning, technology, and creating a formal identity for academic and career bridging purposes. Instructors in need of support with teaching, technology, and adapting to changes like larger class sizes and increased responsibilities. Administrators need to address increased demands for technology used for teaching/ learning, research,

and community service. Simultaneously, they face decreased budgets, infrastructure challenges, and increased accountability. PLACES: Why does "untethered learning" describe today's learning environment better than "online education?" First, there is a common misconception that "online education" means all learning takes place behind a computer screen. It's just as easy to assign students to a) interact with the world in meaningful, discipline-specific ways and then b) go online to share the results or demonstrate new competencies. We'll look at the changes to teaching and learning in physical, virtual and mixed environments. Second, "untethered learning" works better as an overarching term due to the growing use of mobile devices. As evidence, tablet sales are expected to exceed desktop and laptop sales in 2015. THINGS: Forget the ABCs. We'll look at the XYZs of technology for instructional purposes to answer, "Who uses What, When, and Where?" In addition to the proliferation of devices and apps, trends to watch include learner analytics, flipped learning, and that word everyone loves to say—MOOCs! In this session, we'll dig into what's real, what's hype, and what's worth your time. Finally, let's not forget… it's not all about coursework. Untethered learners also will need remote services. Low completion and retention rates in distance education environments may stem from lack of social integration. Join us for a presentation designed to look at the teaching as much as the tools and trends.

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253. Presidential: Face-to-Face to Online
1:00 pm to 2:00 pm
Main Floor - Grand Ballroom G

Presenter

Face-to-Face to Online: Teaching and Learning in a Variety of School Media Programs ***Bruce Robert DuBoff***, School Media & Technology; ***Lessell (Marty) Martiny Bray***, Haralson County Schools
With the development of online education a number of School Library Media Programs have moved "fully online" while others have opted for blended approaches and still others continue, with some modification, with a face-to-face approach. All of these options have their advantages and disadvantages for future faculty and students. In this panel presentation the pros and cons of each type of program from both faculty and student perspectives will be discussed.

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254. Professional Ethics for International Settings
1:00 pm to 2:00 pm
2nd Level - South - Valencia

Facilitator:
Vicki Napper, *Weber State University*

The creation of many new ways of learning and instruction has caused dilemmas such as privacy of information verses the rights and concerns of the institution or employer, ownership of information and free access to foundational courses, and providing equity of training for diverse cultural groups across the boundaries of countries. The session is set up as an interaction of participant and panelist voices discussing this critical professional issue.

Discussants:
Richard Cornell, *University of Central Florida*
Robert Doyle, *Harvard University*
Ava (Shu-Hsiang) Chen, *Chulalongkorn University*
Aytekin Isman, *Sakarya University*

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255. RTD Applying Theory to Practice
1:00 pm to 2:00 pm
2nd Level - Tower - Salon 5

Facilitator:
Wendy Gentry, *Virginia Tech*

Presenters

Designing for Statistical Reasoning and Thinking in Technology-Enhanced Learning Environments: Merrill's First Principles and Real Data at Work
Wendy Miao, Nova Southeastern University
Merrill's First Principles of Instruction (MFP) was used to design an introductory college-level statistics course in a technology-enhanced learning environment. An embedded single descriptive case design was employed to investigate how integrating technology and real data into the course design affected students' statistical reasoning, and thinking. Examples of how MFP and data generated from social media (e.g., Facebook) and statistical analysis tools (e.g., StatCrunch) can be used to design relevant learning experiences will be discussed.

Using Third Place to Define Learning Communities
Tahani Aldosemani; ***Ibrahim Ahmed Gashim***, University of Wyoming; ***Craig Shepherd***, University of Wyoming
This presentation is a discussion of how third places could apply in distance-based environments to facilitate community formation and alleviate isolation without deviating from Oldenburg's(1998) principles. The presentation is a description and discussion of how creating virtual third places within online environments could surpass the traditional physical third places

by identifying the characteristics and potentials of these online spaces which includes multiple tools and features that facilitate communication and interaction.

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256. RTD Invited Session A. Communities of Innovation: Theory, Research, and Practice (req Fp, S)
1:00 pm to 2:00 pm
2nd Level - Tower - Salon 3

Facilitator: ***George Veletsianos***, *Research and Theory Division Planner*

Communities of Innovation is a framework for understanding the social interactions and community structures supporting collaborative innovation. In this presentation, I will share the key ideas of the CoI framework, along with brief overviews of various resulting research studies. Finally, I will discuss how CoI ideas are informing the development of more innovation-focused higher education curriculum at Brigham Young University, along with possible future research and design directions. For more information, see http://byu.academia.edu/RichardWest.

Presenter:
Rick West, *Brigham Young University*

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257. RTD Problem-solving Research
1:00 pm to 2:00 pm
2nd Level - Tower - Harbor

Facilitator: ***Hyunjung Ju***, *University of Georgia*

Ill-Structured Problems, Scaffolding and Problem-Solving Ability of Novice Nursing Students ***Debbie M Stark***, Methodist College
Creating learning environments employing ill-structured problem-solving scenarios (mirroring real-life situations) is challenging. The methodology of scaffolding shows promise as a way to guide learners in working through these types of problems. This presentation provides results from research examining the effects of two scaffolding techniques (question prompts and alternative perspectives) employed to cultivate ill-structured problem-solving abilities in nursing students. The presentation also explores metacognitive processes. Study results have implications for instructional designers and faculty.

PBL in K-12: A survey of researchers and an emerging shared online resource ***Jason Ravitz***, Buck Institute for Education; ***Mary English***, George Mason University
Recent growth in use of project based learning in K-12 raises questions that warrant expanded research efforts. We will share results of a survey conducted to assess how researchers are keeping up with PBL use in schools, what topics are being addressed, and to identify opportunities for collaborative investigation. This session will discuss the results and introduce an interactive Google Site that enables people to update or contribute their own ideas and work.

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258. SICET-Emerging Technology for Student Engagement & SICET Keynotes-(6)
1:00 pm to 2:00 pm
1st Level - South - Terrace B

Facilitator: ***Xiaoxue Wang***, *Florida Gulf Coast University*

Using an Emerging Technology Tool to Engage Students in Active Learning ***Hong Wang***, Kansas State University; ***Melinda Wilkerson***, Kansas State University
Started with constructivism and seven principles of good practice in undergraduate education, this presentation will share with the audience about how the instructor used an emerging technology tool to engage students in active learning, in the class and outside the class. The audience will take away with a new tool and some tips on best practices in integrating this technology into teaching and learning.

SICET Keynote

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259. SMT-Organization and Management for Technology Integration
1:00 pm to 2:00 pm
2nd Level - Tower - Salon 4

Facilitator: ***Marissa Ball***, *Georgia State University*

An Evaluation of CORE: A Multi-jurisdictional Approach To Developing A Learning Network ***Michele Jacobsen***, University of Calgary; ***Sharon Friesen***
CORE is an innovative, multi-jurisdictional learning network using common infrastructure to support acquisition, availability, management, storage and on-line delivery and sharing of learning resources for any learner, anytime, on any device. System capabilities include a single search of multiple repositories, management of digital rights and copyright. Design-based research focused on: (1) learners and learning, (2) benefits to teachers and students. System data, on-site observations, interviews and surveys were collected and analyzed in this study.

Examining the role of a charter management organization in technology integration ***Cesur Dagli***, ***Funda Ergulec***, ***Olgun Sadik***, Indiana University
Technology decision and policy makers and technology specialists in school districts and organizations are external stakeholders. Understanding of the

relationship between stakeholders (principals, teachers) in the schools and stakeholders (decision makers, technology specialists) outside of the schools is essential for effective technology integration. The purpose of this study is to understand how a charter management organization supports their schools in terms of technology integration; to learn the current barriers the charter schools reports; and to describe how the organization deals with technology integration barriers reported.

260. SMT-Technology Tools for K-12 Student Learning
1:00 pm to 2:00 pm
2nd Level - South - Granada

Facilitator:
Carol A. Brown, *East Carolina University*

Presenters

Evaluation of Adaptive Learning System to Support Students' Algebra Problem Solving Skills ***Fethi A. Inan***, Texas Tech University; ***Fatih ARI***, Texas Tech University; ***Raymond Flores***, Texas Tech University
The purpose of this study was to document the processes involved in formative evaluation of an adaptive web based tutorial system which is designed to support students' algebra problem solving skills. The tutorial individualizes math instruction and provides adaptive practice and feedback based on learner characteristics (student progress and prior knowledge). The data were obtained through questionnaires, surveys, focus group interviews, and system logs. A total of 64 junior high school students participated in this study. Preliminary results from evaluation indicated that overall teachers and students were pleased with their experiences and suggested that the adaptive tutorial can be used to improve students' algebra problem solving skills.

Teacher Perceptions and Use of Current Web-based Tools for Student Collaboration in K-12 Education ***Catherine Otieno***, university of northern colorado; ***Lindsey Schulz***, University of Northern Colorado; ***William Tankovich***, University of Northern Colorado; ***Xin Wang***, University of Northern Colorado; ***James Gall***
The presenters will share the results of a study that examined teacher perceptions and use of current web-based tools for student collaboration in K-12 education. Tools examined were blogs, wikis, podcasting, video sharing, and social networks. The researchers will also facilitate discussion of the methodology used, possible improvements, and potential for further research.

261. TED -Membership Meeting
1:00 pm to 2:00 pm
Main Floor - First: Garden 2

Presenters:
Elizabeth Boling, *Indiana University*

Chair: ***Lara M. Luetkehans***, *Northern Illinios University*

262. ETR&D Joint Editorial Board Meeting
2:15 pm to 3:15 pm
Main Floor - Grand Ballroom G

Chair:
Jonathan M Spector, *Department of Learning Technologies*

263. Poster Sessions - Friday
2:15 pm to 3:15 pm
1st Level - South - Royal Ballroom A/B

Facilitator:
Jozenia Colorado, *Emporia State University*

Presenters

.01 D&D-A Design-Based Research Study Examining the Impact of Motivational Emails to First Year Students ***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 emails enhance undergraduate student motivation is presented, and evidence driven strategies to help motivate students are illustrated.

.02 D&D-A Homegrown UCQA ID Model for the Sole Instructional Designer ***Yunhong Tu***
Complex instructional design process usually requires a team effort in the applying of one or more instructional design models to reach the proposed project goals. What are you going to do if you and the subject matter expert are the only available team members for this project? This presentation shares a homegrown instructional design model that proved to be effective in instructional design for distance and blended learning.

.03 D&D-Classroom Reflection as a Tool to Externalize Conceptions of Design ***Colin Gray***, Indiana University
Reflection is a common educational practice that encourages synthesis and evaluation of learning in a self-directed manner. In this study, I use Schön's

conception of reflection-on-action to analyze pictorial and textual reflections collected from beginning design students in an intensive interaction design course. Analysis of these reflections shows that students externalize their tacit conceptions of design, and highlight a variety of barriers they pass through as their conceptions of design shift.

.04 D&D-Design and Evaluation of an Innovative Tool for Identifying Research Funding Opportunities ***Alison Moore***, Florida State University; ***Weinan Zhao***, Florida State University; ***Robert Reiser***, Florida State University
This presentation will describe an innovative use of technology, namely an interactive funding opportunities database, designed to help faculty identify funding opportunities to support their research efforts. The presentation will include a description of how the database was developed, a demonstration of its features, and a discussion of the data collected to judge its usefulness. Implications for other organizations considering the development of this type of tool will also be presented.

.05 D&D-Designing and Implementing a Class Wiki to Support the Collaborative, Learner-Centered Paradigm of Education ***Chun-Yi Lin***, Indiana University Bloomington
A literature-based instructional theory--designing a class wiki to support collaborative learning--was implemented in an undergraduate-level course. This paper reports the evidence regarding how well the instructional methods worked, the proposed refinements, and the expert instructor's tacit knowledge. The findings include students' behaviors, perspectives on using the wiki to support learning, and the expert instructor's strategies to transform traditional education into a learner-centered learning experience with a class wiki.

.06 D&D-Effects of Structured Microblogging Activities on Student Engagement and Learning ***Tian Luo***, Ohio University; ***Fei Gao***, BGSU; ***Yanyan Sun***, Ohio University
This paper provides a delineation of a series of structured microblogging-based activities implemented in both graduate and undergraduate classrooms and reports on student perception change and their learning gains as a result of those structured activities. Student participation and engagement were enhanced. Students also reported a statistically significant perception change on the potentials of microblogging in promoting collaborative learning. The role of designing structured activities were also highly recognized by students.

.07 D&D-Interaction of Vocabulary Quizzes with Cognitive Instructional Strategies in First Language Learning Among Japanese Undergraduates ***Kei Tomita***, Indiana University Bloomignton
This study is a report on the interaction of quizzes and highlighting unknown/difficult words on vocabulary acquisition, reading comprehension and perceived cognitive load among first language learners using hyperlink-annotated passage. Highlighting unknown/difficult words was found to improve reading comprehension and decrease perceived cognitive load as long as the treatment included a vocabulary quiz prior to reading the passage. The vocabulary quiz was not intended as part of the treatment but was discovered to be important.

.08 D&D-Orienting Response to Visual Cues as an Indicator of Students' Attention to Online Instruction ***Dan Cernusca***, North Dakota State University; ***Ioan Gelu Ionas***, Uni of Missouri - Columbia; ***Mugur Geana***, The University of Kansas
This research proposal reports the results of an experimental study that tested student attention when specific visual cues (the instructor and cuing arrows) were introduced in an online video lecture. Changes in heart rate were used to measure short-term attention. A visual analysis of the average cardiac frequency, pre and post cue, suggests that the presence of the instructor has the potential to increase attention followed, to a lesser extent, by graphical cues (arrows).

.09 D&D-Own it, Learn it, & Share it: A Design Framework for Student-Centered Learning Environments ***Eunbae Lee***, University of Georgia; ***Jiyae Bong***, Florida State University
The Own it, Learn it, & Share it (OLSi) model has been designed to enhance student engagement and performance in student-centered learning environments. OLSi attempts to promote student autonomy, scaffold student-centered inquiries, and facilitate the production of shareable artifacts. OLSi has been tested and refined when incorporated in the research narrative project in postsecondary, science education. Presenters will describe the theoretical frameworks of OLSi, instructional design practices, the result of evaluation, and the refined model.

.10 D&D-Pre-Service Teachers' Design and Development of Online Learning Environments Using Moodle ***Kuan-Chung Chen***, University of Tainan, Taiwan
Moodle, an open source learning management system (LMS), has become a very popular tool around the globe; yet, studies are scant that share experiences of teaching pre-service teachers' to create Moodle

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learning environments. This paper presents how we guided pre-service teachers to design and develop Moodle courses, as well as their reactions of the learning process. We hope this paper to shed light on the future use of the Moodle open source platform.

.11 D&D-Six Cycles: The Iterative Instructional Design of a K-12 Administrator Technology Leadership Academy ***John Cowan***, Northern Illinois University; ***Hanadi Bokhari***, Northern Illinois University
This practice paper will report the results of a design-based implementation of a K-12 administrator technology leadership academy. In response to stakeholder calls for meaningfulness and engagement, an iterative approach was used to design six sessions. Each session was a cycle of work, gathering feedback and using the feedback to design the next session. This paper will share and if and how iterative design allowed for the successful implementation of meaningful development sessions.

.12 D&D-The Rise of the Machines: Instructional Design and the Internet of Things ***Dana Ruggiero***, Bath Spa University
The Internet of Things (IoT) provides objective data for the instructional design community through the collection, processing, and synthesis of learner informatics. What this looks like is still emerging in the field of instructional design but it promises to expand practitioner knowledge about the implementation and evaluation of projects. This paper presentation will act as a jumping off point for group discussion and reflection on how we as instructional designers utilize the IoT for future projects.

.13 D&D-The Use of Cognitive Apprenticeships to Teach Learner-Centered Instructional Strategies ***Jill Stefaniak***, Old Dominion University
Educators are in a never-ending search for identifying best instructional strategies for the classroom continue to evolve. In order to yield optimal learning results and mastery of the learning material, faculty must present instructional content in a manner that supports cognitive processing strategies. This study explored whether the use of a cognitive apprenticeship to assist educators with implementing learner-centered instructional strategies in the classroom would improve students' levels of motivation towards learning the course material.

.14 D&D-Tracking and Measuring Online Course Development and Online Teaching ***Terry Tao***; ***Tae Keun Jeon***, University of Wisconsin - Extension; ***Ryan Anderson***, University of Wisconsin - Extension
Online course content information, faculty online teaching and students online learning data were collected to ensure the quality of online course development and online teaching/learning experience. There are three main objectives for this project. Collect and track faculty online course development information to set benchmarks for future course development; Collect and track online faculty teaching and student learning data; And identify possible ways to improve learning experience by correlating faculty teaching and student learning data.

.15 D&D-Using Case-Based Reasoning to Train Educators Designing with Web 2.0 ***Verily Tan***; ***Xiaojing Kou***, Indiana University
This study documents the use of case-based reasoning (Kim & Hannafin, 2008) to train a group of in-service educators with varying levels of self-reported technical expertise to design with Web 2.0. Jonassen, Hernandez-Serrano, and Choi's (2002) model on Learning in Context is used to help participants conceptualize and design the activities. Recommendations on the use of this training model are discussed. This includes: the need for participants to have hands-on experience with the Web 2.0 tools in addition to exploring the case examples; and the use of critical feedback and iteration in the design activity.

.16 DDL-Addressing the Steep Learning Curve: Comparing Two Methods of Training New Second Life Users ***Justin Allison***, Mississippi State University; ***Nicole C. Miller***, Mississippi State University; ***Kui Xie***, The Ohio State University
This study examined the experiences of university students learning to use Second Life® (SL) using two different individual training methods: (a) choice and play, or (b) procedural step-by-step. Individual training was followed by group training, and an official class session. Limited skill differences existed by the end of the class session, but participants in the step-by-step individual training reported higher skill levels throughout the process. The step-by-step group reported greater perceived value for SL technology for teaching and learning.

.17 DDL-Student-Driven Online Collaboration: Tools that Work ***Emma Wood***, Idaho State University; ***Lisa Kidder***, Idaho State University
When a doctoral program is taught through online learning, distance is an added obstacle when working together. In a program that utilized remote classrooms, as well as synchronous web meetings, two students sought to overcome the distance and connect with their cohort. This session will outline the types of collaboration tools, contexts, and key features that made certain tools effective for online collaboration.

(263. Poster Sessions Continued)

.18 DDL-Tablet Wars: Results for Different Tablets and their Use in Online Learning ***Eddie Gose***, University of Hawaii; ***Davilla Riddle***
This poster session will present the findings of two educational technology students testing of 6 different tablets that were tested for their usability in an online learning environment. The researchers will provide background information on the use of tablets in education, report on their usability in the online environment as well as give reflections and recommendations of using tablets for online learning.

.19 DDL-The Changing Face of Distance Education: The Alberta Experience ***Elizabeth Anne Childs***, UOIT; ***Susan Crichton***, UBC
This research shares initial findings from a case study into Distance Education in a progressive and well funded province in Canada. Inspiring Education, the document guiding education in Alberta, gives permission for transformative change and innovative practice. During initial data collection we saw evidence of aspects of this bold new vision for education in practice. This paper shares an emerging framework of Distance Education practice, and using graphic facilitation invites comments and feedback from participants.

.20 DDL-Knowledge Sharing in A Virtual Community of Online Learning Facilitators: A Case in A National Distance Education Program in China ***Ye Chen***, Syracuse University IDDE; ***Wenge Guo***, Peking University; ***Heng Luo***, Syracuse University, IDDE
This study explored the knowledge sharing activities in the virtual community of online learning facilitators and studied the factors that influenced the knowledge sharing. Our study identified the primary forms of knowledge sharing and shared knowledge in the community, and revealed that facilitators' motivation to share, difficulty of making knowledge visible, trust among facilitators, and support from leaders were the most crucial factors for their knowledge sharing.

.21 ICEM-Student Evaluation of Online Courses in the Mathematics Teacher Leadership Center Program ***Heng-Yu Ku***, University of Northern Colorado; ***Lori Sachau***, University of Northern Colorado; ***David Glassmeyer***, University of Northern Colorado
This study focused on a program designed for in-service secondary teachers pursuing a graduate degree in mathematics. The study reports the perceptions learners had about the online courses that were offered in the program. Participants' perceptions towards the asynchronous, synchronous, community/discourse, and technology supported learning portions of the online courses were investigated. By incorporating learners' perceptions of technology, the online education environment can be better designed to support student learning.

.22 ID-Demographic Variables and the Use of Information and Communication Technology among Secondary School Teachers in South-West Nigeria ***Olufemi Victor Adeoluwa***, Ekiti State University, Ado-Ekiti, Nigeria
The study investigated demographic variables which influence the frequency of use of ICT by teachers in South-West Nigeria. The sample consisted of 809 randomly selected teachers who responded to the validated questionnaire designed for the study. Data collected were analysed and the results showed that sex and subject discipline do not significantly influence the frequency of use of ICT by teachers while qualification and experience do. Some recommendations were made.

.23 ID-Leadership in Higher Education: The Role of Women ***Randa Abdelmagid***, Virginia Tech; ***Joan Hirt***, Virginia Tech
The poster session will discuss the outcome of a workshop that will be carried about Leadership in Higher Education: The Role of Women. The session will provide the feedback of the women who participated in the workshop and what they have learned from the workshop.

.24 ID-Students' Perceptions and Attitudes Towards Online Learning at 'the University for World Class Athletes' in Jamaica ***Clovia Melesia Dixon***, University of Technology, Jamaica
The University of Technology,Jamaica known as 'The University for World Class athletes', will begin to offer students the option of completing Communication modules totally online.These are core modules for first and second year undergraduates in all the eight faculties. Since these students possess different skills, experiences, interests and motivation,this study researches their perceptions and attitudes to determine viability and inform design of the online Communication modules. Results of this research will be shared

.25 ID-Use of Social Media for Professional Opportunities ***Yun Lauren Liu***
The research is conducted on answering the following three questions: 1) How do individuals use power of Social Media for pursuing international professional opportunities? 2) How do employers/Institutes of Higher Educations (IHEs) use Social Media for international recruitment/hiring? 3) What are the trends of international professional use of Social Media in the next 5 years?

(263. Poster Sessions Continued)

.26 RTD-Efficacy of Peer Tutoring in Reading: Improvements in Reading Skills, Attitude, and Student Perceptions. ***Youngju Lee***, Korea National University of Education; ***Jaeho Choi***, Sangmyung University
Peer-Assisted Reading Strategies (PALS) was implemented for supplementary reading classes in a Korean elementary school. The treatment group experienced PALS during 20 minutes per session, 4 times a week, for 8 weeks. The impacts of PALS were investigated in three aspects using a mixed method approach: improvement in reading skills, reading attitude, and student perceptions of the intervention. The PALS group showed enhanced reading skills and evidence for students' improvement in their attitude toward reading.

.27 RTD-Facebook Usability Study Incorporating Physiological Sensors for Extracting Learning Potential ***Robert M Christopherson***, Arizona State University; ***Quincy Conley***, Arizona State University; ***John Sadauskas***, Arizona State University; ***Robert K Atkinson***, Arizona State University
This proposal is to share the findings from a pilot study that incorporates innovative physiological measures to examine how college students are using the popular social network, Facebook. As such, it is the purpose of the study to foment further exploration of Facebook's potential as a learning solution as supported in the literature.

.28 RTD-Instructional Methods and Type of Technologies: Their Potentially Innovative Relation to Learning, Teaching, Research and Theory ***kadir kozan***
The present paper argues that examining instructional methods and types of technologies in the face of new social technologies may become more important given the multiple roles and identities learners and teachers need to adopt in the context of such technologies. These would serve to circumvent potential barriers existing in both technology integration research and practice, and inform not only technology integration practice but also research and theory.

.29 RTD-Using Activity Theory to Guide Educational Technology Design and Integration: The Lessons from 2005 to 2011 ***Ye Chen***, Syracuse University IDDE; ***Jing Lei***, Syracuse University; ***Heng Luo***, Syracuse University, IDDE
This study investigates the use of activity theory (AT) in technology-based teaching and learning by examining empirical studies from 2005 to 2011. Our results reveal that AT was helpful in decomposing learning situations, structuring research design, and analyzing learning tasks and needs in technology-based learning environment. We then discuss the cases of applying AT in educational technology design and integration, and summarize the strategies and models that guide the specific practical use of AT in this field.

.30 RTD-Understanding the Professional Use of Social Media ***Yun Lauren Liu***
The research is conducted on answering the following three questions: 1) How do individuals use power of Social Media for pursuing international professional opportunities? 2) How do employers/Institutes of Higher Educations (IHEs) use Social Media for international recruitment/hiring? 3) What are the trends of international professional use of Social Media in the next 5 years?

.31 SICET-Who Has More Alternative Thinking About (Cyber)bullying? A Cross-Sectional Comparison of Taiwanese Adolescent Students ***Yin-Lan Chen***, no; ***Chien Chou***, no; ***Yun-yin Huang***, no
The Internet has changed many people's life in both positive and negative ways. The purpose of this study was to investigate the existence of the (cyber)bullying alternative thinking among Taiwanese adolescent students. The results revealed that alternative thinking of (cyber)bullying was different between genders, and the higher graders had more alternative thinking. Adolescents, as a main group involving in traditional bullying and cyberbullying, need to learn how to use technology more responsibly.

.32 SMT-A Descriptive Case Study Of Meaningful Online Learning Experiences In the 3D Virtual Game "Quest Atlantis" ***Robert Louis***, University of Calgary; ***Michele Jacobsen***, University of Calgary
This case study showcases an innovative approach to school learning via online educational mathematics games. The study focuses on three key meaningful learning parameters: motivation, engagement, and 21st century competencies. Designed online game experiences in Quest Atlantis were used to provide instruction, guidance and interaction for grade seven students to achieve mathematics learning objectives from the provincial curriculum. Teachers and Leaders in the K-12 environment interested in school media and technology will benefit from this session

.33 SMT-The Role of Media Specialists with Respect to Instructional Technology ***Warren Goetzel***, Atlanta Public Schools
In the absence of consistently staffed, certified instructional technology specialists, media specialists may be playing an increasingly larger role in instructional technology support in k-12 schools. A deeper understanding of the role of media specialists

(263. Poster Sessions Continued)

with respect to instructional technology may provide insight into determining a need for the support of certified instructional technology specialists. Practicing media specialists' perceived use, and perceived ideal use, of instructional technology specialist and media specialist job competencies are examined.

.34 TED-Digital Literacy Designed to Promote Reading in Nonfiction Topics ***Carol A. Brown***, ***Julia Andrews***, ***Teresa Dantzler***, ***Clare Howerton***, East Carolina University
This study describes literacy activities located in low-income apartment community center. Reading materials, in a variety of formats, accompany opportunities for "Book Buddies" to freely choose one book each week from a selection of high quality fiction and nonfiction titles. Books are provided in print binding, eBooks, and online reading resources with digital libraries. This presentation will report on children's reading preferences when provided with a variety of systematically designed activities using nonfiction topics.

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264. Roundtable Sessions - Friday
2:15 pm to 3:15 pm
1st Level - South - Royal Ballroom C/D

Facilitator:
Steve Harmon, *Georgia State University*

Presenters

.01 AECT The Evaluation of Solar Photovoltaic Training in Suva, Fiji for Educators ***Rim Razzouk***; ***Odesma Dalyrmple***, Arizona State University; ***Ambika Adhikari***, Arizona State University
The Vocational Training and Education for Clean Energy (VOCTEC) program is delivering a vocational education and training that will strengthen local capacity (both men and women) to design, install, operate, maintain, and repair solar photovoltaic (PV) energy equipment. It delivered the first PV educator training workshop at the University of the South Pacific Laucala Campus, in Suva Fiji in February 2013. It was expected that once the participants are trained, they would be able to conduct future PV technician trainings in their respective countries and communities. The training included modules covering non-technical, technical, and advanced topics in addition to hands-on activities. Trainees were assessed on learning (knowledge and skills acquisition) and attitudes towards the training. Results from the data analysis revealed that the training was effective and led to positive and significant effects.

.02 D&D-A Guide to Selecting Technology for Classroom Use: Assisting Preservice Teachers in the Use of Appropriate Tools ***Stephanie Hulon***, (251) 455-5892; ***Gayle V. Davidson-Shivers***, University of South Alabama
This presentation is for university faculty who prepare preservice teachers for teaching in schools, inservice teachers, and others who provide training in technology integration for teachers. The focus of the presentation is how to select various technologies for the classroom using instructional development tenets. Additionally, we will provide and explain a guide on technology tools selection that identifies advantages/disadvantages for each tool and their selection based on learning outcomes and instructional strategies at the session.

.03 D&D-Children as Design Partners: A Case of Namibia, South Africa and US ***Tutaleni I. Asino***, Penn State University; ***Sandy Malapile***, Virginia Tech; ***Tonia Dousay***, University of Wyoming
This paper examines how the design of tools and software that are used in education to support and encourage learning consider and value role of students as design partners. The study explores the role of children as design partners in Namibia, South Africa and the United States of America. We argue that involving students in the design process contributes to products and learning that is truly student centered.

.04 D&D-Designing Mobile Apps for Teaching and Learning: Graduate Students' Experiences in an Online Course ***Yu-Chang Hsu***; ***Yu-Hui Ching***, Boise State University
This research explored how graduate students with limited programming experiences learned to design mobile apps for teaching and learning through peer support and instructor guidance. We will present students' learning by doing and reflective practice in a virtual learning community through analyzing their mobile apps, forum discussions, app design journals, sense of community, and experiences with the development tool (i.e., App Inventor). Instructional design implications, implementation suggestions, and challenges will also be discussed.

.05 D&D-Engaging Families in Interactive Learning Experiences with Virtual Environmental Systems ***Lauren Cifuentes***, Texas A&M University--Corpus Christi
We will demonstrate and describe our design, development, and evaluation approaches of a prototype projected, immersive, and interactive augmented reality environment. In the Museum exhibit, Water Journeys, guests follow a local river's virtual path from its headwaters in hills, through farmland and wetlands, and ultimately to the Gulf of Mexico. In the first

developed component, guests build or remove a dam using plastic "rocks," affecting the projected images of water flow—with multiple impacts.

.06 D&D-Exploring the Well of Misconceptions. Using T-MITOCAR Artemis to Inform Project- and Process Management. ***Pablo Pirnay-Dummer***, University of Freiburg; ***Daniel Umber***, Nuvisan Pharma Services
The results of tasks assigned during process- and project-related business meetings invariably suffer from various misconceptions often leading to additional meetings to resolve the given topics. Manually created knowledge-maps are a well-known tool used to help participants realize their mutual misunderstandings during such meetings. The introduced tool Artemis automatically constructs knowledge-maps, making the process faster and more cost-effective. We implemented Artemis in a business context and best practices will be given in the presentation.

.07 D&D-Follow Me - I'm Lost! Teaching in the Studio – You Are Not a "Guide on the Side" ***Elizabeth Boling***, Indiana University
This roundtable will focus on the experience of studio teaching. Grounded in six consecutive years of reflective field notes from a graduate studio course, discussion will address the demands placed on instructors who support complex learning in the studio. The studio requires an instructor to be—not just a "guide on the side"—but lost in the forest along with one's students. What is that like? How do the students learn? What about my dignity?!

.08 D&D-Game-based Environments for Improving Learning Outcomes and Learner Motivation ***Lawrence McCalla***, The University of Georgia
We propose a series of casual games and learning activities as a way to improve formative evaluation and feedback within online learning environments. The games and activites are to be developed and tested iteratively and within the context of an active course covering analysis of variance (ANOVA.)

.09 D&D-Lessons from a Learner-Centered Communication Management Simulation ***Howard Kalman***, Ithaca College
This session describes the instructional design challenges and lessons learned from using a semester-long management simulation in an undergraduate capstone course. Traditional classroom lectures were replaced with activities that required the students to take charge of their learning. The simulation enabled students to safely explore management concepts and teamwork behaviors, while also experiencing ambiguity, uncertainty and stress. Learning outcomes, instructor insights, and course design problems will be discussed.

.10 D&D-The Changing Nature of Online Course Design Expectations: One Design Story ***Lisa Yamagata-Lynch***, University of Tennessee
I will share a design case about a 15-week online course that I taught in spring 2012 about online learning environments at a large Southeastern university. I will discuss how I used activity systems analysis as a guiding framework for engaging students in reflection of activities in the course to obtain feedback for modifying the design.

.11 D&D-Types of Blended Instructions: Different Approach to Different Mix ***Jackie HeeYoung Kim***, Armstrong Atlantic State University
This presentation addresses how to approach to the different pedagogy depending on the orientation of blended instruction. Four different blended courses with different orientation will be presented. The presentation will categorize in a matrix the characteristics of each orientation of blended instruction and different approach to pedagogy and course design. The attendees of the presentation will gain insight on how to differently approach to the blended learning based on its orientation.

.12 D&D-What Are You Dying to Play? : When Flow Experiences in Game-Based Learning Cross the Line to Addiction ***Daphne CY Tseng***, Emporia State univ; ***seung gutsch***, Emporia state university; ***Dusti Howell***, Emporia State University
This presentation will discuss how to avoid development of addiction when integrating flow experience such as digital game-based learning or mobile learning into teaching. Both two learning methods are significantly beneficial for education. Making learning fun is the most attractive way to promote children's learning; however, that excessive use of the Internet had negative consequences. We will discuss recent studies and possible solutions to help educators and parents prevent addiction by children during flow experiences.

.13 D&D-Learning and Design Principles for Building and Studying Informal and Free-Choice Learning Environments and Materials ***Wilhelmina Savenye***, Arizona State University
Design for open and free-choice learning environments, including museums, zoos and botanical gardens, involves very different application of learning principles than design for formal environments. This presentation will provide an overview of the realities of design in these settings with an in-depth review of the

learning principles applicable in these environments. Practical, visual examples will be provided, and there will be opportunity for an interactive discussion

.14 DDL-Current Practices in K-12 Virtual School Teacher Preparation ***Kris King***, ***Trey Martindale***, University of Memphis
We will present a review of the current state of teacher preparation for K-12 virtual schools. We will identify skills these teachers should possess, and describe a sample of academic programs that are currently preparing teachers to teach in online K-12 schools.

.15 DDL-Design and delivery of the Information Visualization MOOC: Lessons learned ***Miguel Lara***, Indiana University
This roundtable discussion includes a summative evaluation by the instructors and instructional designers of the Information Visualization MOOC (IVMOOC) as well as participants' perceptions and feedback for improvement. Some of the main characteristics of this seven-week MOOC were (1) using social media tools extensively (e.g., Twitter, Flickr, Facebook, Google+), (2) providing opportunities for participants to form groups and work with real clients, and (3) issuing Mozilla digital badges and letters of accomplishments.

.16 DDL-Effect of a Quality Assurance Rubric on Student Barriers for Online Success ***Kathryn Miller***, Morehead State University
Colleges and universities are exploring more web-based instruction to serve a diverse student population (Sturgis, 2012). Barriers to student success have been identified since the beginning of distance education. Big Sandy Community and Technical College has recently introduced a Quality Assurance initiative to diminish the identified barriers for online students. A rubric was developed to ensure quality classes are developed. This study will evaluate the Quality Assurance initiative's effect on breaking down barriers to success.

.17 DDL-Evaluating Levels of Critical Thinking in Online Discussion Forums ***Hoyet Hemphill***, ***Leaunda Hemphill***, ***Diane Hamilton-Hancock***, Western Illinois University
This study used the Community of Inquiry model to investigate the frequency and level of critical thinking of the discussion forums in a graduate online class. The Revised Project-Based Rating (APECS) scale was used to monitor the type and fluctuations in project-based interactions. The findings support that student discussion leaders speakers can be used effectively in online discussions to maintain the quality of the online discussion and frequent, meaningful interactions among students

.18 DDL-Factors for Student Success in Online Learning ***Megan Murtaugh***, Nova Southeastern University; ***Jennifer Ashton***; ***Nancy Penchev***, Nova Southeastern University
Student success in online learning is an important topic in a world where distance learning enrollment continues to increase. Allen and Seaman (2012) reported that over 30% of postsecondary enrollment consisted of online students. With continued growth of online enrollment, knowing the factors that contribute to student success in online classrooms is crucial. The presenters will focus on results of a literature review in which they identified five factors that contribute to student success in online learning. They welcome discussion from graduate students and professors on their experiences with successful learning in online classrooms.

.19 DDL-From Talking Heads to Talking Slides: Does Voice-over PowerPoint Deliver? ***Wenyi Ho***, World Campus, Penn State; ***Juan Xia***, Penn State World Campus
Instructional designers will share their experience in implementing voice-over PowerPoint projects to deliver content in an online course environment, the feedback they collected from Google Analytics and course surveys, and the alternatives they have explored to deliver the same content. The discussion will be presented as a show-and-tell, with focus on examples and the development of multimedia components, the pros and cons of voice-over PowerPoint, and effective ways to design courses beyond text-based content.

.20 DDL-Incorporating Self-Regulation Strategies to Support Student Learning Outcomes in Online Courses ***Murat Kurucay***, Texas Tech University; ***Fethi A. Inan***, Texas Tech University
This study was conducted to examine the effectiveness of weekly reminders designed to support student self-regulation skills in an online undergraduate course. One hundred and three students enrolled in two sections of an online introductory to computing course participated in the study. Throughout the semester, students from a randomly selected section received weekly reminders. Students in the treatment group reported that weekly reminders were helpful to promoting their self-regulation and success in the course.

.21 DDL-Motivating Learners Using Four Values of Web 2.0 and Social Media ***Lucas Jensen***; ***Daisyane Barreto***, University of Georgia
This presentation will examine four essential values of Web 2.0 and social media applications and how these could be used to motivate learners in both online

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and face-to-face instruction. The valuesse of Web 2.0/ social media–the Shared Experience, the Dialogic Web, the Creative Web, and the Curatorial Web–will be discussed and examples of lessons incorporating each will be shown, with a focus on learner motivation.

.22 DDL-Online Doctoral Cohort Support: Overcoming Academic Procrastination ***Byron Havard***, ***Nancy Hastings***, University of West Florida
This proposal describes a framework for supporting doctoral students and addresses four major barriers students encounter toward dissertation completion. The concept of academic procrastination where students are stuck serves as a common theme to describe the result of these barriers. This framework has been successful in addressing the four major barriers based on the research literature: internal factors include dissertation topic selection and communication with faculty and external factors include student isolation and dissertation work review.

.23 DDL-Second Life as a Third Place for ELLs' Cross-Cultural Interaction ***Tahani Aldosemani***
This research paper is an application of Oldenburg's (1998) proposed model of third place in the English Language Learning ELL field. This model of third place will be developed in Second Life to serve as a model for cross-cultural interaction between ELLs and English native speakers to provide ELLs with socialization place that is created according to Oldenburg's characteristics of physical third place. The effectiveness of this virtual third place will be evaluated through participants' perspectives.

.24 DDL-UNT LT Distributed PhD: Year 1 Results ***Greg Jones***, ***Tandra Tyler-Wood***, ***Scott Warren***, ***Jonathan M Spector***, University of North Texas;
The University of North Texas Learning Technologies PhD program expanded to include a distributed option in 2012. The presentation will overview the unique instructional design of the offering and discuss the current outcomes and results of the first two cohorts in the offering. By the end of the first year, the offering will have maintained a retention rate of 80% and will have doubled in enrollment size.

.25 DDL-Innovative Technologies and Online Inquiry-Based Learning ***Jing Lin***, ***Sabrina Grossman***, Georgia Institute of Technology
Recently, inquiry-based learning has gained renewed emphasis and gradually become the central theme in educational research and practice, including in online learning contexts. Meanwhile, innovative technologies provide new methods and possibility to enhance online inquiry-based learning. The purpose of this paper is to discuss key components of online learning components and explore how innovative technologies, such as mobile apps, cloud and other technologies can be employed to enhance inquiry in the classroom.

.26 DSC-Helping students manage and pursue Self-Set Learning Goals: Development of a computer-based system ***Elizabeth Brott Beese***, Purdue University
This [session/poster/roundtable] presents for discussion the development of a computer-based system to support students in the constructivist aim of planning and pursuing their own self-set learning goals. The author has cobbled together such a system and dashboard for personal use, innovating with existing computer-based tools. Developing this system has yielded observations which might be of use to others interested in the intersection of technology, student goal-setting, student self-regulation, and profoundly learner-centered environments like PLEs, PIESs, etc.

.27 ICEM-Digital Storytelling: A Strategy to Help Adolescents Develop Agency, Belonging and Competence ***Szu-Yueh Justine Chien***, UGA
Adolescents' relationship with others plays a significant role in their self-development and identities construction. In this study, a group of minority middle school students participated in the digital story creation and sharing project. By asking the participants to share their personal stories with teachers and peers, the researcher found that they were more engaged in classroom activities. The participants' performances improved in three categories: agency, belonging and competence in Mitra's (2004) ABC Concepts.

.28 ICEM-Why Interactive Whiteboard, Junior High School Teachers' View Through UTAUT and Management Support ***CHENG-HSIN (ALAN) KU***, Soochow University; ***Zhigang Li***
Interactive Whiteboard (IWB) has become one of the most important instructional technologies in this information technology era. Since the teachers adoptions of IWB may depend on teachers' acceptance and intention, this research would like to adopt the Unified Theory of Acceptance and Use of Technology, UTAUT and management support to assess the usage of IWB from those junior high school teachers in Taipei City.

.29 ID-Attitudes of International College Students in the U.S. Towards Educational Technologies ***Abdullah Almaden***, ***Fatimah Alebrahim***, ***Hadi Almonuf***, University of Northern Colorado; ***James Gall***
This presentation shares the results of a study that examined international students' level of experience, background knowledge, confidence with technology, and the impact of technology on their education.

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This included their own device ownership and their perceptions regarding instructor's use of technology. This presentation will describe the study in detail and share the final results. Implications and suggestions for further research will also be shared.

.30 ID-Examining the Cognitive Load Through a Secondary Task Performance Indicator Among Different Age Groups ***Onur Donmez***
The aim of this paper is to examine the cognitive load experienced by different age groups for the same instruction. Three age levels in which learners take formal education are determined as target levels. A learning task on solar cells' working principles was prepared for learners. The learning content was installed into tablet computers with same specifications. The cognitive load imposed by the designed instruction was measured using the dual task methodology.

.31 ID-Learners' Perspectives on Assessment Practices in Open and Distance Learning ***Nejdet Karadag***, Anadolu University; ***Aydın Ziya Ozgur***, Anadolu University
This presentation and associated paper reveals the results of an initial stage of a research project which aims to identify learners' perspectives regarding assessment practices at Open Education Faculty of Anadolu University, which is one of the distance teaching mega-universities in the world, having more than one and a half million learners. The results will be discussed within the relevant literature.

.32 ID-Learning Design in Open and Distance Courses for Large Number of Learners ***Cengiz Hakan AYDIN***, Anadolu University; ***Irfan SURAL***, Faculty of Education; ***Yasin OZARSLAN***, Yasar University
This presentation is about elaboration of the need for open and distance learning courses that target large number of learners and discuss the effective instructional and assessment strategies that can be employed in these kinds of courses. The authors will also share the results of the course evaluation surveys and the three focus-group interviews with the learners. Those who are interested in MOOCs and/or mass online courses might find this presentation quite interesting.

.33 ID-Teacher Candidates' Perspectives On Learning Material Enhanced With Augmented Reality ***Yasin OZARSLAN***, Yasar University
The aim of the study is to determine how a teacher candidate feels about using a learning material enhanced with augmented reality. Two instructional materials were developed for this study. One of them is OptikAR which uses augmented reality to enhance the user experience regarding Basic Geometrical Optics and Experiments and the other one is InsectAR which is a series of learning tools developed to introduce basic insect diversity and classification based on Augmented Reality technology.

.34 ID-The Great Transformation: From eBook to "Interactive" eBook ***Salih GUMUS***, ANADOLU UNIVERSITY
Technological advances have great influence on every field of our lives. As a result of this influence, the publishing field has started to be developed and electronic books, also named as e-books has taken place in daily reading activities of people. In this connection, types of software used and produced for interactive e-books in e-learning are compared. This study shall guide those, who wish to produce digital publication for e-learning in accordance with educational needs.

.35 ID-The World in a Backpack: Learning with iPads ***Nil - GOKSEL CANBEK***, Affiliate Membership; ***Jace HARGIS***
The emerging advances in mobile learning (m-learning) have quickly transformed both access and our ability to connect education around the world! As one of the latest active learning trends, Apple iPad has drastically changed the way we learn. In this connection, the main objective of this presentation is to focus on the current trends of m-learning and m-learning devices analyzed in terms of apps, iBooks with widgets, embedded videos, formative assessments and iTunesU courses.

.36 ID-Cognitive Absorption Levels of Turkish Social Network Users ***Ozcan Ozgur Dursun***, Anadolu University; ***Cem Cuhadar***, Trakya University
The present study took the cognitive absorption theory as basis not only because it focuses especially on cognitive context but also because it aims at understanding and explaining individuals' technology use behavior and investigated the reflection of this theory in social networks. This study designed with the survey model, a descriptive method was used. The participants of the study were 550 university students who were also Turkish social network users.

.37 ID-Relationships Among Social Network Users' Academic Self-efficacy, Social Characteristics and Using Patterns ***Yavuz Akbulut***, Anadolu University; ***Yusuf Levent Sahin***
This study investigated the relationships among Facebook use patterns, perceived social support, academic self-efficacy and social appearance anxiety among 438 Facebook users. Participants were recruited through a Facebook application. The data

were collected with a background questionnaire, an academic self-efficacy scale, a multi-dimensional perceived social support scale, and a social appearance anxiety scale. All scales were validated and revealed high internal consistency coefficients. Parametric tests were used to analyze the data.

.38 IVLA-Tablet Technologies and Learning Modalities ***Edwin Vega***; ***Heidi L. Schnackenberg***, SUNY Plattsburgh
Tablet technologies lend themselves to a myriad of learning modalities – visual, tactile, and auditory. Unfortunately, students who use them for classes often simply play with ‘’apps’’ (applications that behave like software), rather than using the technology as a useful and powerful production tool in the teaching and learning process. The current article addresses ways to use tablet technologies to their fullest potential as a useful visual learning tool in higher education.

.39 MPD-Multimedia Presentation: Impacts of Background Music and Sounds on Space Science Concept Learning ***Van Thanh Thi Phan***, Texas Tech University; ***Jongpil Cheon***, Texas Tech University
This study investigates the impacts of gentle background music and sound effects with audio narration over on space science concept learning. Participants are assigned to three groups, i.e., various types of non-vocal music background and sound effects, Baroque music background without sound effects, and no music background and sound effects. The study findings contribute to announce appropriate ways of including music background into multimedia instructional materials for space science concept learning.

.40 MPD-Does Better Graphics in Assessments Mean More Reliable Test and Increased Student Success? The Pilot Study ***Fevzi Inan Dönmez***, Anadolu University; ***Işıl Kabakçı Yurdakul***, Anadolu University; ***Muhterem Dindar***, Anadolu University
Multimedia instruction researches mainly focus on the use of multimedia in learning and teaching activities. This study examines the effect of multimedia in the reliability of an achievement test and on the success of students on the same test. For that purpose a multiple choice English as a foreign language achievement test were given to randomly assigned students in three different formats. Results are shared and discussion is made in the presentation.

.41 MPD-The Development of a Criteria List for the Selection of 3D Virtual Worlds ***Ilknur Reisoglu***, Karadeniz Technical University; ***fatma burcu topu***, ataturk university; ***rabia meryem yilmaz***, ataturk university; ***Turkan Karakus***, Ataturk University; ***Yuksel Goktas***, Ataturk University
In this study, the goal was to develop a criteria list that may help instructional designers, developers, and educators to evaluate all virtual world applications for educational purposes.

.42 RTD-Teacher Self-efficacy Beliefs During the Implementation of a New Problem-based Science Curriculum: Preliminary Results ***Charles Hodges***, Georgia Southern University; ***Alicia Meng***, Georgia Southern University
This qualitative study was conducted to investigate eighth grade science teachers’ self-efficacy for implementing a new, problem-based science curriculum. Participating teachers responded to structured journaling activities during an 8-week implementation period. Within-case and cross-case analyses of their journal entries was performed to build an understanding of how their self-efficacy changed while implementing the new curriculum. Participants had high confidence levels throughout the study, but expressed some concerns related to their local contexts.

.43 RTD-Team Peer Evaluations: What Do They Contribute to an Online Course? ***Kathryn Ley***, U Houston Clear Lake
Online peer evaluation scales offer a logistically feasible method available for evaluating individual effort in a virtual space team but they are susceptible to social acceptability ratings. An individual’s contribution to the team effort may be measured by a well designed peer evaluation but can its effectiveness be confirmed with resulting scores.

.44 RTD-The Role of Metacognitive Awareness in the Co-regulation of Collaborative Problem Solving ***Pavlo Antonenko***, University of Florida
This exploratory study was designed to reveal the patterns of co-regulated learning and problem-solving performance in teams consisting of high metacognitive thinkers (HMT), low metacognitive thinkers (LMT), and both LMT and HMT students. The results of this study show that, interestingly, mixed dyads comprising both HMT and LMT students engaged in more co-regulative behaviors than the HMT-only dyads. The main implication of this study is that mixed teams, i.e., those consisting of both HMTs and LMTs, engage in more co-regulative learning than either HMT-only or LMT-only teams.

.45 RTD-Computer Supported Collaborative Learning: Independent and Interdependent Work ***Kyung Kim***, Pennsylvania State University; ***Eunsung Park***, Pennsylvania State University
As a way to look at how activity in the group influences individual cognition, this paper explains

the effect of interdependence and independent work in computer-supported collaborative learning, especially through the visualization of domain knowledge. Our investigations show the positive effect of interdependent collaboration on information sharing as the opposite results of previous research.

.46 SMT-A Tale of Two Teachers: An Exploratory Study of Online Resource Use and Criteria ***Linda Sellers***, Utah State University; ***Heather Leary***, University of Colorado Boulder; ***Mimi Recker***, Utah State University; ***Victor Lee***, Utah State University; ***Tamara Sumner***, University of Colorado Boulder
Online resources are a valuable and viable source as curriculum materials. While research on teacher curriculum use and online resource use provides some insight into how teachers plan for and use curriculum, little is known about how teachers use online resources as curriculum materials. This exploratory case study compares and contrasts the criteria two junior high school science teachers used when searching for online resources and the instructional purposes the resources were used for.

.47 SMT-A Review of Open Educational Resources (OER) Directories for Use by K-12 Teachers ***Fair Josey***, ***Trey Martindale***, University of Memphis
The rapid growth of Open Educational Resources (OER) makes it very challenging for teachers to find and use relevant, high quality resources. Join us as we report on the state of OER directories based on our review of eleven existing OER directories. We will also report on current initiatives to build and sustain such directories for use by K-12 teachers.

.48 SMT-Digital Citizenship for Youth with Autism Spectrum Disorders ***Lesley S. Farmer***, CSULB
This session examines digital citizenship in light of the needs and interests of youth with Autism Spectrum Disorders, and provides effective ways to interact and instruct them in those skills.

.49 SMT-Examining Student Perceptions of One-to-one iPad Use in the Lower Grades ***Hayley Mayall***, Northern Illinois University; ***Cindy York***, Northern Illinois University; ***Kathleen Burke Fabrikant***, Armstrong Atlantic State University
One-to-one iPad initiatives are becoming quite prevalent in K-12 schools, yet much of the research is on the upper grades. This study set out to examine a one-to-one iPad school including the perceptions of students in grades 2-4. Our guiding research question was: What are student perceptions of one-to-one iPad use in grades 2 through 4? We also asked if students felt the iPad helped with schoolwork and homework.

.50 SMT-One to One Computing: One High School's Final Report ***Lessell (Marty) Martiny Bray***, Haralson County Schools
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. In this roundtable presentation the findings of the final report will be presented and discussed.

.51 SMT-Student Preference of Online Discussion Strategies in a High School Business Classroom ***Elizabeth A Trimble***, Student; ***John Curry***, Morehead State University/21st Century Education Enterprise; ***Valerie Hale***, Morehead State University
Student centered discussion is necessary for students to form an understanding from various perspectives as they open the floor for students to "collaboratively share, compare, and analyze, interpret and explain observations" (Enfield, 2007). It is desired that students share input about how they want to discuss specific topics with their peers. The purpose of this round table session is to present a study of student preference of online discussion strategies in a high school business classroom.

.52 T&P-Innovate! An Inexpensive Solution for Hosting Blackboard Learn in the Cloud ***Keith Hardwicke***, K & L Consulting; ***Tonya Amankwatia***, DeSales University
DeSales University needed a test server for its new Blackboard installation in order to test Blackboard Building Blocks and train its faculty before rollout. However, there was not room in the budget to pay the fees needed for a Blackboard-hosted test server nor did it have Oracle licenses since it is primarily a Windows school. Through a strategic partnership with K&L Consulting, DeSales now has a cloud-based server for 1/5 the cost.

.53 TED-Effective Source Ware & Web 2.0 Tools for Elementary School Teachers ***Sharon Anne OConnor-Petruso***, Brooklyn College CUNY; ***Barbara Rosenfeld***, Brooklyn College
In light of an anemic economy and looming additional educational budget cuts, it is critical for educators to stay abreast of new technologies that will aid students in STEM disciplines. The purpose of this presentation is to share effective teacher education strategies that utilize constructivism and technology to increase skill level and content knowledge in elementary mathematics and science – through the implementation of source ware and free Web hosting and Web 2.0 tools.

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.54 TED-How Can We Prepare Students for Computer-Based Common Core Standards Testing? ***Penny Thompson***, ***Angel Kymes***, ***Susan Stansberry***, Oklahoma State University
Students taking computer-based tests need computer skills so that extraneous cognitive load does not interfere with their ability to demonstrate knowledge. With the adoption of the Common Core Standards and associated computer-based testing, teachers need guidance on how to prepare their students. Such guidance is currently hard to find. In this roundtable we will look at sample test questions, brainstorm interventions, and discuss ideas for a comprehensive research agenda to address this emerging issue.

.55 TED-Math Standards Project: Effective Online Professional Development for K-12 Teachers with Project Share ***John David Solis***, University of Texas at Austin
Learn how interactive lessons were designed, developed, and implemented to reach K-12 mathematics teachers state-wide with the Project Share learning management system to support recently revised curriculum standards. Interact with video/ HTML 5/Flash-based media used to deliver self-directed professional development focusing on process standards and focal areas in support of effective math instruction. Suggested tools and tips for creating interactivity and networking within a state-wide learning management system and lessons learned will be discussed.

.56 TED-Teachers' Perception of their Skill to Integrate Microsoft Applications into Teaching and Learning ***Mabel CPO Okojie***, Mississippi State University (MSU); ***Anthony A. Olinzock***, MSU
The purpose of this survey study was to assess teachers' perceived expertise in using word processing, spreadsheet, and presentation software applications to facilitate instruction. The findings indicated that the participants' responses to 30 software statements regarding their ability to provide instruction using software applications demonstrated that they did not express competence in over half of the questionnaire items. The conclusion was that most teachers believed that they lack competence to use Microsoft applications for instruction.

.57 TED-Teachers' Perceptions of Using E-readers in Elementary Classrooms ***Lee Daniels***, E TN State Univ
Despite the popularity of e-readers and the enthusiasm of some for their use in secondary education, their utility in elementary education has not yet been systematically explored. A pilot study surveyed 19 teachers who evaluated e-readers. Participants read a grade appropriate book on an e-reader and evaluated its use for their students. The teachers were surveyed regarding their opinions and ideas on how the devices could be implemented for their students. Specific technological affordances of e-readers that carry pedagogical implications are discussed. Practical concerns such as cost and durability are also addressed.

.58 TED-Technology Integration for Teacher Education Faculty: Are They Ready? ***Hsin-Te Yeh***, ***Miri Chung***, Metropolitan State University of Denver; ***Yi-Chia Cheng***, Tamkang University, Taiwan
While technology integration has been emphasized a lot in K-12, little attention has been paid to teacher education faculty's integration of educational technology. The purpose of the study was to understand faculty members' educational technology background, current use of educational technology, motivation of learning educational technology, preferred learning topics on educational technology, and concerns and barriers for learning and using educational technology in their class **.59 TED-Game-based Learning: Elementary Education Students' Attitudes and Efficacy** ***Hua Bai***, Northeastern Illinois University
Educational games have the potential to engage K-12 students in meaningful learning and facilitate their problem solving. This research project will examine elementary education students' attitudes toward using games and efficacy in implementing game-based learning. The participants will complete learning activities that intend to improve their understanding of game-based learning. Data will be collected by surveys, interviews and the participants' course work. rooms.

.60 D&D-Transforming Online Learning and Pedagogy Through the Use of Virtual Worlds ***Eric Kisling,*** East Carolina University
This presentation provides virtual technology instructional strategies and discusses the emergence and use of virtual environments to develop and foster learning in education. For many educators, the process of integrating a virtual world into their course's curriculum is a progression from the traditional brick and mortar constructs to becoming aware of the multitude of objects that you can be created to engage your students in the learning process. Come see how to harness this technology!

.61 TED-Use Of Online Project Logs To Support Metacognitive Skills In Project Based Learning ***Serkan YILDIRIM***, phd; ***Eda ODACI TOR***, MS; ***Selcuk Karaman***, Prof.; ***Embiya Celik***, MS
This study aims to examine the impacts of project

(264. Roundtable Sessions Continued)

logs prepared in project based learning activities on metacognitive level, academic success and project quality. The study is significant for shedding light on the effects of project logs on project-based learning process in terms of metacognition. The study has two steps. At the first step students were asked to note the project logs offline and submit with the project reports. At the second step students will take online notes during project-based activities. First step has been completed. Online notes will be used at the first 6 weeks of spring term of 2013. The firs step of the study conducted with a group of 30 consisting of senior students studying at the Department of Computer and Instructional Sciences Technology of a University in Turkey. The findings of preliminary analysis revealed that project logs prepared along with project-based learning activities affect the students' metacognitive levels in a statically significant manner, $t(29)=-5.405$, $p<.01$. According to the descriptive analysis results, the students think that project logs do not affect their academic success. However, they also state that their awareness increased thanks to the project logs and that project logs are helpful for preparing the projects in a more systematic and effective way.

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265. CLT -Board Meeting
3:30 pm to 4:30 pm
2nd Level - Tower - Laguna Suite

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266. D&D -Complex & Self-Paced Multimedia
3:30 pm to 4:30 pm
2nd Level - Tower - Salon 7

Do Cues Foster Learning in a Complex Animation? An Empirical Study ***Ismahan Arslan-Ari***, Texas Tech University; ***Steven M. Crooks***, Texas Tech University
Although guiding learners' attention in animation has been highlighted in selecting and understanding the graphical information from animations, effectiveness of cueing in animations is mixed. The purpose of this study was to investigate the effects of cueing on learning (retention, transfer and matching) and mental load. Fifty two undergraduate students studied the either cued or uncued animation about photosynthesis. The results revealed no significant effect of cueing on the achievement and mental load.

The Redundancy and Modality Effects: Do They Apply for Static and Self-Paced Multimedia Instructions? ***Dmitrii Paniukov***, ***Ismahan Arslan-Ari***, ***Steven M. Crooks***, Texas Tech University
The purpose of this study was to investigate the effects of modality (written vs. spoken vs. written and spoken texts) on the learning and mental effort of participants, studying a computer-based static diagram at their own pace. The results revealed a modality effect on a matching test, but not on transfer, retention and mental effort measures. A redundancy effect was confirmed for transfer and matching tests.

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267. D&D Lessons Learned from Teaching in a Flipped Classroom
3:30 pm to 4:30 pm
2nd Level - Tower - Pacific

Facilitator:
Dirk Ifenthaler, *Open Universities Australia*

The flipped classroom model, where students review lecture material online prior to a class session, and spend time in class working on problems or exercises that otherwise would be assigned as homework, has drawn much recent attention. Assigning students to watch videos at home is only one piece of the flipped classroom experience. There are a number of other issues to consider: What do you do with the extra hour of class time that you have because you're not lecturing? What if students don't watch the videos beforehand, or have access to computers or mobile devices at home? What in-class collaborative activities can faculty introduce in order to promote student learning?

Presenter:
Mark Frydenberg, *Bentley University*

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268. D&D Quests, badges, and leveling up in a game-based curriculum
3:30 pm to 4:30 pm
2nd Level - Tower - Salon 8

Facilitator:
Holly Marshburn, *Nova Southeastern University*

Presenter

Quests, badges, and leveling up in a game-based curriculum ***Chris Haskell***, Boise State University; ***Kristi Mesler***, Boise State University
This session will introduce attendees to research and practice in quest-based learning (QBL), a game-based curricular approach utilizing student choice, experience points, badges, and achievements to direct and display student progress. Participants in the session will gain an understanding of the tool, pedagogical approaches, and curricular treatments of this innovative game-based instructional design philosophy developed in an an ongoing design-based research project. Findings will show marked increases in student learning, success, and satisfying learning experiences.

269. D&D Research Focussing on Peer Learning
3:30 pm to 4:30 pm
2nd Level - Tower - Salon 2

Facilitator: ***Suhana Chikatla***, *Wallace State*

The effects of online peer evaluation on writing anxiety, evaluation skills, and writing proficiency ***Jaeho Choi***, Sangmyung University; ***Youngju Lee***, Korea National University of Education
This study examined the effects of online peer evaluation on English learners' writing performance, writing anxiety, writing proficiency, and evaluation skill. Sixty two college students were randomly assigned to either the experimental or the control groups. The experimental group took online peer evaluation activities, and the control one had teacher evaluation activities. The results showed that the online peer evaluation was effective for quality writing, relieving anxiety, and improving writing proficiency.

Correlating Outcomes of QM Standard 5.2 in Asynchronous Discussions ***Barbara Miller Hall***, Ashford University
What does success look like? This session aims to answer that question related to peer participation in asynchronous discussions. Six variables were correlated across seven sections of the same course. The results could inform course design, adaptation of discussion scoring rubrics, revision of student support products, and creation of faculty development around related learner interventions. In addition, the results could suggest the concept of intersubjectivity as one specific measure of the outcome of QM 5.2.

270. DDL -Board Meeting/New
3:30 pm to 4:30 pm
2nd Level - South - Commodore

Chair: ***Jason Huett***, *University of West Georgia*

271. DDL Panel: Pedagogical Quality in Online Learning
3:30 pm to 4:30 pm
2nd Level - South - Valencia

Facilitator: ***Megan Murtaugh***, *Nova Southeastern Univ.*

Pedagogical Quality in Online Learning: A Cross-Institutional Panel Discussion ***Heather Tillberg-Webb***; ***Richard Clark***, University of Southern California; ***Jin Mao***, Wilkes University; ***Rick Shearer***, Penn State University
Panel members from private and public universities discuss three of the major questions related to online course design, development, teaching and assessment. Panel members will attempt to describe alternative, evidence-based approaches, institutional experience and encourage audience interactions on the topics discussed.

Chair: ***Heather Tillberg-Webb***,

272. DDL-Advising and Humanizing eLearning
3:30 pm to 4:30 pm
2nd Level - South - Granada

Facilitator: ***Goutama Bachtiar***, *Roligio Group, Indonesia*

Advising in an Online Instructional Technology EdD Program ***Nilufer Korkmaz***; ***Marisa Exter***, Purdue University
Understanding expectations and experiences of both students and advisers can allow programs to adapt to reduce student frustration and attrition. This case study examines the advising relationship between doctoral students and faculty advisers. Semi-structured interviews with faculty and students were conducted three times during the first year of a new online EdD program. Findings indicate that minor differences in expectations can cause confusion and frustration. Support structures may assist faculty in meeting student needs.

Humanizing e-Learning: The Role of Empathy in Transformational Online Education ***Thomas Royce Wilson***, Azusa Pacific University
Take a transformational journey into the humanity of e-learning. Whether you teach, train, supervise, or design, these innovative strategies will boost your effectiveness. As a former TV producer, marketing executive, and associate dean of 500 online faculty, motivator Thomas R. Wilson has successfully synthesized principles from television, management, and education to create a unique e-learning enhancement that you can instantly integrate into your current teaching, faculty training, or course development.

273. DDL-Social Media and Feedback
3:30 pm to 4:30 pm
2nd Level - South - Barcelona

Facilitator: ***Tonya Amankwatia***, *DeSales University*

Effective Feedback Design for Online Learners Using Free Online Technologies ***jiangmei yuan***, the university of georgia; ***ChanMin Kim***
The purpose of this presentation is to propose how to design feedback effectively for online learners by using free online technologies. Feedback plays a pivotal role in motivating learners and guiding them to acquire knowledge. Based on the synthesized review of the literature on effective feedback and online learners,

we propose how affordances of several free online technologies can be maximized to create effective feedback in online learning environments.

Construct and Critique: Development and Assessment of Student-Generated Online Social Networking Sites ***Leaunda Hemphill***, Western Illinois University; ***Diane Hamilton-Hancock***, Western Illinois University; ***Hoyet Hemphill***, Western Illinois University
This paper reports on a study that examined the development and assessment of student-generated social networking sites in a health-education college course. A peer-to-peer feedback approach known as Critical Friends helped students to refine and improve the quality of their social networking sites. Results showed that most students gained increased comfort levels and enhanced their knowledge and skills in developing online social networking sites.

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274. DSC - Leadership and Research
3:30 pm to 4:30 pm
1st Level - South - Terrace D

Presenters

Critical Systems Theory for Critical, Emancipatory and Pluralistic Educational Research ***Sunnie Watson***, Purdue University; ***William Watson***, Purdue University
This paper addresses the following questions: o What is critical systems theory? (CST) o Why is it relevant to us as educational researchers? o How do educational researchers make use of CST? This paper will present a detailed discussion on the underlying philosophy, concepts and issues of CST and provide an argument for its necessary impact on and use within educational research methodology.

Early Results from Research on Complex Systemic Change Leader Networks in A Changing Statewide Charter School System ***Eugene Kowch***, University of Calgary - Faculty of Ed
Here we present early research findings from the first phase of a two-phase large scale study on a state wide Charter School System in Alberta, Canada. This paper: (1) describes the most influential leader networks guiding this school system and (2) interprets significant organization and innovation issues and attractors engaged by their leader network. Findings will surprise you as we offer new knowledge about the potential for novelty and experimentation among complex system leadership networks and methods for influencing school system policy making.

A Digital Badges, Competency-based Assessment Platform for New Paradigm Learning ***William Watson***, Purdue University; ***Sunnie Watson***, Purdue University
In order to enact truly learner-centered environments, technology is needed to manage the entire learning process of each individual learner. A variety of functions will be necessary to support this systemic application of technology, including . This presentation examines a competency-based assessment system that utilizes digital-badges in order to promote a transformative application of technology to the learning process.

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275. Distinguished Development Award Presentation by M. David Merrill (Professor Emeritus, Utah State University)
3:30 pm to 4:30 pm
Main Floor - Grand Ballroom G

Facilitator:
Jonathan M Spector, *Department of Learning Technologies*

The First Principles of Instruction represents a comprehensive treatment of promoting learning through the disciplined application of established principles of instruction, appropriate instructional strategies, and powerful tools to support instructional design and development. This book and the associated presentation represents a serious effort to take what is known about how people learn and the different types of things to be learned and create a detailed practitioner's guide to help educators and designers create instruction that works – that is to say, instruction that is effective, efficient and engaging. Topics such as rapid functional prototyping are presented in a series of situated and elaborated cases. One can conceive of a complete unit of instruction in terms of "tell", "ask", "show" and "do" components. Too much existing instruction overemphasizes the tell and ask components without sufficient emphasis on show and do. If the only component present is the tell component, then there is only information but no instruction – no support for learning. The ask component is useful in determining what a student already knows or does not understand, but that also is not sufficient to establish instruction – support for learning. To count as instruction, there must also be demonstrations of things to be learned – the show component – and opportunities to practice and integrate what has been learned into other enterprises in which the student is or might be engaged – the do component.

Presenter: ***M.David Merrill***, *Retired Utah State University*

Discussant: ***Michael Hannafin***, *University of Georgia*

276. GSA-3MT™ Finals
3:30 pm to 4:30 pm
2nd Level - Tower - Salon 1

Facilitator:
Eunbae Lee, *University of Georgia*

277. ID_F2f to Tech
3:30 pm to 4:30 pm
1st Level - South - Terrace A

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

Presenter

The Adoption of Innovative Instructional Techniques in Traditional Contexts: the Case of Peer Instruction and Clickers ***Gihan Osman***, American University in Cairo; ***Azza Awwad***, American University in Cairo; ***Dana Sabbah***, American University in Cairo
The action research study was conducted in an Egyptian university to examine the effectiveness of introducing peer instruction (PI) facilitated through the use of electronic response systems (Clickers) into introductory physics courses. Qualitative data collection methods were used to investigate the research questions: class observations, an instructor interview and student focus groups. The results suggest the potential of PI; they also suggest individual, cultural and organizational factors that impact the adoption of this instructional technique.

278. ID_Facebook
3:30 pm to 4:30 pm
1st Level - South - Terrace B

Facilitator:
Huei-Lien Chen, *Colorado State University*

Presenters

The Reasons of Playing/Not Playing Games on Facebook: University Students' Case ***Mithat Cicek***, Middle East Technical University / TURKEY; ***Kadir Yucel KAYA***, Middle East Technical University / TURKEY; ***Secil TISOGLU***, Middle East Technical University / TURKEY
This study enables the readers to know the answers of questions which read 'why and why not do people play Facebook games?', and 'which games are the most popular among them?'. Furthermore, the most frequently used activities by the users have been elaborated in this study. In the light of the related results, it was aimed at understanding whether or not Facebook environment and Facebook games can be applied to teaching and learning process.

Using Facebook for Instruction: Perceptions of Undergraduate Students in Taiwan ***Chien Yu***, Mississippi State University; ***Carlos Ewing***, Mississippi State University
This study is to present the outcomes of a survey that assesses undergraduates' use and their perceptions of using Facebook in Taiwan. The students' perceptions of this study are collected in an effort to explore the role of Facebook for student learning. The findings can help instructors: a) determine if Facebook is a valuable tool to improve teaching and learning, b) develop better instructional strategies for engaging students and stimulating academic dialogue with Facebook.

279. KSET-Activity-Based Learning
3:30 pm to 4:30 pm
1st Level - South - Terrace C

Facilitator: ***Yunjeong Chang***, *UGA*

A Developmental Study of Instructional Design Model for Continuous Reflection in Cultural Diversity Education ***Cheolil Lim***, Seoul National University; ***Sunhee Kim***, Seoul National Univ.; ***Soyoung Choi***; ***Sungwook Kim***, Seoul National University; ***Jungeun Park***, Seoul National University; ***Hyoeun Lee***, Seoul National University; ***Hyeonsu Kim***, Seoul National University
The purpose of this study is to develop a continuous reflection model for activity-based learning through developmental research methodology. This model prescribes the strategies to facilitate learners a continuous reflection during the learning process. The model was suggested by analyzing relevant literature on activity-based learning and learning by reflection. It has five specific phases and the learners are required to achieve relevant level of reflection in each phase.

280. MPD-Leadership, Gender, and Gaming
3:30 pm to 4:30 pm
1st Level - South - Terrace E

Gender and Gaming: A Literature Review ***Danae Romrell***, Idaho State University
Fourteen research articles where gender and gaming were a central focus of the article were selected for inclusion in the review of literature. Common themes and findings of those articles are summarized. These themes include demographics of video game players, especially as they relate to gender; characteristics of female game players; gender differences in motivation and game style preference; gender and educational games; and the implications of gender differences on video game design.

Leadership in the Making of Educational Games ***Gabrielle Garner***, University of Georgia
Based on findings form a two-year ethnographic study, this presentation will emphasize the ways in which team leadership influenced the production of educational games.

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281. Presidential: Remembering the Practice of Educational Technology
3:30 pm to 4:30 pm
1st Level - South - Imperial

Facilitator: ***Steve Harmon***, *Georgia State University*

Remembering the Practice of Educational Technology, 1970 – 1995: A History Panel ***Ann De Vaney***, UC Irvine; ***Rebecca P. Butler***, ***Rhonda S. Robinson***, Northern Illinois University; ***Marina S. McIsaac***, Arizona State University
In this panel we propose to recount personal remembrances that in the telling disclose the developing structure of educational technology research and practice during the last quarter of the 20th Century. We will also describe the professional and humane aspects of important contributors, and reflect on the culture of the field at different moments during that time.

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282. RTD Learning through Cases and Problem-solving
3:30 pm to 4:00 pm
2nd Level - Tower - Harbor

Facilitator: ***Hyojin Park***, *University of Georgia*

Examining Student Engagement in the Problem Space Afforded by Case-based Discussions ***Peg Ertmer***, Purdue University; ***Adrie Koehler***, Purdue University
ID case studies hold great potential for engaging students in disciplinary content. However, relatively little is known about the extent to which students actually engage in the problem space afforded by a particular case study. In this research, we compared the problem space afforded by a case study with the actual content covered in an online case discussion. Additionally, we examined the facilitation prompts used by the instructor to both widen and deepen that coverage.

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283. RTD Self-directed Learning in Open Learning Environments (req not w)
3:30 pm to 4:30 pm
2nd Level - Tower - Salon 3

Facilitator: ***lina metlevskiene***,

Research on Self-Directed Informal Learners in Open Educational Environments and Massively Open Online Courses ***Xiaojing Kou***, Indiana University; ***Feng-Ru Sheu***, Indiana University; ***Mimi Miyoung Lee***, University of Houston; ***Curtis J. Bonk***, Indiana University
This study was designed to understand how open educational resources (OER), open courseware (OCW), and massive open online courses (MOOCs) can foster self-directed learning online. Through surveys and interviews, we document the obstacles, successes, and motivational aspects of self-directed online learners. Data is drawn from over 1,400 individuals accessing the MIT OCW initiative as well as 159 participants of an online teaching MOOC. Their stories are intended to inspire others to learn across their lifespan.

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284. SMT-K-12 Partnerships for Pre-Service Teacher Technology Skill Development
3:30 pm to 4:00 pm
2nd Level - Tower - Salon 4

Facilitator:
Bruce Robert DuBoff, *School Media & Technology*

Presenter

School Principals Consider Technology Skills and Online Existing of Teacher Candidates ***Funda Ergulec***, Indiana University; ***Olgun Sadik***, Indiana University; ***Cesur Dagli***, Indiana University
When applying a teaching position, teacher candidates have already been worried about their degree from an accredited college or university, state teaching certificate, and usually a strong evidence of related teaching experience. Now they have new worries: technological skills and online existence. This study is designated to explore what charter school principals are looking for in a teacher candidate in terms of their technology skills and if they investigate a candidate through their online portfolios and social network existence.

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285. TED-Social Networking: Teachers and Students
3:30 pm to 4:30 pm
2nd Level - Tower - Salon 6

Facilitator: ***Hayley Mayall***, *Northern Illinois University*

Teacher Professionalization in the Age of Social Networking Sites ***Royce Kimmons***, University of Idaho; ***George Veletsianos***, Research and Theory Division Planner
This qualitative study seeks to better understand the relationship between teacher professionalization and participation in social networking sites (SNS) by employing interviews and focus groups at three intervals with a group of students (n = 18) in their

first semester of a teacher education program. Findings include the identification of tensions, frustrations, difficulties, attitudes, behaviors, and conundrums arising from the juxtaposition of teacher professionalization and personal SNS use.

Social Networking, Social Capital: Why Didn't My Third-Grade Classmates Join Our Ning? ***Julie Bradley***, University of Hawaii Manoa; ***Ellen S. Hoffman***, University of Hawaii - Manoa
Third grade students from an urban public school participated in a study of the use of social networking as an online collaborative environment to improve homework completion and quality. However, growth of community was limited for some students due to environmental constraints, including support systems at home, ease of Internet access, and limitations imposed by the school system, even when technology was supplied. Evidence from the study will be presented to explore these differing outcomes.

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286. TED-iPads and Professional Development
3:30 pm to 4:30 pm
2nd Level - Tower - Salon 5

Facilitator: ***Ye Chen***, *Syracuse University IDDE*

iPad or Not: An Exploratory Study about a Summer Technology Professional Development ***Haihong Hu***, Universtiy of Centra Arkansas; ***Uma Garimella***, University of Centra Arkansas
With the rapidly growing popularity of Mobile Learning and the trend for Bring Your Own Device (BYOD) in the United States, there is an emergent need for an up-to-date training on the use of Mobile technologies, particularly iPad, for K-12 STEM teachers. This presentation will discuss the procedure of and results from an exploratory study conducted within a summer professional development, which was intended to cultivate teacher readiness for Mobile learning in the STEM fields.

Speech Language Pathologists' iPad Use in PK-12 Classrooms and Desired Professional Development ***Cindy York***, Northern Illinois University; ***Jennifer Banas***, Northeastern Illnois University
To provide the best education, we must constantly reexamine PK-12 technology integration. This study investigated the ways and degrees to which speech language pathologists use iPads with students, the types of applications they wish they had, and the types of training they believe would best support their needs. Participants are invited to share experiences about iPads in the classroom and ideas related to teacher professional development. Popular speech language pathology applications will be shared.

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287. Tech Trends Editorial Board
3:30 pm to 4:30 pm
1st Level - South - Terrace F

Chairs: ***Daniel Surry***, *University of South Alabama*; ***Charles Hodges***, *Georgia Southern University*

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288. DDL-Online Asynchronous Discussions
4:00 pm to 4:30 pm
2nd Level - Tower - Salon 4

Design and Facilitation Strategies Used in Asynchronous Discussions ***Funda Ergulec***, Indiana University
The purpose of this study is to examine design and facilitation strategies that instructors use while teaching online through asynchronous discussions. To accomplish this goal, this study will use the guidelines put forward from a study completed over a decade ago which still represents some of the comprehensive design and facilitation strategies for delivering online courses and incorporate a discussion of the current literature on this topic. The study plans to emphasize the voice of practitioners in online education.

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289. VW-Facebook Online Communities
4:00 pm to 4:30 pm
2nd Level - Tower - Harbor

Using Facebook to Create Online Learning Communities ***Yi Yang***, Franklin University; ***Lewis Chongwony***, Franklin University
Using Facebook for teaching and training has gained much attention from the educational community. This presentation describes strategies for using Facebook to create a positive, friendly, and active online learning communities.

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290. AECT Membership Meeting
4:45 pm to 5:45 pm
1st Level - South - Royal Ballroom A/B

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291. University Reception
6:00 pm to 7:30 pm
1st Level - South - Royal Ballroom C/D

292. Intern Meeting
7:00 am to 8:00 am
2nd Level - South - Seville

Presenter: ***David Wiley***, *Brigham Young University*

293. Walden: Final Residency Meeting
7:30 am to 10:00 am
2nd Level - South - Commodore

294. D&D Applications of Mobile Learning
8:00 am to 9:00 am
2nd Level - Tower - Salon 8

Facilitator: ***Patricia Donohue***,

Learning and Teaching as Communicative Actions: Applications of the Theory to Mobile Learning ***Scott Warren***, University of North Texas; ***Jenny S Wakefield***, University of North Texas
During the last few decades, educational theory has often focused on individual and social constructions of knowledge. What is often missing as we seek to transition face-to-face educational experiences to mobile ones is theory that recognizes the importance of human communication for learning. The goal of this paper is to introduce learning and teaching as communicative actions theory as one theoretical support for using mobile devices and applications to support learning.

Exploring Digital Literacy Practices Using Mobile Apps and eTextbooks in Higher Education ***Aimee deNoyelles***, University of Central Florida; ***Baiyun Chen***
Mobile devices, apps and eTextbooks are becoming more integrated into education due to their innovative ability to provide heightened access to information and interactivity with content, peers, and instructors. In this session, results of a university-wide survey are shared concerning student digital literacy practices and perceptions of these technologies. The research implications will guide educators to implement these innovations in effective ways across content areas.

295. D&D Promoting Self-regulated Learning
8:00 am to 9:00 am
2nd Level - Tower - Salon 7

Facilitator:
Mari Vawn Tinney, *Walden University*

Presenters

Is Self-paced Multimedia Instruction the Boundary Condition for Redundancy Effect? ***Ismahan Arslan-Ari***, Texas Tech University; ***Dmitrii Paniukov***, Texas Tech University; ***Steven M. Crooks***, Texas Tech University
The purpose of this study was to investigate the effects of redundancy (written text vs. written and narrated text) on the learning, mental effort and study time of participants studying a computer-based static diagram at their own pace. Participants were randomly assigned to four versions of the computer-based materials, forming four conditions in a within subjects design. The results revealed a boundary condition for the redundancy effect, wherein participants studying written and narrated text outperformed those studying written text only on a matching test.

Simulation design strategies to promote knowledge construction and self-regulated learning ***Jennifer Morrison***, Old Dominion University; ***Ginger Watson***, Old Dominion University; ***Linda Bol***, Old Dominion University
Instructional simulations provide a powerful medium for learners to interact with a model of a phenomenon, leading to the development of a mental model to support problem solving and reasoning. Unfortunately, simulations are often criticized for their lack of instructional supports. This paper describes specific learning strategies that may be incorporated into simulations to promote learning and the self-regulatory process. Detailed examples are provided of each.

296. D&D The Promise of MOOCs?
8:00 am to 9:00 am
2nd Level - Tower - Salon 6

Facilitator:
Jongpil Cheon, *Texas Tech University*

Presenters

SMOOCH: The development of an internally targeted massive online course ***Brad Hokanson***, University of Minnesota; ***Marit McCluske***, University of Minnesota; ***Gordon McAlpin***, University of Minnesota
MOOCs are a growing trend in online learning; in most cases they are economically unsustainable. A SMOOCH is an economically viable, targeted form of MOOC. SMOOCH stands for Semi Massive Online Open Course, Here. The experience of developing and process of implementing the new model will be presented. Offered for the first time in Summer 2013, it offered entering students academic opportunity and institutions a financially viable model for online learning and changing higher education.

In Search of Quality: An Analysis of MOOC Course Structure and Design ***Charles Hodges***, Georgia Southern University; ***Patrick Lowenthal***, Boise State University
The concept of the massive, open, online course (MOOC) is not new, but recent high-profile initiatives have moved them into the forefront of higher education news. The value of MOOCs, however, is yet to be seen. The purpose of this presentation is to report the results of a qualitative study conducted to investigate the design of MOOCs. Analyses of course documents were performed to evaluate the quality of these courses.

297. DDL-K12 Online and Learning Readiness
8:00 am to 9:00 am
2nd Level - Tower - Salon 1

Facilitator:
Yu-Hui Ching, *Boise State University*

Presenters

The FLVS AP Advantage: Exploring the Characteristics of K-12 Student Performance in Online Learning ***Sharon Johnston***, Independent Contractor; ***Michael Barbour***, Sacred Heart University
While Advanced Placement (AP) online learning is growing, the availability of empirical evidence demonstrating the efficacy of AP online is sparse. The presenters provide the results from a study into AP exam performance of students at FLVS compared to traditional settings, as well as to explore the characteristics of successful K-12 online learners. While including a comparative component, the examination of successful online learners is critical in a field that continues to experience significant growth. (75 words)

Assessing Online Learning Readiness ***Jian Su Searle***, The University of Tennessee, Knoxville; ***Michael Waugh***, The University of Tennessee
This paper reviews the current status of research on student online learning readiness, and proposes the development of a new survey instrument to establish a pre-matriculation readiness profile for all potential online learners. These profile data would help enable studies to establish how a student readiness profile might relate to student success or failure in online programs, which might contribute to improved online program.

298. DDL-Online Peer Interaction
8:00 am to 9:00 am
2nd Level - Tower - Salon 5

Facilitator:
Jered Borup,

Presenters

Moderator's Peer Interaction Facilitation Techniques in Asynchronous Online Discussions: A Qualitative Case Study ***Kui Xie***, The Ohio State University; ***Chien Yu***, Mississippi State University; ***Amy C Bradshaw***, University of Oklahoma
This presentation reports on a qualitative case study in which the qualitative characteristics of peer moderation of asynchronous online discussions were examined. Two representative cases with multiple data sources were selected for qualitative analysis. Several general themes emerged from the qualitative analysis of study suggesting that peer moderation was critical in initiating facilitation, designing appropriate discussion questions, and providing engagement, support, and encouragement.

Student Perceptions of Peer Feedback and Instructor Feedback in Online Discussions ***E-Ling Hsiao***, Valdosta State University; ***Xiaoxia Huang***, Western Kentucky University; ***David Richard Moore***, Ohio University
The purpose of this study is to investigate student perceptions of peer feedback and instructor feedback to scaffold learning in online discussions. Sixty-seven students enrolled in three online IT courses are invited to complete a 40-item survey related to peer feedback and instructor feedback. Data collection and analysis will be completed by Spring 2013. The results of the follow-up study will be compared with the findings of a previous study to see if students perceive peer feedback differently when instructor feedback increases. Results will be reported and implications for using peer feedback and instructor feedback to scaffold learning in online discussions will be discussed during the presentation.

299. DDL-Social Media and Student Performance
8:00 am to 9:00 am
2nd Level - Tower - Salon 2

Facilitator:
Ava (Shu-Hsiang) Chen, *Chulalongkorn University*

Presenters

The Next Generation of Instructional Strategies: Social Media Tools for Student Performance and Engagement ***Nancy Hastings***, University of West Florida; ***Jenae Burkhart***, University of West Florida; ***Karen Rasmussen***, University of West Florida
Social media has entered the mainstream information distribution system. Facebook and other tools are used regularly by students of all ages. This session examines ways in which educators can exploit the availability, familiarity and ease of use of social media to inform, engage, and facilitate student-to-student networking. Using the interactive nature of social media, educators can integrate instructional strategies into their instruction (regardless of delivery system) through a variety of best practices.

The Impact of Social Networking Sites Utilization as CMS to Students' Achievements ***Duygu Albayrak***, Bilkent University; ***Zahide Yıldırım***, Middle East Technical University
The social activities or social interactions that occur between students, their peers and instructors in Social Networking Sites (SNSs) cloud play an important role in the learning process. This study examined whether SNSs have a place in teaching and learning. It studies how students use SNS, Facebook in a face-to-face course as a Course Management System and whether students' involvement to course SNS and students' achievement have any relationships among themselves or not.

300. MPD-Gaming and Learning
8:00 am to 9:00 am
1st Level - South - Terrace B

Presenters

Can playing video games improve cognitive flexibility? ***Lubin Wang***, The Florida State University; ***Valerie J. Shute***, The Florida State University
The purpose of this proposed research is to examine whether playing the video game Portal 2 improves players' cognitive flexibility. We will also analyze players' "gaming the system" behaviors, defined generally as taking advantage of the game system's regularities or loopholes to beat the game. We aim to investigate the relationship between "gaming the system" behaviors and cognitive flexibility. Audiences who are interested in game-based learning, cognitive flexibility, and "gaming the systems" behaviors are encouraged to attend the session.

Fostering 21st Century Skills in a Video Game Design and Development Summer Camp ***Daisyane Barreto***, University of Georgia; ***Lucas Jensen***
This proposal introduces a video game summer camp designed to motivate children to learn 21st century skills. Camp participants learn to solve problems, work in groups, design software, and understand the economic and management issues associated with game development. The participants develop analytical skills by looking critically at games through the lens of a game designer. Participants learn to identify components of game design, development, and production.

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301. National Convention Planning-2014
8:00 am to 9:00 am
2nd Level - South - Seville

Chair:
Robert Maribe Branch, *University of Georgia*

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302. Presidential: Future of Communications & Technology
8:00 am to 9:00 am
1st Level - South - Imperial

Presenter

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.

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303. Putting Careers in Context: Development of a Web-Based Game to Engage Girls in Technology-Related Jobs
8:00 am to 9:00 am
2nd Level - Tower - Pacific

In response to the need to enhance awareness of and interest in Information Technology careers among middle school- and high school-age girls, a web-based, discovery-oriented game was created. The development approach was customized to engage and inform the users (girls, parents, teachers, and guidance counselors) through strategies that illuminate the users' interests and strengths and connect those outcomes to specific jobs in the local region. This project, funded by the National Science Foundation, hopes to serve as a model to engage learners through the effective use of context in the design process.

Presenters:
Barbara Lockee, *Virginia Tech*
Peggy Meszaros, *Virginia Tech*
Monica Kimbrell, *Virginia Tech*

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304. RTD Research on Engaging Instruction
8:00 am to 9:00 am
1st Level - South - Terrace E

Facilitator: ***Yvonne Earnshaw***, *Florida State University*

Enhancing Pre-service Teachers' Engagement in a Technology-supported Flipped Classroom ***Ji Hyun Yu***, Purdue University; ***Tim Newby***, Purdue University; ***Adrie Koehler***, Purdue University; ***Erin Besser***, Purdue University
We examined the effects of a technology-enhanced flipped classroom on pre-service teachers' computer literacy, course engagement, and course value (treatment, n= 72; control, n = 69). Results showed that students in the flipped classroom perceived support from the instructor and peer and actively engaged in group tasks more than those in the traditional one; while both groups showed significant and equivalent improvements in computer literacy and course value for meaningful integration of technology in their future profession.

How To Make Instruction Interesting And Engaging: Examination Of The Seductive Details Effect Through EEG And Eye-Tracking ***Robert M Christopherson***, Arizona State University; ***Robert K Atkinson***, Arizona State University
The primary goal of this research is to evaluate the impact of seductive details on learner performance and affective states. Researchers plan to examine learning gains, eye movement with an eye tracker and neural activity with an electroencephalogram (EEG) to understand the visual attention and affective patterns of learners used during self-paced instruction, and the difference in the learning and emotional arousal while studying instructional material with interesting, irrelevant images or without.

305. SMT-Learner-Centered Technology Integration
8:00 am to 9:00 am
1st Level - South - Terrace C

Facilitator:
Bruce Robert DuBoff, *School Media & Technology*

Presenters

Fact or fiction?: Taking the iPad hype in special education to task with Project MODS (Mobile Online Devices for Special Education). ***Matthew Schmidt***, University of Hawaii, Manoa; ***Curtis Ho***, University of Hawaii at Manoa; ***Peter Ayala***, University of Hawaii at Manoa
Mobile devices such as the iPad have been dubbed a potential "miracle" device for special education; however, evidence-based implementation strategies have yet to emerge. Project MODS is exploring implementation scenarios for mobile devices in K-12 special education, generating frameworks for implementation, and evaluating these frameworks for feasibility, social validity, and effectiveness. Using an educational design research approach, we are simultaneously developing design principles which inform our theory and practical heuristics that guide the instructional intervention.

Technology Use to support teaching and learning in Learner-Centered Schools ***Chun-Yi Lin***, Indiana University Bloomington; ***Charles M. Reigeluth***, Indiana University; ***Dabae Lee***, Indiana University; ***Yeol Huh***, Indiana University Bloomington
This paper reports findings from surveying teachers in forty-one K-12 learner-centered schools regarding their technology use. The results show how technology was widely used (1) to support four major functions: record-keeping, planning for instruction, instructing, and assessing, and (2) to support key elements of learner-centered education: attainment-based student progress, personalized learning, criterion-referenced assessment, and PBL. The technology systems in use were also listed and discussed.

306. T&P 05: 1/2 Measuring Business Impact & Performance Support Theory
8:00 am to 9:00 am
1st Level - South - Terrace A

Facilitator:
Jennifer Bauman, *Quicken Loans*

Presenter

Measuring the Business Impact of Employee Learning: A View from the Professional Services Sector ***Shahron Williams van Rooij***, George Mason University; ***Jerusalem Merkebu***, George Mason University
Focusing on professional services firms (PSFs), this session explores the various ways in which PSFs measure the impact of employee learning on organizational performance based on a series of one-on-one in depth telephone interviews with PSF learning executives. In addition to offering concrete recommendations about aligning learning outcomes and business performance outcomes, this study provides insights into how organizations support employees who seek to improve their skills/abilities on their own, outside of formal training activities.

307. TED-Educator Community & Collaboration with Technology
8:00 am to 9:00 am
2nd Level - Tower - Salon 3

Facilitator:
Kristin Brynteson, *Northern Illinois University*

Presenters

Building a Learning Community of Educational Technology, Environmental and Sustainable Energy Educators ***Manisha Javeri***, California State University, Los Angeles; ***Carol Johnston***, Mt. St Mary College, Los Angeles; ***Irene Osisioma***, California State University, dominguez hills; ***Evelyn Arias***, California State University, Los Angeles; ***Abeer Almarakshi***, California State University, Los Angeles; ***Russell Frame***, California State University, Los Angeles
This presentation is about a statewide grant effort in California to build a learning community of educators formal (K-15) and non-formal (museums, parks, zoos, community gardens, non-profits etc), in the area of environmental education. The primary goals of building this community are to 1) generate awareness and civic responsibility toward environmental education and sustainable energy solutions 2) provide training (technology tools, resources- strategies) and opportunities to create collaborative partnerships among formal and non formal environmental educators.

Collaborative Instructional Design as a Catalyst for Inservice Teacher Development ***Pavlo Antonenko***, University of Florida
This exploratory study investigated changes in 10 inservice teachers' perceived technological pedagogical content knowledge and technology integration self-efficacy after engaging for four months in collaborative instructional design using Web 2.0. The successes in implementing learning activities recorded in the participants' teaching portfolios were attributed to the collaborative instructional design afforded by Web 2.0. Although these findings cannot be generalized to the larger population, our results suggest that instructional design 2.0 can be a useful professional development activity for inservice teachers.

308. TED-Virtual Worlds and Teacher Education
8:00 am to 9:00 am
2nd Level - Tower - Salon 4

Presenters

Blending Second Life with Face-to-Face Instruction to Build Pre-service Teachers' Diversity Awareness ***Zahira Merchant***, Texas A&M University; ***Gerald Kulm***, Texas A&M University; ***Trina Davis***, Texas A&M University; ***Tingting Ma***, Texas A&M University; ***Ayse Tugba Oner***, Texas A&M University
We designed a blended learning environment using face-to-face instruction and Second Life practice sessions to prepare mathematics pre-service teachers to teach diverse middle grade students. A total of 35 mathematics pre-service teachers participated and completed a Diversity Preparedness Response Inventory. Results suggest that pre-service teachers experienced gains in their diversity awareness to teach middle school mathematics students.

An Examination of Role-Play in Virtual Worlds for Novice Teacher Practice ***Brendan Calandra***, Georgia State University; ***Anton Puvirajah***, Georgia State University
This descriptive case study of a novice teacher used discourse analysis to examine whether embodied interactions approximating teacher practices occurred when she participated in a role-play parent teacher conference in a 3D virtual school. Data sources included recordings of the participant's virtual parent-teacher conference and her written reflections on the experience. Our findings show evidence of what we call teacher-embodiment that manifested during the novice teacher's designed virtual experience.

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309. Creating iPhone and Android Apps with Live Code
(pre-registration required)
9:00 am to 12:00 pm
2nd Level - South - Valencia

Creating iPhone and Android Apps with Live Code
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).

Presenter:
Lloyd Rieber, *University of Georgia*

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310. Data Visualization in Education *(pre-registration required)*
9:00 am to 12:00 pm
2nd Level - South - Granada

Data Visualization in Education
Data Visualization is a leading trend in our knowledge society. The massive streams of new data and information threaten to overwhelm our senses; visual representation is one way to perceive the information needed to effectively work in the world today. Learning how to interpret, develop, and represent ideas through data visualization will be an increasingly important skill. Participants will be introduced to a series of data visualization methods using easily available software and processes.

Presenter:
Brad Hokanson, *University of Minnesota*

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311. Using Universal Design for Accessible Multi-User Virtual Environments (MUVE) Instruction *(pre-registration required)*
9:00 am to 12:00 pm
2nd Level - South - Barcelona

Using Universal Design for Accessible Multi-User Virtual Environments (MUVE) Instruction
This workshop will focus on using Universal Design (UD) principles and the World Wide Web Consortium (W3C) to create accessible learning environments in Multi-User Virtual Environments (MUVE). Research based on computer simulations and people with traumatic brain injury, will be demonstrated using Second Life© and a Kessler Foundation funded project demonstration site, EmployAble, for training people with disabilities for employment related skills.

Presenter:
Thomas Hayes Conway, *University of Hawaii at Manoa*
Megan Conway, *University of Hawaii at Manoa*

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312. AECT Board of Directors
9:00 am to 12:00 pm
2nd Level - Tower - Harbor

Chair:
Steve Harmon, *Georgia State University*

313. D&D Innovative Classrooms
9:15 am to 10:15 am
2nd Level - Tower - Salon 8

Facilitator:
Jenny S Wakefield, *University of North Texas*

Presenters

Learning and Teaching as Communicative Actions: The Case of Koan School ***Scott Warren***, University of North Texas; ***Heather Barahona***, University of North Texas; ***Jenny S Wakefield***, University of North Texas; ***Amanda Newton***, Koan School
Learning and Teaching as Communicative Actions is a theoretical framework that helps explain the role of human communication and structure of its use in educational settings. The theory claims that communicative acts must be present for valid learning experiences to take place. The Koan School was recently opened to test the model with a middle school audience. This paper describes the model of The Koan School and the process used to develop its curriculum.

Maximizing Your Classroom Mileage: A Decision Tree for Flipping a Classroom ***Annette Backs***, Rutgers School of Health-Related Professions
The popularity of flipping classrooms is growing in K-12 and higher education. Transitioning from traditional classroom lectures to a flipped classroom requires substantial efforts from the instructor, who generally has no instructional design training. Learners in flipped classrooms must adapt to increased expectations outside the classroom and active participation during class sessions. This interactive presentation will examine how decision trees can be helpful for instructors who want to flip their classroom.

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314. D&D iSimPhysics: iPad games that can help students learn Newtonian physics concepts
9:15 am to 10:15 am
2nd Level - Tower - Salon 7

Facilitator:
Brendan Calandra, *Georgia State University*

Presenter

iSimPhysics: iPad games that can help students learn Newtonian physics concepts ***Young-Jin Lee***
This study presents iSimPhysics, physics simulation games running on iPad, that can help students learn Newtonian physics concepts. To facilitate learning, iSimPhysics visualizes abstract physics concepts, and allows learners to conduct scientific inquiries based on model progression. To promote learners' motivation, iSimPhysics presents learning tasks as a series of games utilizing physics simulations. This study showcases how iPad games can be used to help students learn difficult science concepts.

315. DDL-Building Communities and Online Discussions
9:15 am to 10:15 am
2nd Level - Tower - Salon 5

Presenters

Constructing Guidelines for Building Communities of Practice for Supporting Faculty Professional Development in Electronic Environments ***Mark Aaron Bond***, Virginia Tech; ***Barbara Lockee***, Virginia Tech
Communities of practice may provide a solution to feelings of isolation reported by faculty who teach online courses, while promoting sharing of online instructional best practices. Using research-based practices, guidelines have been developed to build and maintain a virtual community of practice for online teaching faculty. Participants will learn how to operationalize design tasks related to the development of a community of practice using the ADDIE model. Additionally, participants will discuss potential benefits and downsides.

Reciprocal Teaching in Online Environments: Examining Teaching Presence in Student-Led Online Discussions ***Yanyan Sun***, Ohio University; ***Teresa Franklin***, Ohio University; ***Tian Luo***, Ohio University
The need for online teaching and learning in higher education is growing rapidly across the country in recent years. The purpose of this paper is to explore whether students can play an essential role in being responsible for teaching presence in an online discussion environment. A case study on how students perform to lead online discussions independently in a higher education course has been conducted and the results will be presented.

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316. DDL-Readiness for Online Learning and Instructor Lessons
9:15 am to 10:15 am
2nd Level - Tower - Salon 1

Facilitator:
Mark Atkinson, *Southern Utah University*

Presenters

Orienting Online Students During the First Week of Class and Beyond ***Joanna Dunlap***, University of Colorado Denver; ***Patrick Lowenthal***, Boise State University
Course orientation and getting-to-know-you activities can help get online courses off to a good start. However, if the goal is to support students and help build a productive online learning community, these types of activities should occur throughout a course not just during the first week. In this session, we will share activities for helping students get oriented to and familiar with the course, each other, and us during the first week and beyond.

Lessons from the Field: An Analysis of Online Instructors Lessons Learned about Teaching Online ***Joanna Dunlap***, University of Colorado Denver; ***Patrick Lowenthal***, Boise State University
Over the years, online instructors have learned a great deal about what works and doesn't work when teaching online courses. During the past two years, we have collected "lessons learned" about online teaching from colleagues, categorized the lessons into themes, and translated the themes into recommendations. In this session, we will share the lessons-learned themes with examples, discuss the merits of the lessons-learned themes, and engage the audience in further inquiry regarding online teaching.

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317. DDL-Social Media
9:15 am to 10:15 am
2nd Level - Tower - Salon 2

Facilitator:
Ruth Gannon Cook, *DePaul University*

Presenter

Using Social Media to Serve 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, Twitter, Pinterest, and Google+ as a way to handle course content and management.

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318. DSC - Systemic Change in Education
9:15 am to 10:15 am
2nd Level - Tower - Salon 6

Presenters

An Investigation into State-Level Systemic Change in Education: The Transformational Dialogue for Public Education ***Eulho Jung***, Indiana University; ***Minkyoung Kim***, Indiana University; ***Scott Trepper***, Indiana University; ***Charles M. Reigeluth***, Indiana University
This case study reports on an investigation into the Transformational Dialogue for Public Education (TDPE), a state-level systemic change program initiated in Ohio in 2008. The TDPE is a process model for facilitating a state-level systemic change initiative in education. With a rich description of what happened in the Ohio initiative, we intend to produce useful suggestions for facilitating the state-level systemic change. Although this research is still in progress, some preliminary findings are addressed.

Impacting Perceptions of Practitioners for a Refined Understanding of Educational Systemic Change through a Practitioner Focused On-line Presence ***Beth Rajan Sockman***, East Stroudsburg University; ***Anthony Chow***, University of North Carolina at Greensboro; ***Kurt Richter***, UNC Charlotte; ***Sinem Aslan***, Indiana University; ***Ashley Scott***, Syracuse University
Through an on-line presence, this study examines bridging the gap between those that have knowledge of educational systemic change and those that do not. Designers of the website supply practical examples and multiple perspectives on educational systemic change in order to address individual concerns. In this much needed usability research, we describe the way education leader practitioners view multiple perspectives of systemic change after viewing a robust website that takes into account individual needs.

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319. MPD-Multimedia Production
9:15 am to 10:15 am
1st Level - South - Terrace B

Presenters

Critical Incidents of Multimedia Production and Instructional Design Activities: Instructional Designers' Role in Everyday Practice ***Bill Sugar***, East Carolina University; ***Kenneth Luterbach***, East Carolina University
This presentation describes an analysis on how professional instructional designers performed both instructional design and multimedia production activities in their respective workplaces. Overall, the respondents (n=47) described a total of 146 effective, ineffective or extraordinary activities involving instructional design or multimedia production activities. Participants' multimedia production and instructional design activities were analyzed according to specific instructional designer roles (e.g., Architect) and instructional design paradigms (e.g., Pragmatic).

From death by PowerPoint to engaging Captivate: Lessons learned when implementing specific design principles ***Tonia Dousay***, University of Wyoming
Existing instructional materials often create a host of challenges for even the seasoned multimedia developer. In this case, the project involved taking a text-heavy PowerPoint presentation and converting it for use in a research study evaluating the design principles of modality and redundancy. From storyboard concept to Captivate project, lessons learned included how to incorporate animation, narration, and text in varying degrees without compromising the quality of the design.

320. Presidential: Getting Professionally Published
9:15 am to 10:15 am
1st Level - South - Imperial

Presenter

Getting Professionally Published ***Donovan Walling***, AECT
Three keys to getting professionally published are 1) tapping one's expertise, 2) writing on a timely topic, and 3) matching one's writing to a target market. This informative presentation offers perspectives on these activities and other necessary steps in developing manuscripts for publication in the professional literature of education. Participants will learn strategies for choosing what and how to write — whether the goal is an article or a book.

321. RTD Analyses of Instructional Design Journals
9:15 am to 10:15 am
1st Level - South - Terrace E

Facilitator:
Hakan Islamoglu, *University of Georgia*

Presenters

Common Relıability And Validity Strategies in Instructıonal Technology Research ***Zeynep Turan***, Ataturk Üniversity; ***fatma burcu topu***, ataturk university; ***Ozlem Baydas***, Ataturk University; ***Yuksel Goktas***, Ataturk University
The purpose of this study is to identify the reliability and validity strategies used in Instructional Technology research studies in Turkey. For this purpose, 49 doctoral dissertations published between 2005 and 2012 in the field of Instructional Technology were content analyzed, and then codes were created. The results show that the main reliability and validity strategies employed in the dissertations are explanation of the data collection instruments, explanation of the administration and data analysis process.

Methodological Trends in Instructional Technology Research: A review from 2002 to 2011 ***Sevda Kucuk***, İstanbul University; ***rabia meryem yilmaz***, ataturk university; ***Melike Aydemir***, Ataturk University; ***Ozlem Baydas***, Ataturk University; ***Yuksel Goktas***, Ataturk University
The purpose of this study is to reveal the methodological trends in instructional technology field.1019 full-length articles related to instructional technology that were published in three prominent journals: Educational Technology Research and Development (ETR&D), Cognition and Instruction (C&I) and British Journal of Educational Technology (BJET) from 2002 to 2011 were reviewed. The data were examined via content analysis. Based on findings, research trends and possible implications were discussed for future research in instructional technology field.

322. SMT-K-12 Students as Video Game Designers
9:15 am to 10:15 am
1st Level - South - Terrace C

Facilitator:
Lessell (Marty) Martiny Bray, *Haralson County Schools*

Presenters

A Case Study of Educational Video Game Design by Middle School Students ***Yun-Jo An***, University of West Georgia
Researchers have only recently begun to investigate the value of making games for learning instead of playing games for learning. The purpose of this study is twofold: (1) to explore how middle school students create their own video games based on social studies lessons, and (2) to investigate the impact of the game design experience on their motivation, interest, and engagement in learning. Preliminary results of this study will be presented.

Technology Literacy Development in Digital Game Design Learning: an exploratory case study ***Cesar Navarrete***, University of Texas at Austin
In an empirical case study of a digital game design and programming learning with students in grades 6-9, 21st century learning skill constructs are explored in order to understand curricular and pedagogical implication involving in authentic technology-integrated learning. Investigating an open-ended, student game-creation technology class, student interviews, classroom, observations, and surveys offer insight into technology literacy development. Findings suggest that the open-ended, project-based technology provide for a challenging yet meaningful and engaging student learning experience.

323. T&P 03: Participant Perspective Change & Lifelong Learning
9:15 am to 10:15 am
1st Level - South - Terrace A

Facilitator:
Jennifer Bauman, *Quicken Loans*

Presenters

Identifying Participants' Perspective Change in Mediation Training Using Q Methodology ***Brandy Walker***, University of Georgia
Abstract This proposal reports an empirical research study in an authentic training setting. The purpose of the study was to determine what perspectives participants in mediation training had on conflict resolution at the start of the course and to determine if they had a change in their perspective at the end of the course. This study used an innovative research methodology to measure perspective, integrated the research methodology into the training activities, and communicates a unique way of conducting formative learner assessment in the course of training.

Managing Your Personal Learning Environment: How 21st Century Lifelong Learners Can Evaluate Their Tools and Technology in a Meaningful Way to Bring More Flexibility and Efficiency to Their Lives ***LUISA CASTRO***, UNIVERSITY OF HAWAII
In the age of abundance, how a 21st century learner or professional can make sense of all available tools and technology in a meaningful way and how they can be applied to self-learning to bring more flexibility and options can be overwhelming. With users expecting access to unlimited number of tools on their devices, app addiction is becoming a phenomenon afflicting many individuals. This study is meant to assist students and professionals in any phase of their lifelong learning to take stock of the tools, communities, and services that constitute their personal learning environment (PLE) in order to achieve their learning/working goals and objectives more efficiently and effectively.

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324. TED-A Deeper Look into Technology Rich Experiences
9:15 am to 10:15 am
2nd Level - Tower - Salon 4

Facilitator:
Julie Bradley, *University of Hawaii Manoa*

Presenters

Design Based Research On Intellectual Engagement and Professional Learning in a One-to-One Laptop School ***Michele Jacobsen***, University of Calgary; ***Sharon Friesen***
Design-based research transformed professional learning and students' intellectual engagement with pervasive use of technology. Interview, survey and observation data from a one-to-one laptop school informs four research findings. DBR provides context-specific data about successes, impacts and challenges – research data that iteratively informs decision-making and instructional / learning improvements in situ, as well as contributing to broader understandings. Several design principles derived from this research can inform professional learning and technology integration beyond the initiative.

A Collaborative Curriculum Design Project: Major Events, Roles, and Issues ***Jiyoon Jung***, Indiana University Bloomington; ***Suhkyung Shin***, Indiana University; ***Ya-Huei Lu***; ***Krista Glazewski***, Indiana University; ***Thomas Brush***, Indiana University
This study explores into a collaborative curriculum design and development process between a high school biology teacher and a team of instructional design researchers. Using purposeful coding guidelines from Richards (2009), major events, roles, issues will be identified based on multiple sources of data documented during the collaborative process.

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325. TED-School Librarian & Teacher Collaboration
9:15 am to 10:15 am
2nd Level - Tower - Pacific

Facilitator:
Lucilia Green, *Georgia Southern University*

Authors of the new book collaborative models for librarian and teacher partnerships will present a synopsis of their contributions to spark discussion on strategies and recommendations for strengthening teacher librarian collaboration.

Presenters:
Lucilia Green, *Georgia Southern University*
Rebecca D Hunt, *Northern Illinois University*
Angel Kymes, *Oklahoma State University*
Michelle Maniaci,
Susan Grisgby, *Fulton County Schools*
Eileen Schroeder, *University of Wisconsin - Whitewater*

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326. TED-Teachers, Technology and Self-Efficacy
9:15 am to 10:15 am
2nd Level - Tower - Salon 3

Facilitator:
Hanadi Bokhari, *Northern Illinois University*

Presenters

Teachers' Technology Efficacy and Attitudes ***Stacey Gonzales***, Northern Illinois University; ***Hayley Mayall***, Northern Illinois University
Even though many technologies exist to enhance learning outcomes, teachers' confidence levels about their ability to integrate technology along with their attitudes towards the usefulness of technology play a key role in the creation and delivery of their instruction with the use of technology. This study examined high school teachers (N=74) efficacy and attitudes in relationship to technology integration in their classroom instruction.

Developing a Computer Self-Efficacy Scale for Pre-service Teachers ***Polat SENDURUR***, Ondokuz Mayıs University, Turkey
In this study, a questionnaire was developed to assess in service teachers' self-efficacy beliefs related with integration of educational technology. 36-item survey was created and distributed to 110 pre-service teachers. Maximum likelihood factor analysis was applied on the data. The items were loaded into a five-factor structure. High reliability coefficients were calculated for each subscale.

327. CLT-The Graduate Student Learning
10:30 am to 11:30 am
1st Level - South - Imperial

The Graduate Student Learning Journey ***Camille Dickson-Deane***, Montgomery County Community College; ***Tonia Dousay***, University of Wyoming
Shaping your career begins with the learning journey you carve as you pursue your degree. A panel of senior graduate students provide some tips to help you succeed through your graduate program and then onto your career.

328. D&D Facilitating Student Engagement
10:30 am to 11:30 am
2nd Level - Tower - Salon 6

Facilitator:
Heng Luo, *Syracuse University, IDDE*

Individualizing Project Submission Formats to Increase Student Engagement and Success ***Tatyana Pashnyak***, Florida State University
Even though students have various learning style preferences, instructors often use the same instructional techniques for all students and expect the same levels of student engagement and success for each student. Learn how to individualize your course assignments and consequently increase your student engagement and success. The presenter will share her own experience and solicit feedback from participants via interactive discussion).

The Hidden Curriculum of the Design Studio: Student Engagement in Informal Critique ***Colin Gray***, Indiana University
Critique is an important part of a typical design pedagogy, but is generally only discussed within formal curricular structures, which do not address informal interactions between students in the design studio. In this study, I report findings from ethnographic observations of a design studio, including occurrences of informal critique that take place outside of the planned curriculum. Types of critique that are observed are detailed, including similarities or differences to critique in typical classroom practice.

329. D&D Innovative Learning Environments
10:30 am to 11:30 am
2nd Level - Tower - Salon 8

Facilitator:
Annette Backs, *Rutgers School of Health-Related Professions*

Designing Effective Computer-based Feedback for Problem Solving Practice Using Segmentation and Signaling ***Fatih ARI***, ***Fethi A. Inan***, Texas Tech University
This study examines the effects of signaling and segmentation in text-based elaborated feedback on problem solving, mental load and time-on-task. A 2 x 2 Posttest-Only Control Group factorial design with two levels of signaling (signaled vs. non-signaled) and two levels of segmentation (segmented vs. non-segmented) will be used. Approximately 120 undergraduate college students from various majors at a larger southwestern university will participate in this study.

Music Theory MOOC Year 1: A Case Study ***Stephen Wilcox***, San Francisco State University; ***Patricia Donohue***
This Practice Proposal will detail the challenges and achievements encountered in the development and launch of a music theory MOOC. Music 133 runs at a large research university and yearly enables 850-1100 undergraduates to meet their general art's requirement. The primary goal of the course is to introduce notated music to learners with no formal musical training. This presentation will discuss the successes, frustrations, and lessons learned in development and implementation of the current course.

330. D&D iPads and Social Media Integration
10:30 am to 11:30 am
2nd Level - Tower - Salon 7

Facilitator:
Heather Fox, *University of Illinois at Urbana Champaign*

Science Talks on Twitter: How Do People Learn Science? ***So Mi Kim***, Learning & Performance Support Laboratory
This exploratory study aimed at elucidating how people circulate and make sense of science information through Twitter. The study retrieved Twitter data streams regarding anti-vaccination, and conducted network and content analyses of data. The results indicated that (a) while the network was sparsely interconnected, a few 'hot spots' served as information hubs. (b) The content indicated the dislike for anti-vaccination; the information sources were personal opinions lacking evidential support. Implications from these results were discussed.

Implementing A Digital Sandbox Culture Into Schools □¬ Integrating iPads ***Glenda A. Gunter***, University of Central Florida; ***Robert Kenny***, Florida Gulf Coast University; ***Victoria Rath***, University of Central Florida
This presentation reports the results of a research study that designed and implemented a digital sandbox to train teaches how to integrate iPads, for productive teaching and engaged learning. The TIME Model is utilized for this study, which is a 12-step process for training, implementing and making the stakeholders accountable in a system. The impact of the iCommunity, training, and change in the school culture, teachers' instruction, teacher engagement and motivation also will be presented.

331. DDL-Online Peer/Group Work
10:30 am to 11:30 am
2nd Level - Tower - Salon 5

Facilitator: ***Courtney Teague***,

Managing and Assessing Group Work in Online Courses ***Lujean Baab***, Virginia Tech
While important, requiring students to collaborate on project based learning in small groups online impedes flexibility and raises issues of level of contribution, grading, etc. These projects are difficult to design, manage, and assess. This session offers strategies and practices to address these challenges as well as outcomes of over two years of implementing group projects in teacher education online.

Revising Expectations for Improved Peer Participation ***Barbara Miller Hall***, Ashford University; ***Janine Lim***, Andrews University
We know that having expectations does influence peer participation in asynchronous discussions, but do we know what these expectations should look like? This session reviews a study in which the discussion expectations were revised between two sections of the same course. Revisions were derived from the indicators of the Interaction Analysis Model with the intent of increasing intersubjectivity between students engaged in asynchronous discussions within wholly online courses.

332. DDL-Social Media
10:30 am to 11:30 am
2nd Level - Tower - Salon 2

Facilitator:

Ruth Gannon Cook, *DePaul University*

Collaborative Case Study with VoiceThread in an Online Environment ***Yu-Hui Ching***, Boise State University; ***Yu-Chang Hsu***
This research aims to understand learners' experiences in participating in a collaborative case study activity using VoiceThread in an online learning environment. We will use mixed method to examine 1) learners' use of different features in VoiceThread to interact with peers; 2) how audio interactions promote quality and engagement of discussions; 3) how to better design the collaborative learning task to promote peer interaction and deep learning. Findings and instructional design implications will be discussed.

The promise and pitfalls of Pinterest use in education: on visual, curatorial, and public discussion forums ***Lucas Jensen***
This presentation will explore four different cases from the perspective of practitioners who used the social media site Pinterest in educational settings, both online and offline. Positives and negatives of the experiences will be discussed as well as possible directions for future research and classroom implementation with a brief discussion of the theoretical and philosophical foundations of Pinterest itself.

333. DDL-Student Engagement
10:30 am to 11:30 am
2nd Level - Tower - Salon 1

Facilitator:
Kathryn Miller, *Morehead State University*

Promoting Interest, Engagement, and Deep Learning Approach in Online Higher Education Settings ***Hakan Islamoglu***, University of Georgia; ***Robert Maribe Branch***, University of Georgia
Online course enrollment is increasing in numbers, however, many people think online course learning outcomes are inferior to campus education outcomes (Allen & Seaman, 2011). Even if this is true, the quality of learning outcomes depends more on course design than just a course delivery medium. We examined interest, engagement, and learning approaches and their effects on achievement and provide instructional designers with guidelines to help with online course design.

Personality traits and performance in an online educational game ***Miguel Lara***, Indiana University; ***Ted Frick***, Indiana University; ***Seolim Kwon***, Indiana University
In this study we explored the relationship among personality traits (based on the Big Five Model), game performance, learning gains, and attitudes of forty-four students who played an educational simulation game online. Half of them played in physically separated dyads following a collaborative script, while the other half played individually. The study also used Analysis of Patterns in Time (APT) to analyze the differences among the highest and lowest performers in each setting.

334. MPD-Multimedia Learning
10:30 am to 11:30 am
1st Level - South - Terrace B

Examining Multimedia Production Course Offerings in Educational Technology Programs ***Peter Rich***, Brigham Young University; ***Bill Sugar***, East Carolina University; ***Kenneth Luterbach***, East Carolina University; ***Alisha Mayer***, Brigham Young University; ***Ammon McPhillen***, Brigham Young University
The need to ensure that educational technology programs prepare students appropriately for contemporary work environments prompted a study of multimedia and technical skills courses in educational technology programs. Of particular concern was identification of the technical skills acquired by students who successfully complete the courses. This session will discuss results of the study, which are useful for self-assessment of program goals to field norms. The results may also prompt innovation in multimedia course design.

335. RTD Issues Concerning Journals in the Field
10:30 am to 11:30 am
1st Level - South - Terrace E

Facilitator:
Ava (Shu-Hsiang) Chen, *Chulalongkorn University*

Presenters

What Are We Talking About? An Analysis of a Decade of Research Published in Major Journals in Our Field *Rick West*, Brigham Young University; ***Jered Borup***; ***Kyle Welch***, Brigham Young University
For the past two years, a group of students have been publishing short papers in Educational Technology presenting their analysis of the main topics, authors, and methodologies over the last decade in academic journals in our field. In this session, we will first present the findings from one of the recent papers as well as a meta-analysis analyzing trends in the first 10 published papers.

Educational Technology Professionals Perceptions of Open Access Journals *Patrick Lowenthal*, Boise State University; ***Ross Perkins***, Boise State University
The publishing industry has changed a great deal during the past 10 years. Specifically in the world of academia, we have seen the rise of open access journals. Open access journals are praised by many because they are open and accessible to anyone with an Internet connection. But not all open access journals are the same. With new one's opening every year and others closing, academics have to consider a number of things when deciding to publish in an open access journal. In this presentation, we will highlight the results of our inquiry into academics perceptions of open access journals.

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336. SMT-Developing Transliteracy and Digital Citizenship
10:30 am to 11:30 am
1st Level - South - Terrace C

Facilitator:
Lessell (Marty) Martiny Bray, *Haralson County Schools*

Presenters

Just Because You CAN Do It, SHOULD You? Teaching Digital Citizenship *Lesley S. Farmer*, CSULB
As technology advances, so do the techniques for abusing it. While traditional crime has not increased in some countries, cyber crime are becoming increasingly common and steadily growing. One of the duties of educators is to teach the learning community about digital citizenship so everyone can understand, address, and prevent technology abuse. This session defines digital citizenship, discusses its ramifications on individuals and the learning community at large, and recommends strategies for digital citizenship education, focusing on the role of school librarians.

Public Domain Digital Comic Books, Engaging Students, and Addressing Common Core Standards *Jesse Strycker*, East Carolina University
Previous research has found that comic books and graphic novels can be used to encourage reluctant readers and increase engagement. These resources are readily available, but can be costly. This presentation will discuss how free digital comic books can be used in the classroom while addressing Common Core Standards. Activities include critically viewing messages in the text, considering historical elements, and remixing content to create new works.

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337. T&P 01: Adult Learning and Complex Problem Solving
10:30 am to 11:30 am
1st Level - South - Terrace A

Facilitator:
Jennifer Bauman, *Quicken Loans*

Presenters

Adult Learning and Technology: An Exploratory Study regarding the Needs of Adult Learners for Today's Technological Workforce & Social Media *Larry Douglas Weas*, Northern Illinois University
The purpose of this study was to investigate the similarities and differences in adult learning styles among three multi-generational age-groups (Baby Boomers, Generation Xers, and the Millennials) mixed and matched in the classroom. Research on adult learning styles has shown that older students learn differently from younger students. Adults have special needs as learners and preferred learning styles should be taken into consideration when planning work-based learning and preparing for today's technological workforce and learning social media. Nominated for the 2013 Training and Performance Division Award for Outstanding Research Paper in the Field of Training and Performance.

Representing, Analyzing, and Evaluating Complex Problem Solving Ability based on Expert Model Comparisons *Jonathan McKeown*, University of Tampa
The last several years have brought advances and development of a variety of tools and platforms that allow external representations of complex thinking and mental model changes over time. This has given researchers additional tools to evaluate a learners potential to solve complex problems, and in some cases automate part of the process. This study looked at the potential of these tools to identify the probability of success for learners working with a complex problem.

338. TED-Online Engagement
10:30 am to 11:30 am
2nd Level - Tower - Salon 4

Facilitator:
Aline Click, *Northern Illinois University*

Presenters

Making the Technology Transition: Engaging Educators in Online Professional Development Seminars ***Marion Davis***, Georgia State University; ***Amana Marie LeBlanc***, Georgia State University
Our proposed presentation presents an analysis of current research and of our own experiences as educators to examine the different types of online professional development (PD) seminars, the advantages and challenges of learning online, and the potential impact that online PDs can have on teacher content knowledge, instructional practice, and student outcomes.

Teachers' Internet Self-Efficacy and Content Filtering Attitudes on Internet Level of Use in K-12 Classrooms ***Erika Goines***, University of West Florida; ***Byron Havard***, University of West Florida
This cross sectional survey study of 457 teachers in the southeastern United States was conducted to determine the influence of Internet teaching self-efficacy, attitudes about content filtering, and demographic variables on teachers' level of Internet use in the classroom. Multiple regression analyses indicated a relationship between teachers' Internet self-efficacy and content filtering attitude. Internet level of use and Internet teaching self-efficacy were predicted based on years of teaching experience and school SES.

339. TED-Strategies for Professional Development
10:30 am to 11:30 am
2nd Level - Tower - Salon 3

Facilitator: ***Jui-Ling Chiang***, *Northern Illinois University*

Presenters
U.S. The courses also endeavor to connect NETs-T with the Technological Pedagogical Content Knowledge (TPACK) framework.

Becoming Researchers to Integrate Technology: The Role of Learning Research Methodology in Learning How to Integrate Technology ***Brian Belland***, Utah State University
Much research indicates that teachers do not integrate technology as much as would be hoped. In this paper, I describe an approach to helping inservice teachers learn to do research. This in turn can help teachers become lifelong learners and problem solvers, who can (a) solve problems, and (b) stay up to date on and evaluate new approaches to teaching and learning. Implications for teacher education to promote technology integration are discussed.

340. TED-The Intellectual Property Committee and TED: Online Educational Resources, K12 Teachers and Copyright
10:30 am to 11:30 am
2nd Level - Tower - Pacific

Facilitator:
Heather Leary, *University of Colorado Boulder*

Presenter:
Bruce Robert DuBoff, *School Media & Technology*

Presenter

Intellectual Property Committee and TED: Online Educational Resources, K12 Teachers and Copyright ***Heather Leary***, University of Colorado Boulder; ***Preston Parker***, Utah State University; ***Lara M. Luetkehans***, Northern Illinois University
Teachers are increasingly becoming creators, contributors, and users of online materials. Often teachers are reluctant to share materials they create publicly, whether in an open or closed environment, because they are unsure of their rights and how the materials could be reused. This session will provide discussion around resources for understanding copyright, use and reuse of online resources, and writing copyright discussions into teacher professional learning curriculum.

2014 CALL FOR NOMINATIONS – AECT's DESIGN & DEVELOPMENT AWARDS

Each year the awards listed below are sponsored by the Design and Development Division of AECT.

Don't miss this opportunity to be recognized for your work and present that work at the conference —submit your nomination(s) as soon as possible!

Winners of AECT's Design and Development Division Awards will be recognized at the D&D/RTD Luncheon and will be invited to deliver a presentation at a joint session with other winners during AECT's Fall International Convention to held in Jacksonville Florida on November 4 – 8, 2014.

Information about each of the awards, including how to submit nominations, is detailed below. Please note that you may nominate your own work as well as the work of others. *Nominations and accompanying materials must be received by* ***March 15, 2014****.*

Outstanding Journal Article Award

Articles nominated must have been published no earlier than 2013 in a regularly published journal, and should be relevant to the broad field of instructional design. Anyone may submit a nomination.

The nomination procedure is outlined below:

- Nominations will be by email. Self-nominations are welcomed. If you desire, you may include a short statement providing your rationale for the nomination.
- A complete bibliographic citation should be included in the letter.
- Current email address for the nominee should be included in the letter.
- Send one PDF electronic copy of the article retaining the original published format to takoszal@syr.edu . Do not send a PDF file of a submitted manuscript, page proofs, etc. Manuscripts that do not conform to these guidelines will not be considered.

Dr. Tiffany A. Koszalka
335 Huntington Hall
Syracuse University
Syracuse, NY 13244
takoszal@syr.edu
(315) 443-5263

Outstanding Book Award

Books nominated must bear a copyright date of 2013, 2014, or 2015 and should be relevant to the field of instructional design. Anyone (readers, authors, or publishers) who is aware of a book believed to warrant an award is encouraged to nominate it.

The nomination procedure is outlined below:

- Nominations will be by signed letter. Electronic submissions of letters are appropriate. You may include a short statement providing your rationale for nominating the book.
- Complete bibliographic information should be included IN YOUR LETTER OF NOMINATION: author(s), name of book, where published and by whom, date of publication, and ISBN number if known.
- You may provide as enclosures: copies of reviews, promotional literature, or other informational materials which help to describe the nature and quality of the book.

Send five copies of the nominated book and all of the above material to:

Dr. Karen Kaminski
School of Education
209 Education Building
Colorado State University
Fort Collins, CO 80523-1588
karen.kaminski@colostate.edu
(970) 491-3713

Outstanding Practice Award

This award will be given to those individuals or groups that have designed exemplary instructional materials or systems. The materials or systems must have been designed no earlier than 2013. In assessing the quality of the work submitted, judges will examine:

- the instructional events (activities that constitute the materials or system)
- the directions for using the materials or events
- performance data and/or attitude data regarding the effectiveness of the instructional material or system (this information must be provided in order for the nomination to be considered)

Please discuss these items in your cover letter.

To be considered for the award, send the material or system that was designed (or a description of the material or system), along with a cover letter to:

Dr. Brenda Bannan
George Mason University, Fairfax Campus
Thompson Hall L043
4400 University Dr. MS 5D6
Fairfax, VA 22030
bbannan@gmu.edu
(703) 993-2067

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

This award, which includes a $250 cash award, will be given to a graduate student who has designed exemplary instructional materials. The materials must have been designed while the nominee was enrolled as a graduate student and no earlier than 2013. Nominations must include the materials that were designed along with a cover letter describing why the materials are exemplary.

Dr. Michael Simonson
Nova Southeastern University
1750 NE 167th St.
North Miami Beach, FL 33162
simsmich@nova.edu
1-800-986-3223 ext. 2-8563

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

This award, which will include a $250 check to the winner, will be given to a graduate student who has made a significant contribution to the body of knowledge upon which instructional design practices are based. The work must have been completed no earlier than 2013, while the nominee was enrolled as a graduate student. You may nominate any individual (including yourself) for the Robert M. Gagne Award. Nominations should include one unbound hard copy of the single piece of work (journal article, dissertation, etc.) being nominated, a PDF file of that same piece of work, and a brief cover letter.

Dr. Gary J. Anglin
137 Taylor Education Building
University of Kentucky
Lexington, KY 40506-0001
ganglin@uky.edu
859-257-5972

PacifiCorp Design & Development Competition
2014 Problem Statement

It is January 1st and your telephone rings in your office. Dr. Jeffries, head of faculty council at Western Community College, in your home town, is on the line sounding quite concerned. The state community college system has just mandated that courses will use the state supported learning management system. This includes all on-campus and distance courses. The primary concern of the faculty council is that they employ a large number of adjunct instructors to teach their courses and they currently do not provide professional development for these teachers. With many of the adjuncts teaching distance education courses being located across the United States, there is a challenge for how best to streamline faculty resources.

You earned your Ph.D. in Instructional Design and Technology and recently started a small instructional design company in your home town. You have a small team of contract employees with a range of expertise. While on the phone with Dr. Jeffries, you quickly bring up the data on the college. There are 132 full-time faculty and 67 adjunct instructors on staff at WCC. You search through Western Community College's IT site and find a page that gives some general information about the new Learning Management System but most of the other information available is related to the structure and support with computer glitches, not teaching and learning. You quickly ask some questions to clarify the project. All instructors are required to participate in the training, though there is no monetary reward for doing so.

Dr. Jeffries indicates they have limited resources to dedicate to this training, but faculty training must be addressed so that learning does not suffer. They cannot afford to lose good teachers because of challenges with technology. Dr. Jeffries indicates that the professional development needs to occur as early as possible so faculty members have time to prepare for the fall semester. He hopes that you can limit the time required to 8 hours (broken up over days as you determine best) but if you can make a case for it to be longer, he will entertain your thoughts. He also cautions that it may be difficult to get faculty involved over the summer, as many are on vacation or conducting research off-site. Nevertheless, he reiterates, the administration has stated that participation by all teaching staff is mandatory. He also indicates that in addition to learning the specific tools in the LMS, they need to gain best practices for online learning. Dr. Jeffries closes by repeating that it may be difficult to motivate those not on summer contract to attend summer training. He wants to plan ahead and provide options that will result in full participation compliance.

Dr. Jeffries would like a full proposal from you by April 15th.

The proposal must include:

- Recap of the problem being addressed
- The training strategy, with appropriate theoretical grounding
- Instructional technology to be used to implement the training
- A timeline
- Evaluation Plan for the program
- Funding and any additional staffing requirements

First Phase of the Competition

Dr. Jeffries desires an initial proposal regarding your plan of action. He would like your team to put together a document outlining your plan to educate the faculty on the new learning management system as well as best practices for teaching in an online learning environment. 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 institution. The creation of this document is your first task. This document must be submitted by April 15, 2014. A client representative will be available via email 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 Dr. Jeffries agrees that your proposal represents a viable solution for the institution, 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. You will create 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 need to be provided. The creation of the process, pilot program, and training is your second task. These components are due on August 15, 2014. 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

Your team designed one of the top faculty development education plans to address training on the new learning management system. Dr. Jeffries now asks you to make a half-hour presentation to the Faculty Council that will help them select which proposal to fund. At the 2014 AECT annual conference you will have 30 minutes to present your solution to the Faculty Council. A team of expert faculty and a representative from PacifiCorp will play the role of council members/judges. The judges will deliberate and one team will be selected to receive the contract which means winning the 2014 PacifiCorp Design and Development Competition! Announcement of the competition participants and results is made at the 2014 Design and Development Division Luncheon during the 2014 AECT Annual Conference.

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, Old Dominion University
Jeton McClinton, Jackson State University

PacifiCorp Sponsor
Daniel Schuch

2014 AECT Convention
Learning, Design and Technology

2014 AECT International Convention

Jacksonville, Florida
November 4 – November 8, 2014
Rob Branch: Convention Planner

Concurrent Sessions: November 5th through November 8th
Workshop Sessions: Tuesday, November 4th; Wednesday, November 5th; and Saturday, November 8th

Invitation to Present

You are invited to submit a proposal for making a presentation at the 2014 AECT International Convention in Jacksonville, Florida. The convention supports our efforts to improve ourselves by bringing together participants from around the world who offer practical technology solutions, high quality research, hands-on workshops, and demonstrations of innovative approaches to performance technologies.

This year's convention theme is *Learning, Design and Technology* and encourages proposals that take advantage of the strengths of our membership. 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 convention. 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 convention 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 convention 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 – 1 December 2013
Proposals Close – 15 February 2014 (11:59 pm Eastern Standard Time)

The review process by divisions and affiliates will be completed within eight weeks of the closing date for proposals. Check with division and affiliate leaders with regard to their specific interests and review processes.

Proposal Process

All proposals are submitted electronically. A complete proposal must be submitted electronically to one primary AECT division or affiliated organization for consideration. Guidelines and principles to assist you in preparing proposals for submission are posted at www.aect.org. Complete directions for submitting a proposal are located at http://www.aect.org/events/call

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. Quality of proposed session's content, organization and format.
2. Congruence with a division or an affiliate's mission.
3. Clarity of ideas proposed.
4. Relevance, timeliness, and general interest level of the topic.
5. Level of potential interactivity with audience.
6. Relevance to the convention's theme.

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 and affiliate has a Convention Planner. If this Convention Planner or

the peer review panel for a division feel a proposal is not well suited to their division or affiliate, they may recommend it for consideration by another division or 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 and 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 1 December 2013 and no later than 15 February 2014. A complete online proposal submission consists of:

1. Presentation Title
2. A Description of the Session (Maximum of 75 words)
3. An Anonymous Abstract (750-1,000 words)
4. Equipment Request
5. List of Presenters

(Failure to comply with word limits may result in a proposal rejection.)

Procedure

1. Go to www.aect.org/events/call
2. Review the guidelines for electronic submissions
3. Complete all of the requested information
4. Submit the online proposal form

You will receive an electronic confirmation message within 24 hours indicating your proposal has been received. You should consider your proposal being properly submitted only after you receive a confirmation message. The peer review process begins shortly after the submission deadline.

Notification of Results of Review Process

You will receive notification from the designated division or affiliate convention planner whether your proposal has been accepted or rejected within two months after 15 February 2014. If accepted, you will be required to reply to the appropriate division convention planner and register for the convention to verify your commitment to make the presentation at AECT 2014 in Jacksonville, Florida. It is the responsibility of the key presenter to notify all individuals involved in the presentations as to the status of the proposal. *Presenters are required to register for the convention. Presenters who fail to register by 30 September 2014 will have their presentations removed from any print and electronic documents related to the convention program.*

Presenters are required to assume the responsibility for all costs associated with the presentation, including handout, convention registration, housing costs, and related travel expenses.

Types of Sessions

Concurrent Sessions

Concurrent sessions are either 30 minutes or 60 minutes. Concurrent sessions will comprise the majority of the convention program. The focus of concurrent 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 combined with another related presentation 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 similar experience in an informal setting. Reflection Paper Sessions may be projects that are in progress 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 encouraged.

Fee-Based Workshops

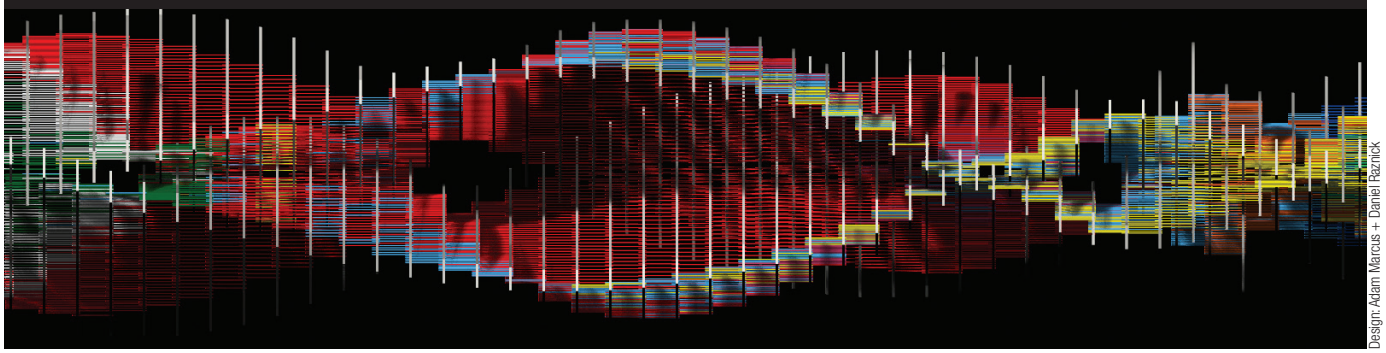
Half-day and full-day workshops are intended to provide intense professional development opportunities that result in participants acquiring new skills. Workshops are designed for specific interest groups. The fee-based workshops are delivered either the day before the convention or the final day of the convention.

Presidential Sessions

Presidential Sessions are selected by the AECT President-Elect, Rob Branch. These limited sessions will be selected based on their strong alignment with the convention sub-themes, their importance to the work and interests of the AECT membership, and their likelihood to draw participation from multiple constituencies within the Association. Presidential session proposals are submitted directly to the President-elect (rbranch@uga.edu) or recommended to the President-elect by Division and Affiliate leaders. Presidential Session proposals should contain all of the elements expected in concurrent session proposals. Presidential sessions may be 60 or 90 minutes long.

The 5th AECT Research Symposium—Request for proposals

THE DESIGN OF LEARNING EXPERIENCE:
Creating the future of educational technology



Design: Adam Marcus + Daniel Raznick

OVERVIEW

The symposium will be held at the Hyatt Jacksonville in Jacksonville, Florida, July 16-18 in conjunction with the regular AECT Leadership Meetings. It will begin the morning of July 16, 2014 and end on July 18, 2014 before noon. It is the goal of the symposium to gather together a select group of scholars to share research for real dialogue and deep discussions about learning experience and learning design. The work of the symposium will be published in a book by Springer, publisher of ETR&D and TechTrends. The conference fee (with some included meals) is expected to be around $350.

Two divergent yet parallel themes will form the framework of the symposium; first is an examination of how we can design the experiences of learning, with a focus on the learner and the process of education; and second, how we learn to design educational products, processes and experiences. These two themes and their interaction through the symposium will shape our investigation and our discussions.

We have reached the point where we need to move beyond the concept of the design of instruction and seek to understand *how learning occurs*. Most simply, this will change our semantics; at a deeper level, it will change our orientation from instructors and information to learners and learning; and it will change how we take advantage of new and old technologies. What small or grand changes can we make to focus on the learners themselves? What changes should be made, to encourage and ensure learning? And within the full range of learning beyond content?

This orientation must also include a different form of instructional design as well, one which embraces constructivism as a method and as an outcome, and one which allows for exploration and engagement, one which is less about delivery and more about involvement. How should we develop designers to create open ended learning experiences as opposed to set pieces of structured information? How does one learn to create constructivist learning experiences? How does one design the invisible?

A balance of contributions will be solicited from both areas; presentations will provide a rich and engaging opportunity for participants. Examples and experiences from outside the traditional boundaries of instructional design and educational technology will also enrich the discussion.

The scholarship presented will be critiqued, discussed, refined, and will ultimately culminate in an edited volume that will be published to advancing the design as it applies to education and instructional technology.

- Presentations will be in a discussion based format, with each author engaging a small group discussion among participants; each symposium participant, including non-authors, is expected to read the papers prior to the event.
- Two or three plenary speakers will address the core topics of design; design thinking, design process, and studio based education.
- Social and recreation events will be developed to engage the participants more fully and be used to encourage reflection on experience from a different view point. As seen at both the AECT Conference and PIDT, these events are critical for building collegiality and connections within the field.
- A summary panel will be proposed for the 2015 AECT Conference with representative participants from the symposium.

It is the intent of the symposium to not limit the presentations or presenters to a narrow definition of instructional technology, and to include a broader range of presenters to encourage an extended scope of discussion. Participants may also include educators, web designers, practitioners in social media and commerce, or those in related fields who are seeking to understand and examine the experience of learning. It will be open to others in the field, and they will be encouraged to participate in the discussions of the symposium.

FORMAT

Proposals/presentation abstracts will be accepted, through electronic submission via the AECT website, until January 31, 2014. Notification of acceptance/rejection will be sent by March 1, 2014. The initial form for proposals asks that interested presenters submit a short (minimum 750 words/maximum 1500 words) abstract communicating their conceptual ideas as well as how their thoughts will advance research and/or practice for new learning paradigms and technologies.

Proposals will be blind reviewed for fit with the symposium's goals by the symposium advisory board. Please understand that while proposals should be well developed; innovative and inspiring ideas are also welcome.

Through a collaborative dialogue, this symposium is designed to push the limits of creative thinking about the transformational power of designing the learning experience both as designers and as educators.

The general goal is for presenters to enter the symposium with a completed first draft paper, briefly present their ideas, engage in rigorous debate, and then revisit their papers to make adjustments based on the feedback from other attendees.

Should a proposal be selected and the presenter accepted, the presenter will be asked to commit to:

- Strictly adhering to the presentation and discussion guidelines for the symposium.
- Writing the initial proposal into a paper suitable for discussion and submitting the full paper to the symposium chairs by May 15, 2014. Failure to provide the formal paper by May 15, 2014 will result in a rescinding of the proposal acceptance and invitation to attend.
- Commit to reading all papers from the other presenters prior to at- tending the symposium. Attendees with be given access to all of the presenters' papers after May 15, 2014.
- Attend the full symposium (including all sessions and workshops) and actively participate in all collaborative and/or group activities.
- Based on feedback and collaboration from symposium attendees, make adjustments to your initial paper and resubmit the final draft for a review by other chapter authors by September 1, 2014; to review other chapters and make comments, and to submit a final draft by December 1, 2014.
- Review Authors Proofs in a timely manner in preparation for publication in an upcoming Springer Press symposium book with an anticipated publication date of October 1, 2015.

FOR FURTHER INFORMATION PLEASE CONTACT:

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Design and Development

014 IDT Professor's Forum

027 D&D - Board of Directors Meeting

033 D&D -PacifiCorp Competition Orientation

034 D&D Critical Reflections on Instructional Design

034 The Story Continues: Instructionally sound, flexible, contextualized, interactive, online, self-study

034 Designing Cases as Alternative Perspectives: The Practice of Integrating Meta and Domain-Specific Theories

035 D&D Interactive Online Learning

035 Around Italy in 15 "Days": Learn Italian from an Online, Story-Based Tour of Italy

036 D&D Research on Online Discussions and Instructional Fading

036 Gender Communication Style in Online Discussions for Undergraduate Students

036 The Impact of an Instructional Fading Web-Base Tool on Student Performance in Accounting Instruction

054 D&D -PacifiCorp Competition

055 D&D Advances in Instructional Design

055 An Investigation of Instructional Designer's Decision Making in Higher Education

055 Toward an Instructional Design Theory of Accessibility

056 D&D Institutional Change

056 Transformation of Experience: Students and Faculty Reflections of Experiential Learning

056 Kaleidoscope: Open General Education Curriculum at Multi-Institutional Scale

074 D&D Advances in Motivation Research

074 Young Children's Motivation for Learning Math in a Multimedia Learning Environment

074 Motivation System in Open Learning: A Structural Equation Modeling on the Learners of a Traditional Chinese-based Open Courseware System (MyOOPS)

075 D&D Development of Online Tutorial Systems

075 Developing an Online Instructional Tutorial for Improving Correct Use of APA Style in Scholarly Writing: A Design Case

075 Evaluating the Impact of an Adaptive Web-Based Mathematics Tutorial to Support Student Word Problem Solving

076 D&D New Developments in Learning Analytics

076 Critical Predictors of Online Student Success: Effectiveness of Preparatory Units

077 D&D Preparing Future Instructional Designers: One Graduate Program's Journey

077 Preparing Future Instructional Designers: One Graduate Program's Journey req W/Th

093 D&D -PIDT Planning Committee

098 D&D -Intellectual Property Committee Update: Panel Discussion

098 Intellectual Property Committee Update: Panel Discussion

099 D&D -PacifiCorp Alumni: How the Competition Impacted my Career

099 PacifiCorp Alumni: How the Competition Impacted my Career

100 D&D Designing Flipped-Classroom Instruction

100 Using a Flipped-Classroom Instructional Model in a Large-Enrollment Undergraduate Genetics Class

100 Exploring Faculty and Student Experiences in the Flipped Classroom through the Lens of Legitimate Peripheral Participation

101 D&D Development of New Design Frameworks

101 Scaffolding in technology-mediated learning environments: A new framework

101 A Comprehensive Design Framework for Multipurpose E-portfolio Systems

102 D&D Investigating Learners' Reasoning Processes

102 Modeling and Visualizing Causal Mapping Processes That Achieve Deep Causal Understanding and Systems Thinking

102 A Study of Learners' Online Inquiry-Based Learning

126 D&D Case-based Learning Environments

126 Case-Based Online Learning Module: Design Features, Perceived Usefulness, and Impacts on Learning

126 Theory-Informed Design of Case-Based E-Learning Module to Enhance Veterinary Students' Intra-Operative Decision-Making Ability

127 D&D Instructional Systems Design

127 Instructional Systems Architecture: Modular vs. Interdependent

127 Instructional Module on Correcting Exposure by Adjusting Shutter Speed, Aperture Size and ISO based on Situated Learning

128 D&D Investigating Cognitive Processes

128 The Impact of Learning Beliefs and Instructional Multimedia on Mental Effort Investment in Asynchronous Learning

128 Does Note-Taking Get Into The Way of Learning?

147 D&D / RTD Lunch

153 D&D - Membership Meeting

178 D&D -PacifiCorp Past Finalists: Where We Are Now

178 PacifiCorp Past Finalists: Where We Are Now

179 D&D Designing Effective Scaffolding

179 Empirically Supported Guidelines for Designing and Implementing Effective Scaffolding: A critical analysis of empirical studies on scaffolding

179 The Effect of Source Representation Scaffolds and Goal Instructions on College Student's Information Evaluation Behavior Change

180 D&D Designing Virtual Environments

180 Promoting Reading Engagement Through a Virtual Tutee System

180 Orchestrating instruments in designing 3D Virtual Worlds for leaning: A Framework of Design

181 D&D Who is the Instructional Designer?

181 Developing Designer Identity Through Reflection

181 Design is Design is Design: What We've Learned from Designers about Preparing Instructional Designers

201 D&D Awardee Presentations

213 D&D Argumentation and Decision Making

213 Driving the Branching Narrative of a Strategic Decision-making Game Using Situational Judgment Tests Anchored to an Expertise Model

213 Sequentially Analyzing the Processes of Argument Visualization and Diagramming that Support Understanding of Complex Arguments

214 D&D Authentic Learning Environments

214 Incorporating Social Learning into Instructional Design in the Workplace

214 Impact of Authentic Learning Exercises as an Instructional Strategy on Student Achievement of Professional Standards

215 D&D Collaborative Learning Environments

215 A Micro-Collaboration for Developing Case-based e-Learning Modules

215 The Pedagogical Application of Collaborative Video Logs (CVL)

216 D&D Mobile Learning Meets Medical Education

216 An Exploration of How Health Professionals Create eHealth and mhealth Education Interventions

216 Mobile Education in Nursing: Promoting Peer-to-Peer Communication of Clinical Experiences with "Advanced Practice".

217 D&D Towards Innovation in Complex Problem Solving Research: Implications for Instructional Design & Technology

217 Towards Innovation in Complex Problem Solving Research: Implications for Instructional Design & Technology

239 D&D A Scale for Identifying the Cognitive Affordances of Learning Technologies

239 A Scale for Identifying the Cognitive Affordances of Learning Technologies

240 D&D Design Cases

240 Developing a Competency-based Student Dashboard: A Design Case

240 Activity Systems Analysis as a Guiding Framework for Identifying Design Cases

241 D&D Problem Solving in Mathematics

241 Playing to Learn Geometry

241 Designing and Developing an Authentic Learning Environment for Enhancing Mathematical Problem Solving

242 D&D Problem-based Learning

242 An Instrumental Approach to Problem-Based Learning

243 D&D What do Instructional Designers?

243 Exploring the Development of Expert Skills in Novice Instructional Designers

243 What Do Instructional Designers in Higher Education Really Do?

266 D&D -Complex & Self-Paced Multimedia

266 Do Cues Foster Learning in a Complex Animation? An Empirical Study

266 The Redundancy and Modality Effects: Do They Apply for Static and Self-Paced Multimedia Instructions?

267 D&D Lessons Learned from Teaching in a Flipped Classroom

268 D&D Quests, badges, and leveling up in a game-based curriculum

268 Quests, badges, and leveling up in a game-based curriculum

269 D&D Research Focussing on Peer Learning

269 The effects of online peer evaluation on writing anxiety, evaluation skills, and writing proficiency

269 Correlating Outcomes of QM Standard 5.2 in Asynchronous Discussions

294 D&D Applications of Mobile Learning

294 Learning and Teaching as Communicative Actions: Applications of the Theory to Mobile Learning

294 Exploring Digital Literacy Practices Using Mobile Apps and eTextbooks in Higher Education

295 D&D Promoting Self-regulated Learning

295 Is Self-paced Multimedia Instruction the Boundary Condition for Redundancy Effect?

295 Simulation design strategies to promote knowledge construction and self-regulated learning

296 D&D The Promise of MOOCs?

296 SMOOCH: The development of an internally targeted massive online course

296 In Search of Quality: An Analysis of MOOC Course Structure and Design

313 D&D Innovative Classrooms

313 Learning and Teaching as Communicative Actions: The Case of Koan School

313 Maximizing Your Classroom Mileage: A Decision Tree for Flipping a Classroom

314 D&D iSimPhysics: iPad games that can help students learn Newtonian physics concepts

314 iSimPhysics: iPad games that can help students learn Newtonian physics concepts

328 D&D Facilitating Student Engagement

328 Individualizing Project Submission Formats to Increase Student Engagement and Success

328 The Hidden Curriculum of the Design Studio: Student Engagement in Informal Critique

329 D&D Innovative Learning Environments

329 Designing Effective Computer-based Feedback for Problem Solving Practice Using Segmentation and Signaling

329 Music Theory MOOC Year 1: A Case Study

330 D&D iPads and Social Media Integration

330 Science Talks on Twitter: How Do People Learn Science?

330 Implementing A Digital Sandbox Culture Into Schools –¬ Integrating iPads

Design and Development Showcase

122 D&D Design and Development Showcase -- 2 HOURS

122 A Nursing Simulation: Emergency Department Pain Management

122 Design of an Intelligent Tutoring System for Teaching Proportional Reasoning

122 HABITAT TRACKER: Engaging Elementary Students with Scientific Inquiry Through Nature of Science Curriculum and a Customized iPad Application

122 The PBL-Tech Project: Web 2.0 Tools to Support Problem-Based Learning in Science and Social Studies

122 The TL-VAT Project: Video Analysis Tools to Support Teacher Learning and Classroom Teaching Research

Distance Learning

023 DDL -Board Meeting

037 DDL-Faculty Development

037 The Impact of Faculty Development on Student Perceptions of Course Quality

037 Relationship between teachers' pedagogical beliefs and choices of online course activities

038 DDL-Online Course Design

038 Designing Inter-Institutional Learner-Centered STEM Spaces

038 Assessing, Recognizing and Rewarding Quality Online Teaching

039 DDL-Personalized Learning

039 Promoting Personalized Learning with Open Educational Resources (OERs)

039 Chronotypes and Online Learning: A Study on Learners' Choice, Participation and Performance

057 DDL Panel-Using Video Simulations

057 Using Video Simulations on Objectively scored Online Certification Assessments to measure Higher-Level Learning

058 DDL-Inquiry Based Learning

058 Fostering Inquiry-Based Learning (IBL) in Online Environments: Faculty Definitions, Explorations, Experiences, and Approaches

058 Student Perceptions of doing 'Home-Based' Physical Science Labs in Cyber Charter School

059 DDL-Online Evaluation [req wed/thur]

059 Choosing Evaluation Questions for Distance Learning Courses (i.e. Fully Online or Blended Learning Environments)

060 DDL-Strategic Planning

060 Communicate! Integrate! An Administrator's Account of Engaging Campus Programs and Stakeholders in a University-wide Distance Education Strategic Planning Process

078 DDL Panel-Teacher Scaffolding and Students' Academic Engagement

078 Effect of Teacher Scaffolding for Interaction on Students' Academic Engagement in Online Learning

079 DDL-Data and Online Course Design

079 The Power of Small Data: Learning Analytics at the Course Level

079 Eyetracking vs. Wiki: Understanding Online Learning Design through The Eyes of Adult Learners

080 DDL-Online Course Design and Assessment

080 Overcome Transactional Distance: A Case Study of an Asynchronous Online Assessment Course

080 A Student's Perspective: Effective Asynchronous Course Design for Virtual Schools

081 DDL-Policy and Procedures

081 Creating an Institutional Lecture Capture Policy: Elements and Steps

081 Copyright Enlightenment for MOOCs and OERs

103 DDL Panel- Online Interactions & Social Presence

103 Learner-valued online interactions & social presence

104 DDL-Course Design

104 Learning Lessons from Novice Virtual World Lesson Designers

104 Flipping the classroom to resume instructional activities during a university crisis: Implications for design and training

129 DDL Panel-Working With Online Teachers

129 Working With Online Teachers: Strategies for success and lessons from the field

130 DDL-Course Development and Teaching

130 Learning to Learn Online: A Collaborative Course Development Project

130 Community of Practice Model for Supporting Faculty Teaching Online

131 DDL-Knowledge/Resource Management

131 Building a User-friendly Library for Online Resources

131 Using Wikis to Support Personal Knowledge Management in Online Courses

132 DDL-Social Presence and Perceptions

132 Lessons Learned: Increasing Social, Teaching, and Cognitive Presence in Massively Large Blended Classes

132 The "Social Perceptions in Learning Contexts Instrument": A research tool for measuring social perceptions online

154 DDL-Community and Social Presence

154 Modeling Third Place as an Environment to Foster Sense of Community in Online Instruction

154 Interactive India: A Case Study to Explore Ways to Increase Instructor Immediacy and Social Presence in Immersive Interactive Online Classrooms

155 **CANCELLED** DDL-Foreign Language Teaching Online

155 **CANCELLED** Affordances and Constraints of Foreign Language Teaching Online

156 DDL-MOOCs

156 Design and Development of a MOOC: The Value of a Collaborative Process

156 MOOCs: A Study of Massive Online Open Course Application and Design

182 DDL-Cultural Diversity

182 One Size Does Not Fit All: Engagement that Recognizes Cultural Differences

182 Same Melody, Different Words: The Phases of Engagement with an Emphasis on Cultural Diversity

183 DDL-FDLA Discussions on Real-Life Distance Education: Case Studies in Practice

184 DDL-MOOCs and Minimesters

184 The Online "Minimester": Identifying concerns and challenges

184 Weaving a 4-Week MOOC into "Traditional" Online Course Instruction: A Case Study

185 DDL-Online Learning Communities

185 Design-Based Research: A Collaborative Research Framework for Improving Online Courses

185 Preparing to Teach Online: What Attitudes, Skills and Knowledge are Essential?

218 DDL-Faculty Development

218 Scalable Cohort Project-Based Approach to Preparing Faculty to Teach Online

218 Similarities and Differences in Student and Faculty Perceptions of the Features of Mobile Learning Management Systems

235 DDL -Friday Lunch

244 DDL -Membership Meeting

270 DDL -Board Meeting/New

271 DDL Panel: Pedagogical Quality in Online Learning

271 Pedagogical Quality in Online Learning: A Cross-Institutional Panel Discussion

272 DDL-Advising and Humanizing eLearning

272 Advising in an Online Instructional Technology EdD Program

272 Humanizing e-Learning: The Role of Empathy in Transformational Online Education

273 DDL-Social Media and Feedback

273 Effective Feedback Design for Online Learners Using Free Online Technologies

273 Construct and Critique: Development and Assessment of Student-Generated Online Social Networking Sites

288 DDL-Online Asynchronous Discussions

288 Design and Facilitation Strategies Used in Asynchronous Discussions

297 DDL-K12 Online and Learning Readiness

297 The FLVS AP Advantage: Exploring the Characteristics of K-12 Student Performance in Online Learning

297 Assessing Online Learning Readiness

298 DDL-Online Peer Interaction

298 Moderator's Peer Interaction Facilitation Techniques in Asynchronous Online Discussions: A Qualitative Case Study

298 Student Perceptions of Peer Feedback and Instructor Feedback in Online Discussions

299 DDL-Social Media and Student Performance

299 The Next Generation of Instructional Strategies: Social Media Tools for Student Performance and Engagement

299 The Impact of Social Networking Sites Utilization as CMS to Students' Achievements

315 DDL-Building Communities and Online Discussions

315 Constructing Guidelines for Building Communities of Practice for Supporting Faculty Professional Development in Electronic Environments

315 Reciprocal Teaching in Online Environments: Examining Teaching Presence in Student-Led Online Discussions

316 DDL-Readiness for Online Learning and Instructor Lessons

316 Orienting Online Students During the First Week of Class and Beyond

316 Lessons from the Field: An Analysis of Online Instructors Lessons Learned about Teaching Online

317 DDL-Social Media

317 Using Social Media to Serve as a Learning Management System

331 DDL-Online Peer/Group Work

331 Managing and Assessing Group Work in Online Courses

331 Revising Expectations for Improved Peer Participation

332 DDL-Social Media

332 Collaborative Case Study with VoiceThread in an Online Environment

332 The promise and pitfalls of Pinterest use in education: on visual, curatorial, and public discussion forums

333 DDL-Student Engagement

333 Promoting Interest, Engagement, and Deep Learning Approach in Online Higher Education Settings

333 Personality traits and performance in an online educational game

Division on Systemic Change

019 Division of Systemic Change Governance meeting

105 DSC - Faculty Development and Management

105 Campus-Wide Adoption of an Early Warning Alert System

105 Leading Change in Higher Education: Moving from Faculty to Administrative Roles

133 DSC-Systems Thinking and Technology Integration

133 Systems Thinking and Technology Integration as Catalysts for School Change in High Need Schools

133 The Price is Right- Rapid Prototyping, Learning Technology, and the Five Muskeeters

133 The identification of key change factors within a southeastern state university system increasing online learning

175 DSC - Personalized Learning

175 Can Personalized Learning Help All Students Learn?

220 Division of Systemic Change General Membership Meeting

245 DSC - What is a Quality Education and What Does it Look Like?

245 Living and Learning within a Pluralistic, Rapidly-Changing, Nested and Networked World: New Principles.

245 A Systems Perspective: What is a Quality Education and What Should Students be Able to Do after They Graduate?

274 DSC - Leadership and Research

274 Critical Systems Theory for Critical, Emancipatory and Pluralistic Educational Research

274 Early Results from Research on Complex Systemic Change Leader Networks in A Changing Statewide Charter School System

274 A Digital Badges, Competency-based Assessment Platform for New Paradigm Learning

318 DSC - Systemic Change in Education

318 An Investigation into State-Level Systemic Change in Education: The Transformational Dialogue for Public Education

318 Impacting Perceptions of Practitioners for a Refined Understanding of Educational Systemic Change through a Practitioner Focused On-line Presence

Featured Research

082 Featured Research on Text, Diagrams and Animation

082 An Examination of the Redundancy Effect in Print-Based Instruction

082 How Learners' Valence and Arousal Influence Learning Outcomes in an Instructional Animation

106 Featured Research on Mobile Learning

106 Use of Mobile Devices to Foster Inquiry-Based Learning: A Case of Exemplary Teachers

106 Factors Influencing College Students' Continuance Intention and Actual Mobile Learning

158 Featured Research on Teaching with Web 2.0

158 An Investigation of the Factors that Influence Preservice Teachers' Intentions and Actual Integration of Web 2.0 Technologies

246 Featured Research on Gaming

246 Persuasive Play: The Effect of a Social Impact Game on Attitude and Affective Learning

Fee-Based Workshops

003 01-W1 Conducting Cognitive Labs with Digital Tablets

004 01-W2 Free Yourself from Software Hegemony-Free and Open Source Software for highly Productive Research

005 01-W4 Design Layers and Functional Design: A Hands-On Experience

015 15-W1 Authoring and Publishing eLearning Content as HTML5 for iOS Devices with Adobe Captivate

016 15-W2 Build an Online Professional Learning Community with Wordpress

017 15-W3 Creativity in Education

018 15-W4 Design Case Workshop: International Journal of Designs for Learning

309 41-W2 Creating iPhone and Android Apps with Live Code

310 41-W3 Data Visualization in Education

311 41-W4 Using Universal Design for Accessible Multi-User Virtual Environments (MUVE) Instruction

ICEM (International Council for Educational Media)

024 ICEM Membership Meeting

136 ICEM - Annual Graduate Student Panel Discussion (Req Th/F)

136 ICEM Annual Graduate Student Panel Discussion in Emerging Technology: MOOCs

160 ICEM - Special Topic Panel Discussion (Req Th/F)

160 To MOOC or not to MOOC?

International

020 ID Board Meeting

043 ID-International Students and Faculty Job Searches: Stories, Struggles, and Strategies

043 International Students and Faculty Job Searches: Stories, Struggles, and Strategies

044 ID_Collaboration & Theory

044 Action Research on the Use of Collaborative Learning and Cooperative Learning with International Students

044 International Authors and Critical Theories of Educational Technology

062 ID-Socratic Seminar

062 Socratic Seminar: An International Forum on Socratic teaching

063 ID_Tech Trend

063 Assistive Technologies in the Education of Students with Learning Disabilities: Research Trends between 2002-2012

108 ID-International Faculty on Tenure-Track: First-Year Experience, Tenure and Promotion

108 International Faculty on Tenure-Track: First-Year Experience, Tenure and Promotion

109 ID_Online special issues

109 Effects of conventional lecture and video supported instruction on eliminating tolerance towards cyberbullying

109 International plagiarism: Comparing Thai, Taiwanese, and American university students' knowledge, behaviors, and attitudes towards academic integrity

137 ID Membership Meeting

161 ID_Standards

161 Global Standards for Information and Communication Technology Skills Reveal Need to Surpass Conventional Wisdom

161 What Do Heuristics Mean to Instructional Designers?

187 ID_Mobil Tech

187 Evaluation of a Mobile Phone Based Student Immediate Feedback System

187 The Impact Of Mobile Technology From The Teaching Perspective In The Cognitive Dimension Of K-12 Students

206 ID International Dinner

207 ID International Auction

223 ID_Analysis & Effect

223 A Content Analysis: Teaching Computer Programming Using Educational Robotics

223 IPAET-Effect of Learning Strategies and Anxiety of Learning Mathematics

224 ID_International Forum

224 International Forum

247 ID_Cultural context

247 Cultural contexts and social constructivism: Moving towards a culturally inclusive model of online learning.

247 Needs Assessment for a Certificate Program of Instructional Design in China

248 ID_English Learning

248 Technology Implementation for ELL Instruction in Higher Education in Taiwan: Teachers' Beliefs, Concerns and Actions

248 Vietnamese English as Foreign Language (EFL) Learner Autonomy and Attitudes towards ICTs used in EFL Learning

277 ID_F2f to Tech

277 The Adoption of Innovative Instructional Techniques in Traditional Contexts: the Case of Peer Instruction and Clickers

278 ID_Facebook

278 The Reasons of Playing/Not Playing Games on Facebook: University Students' Case

278 Using Facebook for Instruction: Perceptions of Undergraduate Students in Taiwan

IVLA (International Visual Literacy Association)

138 IVLA-Comics and Film: Enhancing Visual Literacy Development

138 Seduction of the Reluctant [Learner]: The Use of Educational Comics from Eisner to the Web

138 Visual Literacy: How to Reading Chinese Film

188 IVLA-Designing and Assessing Student Engagement in Visual Learning

188 Design Decisions and Implementation Results: Mapping our Expedition Revising a 'Blended Course'

188 Media Literacy Assessment

KSET (Korean Society for Educational Technology)

279 KSET-Activity-Based Learning

279 A Developmental Study of Instructional Design Model for Continuous Reflection in Cultural Diversity Education

Leadership Development Committee

064 Leadership: Fresh Ideas about Education Technology Leadership - Authors of a Special Edition of TechTrends Panel

064 Fresh Ideas about Education Technology Leadership - Authors of a Special Edition of TechTrends Panel

110 Leadership: Why You Might Consider the AECT Presidency in Your Future

110 Why You Might Consider the AECT Presidency in Your Future

249 Leadership: Leadership, History, and the Future: Voices of AECT Past-Presidents

249 Leadership, History, and the Future: Voices of AECT Past-Presidents

MIM (Minorities in Media)

032 CLT-Shaping your Career in the Instructional Sciences

032 Shaping your Career in the Instructional Sciences

125 CLT-Culturally Influenced Technology Solutions

125 Improving the Design of Electronic Health Records (EHR)

125 Social Influences in the Introduction of LiveText as a Technological Innovation: A Case Study

152 CLT-Solutions based on Culturally-Based Access

152 Building a Framework for Distance Learning in the Caribbean

152 Designing a Culturally Relevant Educational App

234 CLT -Lunch (Friday)

251 McJulien Lecture: A Proclamation for Studying the Nexus of Culture, Learning and Technology

251 A Proclamation for Studying the Nexus of Culture, Learning and Technology

265 CLT -Board Meeting

327 CLT-The Graduate Student Learning

327 The Graduate Student Learning Journey

Multimedia Production

025 MPD Board Meeting

111 MPD-Literacy & Learning

111 The Development of New Digital Literacy Training for the Virgin Islands

111 Reexamining the Personalization Principle in Multimedia Learning: Impacts on Native versus Non-native English Learners

162 MPD-Development on the Cheap: Free/Inexpensive Alternatives in Multimedia Production

162 Development on the Cheap: Free/Inexpensive Alternatives in Multimedia Production

189 MPD-Validation of Multimedia Studies

189 Development and Validation of the Educational Technologist Multimedia Competencies Survey

189 Validation of Avatar-Based Animations for the Development of a Nursing Simulation

204 MPD Imersive Learning Awards Reception

225 MPD-Virtual Environments

225 Educational Potential Of 3d Virtual Learning Environments

225 Research methods in desktop virtual world environments

250 MPD Membership Meeting

280 MPD-Leadership, Gender, and Gaming

280 Gender and Gaming: A Literature Review

280 Leadership in the Making of Educational Games

300 MPD-Gaming and Learning

300 Can playing video games improve cognitive flexibility?

300 Fostering 21st Century Skills in a Video Game Design and Development Summer Camp

319 MPD-Multimedia Production

319 Critical Incidents of Multimedia Production and Instructional Design Activities: Instructional Designers' Role in Everyday Practice

319 From death by PowerPoint to engaging Captivate: Lessons learned when implementing specific design principles

334 MPD-Multimedia Learning

334 Examining Multimedia Production Course Offerings in Educational Technology Programs

NESLA (New England School Library Association)

Presidential Session

046 Presidential: Past, Present, and Future Relevance...

046 Past, Present, and Future Relevance of Instructional Message Design

065 Presidential: RAECT - Find Out What It Means for Me

065 RAECT – Find Out What It Means for Me: AECT Standards for Educational Technology Graduate Programs

088 Presidential: "Learning From Media" Debate: Is the Grocery Truck Analogy still valid 30 years later?

113 Presidential: It's All in the Mix

113 It's All in the Mix: Customizing Curricula and Open Educational Resources for STEM Education

191 Presidential: Adaptive Instruction in Online Learning:

191 Adaptive Instruction in Online Learning: Modeling Student Knowledge and Metacognition

192 Presidential: Creativity, State Standards & Regional Competiveness

192 Creativity, state standards, and regional competiveness: A research project

227 Presidential: MOOCs Are the Answer! Now, What Is the Question?

227 MOOCs Are the Answer! Now, What Was the Question?

253 Presidential: Face-to-Face to Online

253 Face-to-Face to Online: Teaching and Learning in a Variety of School Media Programs

281 Presidential: Remembering the Practice of Educational Technology

281 Remembering the Practice of Educational Technology, 1970 – 1995: A History Panel

302 Presidential: Future of Communications & Technology

302 Future of Communications and Technology

320 Presidential: Getting Professionally Published

320 Getting Professionally Published

Research & Theory

030 RTD -Research & Theory Division Business Meeting

047 RTD Research on Inquiry- and Problem-based Learning

047 Cultural Interpretations of Challenges Experienced by Asian Medical Students and Tutors During Their Problem-Based Learning

047 College Students' Perceptions of Inquiry-based Learning Activities in a Large-enrollment STEM Introductory Classroom

066 RTD Issues in Pre-service Teacher Education and Peer Evaluation

066 Digital Natives as Preservice Teachers: Do They Have Necessary Technology Skills for a Career in Teaching?

066 Exploration of Peer Evaluation through Text-Based Scenarios

089 RTD Dean and Sybil McClusky Research Award Presentation

116 RTD Examining Higher Education Innovations

116 Understanding University Faculty Perceptions about Innovation in Teaching and Technology

116 Migrating Learning Management Systems: A Case of two Large Public Universities

117 RTD Invited Session B: Learning in MOOCs and Learning From MOOCs (req W-Th a)

140 RTD -Research & Theory Division Membership Meeting

164 RTD Mobile Learning Research

164 Perceptions of English language Dominican students on the use of cell phones as learning tools

165 RTD Multimedia Learning Research

165 Learning through Cross-modal Interaction in Digital Environments

165 Impact of Supplementing Verbal Feedback with Pictures during Story Recall

166 RTD Multimodal and Research Instrument Analysis

166 Aligning with Ely's Eight: A Second Look at the RIPPLES Survey

166 Applying multimodal analysis to examine a home page of web-based instructional material

167 RTD Youth and Technology (req w/th)

167 Evaluative inquiry into engaging urban youth in STEM to catalyze cultural change in their communities

167 Twenty First century cyberbullying defined: An analysis of intent, repetition, and emotional response.

229 RTD Evaluating Interventions

229 Learning Apps Need Analysis: Mixed Method Classroom Pilots

229 A Framework for Promoting English Language Learners' Narrative Skills Using Digital Storytelling

230 RTD Faculty Members' use of Social Media

230 Faculty Use of Social Media in Higher Education: A Comparative Case Analysis

230 When academics use social media: acts of defiance and personal sharing

255 RTD Applying Theory to Practice

255 Designing for Statistical Reasoning and Thinking in Technology-Enhanced Learning Environments: Merrill's First Principles and Real Data at Work

255 Using Third Place to Define Learning Communities

256 RTD Invited Session A. Communities of Innovation: Theory, Research, and Practice (req Fp, S)

257 RTD Problem-solving Research

257 Ill-Structured Problems, Scaffolding and Problem-Solving Ability of Novice Nursing Students

257 PBL in K-12: A survey of researchers and an emerging shared online resource

282 RTD Learning through Cases and Problem-solving

282 Examining Student Engagement in the Problem Space Afforded by Case-based Discussions

283 RTD Self-directed Learning in Open Learning Environments (req not w)

283 Research on Self-Directed Informal Learners in Open Educational Environments and Massively Open Online Courses

304 RTD Research on Engaging Instruction

304 Enhancing Pre-service Teachers' Engagement in a Technology-supported Flipped Classroom

304 How To Make Instruction Interesting And Engaging: Examination Of The Seductive Details Effect Through EEG And Eye-Tracking

321 RTD Analyses of Instructional Design Journals

321 Common Relıability And Validity Strategies in Instructıonal Technology Research

321 Methodological Trends in Instructional Technology Research: A review from 2002 to 2011

335 RTD Issues Concerning Journals in the Field

335 What Are We Talking About? An Analysis of a Decade of Research Published in Major Journals in Our Field

335 Educational Technology Professionals Perceptions of Open Access Journals

School Media & Technology

026 SMT -Board Meeting

048 SMT-The K-12 Online Learning Environment

048 Virtual School Leadership: Successes and Challenges

048 Needs Assessment for the Online Learning Environment for K-12

067 SMT-K-12 Partnerships for Pre-Service Teacher Technology Collaborative Skills

067 Improving Pre-service Teachers' Multimedia Design Skills through the Collaborative Multimedia Project (CMP) with Area Schools

068 SMT-School Librarians as Instructional Partners and Technology Leaders

068 Assessment of Learner-Directed E-book Learning Versus Instructor-Directed E-book Learning

068 Hi Ho Hi Ho-- Taking the Work out of Professional Learning Networks

090 SMT-Instructional Technology and School Librarianship: Developing Educational Leaders

090 Instructional Technology Specialists- Visionary, Teacher, and Servant Leaders

090 Training for Library Site Supervisors: The Significance of Mentorship

142 SMT-Mobile Application Evaluation Tools (Req Th)

142 Mobile App Selection for 5th-12th Grade Science: The Development of the MASS Rubric

142 Content Analysis of Mobile App Evaluation Rubrics

150 SMT -Lunch (Thursday)

169 SMT -Membership Meeting

232 SMT-STEM and Blended Learning

232 Developing Videos To Better Inform Middle School Students About STEM Career Options

232 The Rise of Blended Learning in K-12: The Use of Khan Academy to Personalize Math Instruction

259 SMT-Organization and Management for Technology Integration

259 An Evaluation of CORE: A Multi-jurisdictional Approach To Developing A Learning Network

259 Examining the role of a charter management organization in technology integration

260 SMT-Technology Tools for K-12 Student Learning

260 Evaluation of Adaptive Learning System to Support Students' Algebra Problem Solving Skills

260 Teacher Perceptions and Use of Current Web-based Tools for Student Collaboration in K-12 Education

284 SMT-K-12 Partnerships for Pre-Service Teacher Technology Skill Development

284 School Principals Consider Technology Skills and Online Existing of Teacher Candidates

305 SMT-Learner-Centered Technology Integration

305 Fact or fiction?: Taking the iPad hype in special education to task with Project MODS (Mobile Online Devices for Special Education).

305 Technology Use to support teaching and learning in Learner-Centered Schools

322 SMT-K-12 Students as Video Game Designers

322 A Case Study of Educational Video Game Design by Middle School Students

322 Technology Literacy Development in Digital Game Design Learning: an exploratory case study

336 SMT-Developing Transliteracy and Digital Citizenship

336 Just Because You CAN Do It, SHOULD You? Teaching

Digital Citizenship

336 Public Domain Digital Comic Books, Engaging Students, and Addressing Common Core Standards

SICET (Society of International Chinese in Educational Technology)

118 SICET-Mobile and Social Tools for Teaching and Learning-(1)

118 MOOCs and Its Future in China:A Qualitative Study of Chinese Coursera Users' Experience

118 Public Health Education Via Social Media: A Case Study of Selected Ubiquitous Learning Communities in China

118 Effects of Podcasts and Learning Styles on Language Proficiency and Attitudes

141 SICET-Students' Personal Traits and Metacognitive Skills in Learning-(2)

141 Dance Students' Locus of Control, Performance, and Course Satisfaction

141 Fostering Students' Metacognitive Skills with Innovative Ways in a Veterinary Medicine Course

149 SICET -Lunch (Thursday)

168 SICET-Technology and Curriculum Integration in Teaching & Learning-(3)

168 Design and Practice of Curriculum Integration on Information Technology and Medical Statistics

168 Effects of Synchronous Technology on Learning in an EFL Program

193 SICET-Instructional System and Strategy for Online Distance Education-(4)

193 Integrating iCARE Design into Health Information Administration Online Courses

193 Increasing higher education access via articulation programs and alternative delivery formats

231 SICET-Cultural Considerations of Instructional Technology Practices-(5)

231 Cross-Cultural Project in Pre-service Teacher Training Course: Collaborate with In-service Teachers in Rural Elementary School

231 Creating Content On the Go: Innovative Mobile Apps for Teaching

231 Research on the Effectiveness of Competency Focused Education with Reference to Civil and Construction Engineering Related Courses in Taiwan

258 SICET-Emerging Technology for Student Engagement & SICET Keynotes-(6)

258 Using an Emerging Technology Tool to Engage Students in Active Learning

258 SICET Keynote 1

258 SICET Keynote 2

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050 TED-Designing Open Badges for a Technology Integration Course

050 Designing Open Badges for a Technology Integration Course

051 TED-Preservice Teachers' Technology Integration

051 Technology Integration Concerns: Expanding the Dialogue Between Pre-Service Teachers and Exemplary Technology-Using In-Service Teachers

051 Investigating Tech-savvy Pre-service Teachers' Technology Integration Knowledge, Beliefs and Intentions

070 TED-Implementing TPCK

070 Measuring Chinese Preservice Teachers' Perceptions in Technological Pedagogical Content Knowledge Development

070 An Implementation Study of a Revised TPACK-Based Instructional Design Model

071 TED-Strategies for Preservice Teacher Technology Integration

071 Preparing Preservice Teachers for Meaningful Teaching and Learning Using a Hypermedia-enhanced Case-based Learning Approach

071 The Digital Kids Technology Camp: A Course for Teaching Pre-service Teachers Effective Technology Integration

072 TED-The Integration of Technology Standards with CCSS to Improve Learning

072 The integration of technology standards with CCSS to improve learning

091 TED-Technology and the Schools of Tomorrow

091 How do Teachers of Learner-Centered Schools Use Technology in the Major Subject Areas?

091 A University Virtual Laboratory School: A Brick and Mortar Innovation

120 TED-Affect and Intention in Technology Integration

120 Preservice Teachers' Emotional Affect towards Technology Integration and How Affect Predicts Intentions to Integrate

120 The Role of Study Fields In TAM: An Empirical Study on Pre-Service Teachers' Intention to Use ICT in Education in Turkey

144 TED-Technology Integration Practice

144 Integrating Technology for Higher-order Tasks: Current Beliefs, Practices and Barriers

144 Teacher Learning Journeys: A New Approach to Individualized Professional Development for STEM Teachers

145 TED-The Landscape of Teacher Education Today

146 TED-The Technology Service Course for Teacher Education: Materials and Methods Share

171 TED-Preparing Teachers for Virtual School Environments

172 TED-Preparing Tomorrow's Teachers

172 Exploring Preservice Teacher's "Bring Your Own Device" experiences and knowledge transfer in Instructional Design.

172 Preparing Educators to Teach the iBrain Generation

173 TED-Technology and 21st Century Classrooms

173 Pre-service Teacher Perceptions of Meeting NETS*T Standards after Working in a Third Grade iPad Classroom

173 Flipping a High School Classroom in a Response-to-Learner Intervention

195 TED-A Status Update on Teacher Education and Technology Education

195 Preservice Teachers Speak from Experience: An Update on Technology Preparation within Teacher Education Programs

195 Comparing Teacher Technology Preparation and Use: A Statewide Study

196 TED-Integrating Technology in the Field

196 Social, teaching, and cognitive presence in a technology-enhanced cognitive apprenticeship during the clinical experience

196 Promoting technology integration through preservice teacher field experiences: Advice from the trenches

233 TED-Today's and Tomorrow's Teachers and Technology

233 Professional Development for Technology Integration: A Study of the Impact on Concerns and Levels of Use

233 Preparing Future Teachers for The Movement to Increase Opportunities and Technology Project Goals

238 TED -Meal

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285 TED-Social Networking: Teachers and Students

285 Teacher Professionalization in the Age of Social Networking Sites

285 Social Networking, Social Capital: Why Didn't My Third-Grade Classmates Join Our Ning?

286 TED-iPads and Professional Development

286 iPad or Not: An Exploratory Study about a Summer Technology Professional Development

286 Speech Language Pathologists' iPad Use in PK-12 Classrooms and Desired Professional Development

307 TED-Educator Community & Collaboration with Technology

307 Building a Learning Community of Educational Technology, Environmental and Sustainable Energy Educators

307 Collaborative Instructional Design as a Catalyst for Inservice Teacher Development

308 TED-Virtual Worlds and Teacher Education

308 Blending Second Life with Face-to-Face Instruction to Build Pre-service Teachers' Diversity Awareness

308 An Examination of Role-Play in Virtual Worlds for Novice Teacher Practice

324 TED-A Deeper Look into Technology Rich Experiences

324 Design Based Research On Intellectual Engagement and Professional Learning in a One-to-One Laptop School

324 A Collaborative Curriculum Design Project: Major Events, Roles, and Issues

325 TED-School Librarian & Teacher Collaboration

326 TED-Teachers, Technology and Self-Efficacy

326 Teachers' Technology Efficacy and Attitudes

326 Developing a Computer Self-Efficacy Scale for Pre-service Teachers

338 TED-Online Engagement

338 Making the Technology Transition: Engaging Educators in Online Professional Development Seminars

338 Teachers' Internet Self-Efficacy and Content Filtering Attitudes on Internet Level of Use in K-12 Classrooms

339 TED-Strategies for Professional Development

339 Understanding NETs-T Standards with the TPACK Framework: A Technology Integration Online Teacher Professional Development Course

339 Becoming Researchers to Integrate Technology: The Role of Learning Research Methodology in Learning How to Integrate Technology

340 TED-The Intellectual Property Committee and TED: Online Educational Resources, K12 Teachers and Copyright

340 Intellectual Property Committee and TED: Online Educational Resources, K12 Teachers and Copyright

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049 Synergistic Virtual Teams: An Approach for Alleviating Social Loafing in Online Environments

069 T&P 08: Training & Performance Division Advisory Board Presentation (req Fpm)

069 Training and Performance Division Advisory Board Presentation

119 T&P 06: Synergistic Integration of Educational Technology

119 Synergistic Integration of Educational Technology, Peace

and Environmental Studies for Post-War Reconstruction-Redevelopment in Africa

143 T&P 04: Virtual Teams & Mobile Learning

143 Knowledge Visualization, Tools, and Processes in Virtual Team Collaborative Problem Solving

143 Mobile Learning: Trend and Best Practices

170 T&P 02: Faculty Development

170 Development of a Master Instructor Certificate Program with a Flip

194 T&P -Membership Meeting

306 T&P 05: 1/2 Measuring Business Impact & Performance Support Theory

306 Measuring the Business Impact of Employee Learning: A View from the Professional Services Sector

323 T&P 03: Participant Perspective Change & Lifelong Learning

323 Identifying Participants' Perspective Change in Mediation Training Using Q Methodology

323 Managing Your Personal Learning Environment: How 21st Century Lifelong Learners Can Evaluate Their Tools and Technology in a Meaningful Way to Bring More Flexibility and Efficiency to Their Lives

337 T&P 01: Adult Learning and Complex Problem Solving

337 Adult Learning and Technology: An Exploratory Study regarding the Needs of Adult Learners for Today's Technological Workforce & Social Media

337 Representing, Analyzing, and Evaluating Complex Problem Solving Ability based on Expert Model Comparisons

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052 VW-Acceptance & Sports in Virtual Worlds

052 Case Study of User Acceptance in Virtual Worlds

052 Developing Sport-based Educational Simulations in Second Life

073 VW-Collaboration & Community in Virtual Worlds

073 Using MMORPGs for Learning: An examination of collaborative behaviors in-game.

092 VW-Distance & Emotion in Virtual Worlds

092 Transferring and Communicating Perceived Emotions Online

092 Video Game Experience Effects on Transactional Distance Gap of Learners in 3-D

121 VW-Experiential Learning in Virtual Worlds

121 Experiential Learning in Virtual Worlds

289 VW-Facebook Online Communities

289 Using Facebook to Create Online Learning Communities

AECT

001 Study Tour: NASA Jet Propulsion Laboratory

002 NSF Early Career Symposium

006 AECT Board of Directors

007 GSA at DisneyLand

008 Leadership Meeting & Dinner

009 Intern Meeting

010 Study Tour: Institute for Creative Technologies

011 Governmental Relations Committee

012 NSF Early Career Symposium

021 Standards Committee

022 2013 Convention Evaluation Committee

028 GSA Executive Board Meeting

029 Professional Ethics Committee

040 ectFoundation Board of Directors

041 Electronic Access to the Encyclopedia of Terminology: Current Constraints and Visions for the Future

042 GSA Writing Techniques for Graduate Students

045 Intellectual Property Committee

053 Walden: Residency Orientation

061 GSA Advice for the Job Hunt

083 First Timer's Orientation

084 Flipped Faculty Development

084 Flipped Faculty Development: Applying Effective Classroom Strategies for Professional Learning

085 GSA Meet the Editors of AECT Journals

086 International Affiliates Unite

087 Organization & By-Laws Committee

094 AECTX Ali Carr-Chellman, Thomas C. Reeves & David Wiley

095 Welcome Reception

096 GSA/D&D on the Town (Oggi's Pizza & Brewing)

097 Intern Meeting

107 GSA What is a Research Agenda?

112 Membership Committee

114 Professional Designers

114 From Zero to Sixty: Targeting Essential Skills in Bringing Novice Designers Up to Speed

114 But I Don't Want to be a Professor! The Innovations of an Online Practitioner Doctorate focused on Educational Technology Leadership.

115 Publications Committee

123 Jenny K Johnson International Hospitality Center

124 Learning, Problem Solving, and Mindtools- Honoring David H. Jonassen

134 Definition and Terminology Committee-1st

135 GSA Building Up Your CV: From PhD Student to Tenure-Track Faculty

139 Leadership Development Committee

148 GSA-Brownbag Lunch

151 Awards Committee

157 Development of a Distance Program Evaluation Model

159 GSA International Event: Cultures Around the World

163 Nominating Committee

174 The Encyclopedia of Terminology-Development and Application

186 GSA Conversation with the President-Elect

190 Paperless Productivity: Your Web 2.0 Academic Workflow

190 Paperless Productivity: Your Web 2.0 Academic Workflow

197 Website Advisory Committee

198 Fun Run

199 Walden: Residency Meeting

200 Curriculum Committee

202 Strategic Planning Meeting

203 Affiliate Reception

205 GSA-3MT™ Competition

208 Halloween Event

209 Intern Meeting

210 Breakfast with Champions

211 Jenny K Johnson International Hospitality Center

212 How & Why to Become Net Smart - Learning Essential Social Media Literacies

212 How & Why to Become Net Smart -- Learning Essential Social Media Literacies

219 Definition and Terminology Committee-2nd

221 GSA What is the Future of Our Field?

222 HistoryMakers Project Update

226 PacifiCorp Planning Committee-2014

228 Qualitative Inquiry Award - Colin M Gray

228 Informal Peer Critique and the Negotiation of Habitus in a Design Studio.

236 GSA Membership Meeting & Luncheon

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252 Now I Know My XYZs:

252 Now I Know My XYZs: Addressing the Needs of Today's Untethered Learners

254 Professional Ethics for International Settings

262 ETR&D Joint Editorial Board Meeting

275 Distinguished Development Award Presentation by M. David Merrill (Professor Emeritus, Utah State University)

276 GSA-3MT™ Finals

287 Tech Trends Editorial Board

290 AECT Membership Meeting

291 University Reception

292 Intern Meeting

293 Walden: Final Residency Meeting

301 National Convention Planning-2014

303 Putting Careers in Context: Development of a Web-Based Game to Engage Girls in Technology-Related Jobs

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176 .01 D&D-Analysis of 10 Years IDT Student Submissions to PacifiCorp

176 .02 D&D-Applying the Component Display Theory to the Instructional Development and Design of an Educational Mobile Application

176 .03 D&D-Careful Localization of E-learning Instructional Design for Non-Profit Organizations

176 .04 D&D-Facebook in the Classroom: Practice and Problems

176 .05 D&D-Faculty Research Interests/Expertise Database to Support Interdisciplinary Research

176 .06 D&D-Fast Analysis and Feedback for Vocational Training. A Rubric-Based Customer-Adaptive Feedback-Tool.

176 .07 D&D-Learning By Doing for a Thirty Second Task – Triage!

176 .09 D&D-The Best Way to Predict the Future is to Create it: Introducing the Holodeck Mixed-Reality Teaching and Learning Environment

176 .10 D&D-Threaded Discussion Instructional Strategies and Student Performance

176 .11 D&D-LTCA Theory and Problem-Based Learning at Koan School: Formative Artifacts to Assess Learning Products

176 .12 D&D-Getting Graphic About Infographics: An Analysis of Popular Infographics

176 .13 DDL-A Homegrown UCQA ID Model for Distance Learning

176 .14 DDL-Exploring Google Hangouts for PhD Forums

176 .15 DDL-Supporting Metacognitive Processes in Online Ill-Structured Problem Solving

176 .16 DDL-The Effects of Gender on Interaction Patterns in Asynchronous Online Discussions

176 .17 DDL-Using Learning Analytics to Predict Student Success in Online Learning

176 .18 DDL-An Online Electronic Health Record Based Teaching Intervention is Effective for Achieving Interprofessional Education Competencies

176 .19 ICEM-Professional Use of Social Media

176 .20 ID-Innovative Theoretical Rationale and Design Guidelines for Teaching International Students Computer Mediated Communication Competencies

176 .21 RTD-The Effects of Different Reading Purposes and Screen Orientation on Text Reading on Small Screens

176 .22 RTD-Using Skype and a Skype Recorder to Collect Verbal and Non-Verbal Interview Data

176 .23 RTD-"Echoing" Opportunities to Review Procedures through High-Fidelity Simulations

176 .24 SICET-Professional Use of Social Media Internationally

176 .25 SICET-Taiwanese High School Students' Multitasking Activities: Scale Development and Student Perceptions

176 .26 T&P-Learning and Training in Complex Enculturating Environments

176 .27 TED-Examining Preservice Teachers' Reasoning Process in Analyzing Technology Integration Cases

176 .28 TED-Needs Assessment of the Teaching of Technology Integration in STEM to Pre-Service ECED Teachers

176 .29 TED-Enhancing Collaborative Reflection by Using Wiki

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263 .01 D&D-A Design-Based Research Study Examining the Impact of Motivational Emails to First Year Students

263 .02 D&D-A Homegrown UCQA ID Model for the Sole Instructional Designer

263 .03 D&D-Classroom Reflection as a Tool to Externalize Conceptions of Design

263 .04 D&D-Design and Evaluation of an Innovative Tool for Identifying Research Funding Opportunities

263 .05 D&D-Designing and Implementing a Class Wiki to Support the Collaborative, Learner-Centered Paradigm of Education

263 .06 D&D-Effects of Structured Microblogging Activities on Student Engagement and Learning

263 .07 D&D-Interaction of Vocabulary Quizzes with Cognitive Instructional Strategies in First Language Learning Among Japanese Undergraduates

263 .08 D&D-Orienting Response to Visual Cues as an Indicator of Students' Attention to Online Instruction

263 .09 D&D-Own it, Learn it, & Share it: A Design Framework for Student-Centered Learning Environments

263 .10 D&D-Pre-Service Teachers' Design and Development of Online Learning Environments Using Moodle

263 .11 D&D-Six Cycles: The Iterative Instructional Design of a K-12 Administrator Technology Leadership Academy

263 .12 D&D-The Rise of the Machines: Instructional Design and the Internet of Things

263 .13 D&D-The Use of Cognitive Apprenticeships to Teach Learner-Centered Instructional Strategies

263 .14 D&D-Tracking and Measuring Online Course Development and Online Teaching

263 .15 D&D-Using Case-Based Reasoning to Train Educators Designing with Web 2.0

263 .16 DDL-Addressing the Steep Learning Curve: Comparing Two Methods of Training New Second Life Users

263 .17 DDL-Student-Driven Online Collaboration: Tools that Work

263 .18 DDL-Tablet Wars: Results for Different Tablets and their Use in Online Learning

263 .19 DDL-The Changing Face of Distance Education: The Alberta Experience

263 .20 DDL-Knowledge Sharing in A Virtual Community of Online Learning Facilitators: A Case in A National Distance Education Program in China

263 .21 ICEM-Student Evaluation of Online Courses in the Mathematics Teacher Leadership Center Program

263 .22 ID-Demographic Variables and the Use of Information and Communication Technology among Secondary School Teachers in South-West Nigeria

263 .23 ID-Leadership in Higher Education: The Role of Women

263 .24 ID-Students' Perceptions and Attitudes Towards Online Learning at 'the University for World Class Athletes' in Jamaica

263 .25 ID-Use of Social Media for Professional Opportunities

263 .26 RTD-Efficacy of Peer Tutoring in Reading: Improvements in Reading Skills, Attitude, and Student Perceptions.

263 .27 RTD-Facebook Usability Study Incorporating Physiological Sensors for Extracting Learning Potential

263 .28 RTD-Instructional Methods and Type of Technologies: Their Potentially Innovative Relation to Learning, Teaching,

Research and Theory

263 .29 RTD-Using Activity Theory to Guide Educational Technology Design and Integration: The Lessons from 2005 to 2011

263 .30 RTD-Understanding the Professional Use of Social Media

263 .31 SICET-Who Has More Alternative Thinking About (Cyber)bullying? A Cross-Sectional Comparison of Taiwanese Adolescent Students

263 .32 SMT-A Descriptive Case Study Of Meaningful Online Learning Experiences In the 3D Virtual Game "Quest Atlantis"

263 .32 SMT-The Role of Media Specialists with Respect to Instructional Technology

263 .33 TED-Digital Literacy Designed to Promote Reading in Nonfiction Topics

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177 .02 D&D-A Delphi Study on the Research Priorities in Mobile Learning

177 .03 D&D-Chinese Learners' Perspectives in Computer-Mediated Communication

177 .04 D&D-Critical Design Features of Self-Directed Online Case-Based Instruction: From Theory to Practice

177 .05 D&D-Designer MindMeld with Experts: Improving Collaboration in the Design Process

177 .06 D&D-Direct Measurement of Learners' Graphing Interactions for Automated Formative Assessment in a Digital Tablet Environment

177 .07 D&D-Elegant Instruction in Multiple Disciplines

177 .08 D&D-Emotion and Cognition when Challenged by an Online Application

177 .09 D&D-Examining the Reliability and Validity of Korean Version Measurement of the Community of Inquiry Framework Using a Cyber University Sample in Korea

177 .10 D&D-Implementing an Innovative Mobile Learning and App Development Course for Instructional Technology Graduate Students

177 .11 D&D-Online Course Design Using Bloom's Taxonomy

177 .12 D&D-The Impact of Visceral, Behavioral and Reflective Levels of Emotional Design on Learners' Evaluation of Website Trustworthiness

177 .13 D&D-Web 2.0 and Learning Through Collaboration: A Literature Review

177 .14 D&D-Designing Technology-enhanced Inquiry-based Learning in an Introductory College Science Classroom

177 .15 DDL-A Qualitative Study of Flipped Learning in the Graduate Classroom

177 .16 DDL-A Review of Factors that Influence an Instructor's Selection of Tools in a Course Management System

177 .17 DDL-An Examination of Students' Perceptions Toward Small Group Work Activities in A Fully Online Course

177 .18 DDL-Can Online Mentoring Help Non-traditional Students Attain a Higher-Education Degree?

177 .19 DDL-Development of a Departmental Online Graduate Advising Area: Lessons Learned

177 .20 DDL-Documenting Life Change from Open Educational Resources and Participation in Massive Open Online Courses

177 .21 DDL-Experience of Integrating a Social Networking Site in an Online Course: A Case Study

177 .22 DDL-Exploring a Graduate-Level Mobile Technologies Course

177 .23 DDL-How Infusing Interactive Elements Increased Successful Completion Rates in a Multi-Section Undergraduate Online Course

177 .24 DDL-Online Course Design to Promote Self-regulated Learning: A Case Study

177 .25 DDL-Perception of Social Presence in Asynchronous and Synchronous Online Discussion

177 .26 DDL-Tekking Across Virtual, Text, Multiliteracy and Multidisciplinary Boundaries for Successful Adult Learner Experiences

177 .27 DDL-Discussion Posts: Resurrecting a Classic Tool for Today's Diverse Students

177 .28 DDL-Students' Perspectives on the Low Motivation Toward Asynchronous Online Discussions

177 .29 DDL-Autonomy Support in Online Learning

177 .30 DSC-CyberLearning STEM+ Academies: A Blended Model for 21st Century Schools

177 .31 ICEM-Creating a Culturally Sensitive Online Accreditation Management System for Open and Distance Learning in Turkey

177 .32 ICEM-Using e-Portfolios to Assess Internship for an Online Educational Leadership Course

177 .33 ID-Investigation of Cyberloafing Activities Among Turkish Pre-service Teachers

177 .34 ID-Laying the Groundwork for An International Online Collaboration Project Between Indonesian and American Students in Higher Education

177 .35 ID-Online and Face-to-Face Activities of Non-Native

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177 .36 ID-The Effects of Neo-Liberal Policies on the Computer Education and Instructional Technologies Field

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177 .38 IVLA-Digital Knowledge Mapping as an Instructional Strategy to Enhance Critical Thinking

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177 .41 MPD-Consistency of Rating Scale and Secondary-Task Performance Scores While Measuring Cognitive Load in Multimedia-based Assessments: The Pilot Study

177 .42 RTD-Needs Assessment for Designing an Interdisciplinary, Flexible Engineering Instruction Module

177 .43 RTD-Speaking Out of School: A Content Analysis of World of Warcraft Forums

177 .44 RTD-TechTrends: 2013 Recap and Future Plans

177 .45 RTD-The Effects of Holistic and Analytic Rubrics on Students' Formative Evaluation

177 .46 RTD-TheOneRing.net (A Pilot Study) - Discussion on Non Game-Based Affinity Spaces

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177 .48 RTD-The Bilinguals' Domain Knowledge Structure: How Cognitive Processing in Second Language (L2) Interacts with First Language (L1)

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177 .50 SMT-A Case Study of Gameplaying: The Role of Peer Influence

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177 .52 SMT-Redefining Collaborative Editing and Promoting Sustainability During an Economic Recession

177 .53 SMT-The Effect of a 1:1 iPad Implementation on Student Engagement and Motivation

177 .54 SMT-The Effects of Quizzing Using S.M.A.R.T. Clickers on Information Retention

177 .55 SMT-Uncovering Characteristics of Pedagogical Agents in Order to Develop a Virtual Technology Coach

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177 .58 TED-Aspiring School Administrators' Self-Perceived Ability Toward Technology Standards and Technological Needs for Professional Development

177 .59 TED-Developing TPACK Level Badges: Design Implications

177 .60 TED-Innovations Across the Islands

177 .61 TED-Innovations for Understanding Diversity: Concepts and Realities of Poverty Through a Redesigned Education Curriculum

177 .62 TED-Modeling Project-Based Learning through a Pre-service Instructional Technology Course: Designing for the 21st Century Educator

177 .63 TED-Supporting Preservice Teachers' Reflection in Developing Web-based Portfolios

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264 .02 D&D-A Guide to Selecting Technology for Classroom Use: Assisting Preservice Teachers in the Use of Appropriate Tools

264 .03 D&D-Children as Design Partners: A Case of Namibia, South Africa and US

264 .04 D&D-Designing Mobile Apps for Teaching and Learning: Graduate Students' Experiences in an Online Course

264 .05 D&D-Engaging Families in Interactive Learning Experiences with Virtual Environmental Systems

264 .06 D&D-Exploring the Well of Misconceptions. Using T-MITOCAR Artemis to Inform Project- and Process Management.

264 .07 D&D-Follow Me - I'm Lost! Teaching in the Studio – You Are Not a "Guide on the Side"

264 .08 D&D-Game-based Environments for Improving Learning Outcomes and Learner Motivation

264 .09 D&D-Lessons from a Learner-Centered Communication Management Simulation

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264 .11 D&D-Types of Blended Instructions: Different Approach to Different Mix

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