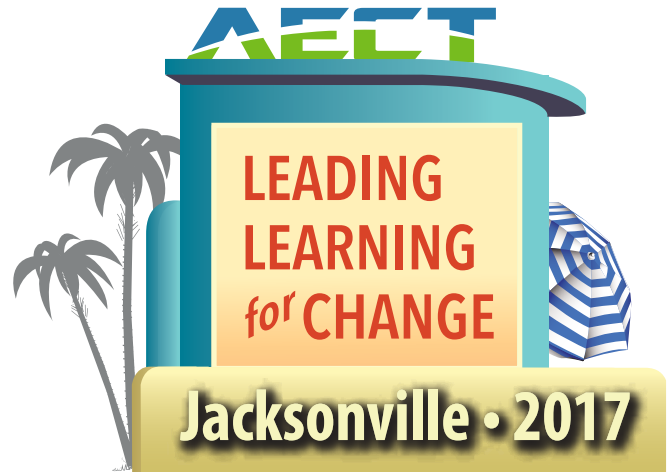


Contents

Welcome to Jacksonville	2
Breakfast with Champions	3
Meet the Candidates	4
Local Information	5
Hotel Floor Plan	8
Keynote Sessions	10
Convention-at-a-Glance	12
General Convention Information	14
Educational Partners	18
Planning Committee	19
Presidential Sessions	20
Emerging Technology Showcase	22
AECT Foundation Members	23
Design & Development Showcase	24
Meet the AECT Interns	25
NSF/AECT Early Career Symposium	26
AECT Board of Directors	28
AECT and Divisional Awards	30
University Reception Participants	36
Division & Affiliate Highlights	39
Graduate Student Assembly Activities	43
ICEM Sessions & Events	44
IVLA Sessions & Events	44
KSET Sessions & Events	45
Leadership Development Committee	46
SICET Sessions & Events	50
e/merge Africa	54
Governance and Committee Meetings	55
Workshops	57
Schedule by Day: Tuesday, Nov 7	61
Schedule by Day: Wednesday, Nov 8	64
Schedule by Day: Thursday, Nov 9	90
Schedule by Day: Friday, Nov 10	140
Schedule by Day: Saturday, Nov 11	183
2018 International Convention	184
AECT 2018 Problem Statement	185
Divisional and Affiliate Session Index	188
Presenters and Participant Index	210
My AECT Convention Notes	213



The Association for Educational
Communications and Technology
320 W. 8th Street, Suite 101
Bloomington, IN 47404-3745

Toll Free: 877-677-2328
Local: 812-335-7675
Fax: 812-335-7678
E-mail: aect@aect.org
Web site: www.aect.org



ASSOCIATION FOR
EDUCATIONAL
COMMUNICATIONS &
TECHNOLOGY

Welcome to Jacksonville and the 2017 AECT International Convention!



On behalf of Co-Planner Dr. Linda Campion and over 30 planners from AECT Divisions and Affiliates in 14 countries, and myself, we are delighted that you are attending our convention “Leading Learning for Change” here at the Jacksonville Hyatt Regency Riverfront.

Our field is in a state of constant flux, and AECT is rising to meet those changes by offering you different experiences at the Convention. A record number of Presidential sessions (17) on

diverse leadership topics will push your thinking ahead with interactive sessions ranging from digital microcredentials, leading by example, preparing preservice teachers to teach computational thinking and new ideas in project management. These are ‘must see’ events this year.

New kinds of events are here too - created from an analysis of your input from previous conventions. New High Impact (TED-like) 10 minute talks (HITs), registration gratuities in the form of free refreshments (a café for visiting/recharging) instead of swag and a large PD event for Duval County Schools (130,000 students in the area around Jacksonville) are just a few examples – offering you new ways to learn and share together.

After Hurricane Irma, some adjustments needed to be made and we believe that the result is an event more vibrant University Reception, Division governance ahead of three great Keynotes that bring us together to ‘kick off’ each day, great luncheons and new award events to celebrate our many publication, service and leadership achievers in AECT. Enjoy the convention - with our hundreds of panels, concurrent sessions and a record number of workshops. Take in the town. Build new relationships and strengthen your ties with members around the world. Learn. Lead. Change education.

Enjoy!



Eugene Kowch
University of Calgary
International Convention Chair



Linda L. Campion
East Carolina University
International Convention Co-Chair

Breakfast with Champions



Thursday, November 9, 2017
2nd Level, Grand 5 7:30 am to 8:45 am

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. Come join us for this exciting event. Tickets are still available for purchase. The following leaders in our field are waiting to enjoy breakfast with you:

Hakan AYDIN

Curt Bonk

Rob Branch

Ali Carr-Chellman

Ward Cates

Marcy Driscoll

Peg Ertmer

Michael Grant

Mary Herring

Chuck Hodges

Brad Hokanson

Dirk Ifenthaler

Tristan Johnson

James Klein

Barbara Lockee

Trey Martindale

Chris Miller

Stephanie Moore

Kyle Peck

Kay Persichitte

Tom Reeves

Charlie Reigeluth

Robert Reiser

Sharon Smaldino

Mike Spector

Patricia Young

George Veletsianos

David Wiley

Shahron Williams van Rooij

AECT BWC Coordinator & Host: *Ana Donaldson Northern Iowa, Retired*



RUNNING FOR PRESIDENT-ELECT AECT BOARD OF DIRECTORS



Shahron Williams van Rooij is Associate Professor in the Learning Technologies division of the College of Education and Human Development at George Mason University in Fairfax, Virginia. With

more than 20 years in the business world prior to entering academia, she brings the dual strengths of practitioner and scholar to the learning professions. Since joining the Association for Educational Communications & Technology (AECT) in 2006, she has held leadership roles at the division level, as well as serving on the AECT Board of Directors and the AECT Executive Committee. Her book *The Business Side of Learning Design and Technologies* has just been published by Routledge.



Michael M. Grant is Associate Professor at the University of South Carolina and program coordinator for the Educational Technology program. He is an education scientist, teacher, keynote and

workshop presenter, author, and consultant to K-12 schools and in higher education. 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 and a BS and Masters of Industrial Education from Clemson University. He is currently serving a second term as the Executive Secretary for the Association for Educational Communications & Technology (AECT), the Editor of the *Interdisciplinary Journal of Problem-based Learning*, the Past President of the Research & Theory Division of AECT, and a previous Chair of the Special Interest Group Instructional Technology for the American Educational Research Association.

YOUR GUIDE TO JACKSONVILLE'S RESTAURANTS



Dining & Nightlife
Variety is the spice of life
2 W. Independent Drive,
Jacksonville, FL 32202

From full-service restaurants to our large indoor Food Court, any palate is sure to be pleased. What's even better? No matter what Dining location you choose, the St. Johns River always provides a gorgeous view!

An Apple A Day (\$)

They have got you covered from morning to night! It doesn't matter if you're coming for the fresh squeezed orange juice, sandwich, or a delicious daiquiri after work. Healthy fresh garden salads, tuna and chicken salads homemade soups. Always delicious smoothies.
[904-353-2024](tel:904-353-2024)

Calvin's Cajun Express

Lunch never tasted so good! Come enjoy the taste of our savory New Orleans style Bourbon Chicken or mouth-watering BBQ, Basil and Cajun Chicken with your choice of steamed vegetables, rice, lo mein or, Jambalaya today.
[904-591-2913](tel:904-591-2913)

Hooters (\$)

Sports bar & grill chain famous for chicken wings served by waitresses in short shorts. Quick bite·Hip·Great cocktails
[904-356-5400](tel:904-356-5400)

Chicago Pizza Bar & Sports Grill (\$)

World's Best Pizza and authentic Windy City favorites! To make sure their menu stays true to the genuine Flavor of Chicago Pizza, they import all of their ingredients straight from Chi-Town itself. Bring friends and family by for a pie you won't want to miss! If you're looking for a night of gaming, Good Luck Have Fun shares the same door as Chicago Pizza!
[904-354-7747](tel:904-354-7747)

Benny's Steak & Seafood (\$\$)

Diners choose from a varied steak & seafood menu at this inviting restaurant with river views. Happy hour drinks·Hip·Great cocktails.
[904-301-1014](tel:904-301-1014)

Cinco De Mayo (\$)

Tacos, Fajitas, Burittos - Casual spot in The Jacksonville Landing mall with tacos, fajitas, burritos & St. Johns River views. Happy hour drinks·Small plates·Quick bite
[904-329-2892](tel:904-329-2892)

Fionn MacCool's Irish Pub (\$\$)

Honey tavern offering modern Irish & American pub grub, draft beers, live bands & river views. Live performances·Happy hour drinks·Great bar food.
[\(904\) 374-1547](tel:904-374-1547)

Super Food And Brew (\$)

Counter-serve hangout providing health-conscious meals & ample craft beers in an industrial setting. Great bar food·Fast service·Hip
[\(904\) 723-1180](tel:904-723-1180)

Lanna Thai Sushi Jax (\$)

Thai cuisine. Small plates·Quiet·Cozy
[\(904\) 425-2702](tel:904-425-2702)

Pierre's Pizza

Italian done right! Grab a slice of a delicious handmade pizza, freshly baked Stromboli, or try the buttery garlic pasta and mixed greens salad! The daily special combinations are sure to leave you full and satisfied!
[904-717-7947](tel:904-717-7947)

Sweethearts Tacos (\$)

Offering appetizing tacos, burritos, and so much more! Stop by to check them out for yourself!
[904-717-7948](tel:904-717-7948)

ZAPP's Grill (\$)

Craving a juicy burger, tender chicken wings or a perfectly grilled chicken sandwich? ZAPP'S Grill has just what you need. Pair your meal with their hot and crispy fries and you'll be glad you did!
[\(904\) 717-7948](tel:904-717-7948)

OTHER LOCAL DOWNTOWN RESTAURANTS IN JACKSONVILLE

Ruth's Chris Steak House (\$\$\$\$)

Outpost of upmarket steakhouse chain known for sizzling, butter-topped beef in an elegant setting. Happy hour drinks · Hip · Quiet. 1201 Riverplace Boulevard, Crown Plaza Hotel
[904-353-2024](tel:904-353-2024)

River City Brewing Company (\$\$) Brewery

House-brewed beer pairs with seafood, steaks & pasta at this pub with river & Downtown views.
835 Museum Cir
[904-353-2024](tel:904-353-2024)

Juliette's Bistro (\$\$) Seafood

Located in the Omni hotel, this stylish bistro offers elevated American cuisine with Southern flair.
Quiet · Great dessert · Great cocktails
245 Water St
[904-353-2024](tel:904-353-2024)

Casa Dora Italian Café (\$\$) Italian – Serving Lunch Only

Italian eatery serving pizza & other traditional fare, plus wine in a homey, art-adorned setting.
Quick bite · Cozy · Casual
108 E Forsyth St
[\(904\)-356-8282](tel:(904)-356-8282)

The Candy Apple Café & Cocktails Brunch Restaurant

Sophisticated yet whimsical eatery with elevated, French-inspired plates, desserts & drinks.
Happy hour drinks · Small plates · Hip
400 N. Hogan Street
[\(904\) 353-9717](tel:(904)353-9717)

Spliffs Gastropub

Happy hour drinks · Great bar food · Small plates
15 Ocean St
[\(904\) 844-5000](tel:(904)844-5000)

Chart House (\$\$) Seafood

High-end chain eatery serving seafood & steakhouse fare in a classy setting with view.
Hip · Upscale · Great cocktails
1501 Riverplace Blvd
[\(904\) 398-3353](tel:(904)398-3353)

Olio Restaurant American

Breakfast & lunch spot offering inventive spins on American comfort food in a chic, modern space.
Quick bite · Hip · Casual
301 E Bay St
[904-356-7100](tel:904-356-7100)

Bb's Restaurant and Bar (\$\$\$) American

Buzzing bistro serving innovative New American dishes & sweets from a dessert case amid chic digs. Happy hour drinks · Small plates · Hip
1019 Hendricks Ave
www.bbsrestaurant.com
[904-306-0100](tel:904-306-0100)

BEST THINGS TO DO IN JACKSONVILLE

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

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

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

The Ritz Theater and Museum celebrates the rich legacy of the African-American community in Jacksonville. Located in the LaVilla Neighborhood or the “Harlem of the South.”

Florida Theatre, downtown’s historic theatre, was built in 1927 and is one of the last remaining examples of America’s “Picture Palace” era. An easy walk from the hotel.

Jacksonville Landing is location next to the hotel. It is the downtown center for dining, entertainment and shopping. Plan on exploring this exciting venue during your stay. PLEASE NOTE: Due to the recent flooding in Jacksonville, some of the establishments may not be re-opened for business, However, many restaurants and entertainment establishments are open for business. After dinner or a fun night at one of the entertainment establishments, a walk along the Riverwalk back to the Hyatt hotel will be most enjoying way to end the evening.

Popular Jacksonville Zoo & Gardens

Catty Shack Wildlife Sanctuary

Recommended Duration 3 hours

1860 Starratt Rd, Jacksonville, FL 32226,

904-757-3603 Web Site: www.cattyshack.com

Fee; Lot parking available

Little Talbot Island State Park

12157 Heckscher Dr.

Jacksonville, FL 32226 Web site: www.about.com/littletalbotstatepark

904-251-2320; No fee

Side Trips

Castillo de San Marcos

St. Augustine, FL

Web site: www.floridahistoriccoast.com/castillo

St. Augustine Wild Reserve

5190 Farm Creek Rd,

St Augustine, FL 32092,

904-940-0664 Web site: www.staugustinewildreserve.org

Hidden Gems

Jacksonville Beach

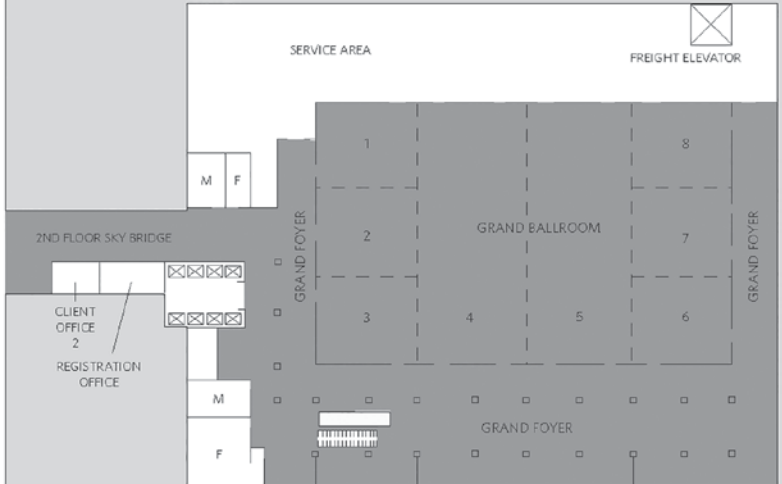
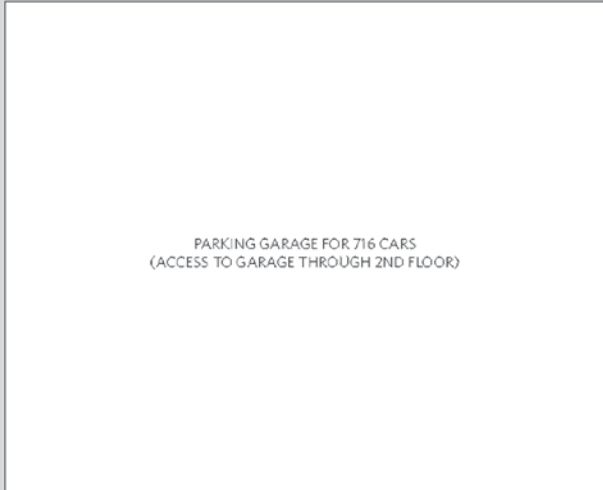
www.jacksonvillebeach.org

Historic Atlantic Beach

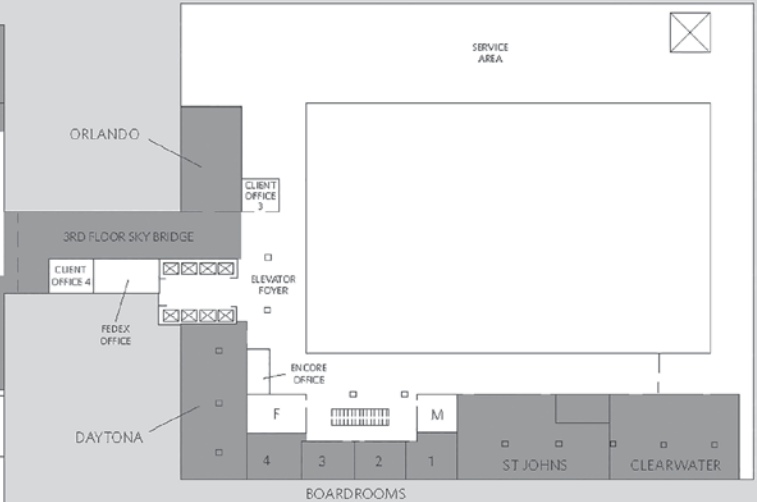
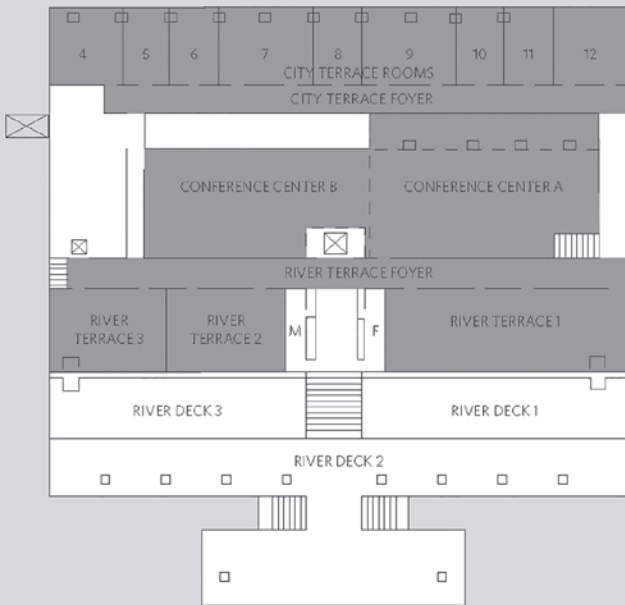
www.coab.us/index.usapx.?NID=16

Hotel Floor Plan

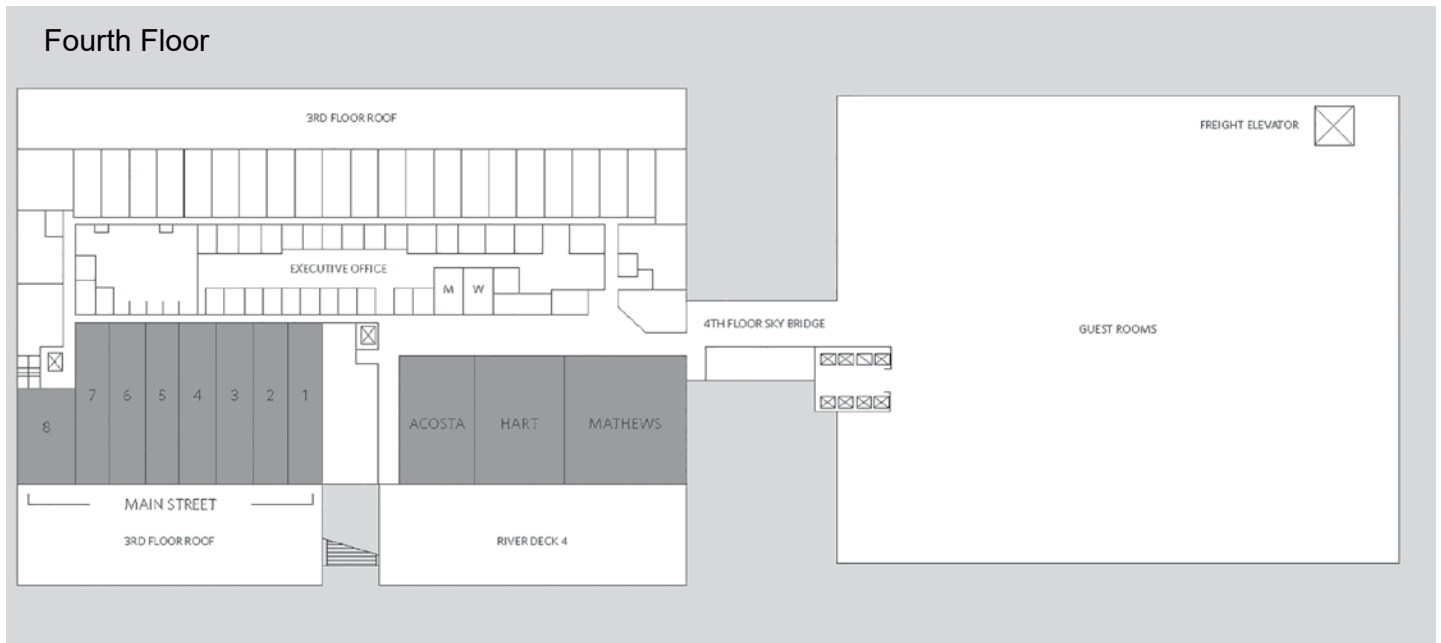
Second Floor



Third Floor



Hotel Floor Plan



Keynote Sessions



DR. MARCY DRISCOLL

Dean, Faculty of Education, Florida State University
Director of University Teaching, Florida State University

LEADING FOR LEARNING – WHY WE SHOULD, HOW WE COULD

A license plate once seen in a student parking lot on the FSU campus spells out: DEAN2B. Who among us even knew as students what education leaders do, much less planned to be one? Yet educational technologists are among the best suited to be leaders of learning, leaders of change. So why aren't we? In this Keynote, Dr. Driscoll explores what leading for learning means and what we could – indeed should – do to lead education systems in the information age.

Marcy P. Driscoll is Leslie J. Briggs Professor of Educational Research and in her 13th year as Dean of the College of Education at Florida State University. She is Past-President of the Council of Academic Deans of Research Education Institutions

(CADREI), Past-president of the Association for Educational Communications and Technology (AECT), and author or co-author of eight textbooks and numerous articles on learning and instruction and research methods. Her current work is focused on leadership development in higher education because of her role as dean. She was co-PI on a grant from the Florida Department of Education to establish the Florida Center for Research in Science, Technology, Engineering and Mathematics (FCR-STEM) and co-PI on FSU-Teach, which established an innovative program in math and science education. Professor Driscoll has been the recipient of teaching awards at the department, college, and university levels, earned for excellence in undergraduate and graduate teaching. Professor Driscoll received her A.B. magna cum laude from Mt. Holyoke College and her M.S. and Ph.D. degrees in Educational Psychology from the University of Massachusetts at Amherst.



DR. DEREK CABERA

Visiting Lecturer, Cornell Institute for Public Affairs, Cornell University

SYSTEMS THINKING MADE SIMPLE

The complex world of design and development today means leading your work in concert with a multitude of other 'moving parts'. Since the time of Aristotle many intelligent people have assumed that complexity in the world demands complicated explanations. And this tendency has also influenced systems thinking: for 100 years theorists have produced complicated and mutually contradictory explanations of what is systems thinking. But what if that original assumption has been wrong all along? Physics Nobel Laureate Murray Gell-Mann suggests a different criteria for a superior explanatory theory: elegance and beauty, simplicity and concision, symmetry and self-similarity across scale. Taking this perspective, Dr. Cabrera

flipped the field of systems thinking on its head when he proposed that "systems thinking" is a complex outcome based on four underlying simple rules. Cabrera's theory of systems thinking has been widely acclaimed and provides a framework for metacognition in schools, companies, and organizations seeking to address wicked problems and his research lab has developed physical and electronic modeling tools to support systems thinking. Cabrera invented a validated systems thinking inventory (STMI) and systems thinking modeling software (Plectica.com) that provides powerful tools for educational technology professionals to become change agents in their organization through technology that puts pedagogy first. With his provocative application of simple rules to unpack complexity, Cabrera provides the basis for a new wave of systems thinking and approaches to systemic change.

Dr. Derek Cabrera holds a PhD from Cornell University, has authored eight books, and is an internationally recognized expert in metacognition and systems thinking. His contributions to the field of systems thinking have been integrated into NSF, NIH, and USDA-NIFA programs nationwide. He has authored numerous book chapters and peer-reviewed journal articles and his research has been profiled in peer-reviewed journals, trade magazines, and popular

Keynote Sessions

publications. As a faculty member at Cornell University he designed and co-teaches (with his wife Laura Cabrera) the graduate course on systems thinking in Cornell's Institute for Public Affairs. He was Research Fellow at the Santa Fe Institute for the Study of Complex Systems and a National Science Foundation IGERT Fellow in Nonlinear Systems. As a National Science Foundation postdoctoral fellow he developed new ways to incorporate systems approaches in the evaluation of Science, Technology, Engineering and Mathematics (STEM) education programs. Derek was awarded the Association of American Colleges and Universities' K. Patricia Cross Future Educational Leaders Award. His theoretical models of systems thinking have had impact worldwide, and he is US patent holder and inventor of the "metacognitive mapping" diagramming method, the VMCL model of organizational design, a universal tactile manipulative called ThinkBlocks, and MetaMap software - a suite of systems thinking tools used in K-12, higher education, NGOs, government agencies, corporations, and business schools. He is Senior Faculty at Cabrera Research Lab, and lives in Ithaca, New York, with his wife and three children. Prior to his work as a systems scientist, Derek was a mountain guide and educator with Outward Bound and other experiential education programs around the world for more than twenty years.



DR. THOMAS REEVES

Professor Emeritus of Learning, Design, and Technology,
The University of Georgia

CONATION: ITS KEY ROLE IN LEADING LEARNING FOR CHANGE

Educational thought leaders around the world have called for the expansion of curricula to go beyond the knowledge and skills measured by traditional achievement tests and exams. New types of educational outcomes have been proposed such as the 21st Century Learning Skills promoted in the USA and the Competence Frameworks advanced in the European Union. Numerous Ministries or Departments of Education around the world have established some version of higher order outcomes for various levels of education. The so-called 4Cs of Critical Thinking, Communication, Collaboration and Creativity are often common to these frameworks. But a fifth "C" for Conation or the Conative Learning Domain has been neglected to our peril. Conation involves striving, effort, persistence, and will, and it has been a key characteristic of successful innovators and leaders in virtually all fields of human endeavor. Strengthening Conation is essential because our learners must be better prepared to grapple with dramatic changes in an increasingly unpredictable world. Indeed, today's learners face a future when they must compete not only with other humans around the globe, but with increasingly powerful machine learning systems and sophisticated robots. In this keynote address, Professor Reeves will argue that educational technologists have enormous potential for leadership in restoring Conation to its proper role in education at every level.

Thomas C. Reeves is a Professor Emeritus of Learning, Design, and Technology in the College of Education at The University of Georgia (UGA). He is former Fulbright Lecturer in Peru and he has been an invited speaker in the USA and more than 30 other countries. In 2003, he received the Fellowship Award from the Association for the Advancement of Computing in Education (AACE), in 2010 he was made a Fellow of the Australasian Society for Computers in Learning in Tertiary Education (ASCILITE), and in 2013 he received the David H. Jonassen Excellence in Research Award from the Association for Educational Communications and Technology (AECT). His books include *Interactive Learning Systems Evaluation* (with John Hedberg), *A Guide to Authentic E-Learning* (with Jan Herrington and Ron Oliver), *Conducting Educational Design Research* (with Susan McKenney), and *MOOCs and Open Education around the World* (with Curt Bonk, Mimi Lee, and Tom Reynolds). He consults with the World Health Organization and other organizations on the development of authentic e-learning through educational design research, and he serves as an external evaluator for research and development projects at universities and other institutions in the USA and beyond. He lives in Athens, Georgia with his wife, Dr. Trisha Reeves, a Professor of Social Work at UGA, and their two Westies, Button and Zipper.

Convention At-A-Glance

Tuesday, November 7

7:00am – 5:00pm	AECT Convention Registration
7:00am – 5:00pm	Technology Help Center
7:00am – 8:00am	Interns Meeting
8:00am – 11:30am	AECT Board meeting
8:00am – 5:00pm	Book Store
8:30am - 4:00pm	AECT Professional Development Workshops (1 ½ hour lunch break)
11:30am – 1:00pm	AECT Leadership Luncheon
1:00pm – 4:00pm	AECT Professional Development Workshops
1:00pm – 6:00pm	Early Career Symposium hosted by AECT & RTD
1:15pm – 4:15pm	AECT Foundation Board of Trustees
1:15pm – 4:45pm	Division Board Meetings
5:00pm – 6:00pm	Committee Meeting
5:00pm – 6:30pm	AECT First Timers Orientation
6:00pm – 8:00pm	AECT/D&D Instructional Design Competition Meet & Greet

Wednesday, November 8

7:00am – 5:00pm	AECT Convention Registration
7:00am – 5:00pm	Technology Help Center
7:00am – 8:00am	Interns Meeting
7:30am – 12:00pm	Early Career Symposium hosted by AECT & RTD
7:30am – 12:15pm	Division Board Meetings
8:00am – 5:00pm	Book Store and Partners Tables
8:00am – 5:00pm	AECT Convention Registrants Café
8:45am – 12:15pm	Committee Meetings
8:45am – 12:15pm	SICET Concurrent Sessions
9:00am – 12:00pm	D&D-IDT Professors Forum
9:00am – 12:00pm	AECT Professional Development Workshops
12:30pm – 1:45pm	AECT First General Session and Keynote Address
2:00pm – 5:30pm	Concurrent and Presidential Sessions
2:00pm – 5:30pm	Job Center
2:30pm – 4:30pm	AECT/D&D Instructional Design Competition
5:30pm – 7:00pm	AECT's Welcome Reception
7:00pm – 9:00pm	TED Game Night
8:30pm – 9:30pm	Presidents International Affiliates Reception (<i>By invitation only</i>)

Thursday, November 9

7:00am – 5:00pm	AECT Convention Registration
7:00am – 5:00pm	Technology Help Center
7:00am – 7:30am	Interns Meeting
7:30am – 8:45am	Breakfast of Champions
8:00am – 5:00pm	Book Store and Partners Tables
8:00am – 5:00pm	AECT Convention Registrants Café

Convention At-A-Glance

9:00am – 10:15am	AECT Second General Session and Keynote Address
10:30am – 4:00pm	Jenny K. Johnson International Hospitality Center
10:30am – 4:00pm	Job Center
10:30am – 12:45pm	D&D Showcase
10:30am – 12:45pm	Concurrent, Presidential, Roundtable and Poster Sessions
10:30am – 7:00pm	Committee Meetings
1:00pm – 2:00pm	D&D/RTD Awards Luncheon and KSET Luncheon
1:00pm – 3:15pm	CLT Luncheon and McJulien Presentation
1:00pm – 2:00pm	SMT Luncheon (offsite)
2:15pm – 5:45pm	Concurrent and Presidential Sessions
2:15pm – 5:15pm	AECT Foundation Board of Trustees
2:15pm – 3:15pm	Emerging Technology Showcase
5:00pm – 7:00pm	AECT Listens & Learns
6:00pm – 7:00pm	D&D Awardee Presentations
6:00pm – 7:00pm	DELT-Immersive Learning Awards Reception
6:00pm – 9:00pm	International Dinner/Silent and Live Auctions

Friday, November 10

7:00am – 5:00pm	AECT Convention Registration
7:00am – 5:00pm	Technology Help Center
7:00am – 7:30am	Interns Meeting
7:45am – 4:30pm	AECT Committee and Division Board Meetings
8:00am – 5:00pm	Book Store and Partners Tables
8:00am – 5:00pm	AECT Convention Registrants Café
9:00am – 10:15am	AECT Third General Session and Keynote Address
10:30am – 4:00pm	Jenny K. Johnson International Hospitality Center
10:30am – 4:00pm	Job Center
10:30am – 12:45pm	Concurrent, Presidential, Roundtable and Poster Sessions
1:00pm – 2:00pm	GSA Membership Meeting & Luncheon
1:30pm – 3:15pm	Past President's Council Luncheon and Meeting (4 th floor)
2:15pm – 4:30pm	Concurrent, Presidential, Roundtable and Poster Sessions
4:45pm – 5:45pm	AECT Membership Meeting, Meet the Candidates, AECT Awards, and AECT Foundation Awards
6:00pm – 7:30pm	Joint University Reception

Saturday, November 11

7:00am – 5:00pm	AECT Convention Registration
7:00am – 5:00pm	Technology Help Center
7:00am – 10:00am	Book Store and Partners Tables
7:00am – 8:30am	2018 AECT Convention Planning Committee
7:30am – 8:30am	Interns Meeting
8:30am – 12:00pm	AECT Board Meeting
9:00am – 12:00pm	AECT Professional Development Workshops

General Information

Convention Registration

Registering for the full AECT convention entitles you to an online convention program of the mobile application, name, badge and other premiums, and entry to convention sessions and special events. Limited quantities of printed convention programs are available 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 desk is located on the 3rd Level Landing

Hours:

(Early Registration on Monday)

Monday, November 6	12:00pm – 5:00pm
Tuesday, November 7	7:00am – 5:00pm
Wednesday, November 8	7:00am – 5:00pm
Thursday, November 9	7:00am – 5:00pm
Friday, November 10	7:00am – 5:00pm
Saturday, November 11	7:00am – 12:00pm

Purchasing Tickets for Meal & Workshop Events

All members are advised to verify that any meal and/or workshop tickets purchased in advance are included with your conference materials at registration check-in. If the tickets you pre-purchased in advance 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 that you would like to attend, purchase it, now is the time. Tickets will be available for purchase on a space available basis and must be purchased by 12 noon the day prior to the meal event. Arrive early and pick up your meal ticket.

AECT Book Store

Main Level, Conference Center

The AECT Registration desk is located on the 3rd Level Elevator Landing next to the AECT Registration Desk. Stop by the book store and review and/or buy your copy of AECT's newest publications. Books will be on sale during regular registration hours.

Program Updates

All events, presentations, workshops, and meetings are subject to change. For immediate access to updates, please download the AECT APP. **One Addendum will be created Tuesday evening** to record the changes that did not appear in time for the print program.

AECT Technology Help Center Daytona Room, 3rd Level

Hours of Operation:

Monday,	November 6,	12:00pm - 5:00pm
Tuesday	November 7,	7:00am - 5:00pm
Wednesday	November 8,	7:00am - 5:00pm
Thursday	November 9,	7:00am - 5:00pm
Friday	November 10	7:00am - 2:00pm
Saturday	November 11	7:00am - 12:00pm

Graduate students enrolled in US 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 may come by the Daytona Room for help. Please take a moment to thank the volunteers and show your appreciation for their support. Their efforts help this convention run smoothly.

Jenny K. Johnson International Hospitality Center Conference Center, 2nd Level, Grand Foyer Nook

The Jenny K. Johnson Hospitality Center is a welcome center open to all international convention attendees. 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. Volunteers from the International Division will be on hand to assist international delegates whenever possible. Hours are Thursday and Friday from 9:00am-4:00pm.

Recharge your devices at the AECT Conference Registrants Café, 2nd Level Grand Foyer Lobby

AECT wishes to welcome all our members and guests to the 2017 AECT Convention! First Timers, Retired Members, International Members, Graduate Students, and ALL attendees. There will be coffee

General Information

and tea available for your enjoyment. There will be charging stations available to plug-in and re-charge your mobile devices to keep you up and running! Please use the AECT Conference Registrants Café as a space to gather anytime during the conference to meet new colleagues, greet old friends, or just connect with others!

Hours:

Wednesday, 12:00pm-4:00pm

Thursday, 8:00am-4:00pm

Friday, 8:00am-4:00pm

Graduate Student Center Board Room 4, 3rd Level

The Graduate Student Assembly (GSA) welcomes all graduate students to interact with AECT leaders. Be sure to check the program for concurrent sessions sponsored by GSA that are of special interest to graduate students.

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. Advanced orders for print copies for the 2017 Convention Research Proceedings can be purchased for \$80.

Job Center

3rd Level Sky Bridge

Does your institution or organization have an upcoming opening? Are you in the job market? Stop by the Job Center to post a position description or check out the open positions listed and chat with one of our volunteers about reserving the interview room (Client Office 4, 3rd level Sky Bridge near the Job Placement Center).



Please feel free to contact Jerry Hubbard, Job Center Coordinator at Jerry.D.Hubbard@gmail.com if you have any questions. You can also participate in the Job Center virtually using the following links (case sensitive):

Job Center Information:

<http://bit.ly/AECT16JobCenterInfo>

Virtual Job Center Board:

<http://bit.ly/AECT16VirtualJobCenter>

Position Posting Form:

<http://bit.ly/AECT16PositionPosting>

Position Interest Form:

<http://bit.ly/AECT16PositionInterest>

Interview Room Schedule Form:

<http://bit.ly/AECT16scheduleInterview>

Job Center Interview Room Schedule:

<http://bit.ly/AECT16InterviewRoomSchedule>

Job Center Hours:

- **Wednesday, 2:00pm-5:30pm**
- **Thursday, 10:30am-4:00pm**
- **Friday, 10:30am-4:00pm.**

AECT 7th Annual 5K Run/Walk

AECT is proud to host the 7th Annual 5K Run/Walk. This event, coordinated by Jason Siko, is scheduled Friday, 7am-8am. No prior registration is necessary. Meet at the hotel's main level, Newman Street entrance by 7:45am to participate. Be sure to wear comfortable running/walking shoes and lightweight clothing. And, remember to bring your own bottled water.

Lost and Found

Lost and found items can be turned in to the AECT Registration Desk located on the 3rd Level Elevator Landing. We will make every effort possible to return a lost item to its rightful owner.

Jacksonville Hyatt Regency Riverfront Hotel

The Jacksonville Hyatt Regency Riverfront Hotel is celebrated for its breath-taking view of the St. Johns River. The staff is exceptional at the newly remodeled hotel. The 19-story Hyatt Regency Riverfront recently completed a multi-million dollar renovation of its public space, meeting rooms and its 951 guest rooms.

Address:

225 East Coastline Drive, Jacksonville, FL 32292

General Information

Check-In Time: 3 PM

Check-Out Time: 11 AM

AECT Registered Guest Self-Parking:

\$10 overnight parking.

No Valet Parking Service Available

Telephone: 904-588-1234

Hyatt Regency Jacksonville Hotel Restaurants

Trellises Restaurant and Currents Bar

2nd Level, near the hotel check-in registration desk.

Morton's Steak House

Serving Lunch: 11:00am-2:00pm, Weds. Thurs. & Fri.

Dinner Daily: 5:00pm-10:00pm

Hotel Amenities:

All Accommodations Offer:

- Free Wi-Fi available in guestrooms and social spaces, excluding meeting spaces
- Hyatt Grand Bed®
- Spectacular St. Johns River or Downtown views
- Television with remote control, cable movie channels and in-room pay movies
- Video account review and checkout
- Two telephones with voicemail and speakerphone
- Individual climate control
- Electronic door lock
- Full bathroom amenities and hair dryer
- Coffeemaker with complimentary coffee
- Iron / ironing board
- iHome® alarm clock radio.

Recreational Facilities

- Pool: Outdoor, rooftop heated pool / hot tub; pool bar open seasonally
- 24-hour Hyatt StayFit®: state-of-the-art fitness center featuring cardio machines, free weights, weight machines and lockers

Points of Interest

- EverBank Field (Jacksonville Jaguars)
- Jacksonville Landing
- Performing Arts Center
- Veterans Memorial Arena
- Times-Union Center for Performing Arts
- Baseball Grounds of Jacksonville (Jacksonville Jumbo Shrimp)
- Prime Osborne Convention Center
- Florida Theatre

- Florida Theatre
- Museum of Science and History
- Adventure Landing Water Park
- Deep Sea Fishing Tours
- Jacksonville Zoo & Gardens
- Museum of Contemporary Art
- Cummer Museum and Gardens
- Historic San Marco Shopping & Entertainment District
- Award winning golf courses

Visitor Information

- Language: English
- Currency: USD
- Climate: experiences warm summers and mild winters
- Visa: Please refer to your local travel consultant for visa information prior to travel.

Transportation

Jacksonville Int'l Airport–15.1 miles/21 mins. Visit the Super Shuttle website, <http://group.supershuttle.com/group-page/aect-international-convention/> for complete information on airport and affordable local transportation.

Mobility Service

The Hyatt Regency Jacksonville Riverfront provider of wheelchair or scooter rentals is as follows Genesy's Medical Equipment.com.

Phone: 904-745-5121. Contact: Taft Fowler.

Please have the following information and a valid credit card available when you call.

- Name and Cell Phone Number
- Hotel Confirmation Number
- Begin Rental Date
- End Rental Date
- Daytime Telephone Number
- Cell Phone Number
- Credit Card Number and Expiration Date
- Tell the agent whether you wish to rent a Wheelchair or a Scooter. Also let the agent know if you need a standard size scooter or an oversized scooter.
- \$25 per day for regular size scooter up to 250. \$35 per day for over 250 lbs.

FedEx Office Business Center, Hyatt Regency Jacksonville Riverfront

Located on the 3rd Level Sky Bridge

Phone: 904-356-8010

General Information

Print Copy E-mail: usa5525@fedex.com

Hours of Operations: 7am-7pm – 5 days a week.

Closed Saturday, Sunday and Holidays. Call hotel front desk for print services or visit the nearest FEDEX Office located at

Address: 221 W Forsyth St. Jacksonville, FL 32202.

Phone 904-353-1100.

E:mail: usa2397@fedex.com.

Full service business center with printing, copying and binding services. Computer rental, scanning, faxing and internet available 24 hours, 7 days a week

Place an order online or stop by our center conveniently located within the meeting and convention space.

- We print signs, banners, posters, tent-cards, brochures, flyers or presentations
- Provide Faxing Services
- Binding Services
- Computer rental
- Graphics Services
- Packing Services
- FedEx Express & FedEx Ground shipping service.

Fitness Center

Keep active during your stay at the Hyatt. The Hyatt provides an outdoor, rooftop heated pool / hot tub; pool bar open seasonally

- 24-hour Hyatt StayFit®: state-of-the-art fitness center featuring cardio machines, free weights, weight machines and lockers.
- outdoor, rooftop heated pool / hot tub; pool bar open seasonally

Airport Transportation

Super Shuttle is the AECT official Ground transportation to from the Hyatt Regency Riverfront Jacksonville Riverfront Hotel. All AECT registrants will receive a discount on ground transportation to/from the airport. Please visit the Super Shuttle Web Site at <http://group.supershuttle.com/group-page/aect-international-convention/> for complete information on Super Shuttle transportation services. Super Shuttle also provides affordable transportation around the city.

Educational Partners

AECT Educational Partners – Tabletop Exhibits, – *Third Level Sky Bridge*

Please take time to stop by the tabletop exhibits and “thank” them for being there. You’ll see what’s new and available to professionals like you in the field of instructional technology. The tabletop exhibits are open Wednesday through Friday, 9:00am – 4:30pm.

Designers for Learning

Contact: Jennifer Mandrell
Phone: 312-622-0666
E-mail: jmandrell@designersforlearning.org

Routledge Taylor & Francis Publishers

Contact: Alex Masulis
Phone: 917-352-7124
E-mail: masulis@taylorandfrancis.com

East Carolina State University

Contact: Abbie Brown
E-mail: brownab@ecu.edu

Springer Publishing

Contact: Melissa James, Books
Contact: Carol Bischoff, Journals
Phone: 212-620-8085
E-Mail: melissa.james@springer.com;
carol.bischoff@springer.com

AECT Foundation

Contact: Stephanie Moore
E-mail: stephanie.moore@virginia.edu

University of Hawaii @ Manoa

Contact: Curtis Ho
Phone: 808-956-7771
E-mail: curtis@hawaii.edu

IBSTPI

Contact: Rob Reiser
E-Mail: rreiser@mail.fsu.edu

University of New Mexico

Contact: Victor Law
Phone: 505-277-2565
E-Mail: vlaw@unm.edu

Information Age Publishing

Contact: Amanda Uriarte
Phone: 704-752-9125
E-mail: amanda@infoagepub.com

University of North Texas

Program of Organization, Information & Learning Sciences

Contact: Cathie Norris
E-Mail: cathie.norris@unt.org

Morehead State University

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

Walden University

Contact: Cheri Toledo
Email: cheri.toledo@mail.waldenu.edu

Planning Committee

2017 AECT INTERNATIONAL CONVENTION PROGRAM PLANNING COMMITTEE

Eugene Kowch, AECT President-Elect and International Convention Chair, University of Calgary
Linda L. Campion, International Convention Planner, East Carolina University

AECT DIVISIONS

Culture, Learning, and Technology

Tutaleni Asino, Oklahoma State University

Design and Development

Albert Ritzhaupt, University of Florida

Design and Development Showcase

Matt Schmidt, University of Cincinnati

Distance Learning

Florence Martin, University of North Carolina Charlotte

Emerging Learning Technology

Jonathan Gratch, University of West Georgia &

Pamela Ponnors, University of North Texas

Featured Research

Grace Oh, Univ. Of Illinois of Urbana-Champaign

Graduate Student Assembly

Tara Drexler, Idaho State University

International Division

Justine Chien, University of Wisconsin-Extension

Organizational Training and Performance

Jenny Bauman, Quicken Loans & Brittnee Fisher,

University of West Florida

Research and Theory

Fei Gao, Bowling Green State University

School Media and Technology

Kim Huett, University of West Georgia

Systems Thinking and Change

Genevieve Gallant, GGConsultants Limited

Teacher Education

Jason Siko, Madonna University

AECT AFFILIATES

e/merge Africa

Tutaleni Asino, Oklahoma State University

AECT Foundation

Stephanie Moore, University of Virginia

AECThailand

Jaitip Nasongkhla, Chulalongkorn University

Association of Science, Education and Technology

Graduate Student Assembly

Jonlee Anderle, University of Wyoming

Hong Kong Association of Educational

Communications and Technology

Will Ma & Alex Chan, Hong Kong Shue Yan University

Indonesian Professional Association of Educational Technology

International Council for Educational Media

Hsin-Te Yeh, Metropolitan State University of Denver

International Visual Literacy Association

Danilo Baylen, University of West Georgia

Japan Society for Educational Technology

Katsuaki Suzuki, Kumamoto University

Korean Society for Educational Technology

Jongpil Cheon, Texas Tech University

Leadership Development Committee

Linda L. Campion, East Carolina University

Malaysia Educational Technology Association

New England School Library Association

Charlie White, Retired, AECT Past President

New Jersey Association of School Librarians

Leslie Blatt, Retired, SMT Representative to AECT Board

Pennsylvania Association of Educational

Communications and Technology

Shirley Campbell, Kennesaw State

Professors of Instructional Design and Technology

Society of International Chinese in Educational

Technology

Lin Lin, University on North Texas & Andy Cui, Virginia Tech

Taiwan Association of Educational Communications and Technology

Virtual Worlds

Tom Atkinson, Florida Polytech University

AECT STAFF

Phillip Harris, AECT Executive Director

Terri Lawson, Administrative Assistant

Larry Vernon, Electronic Services Director

Lois Freeland, Convention Coordinator

Dalinda Bond, Conference Scheduler and

AECT Technology Center Manager

Terry Cortese, Design & Graphics Coordinator

ACKNOWLEDGEMENTS

Ana Donaldson (University of Northern Iowa, Retired),
Breakfast with Champions Coordinator

Chris Miller (Morehead State University) President-Elect
AECT Foundation

Jay Harriman

AECT Past President & AECT Awards Chair

Jerry Hubbard (Walden University),

Job Placement Center Coordinator

Presidential Sessions

PRESIDENTIAL SESSIONS

Your Quick-Start Guide to Fresh Ideas

Dr. E. Kowch (President)

I wonder ...	Session Title:	When & Where?	Session Leaders
WEDNESDAY			
Why is a national team leading personalized teacher PD suggesting <i>major reform</i> ?	Digital Microcredentials and the <i>Systemic Reform</i> of Teacher Professional Development – <i>a mashup</i>	Wed Nov 8, 2:00 to 3:00pm @: 2nd Lev., Grand 4	*Kyle Peck (Penn State U.) *Tim Newby (Purdue U.) *Rick West (Brigham Young U.) *Dan Randall (Brigham Young U) Chris Gamrat (*Penn State U) *Nicole Wang (Penn State U.)
What do findings from a high-Lev. think-tank (study) say about AECT's role in leading education change ?	Leading Research in Educational Technology Decision Making and Leadership: Implications and Opportunities for AECT	Wed Nov 8 2017, 3:15 to 4:15pm @: 2nd Lev., Grand 4	*Stephanie L. Moore (U.of Virginia) *Kay Perschitte (U. of Wyoming), *Jonathan M Spector (U. North Texas), *MJ Bishop (U. System Maryland) *Charles Hodges (Georgia Southern U.)
How are we leading our scholarship in a changing field ? Let's talk!	Leading Educational Technology Scholarship: Philosophy and Emerging Trends	Wed Nov 8 2017, 4:30 to 5:30pm @: 2nd Lev., Grand 4	*Ward Cates (Lehigh U.) *Krista Glazewski (Indiana U.), *Goknur Akilli (Middle East Technical U) *Barbara Lockee (Virginia Tech) *Kyle Peck (Pennsylvania State U.) *Robert Reiser (Florida State U.) *Wilhelmina Savenye (Arizona State U.) Sharon Smaldino (Past President) *Patricia Young (U. Maryland Baltimore) *Heather Leary (Brigham Young U.) *Darryl Draper (Old Dominion U.)
THURSDAY			
Where do AECT Convention participants live ? What are the participation <i>trends</i> ?	A Population <i>Analysis</i> of AECT Convention Participants: 2017 AECT <i>Intern Project</i>	Thu Nov 9, 10:30 to 11:30am @: 2nd Lev., Grand 4	*Daisyane Barreto (U. of North Carolina Wilmington), *Yvonne Earnshaw (U. of North Texas), *Lisa Kidder (Idaho State U.), *Eric Stauffer (Virginia Polytechnic Institute and State U.), *Stijn Van Laer (CIP&T, KU Leuven)
Why <i>are</i> these major issues changing our field – I want to talk about them!	Classic and contemporary <i>dialogues</i> in ID, Technology, Learning & Leading – <i>an 'uber' roundtable event</i>	Thu Nov 9, 10:30 to 11:30am @: 2nd Lev., Grand 5	*MJ Bishop (U. System Maryland) *Lloyd Rieber (U.Georgia) *Ward Cates (Lehigh U) *Elizabeth Boling (Indiana U.)*Monica Tracey (Wayne State U.) *Kyle Peck (Pennsylvania State U.) *Clark Quinn, (Quinnovation) *Wellesley Foshay (Texas Instruments, Inc.) *Steve Harmon (Past President) *Tonia Dousay (U. of Idaho)*Thom Reeves(The U. of Georgia) *Charles Reigeluth, (Indiana U.) *Rose Marra (U. of Missouri) Robert Branch (Past President) *Wilhelmina Savenye (Arizona State U.)
What advice can women leading our field offer us?	Women Leading Learning for Change	Thu Nov 9 2017, 11:45 to 12:45pm @: 2nd Lev., Grand 4	*Ana Donaldson (Past President) *Peg Ertmer (Purdue U.) *Kay Perschitte (Past President), *Alison Carr-Chellman (U. of Idaho) *Marcy Driscoll (Past President) *Sharon Smaldino (Past President)
What are the newest ideas for <i>leading change</i> with social media, MOOCs, OER and mobile devices?	Leading Innovation: How to Use Social Media, Mobile Learning, MOOCs and Open Educational Resources to Transform Learning	Thu Nov 9 2017, 2:15 to 3:15pm @: 2nd Lev., Grand 4	*Robert Reiser (Florida State U.) *Curtis Bonk (Indiana U.) *Vanessa Dennen (Florida State U.) *Clark Quinn (Quinnovation), *David Wiley (Brigham Young U.) *Fabrizio Fornara (Florida State U.), *Weinan Zhao (Florida State U.)
How do I prepare new teachers to teach computing in schools?	Leading the Charge for Change: Preparing Preservice Teachers to Teach Computing	Thu Nov 9 2017, 2:15 to 3:15pm @: 2nd Lev., Grand 6	*Peter Rich (Brigham Young U.)
How (and why) are we leading learning for change across cultures ? <i>Should we</i> ?	Leading Learning for Change: A Precious Partnership Across Cultures	Thu Nov 9 2017, 3:30 to 4:30pm @: 2nd Lev., Grand 4	*Tutaleni I. Asino (Oklahoma State U.) *Patricia Young (U. Maryland Baltimore) *Jonathan M Spector (Past President) *Eugene Kowch (President) *Monica Tracey (Wayne State U.), *Lisa A. Giacomo (Boise State U.) *Erica Bass-Flimmons (Georgia State U.)
What skills and attitudes do I need to mentor growth in so many people?	Leadership by Example: The Legacy of Howard Sullivan	Thu Nov 9 2017, 4:45 to 5:45pm @: 2nd Lev., Grand 4	*Michael Hannafin (U. Georgia) *Robert Hannafin (Fairfield U) *James Klien (Florida State U) *Gamze Ozogul (Indiana U) *Rob Reiser (Florida State U) Steve Ross (Johns Hopkins U) *Wilhemena Savenye (Arizona State U)

Presidential Sessions

PRESIDENTIAL SESSIONS

Your Quick-Start Guide to Fresh Ideas

I wonder ...	Session Title:	When & Where?	Session Leaders
FRIDAY			
How do we create an international AECT research symposium ?	Globally Leading Learning for Change: International Affiliate Proposal Process for an International Research Symposium	Fri Nov 10, 10:30 to 11:30am @: 2nd Lev., Grand 4	*Ana Donaldson (Past President) *Rob Doyle (Harvard U.) *Feng-Qi Lai (Indiana U.) *Dirk Ifenthaler (U of Mannheim)
How do Superintendents make decisions about the Cloud ? Research findings.	IT Leadership, Infrastructure, and Cloud Computing in Western Canada: An Study of 75 K-12 Districts	Fri Nov 10 2017, 10:30 to 11:30am @: 2nd Lev., Grand 5	*Peter Holowka (U. of Calgary)
What are the impacts of new leaders and USA policies on our <i>field</i> ? On my <i>work</i> ?	Leading in a Changing Landscape: A Cross Division Perspective on Federal Policies Impacting Our Field	Fri Nov 10 2017, 11:45 to 12:45pm @: 2nd Lev., Grand 4	*Christine Sorensen Irvine (U.of Hawaii at Manoa), *Tutaleni Asino (Oklahoma State U.) *Cengiz Aydin (Anadolu U.) *Beth Sockman (East Stroudsburg U.) *Danilo Baylen (U. of West Georgia) *Ana Donaldson (Past President) *Tonia Dousay (U. of Idaho) *Paige Hale (Eastern Kentucky U.) *Atsusi Hirumi (U. of Central Florida)
What new advice do top project managers have for my work? I have <i>questions</i> !	Leading by example: a view from project managers	Fri Nov 10 2017, 11:45 to 12:45pm @: 2nd Lev., Grand 5	*James Klein (Florida State U) *David Dick (Consultant) *Sue Ebbers (Change by Design) *Kathleen Ingram (Kaplan U.) *Jayne Klein (JKlein Consulting) *C Masters (GMarie Grp)
How could I lead by publishing in scholarly and practitioner journals and books?	Leading by Publishing – Meet the Editors	Fri Nov 10 2017, 2:15 to 3:15pm @: 2nd Lev., Grand 4	*Michael Simonson (Nova Southeastern U.), *George Johnson (Information Age Publishing), *Charles Schlosser (Nova Southeastern U.), *Anymir Orellana (Nova Southeastern U.) and *Deborah Seepersaud (U. of Mississippi)
I want to talk with Friday's Keynote speaker about how my research will <i>create change</i> .	Reorienting Educational Technology Research to Foster Change	Fri Nov 10 2017, 2:15 to 3:15pm @: 2nd Lev., Grand 5	*Thomas Reeves (U. of Georgia)
How do I move from the classroom to a leadership role?	From the Classroom to the Board Room: <i>Becoming an Administrative Leader</i> at Your Institution	Fri Nov 10, 3:30 to 4:30pm @: 2nd Lev., Grand 4	*Tony Pina (Sullivan U.) *Ali Carr-Chellman (U. Idaho) *Marcy Driscoll (Florida State U.) *Jason Huett (U. West Georgia) *Chris Miller (Moorehead State U.) *Kay Persichitte (Past President)



LEADING LEARNING for CHANGE



AECT International Convention

Jacksonville, Florida November 6-11, 2017

JOIN US! On Thursday, November 9, 2017 from 2:15pm-3:15pm
on the 3rd Level in Conference Center A

New and thought-provoking convention activity!

Experience and discuss the latest in learning technology with experts during this new convention event that will absolutely push your curiosity and thirst for knowledge.

See the latest technology that drives learning on Thursday at the convention!

Curiosity Bonus: Microsoft HoloLens Techvangelists will open this event



The Emerging Technologies Showcase with passionate experts to discuss...

- 3D Printing with STEAM Education in Schools
- 360 Degree VR for Learning
- Apple's Swift Playground 1.5 App
- Augmented Reality Information Overlay Mapping
- Big Data Readiness in Organizations
- Captivate, Instruction & Learning
- The 3D-Printed AR Learning Cubes
- HTC Vive
- Augmented reality & learning outcomes
- Easy Booking with LibCal
- Augmented Reality as a Mobile Teaching and Learning Tool
- Computer-Supported Causal Mapping
- Gamification of Learning and Assessment
- Good VIVE-brations
- Mobile Learning
- Biometric Exploration of Augmented Reality
- Learning Genetics using 3Doodler Pens
- Immersive 360
- MUSE(TM)
- Oculus Rift Touch Demonstration
- On-Location Immersive Virtual Expeditions
- Reality Labs and Mobile VR Solutions
- Sony PlayStation 4 VR Hands-on
- Telepresence Robotics
- The Red Pen Meets The 21st Century
- The Technology that Excites Me
- Throw Out the Notebooks!
- PolyLab Tool
- 3D content and Microsoft Mixed Reality Technology
- Leap Motion Controller (LMC) In Education
- VARx
- Virtual reality viewers
- Immersive Environments
- Wearable Data Collection

The Premier International Learning Event of the Year!

Jacksonville, FL November 6-11, 2017



AECT Foundation Members

EXECUTIVE COMMITTEE:

Stephanie Moore, President

Charlottesville, VA
slm6un@eservices.virginia.edu

Chris Miller, President-Elect

Morehead, KY
c.miller@moreheadstate.edu

Ward Cates, Past-President

Bethlehem, PA
extinctward@gmail.com

Delia Neuman, Secretary

Philadelphia, PA
mdn29@drexel.edu

Wes Miller, Treasurer

Richmond, IN
wesm@earlham.edu

AECT Board Liaison:

Rob Branch (2016-2017)

Athens, GA
rbranch@uga.edu

TRUSTEES:

Tom Atkinson

Celebration, FL
Atkinson@aect.org

Ana Donaldson

Cedar Falls, IA
ana.donaldson@cfu.net

Robert Doyle

Cambridge, MA
rdoyle@fas.harvard.edu

James Ellsworth

Charlottesville, VA
jbellsworth@aol.com

Tom Hergert

St. Cloud, MN
tom.hergert@gmail.com

Jason Huett

Carrollton, GA
jhuett@gmail.com

Pat Miller

Reno, NV
patricimiller2383@sbcglobal.net

Tom Reeves

Athens, GA
treeves@uga.edu

Christine Sorensen

Honolulu, HI
sorens@hawaii.edu

Denise Tolbert

Costa Mesa, CA
dtolbert@nu.edu

Monica Tracey

Charlottesville, VA
jbellsworth@aol.com

Heather Tillberg-Webb

Cambridge, MA
htillberg@gmail.com

Ellen Wagner

Sonoma, CA
edwsonoma@gmail.com

AECT FOUNDATION EMERITI TRUSTEES:

Deborah Anthony

Brighton, MI
deborah_anthony@hpe.com

Robert Harrell

Lake Spivey, GA
rharrell47@gmail.com

Addie Kinsinger

Scottsdale, AZ
addkin@msn.com

Hans-Erik Wennberg

Elizabethtown, PA
wennberg@etown.edu

Charles White

Myrtle Beach, NC
charliewvt@aol.com

Design & Development Showcase

Chair: Matthew Schmidt, University of Cincinnati

Time: Thursday, November 9 from 10:30am to 12:45pm

Location: 3rd Level Skybridge

Abstract: See instructional design in practice! Chat with designers and see the results of their work!

The Design and Development Division Showcase provides an interactive forum for presenting innovative training and educational programs. This special event honors developers and allows them to share quality programs for all AECT 2017 Convention attendees to learn from and enjoy. The examples presented at the D&D showcase allow prospective and practicing instructional designers, training specialists and other educators to learn by example in areas such as learning experience design, instructional materials design, learning environment design, etc.

The authors will be present to meet and share their award-winning programs with convention attendees. We hope to see you there!

Application of UDL, Multimedia Learning, & Backward Design in Designing Accessible Instructional Videos

Jiaqi Yu, Iowa State University

Human Osteology Viewer: The use of interactive games to engage learning

Huei-Lien Chen, Colorado State University

ERAS: An Experiential Role-Playing Aging Simulation

Enilda Romero-Hall, University of Tampa

Renee Patrick, University of Tampa

Gül Sahin, University of Tampa

Nick's Dilemma: A case-based, nonlinear problem solving learning environment

Andrew Tawfik, University of Memphis

Matthew Schmidt, University of Cincinnati

The Epilepsy Journey: A web-based executive functioning intervention for adolescents with epilepsy

Noah Glaser, University of Cincinnati; *Matthew Schmidt*, University of Cincinnati; *Aimee Smith*, Cincinnati

Children's Hospital Medical Center; *Luke Turnier*, Cincinnati Children's Hospital Medical Center;

Avani Modi, Cincinnati Children's Hospital Medical Center;

Stealth Assessment instructional program

Seyedahmad Rahimi, Florida State University

Social Network Analysis in Collaborative Knowledge-Construction (SNACK): An Online Discussion

Visualizing Tool

Zhichun Liu, Florida State University

The Design and Development of a Multi-Organizational Open Badge Issuer

Kyle Clements Brigham Young University

Enoch Hunsaker, Brigham Young University

Rick West, Brigham Young University

The instructional design of an agent-based simulation for developing pre-school teachers' teacher-child interactions

Ginger Watson, Old Dominion University; *Yiannis Papelis*, Virginia Modeling, Analysis and Simulation Center

Peggy Hester, Old Dominion University; *Sabra Gear*, Old Dominion University; *Lisa Morin*, Old Dominion

University; *Hector Garcia*, Virginia Modeling, Analysis and Simulation Center; *Menion Croll*, Virginia Modeling,

Analysis and Simulation Center

Meet the AECT Interns

The three intern programs within AECT recognize the outstanding junior members of our community. The Leadership Internship program recognizes emerging leaders in our field and provides opportunities for these skills to further develop as graduate students and new professionals transition into careers in educational communications and technology. The ICEM Internship recognizes an international graduate student with an interest in international education and the significant potential to provide future leadership for AECT and in the broader international field. The Jenny Johnson International Internship recognizes a non-US citizen graduate student or new faculty member who exemplify the international education dedication. To review the application criteria for internships, please visit <http://www.aect.org/events/intern/> . If you have any questions about the program, please direct your inquiries to aect-intern-chair@aect.org.



Megan C. Murtaugh

Dara-Oak Academic Community
2017 Leadership Intern Program
Coordinator



Jonlee Anderle – Strohbehn Intern

Jonlee Anderle is a doctoral candidate and Graduate Assistant at the University of Wyoming with an anticipated graduation date of May 2018. His research focuses on the delivery and support of procedural and

psychomotor skills in online environments. Jonlee has been active in AECT for more than three years, has served as GSA President and past-President, and will be serving as the GSA Representative to the AECT Board.



Tugce Aldemir – Cochran Intern

Tugce Aldemir is a doctoral candidate at Pennsylvania State University with an anticipated graduation date of August 2019. Her research interests are regulation, co-regulation and

group regulation of emotions in collaborative online learning environments, and how these can influence online community building and co-construction of knowledge. Tugce has been active in AECT for two years, and she is currently serving as the GSA Representative for the Design and Development Division. She has been elected as the President-elect of the GSA, and will serve as the President in the upcoming term.



Bruce DuBoff – Cochran Intern

Bruce DuBoff is a second-year doctoral student at Rutgers University with an expected completion date of May 2020. His research focuses on the intersection of science fiction and STEM subjects and activities

across gender, racial, and cultural spectra. Bruce first became involved with AECT as the NJ Association of School Librarians' 2012 Villy Gandhi Scholar, and he has served as member-at-large and Communications Chair of the SMT division, as well as division representative to the Board. Bruce has also served on the AECT Leadership Development Committee for several years.



Jessica Resig – Cochran Intern

Jessica Resig is a doctoral candidate in the Instructional Design & Technology program at Old Dominion University with an anticipated graduation date of December 2017. She is also the

Director of the Center for eLearning Initiatives at Penn State Behrend. Her research focuses on the use of personalization strategies in online learning environments. Jessica has been an active member of AECT for four years and is currently serving as a Board Associate in the Design & Development Division.

NSF/AECT EARLY CAREER SYMPOSIUM

Sponsored by AECT in 2017, the Research & Theory Division Early Career Symposium is an opportunity for early career faculty and advanced doctoral students to receive one-one personalized mentoring from professionals in our field on the topics of setting up a research agenda, searching for research funding, and focusing in on appropriate professional development given research interest and career goals.

MENTORS



Doris U Bolliger, EdD is an Associate Professor in the Learning, Design, and Technology program at the University of Wyoming. She received her EdD in Curriculum and Instruction from the University of West Florida. Her research agenda includes faculty and student satisfaction, communication, community, engagement, and interaction in the online environment. Other research interests are mobile learning in formal and informal settings, and technology utilization in foreign-language teaching and learning. She has published more than 30 refereed journal articles and delivered over 60 sessions at national/international conferences. Dr. Bolliger teaches a variety of online graduate-level courses that are delivered asynchronously. She is motivated by the hope that her efforts will help promote greater understanding of effective elements in teaching and learning online, create meaningful learning experiences for students, and support student learning. She served as the President for the Multimedia Production Division in 2009/2010 and is the incoming Member at Large for the Research & Theory Division.



Ana-Paula Correia, PhD is an Associate Professor of Learning at Ohio State University. She holds a PhD in Instructional Systems Technology from Indiana University-Bloomington and has more than 25 years of experience in learning design and instructional systems technology, expertise in distance education, online and mobile learning, collaborative learning, and in entrepreneurial educational approaches. Dr. Correia serves as the Program Chair for AERA Special Interest Group on Online Teaching and Learning. She was the President for AECT Research and Theory Division between 2010 and 2013 and has been involved with research projects funded by Bill & Melinda Gates Foundation, U.S. Department of Agriculture, Pappajohn Center/Kauffman Foundation, U.S. Department of Education and the National Institutes of Health. Her work has been published in academic journals, such as, Educational Technology Research & Development, Teachers College Record, and British Journal of Educational Technology. She also publishes in Portuguese and Spanish journals.



Atsusi Hirumi, PhD is a Professor at University of Central Florida. He holds a PhD in Instructional Systems from Florida State University. For 20 years, Dr. Hirumi concentrated his teaching, research and service on the design of online and hybrid learning environments. He has worked with universities, K12 school districts, medical institutions, and the military across the United States, Canada, Mexico, Brazil and the Middle East to establish online and hybrid training and degree programs. His research now focuses on advancing experiential learning and the design of simulation-based training, using elements of story, play, and game based on neuroscience research on human emotions and imagination to create meaningful and memorable learning experiences. Dr. Hirumi has published in academic journals such as Journal of Applied Instructional Design, ETR&D, International Journal on E-Learning, Journal for Online Learning and Teaching, and TechTrends.



Thomas C. Reeves, PhD is Professor Emeritus of Learning, Design, and Technology in the College of Education at The University of Georgia and earned his PhD from Syracuse University. Dr. Reeves was a Fulbright Lecturer in Peru and has given invited presentations in the USA and more than 30 other countries. His books include *Interactive Learning Systems Evaluation* (with John Hedberg), *A Guide to Authentic E-Learning* (with Jan Herrington and Ron Oliver), *Conducting Educational Design Research* (with Susan McKenney), and *MOOCs and Open Education Around the World* (with Curt Bonk, Mimi Lee, and Thomas Reynolds).

His research interests encompass educational technology in developing countries, design-based research, and evaluation.



Andrew Walker, PhD is the Department Head Instructional Technology and Learning Sciences at Utah State University. He earned his PhD from Utah State University. Dr. Andrew Walker has a 22 year career in academia, first working as an instructional designer supporting distance education, then transitioning to a graduate student, before becoming a researcher and faculty member. His research involves exploring problem-centered pedagogies like problem-based learning and related interventions like scaffolding. He employs meta-analysis techniques including traditional, network, and Bayesian meta-analysis; and explores how both problem centered pedagogies and analysis techniques can help inform technology teacher professional development.

His work has been funded by several different NSF programs including Research and Evaluation in Education, DRK-12 and the National Science Digital Library.

SYMPOSIUM PARTICIPANTS

Early Career Faculty

Daisyane Barreto, PhD, University of Georgia
Vien Cao, PhD, Southern Illinois University
Mindy Menn, PhD, University of Florida
Thomas Geary, PhD, University of Maryland
Yi Jin, PhD, Iowa State University

Doctoral Students and Recent Graduates

Secil Caskurlu
Lu Ding, PhD, University of Georgia
Jieun Lim, Purdue University
Ying Xiu, Oklahoma State University
Jiahui Wang, University of Florida

SYMPOSIUM COORDINATORS



Jenny S Wakefield, PhD is the Symposium Professional Development Coordinator for 2016-2017. She is an Instructional Designer at Dallas County Community College. Jenny has taught computer applications, instructional design, and proposal writing & grant administration at UNT. Her work includes supporting learning of 21st century students in higher education using technologies such as in Old Alton, a computer applications course delivered using transmedia storytelling, the use of virtual worlds in the Student Second Life Success Program, and the online course design for the UT Dallas Freshman course UNIV1010. Jenny has published journal articles and book chapters on Instructional design, theory, and the use of social media technology and games for learning. Journals include *International Journal of Social Media and Interactive Learning Environments*, *Knowledge Management & E-Learning: An International Journal*, *TechTrends*, and *The International Journal of E-Learning*.



Feng-Ru Sheu, PhD, Professional Development Coordinator - Elect, is an Assistant Professor and Instructional Design Librarian in University Libraries at Kent State University. Her research interests include application of learning theories and innovative technology (i.e. wearable technology, sensor-based technology, etc.) to enhance learning, usability, and human performance. She also advocates for open education. Her research in this area focuses on the impact of open educational resources (OER) on making higher education more accessible and affordable for students.

AECT Board of Directors

2017 AECT Board of Directors



Brad Hokanson (2018)
President
University of Minnesota
5409 Abbott Place
Edina, Minnesota
612-624-4918
brad@umn.edu



John Curry (2017)
Emerging Learning Technologies
Morehead State University
408 Ginger Hall
Morehead, KY 40351
405-334-9185
dctr Curry@gmail.com



Eugene Kowch (2019)
President-Elect
University of Calgary
Leadership Policy and Governance
2500 University Dr. NW
940 Education Tower
Calgary, AB T2N 1N2
Canada
403-220-5636
ekowch@ucalgary.ca



Cindy York (2017)
Distance Learning
Northern Illinois University
208 Gabel Hall
DeKalb, Illinois 60115
765-532-3849
cindy.york@gmail.com



Michael Grant (2020)
Executive Secretary
University of South Carolina
Wardlaw College 145
Columbia, SC, 29208
803-777-6176
michaelmgrant@sc.edu



Shahron Williams van Rooij (2017)
Organizational Training & Performance
George Mason University
4400 University Drive MS 5D6
Fairfax, VA 22030
703-993-9704
swilliae@gmu.edu



Kay Persichitte (2017)
Past President
University of Wyoming
Dept. 3374
1000 E. University Ave.
Laramie, Wyoming
307-766-1998
kpersi@uwyo.edu



Drew Polly (2018)
Teacher Education
University of North Carolina at Charlotte
9201 University City Blvd
Charlotte, NC 28223
704-687-8889
abpolly@uncc.edu



Wilhelmina Savenye (2017)
Design & Development
Arizona State University
Educational Technology
Tempe, AZ 85287
480-965-4963
savenye@asu.edu



Leslie Blatt (2016)
School Media & Technology
35 Astor Place
Springfield, NJ 07081
973-763-5812
libreader@gmail.com

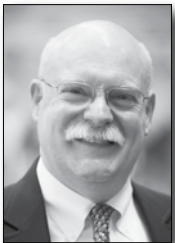
AECT Board of Directors



Jozenia Colorado-Resa (2017)
Research & Theory
Emporia State University
1 Kellogg Circle
Campus Box 4037
Emporia, KS 66801
620-341-5477
jcolorad@emporia.edu



Camille Dickson-Deane (2018)
Culture, Learning and Technology
University of Melbourne
Level 6, 111 Barry Street
FBE Building
Victoria, Australia 3050
215-461-1124
c.dickson@unimelb.edu.au



Ward Cates (2017)
ectFoundation Representative
Lehigh University Emeritus
980-307-2321
extinctward@gmail.com



Xiaoxue "Charles" Wang (2019)
International Division
Florida Gulf Coast University
College of Education
10501 FGCU Blvd. S
Merwin Hall 248
Ft. Myers, FL 33965
239-590-1162
xxwang@fgcu.edu



Eric Stauffer (2017)
Graduate Student Assembly (GSA)
2327 Howard Road SW
Roanoke, VA 24015
434-996-5779
ericmstauffer@gmail.com



Abbas Johari (2020)
Professional Ethics Committee
Cameron University
2800 W Gore Blvd.
Lawton, OK 73505
580-581-2540
abbasj@cameron.edu



Mark Aaron Bond (2018)
Systems Thinking & Change
Virginia Tech
Networked Learning Initiatives
2230 Torgersen Hall (0292)
Blacksburg, VA 24061
540-231-1832
mabond@vt.edu



Joi Moore (2018)
At-Large Representative
University of Missouri
School of Information Science &
Learning Technologies
221C Townsend Hall
Columbia, MO 65211
573-884-2797
moorejoi@missouri.edu



Robert Doyle (2017)
International Affiliate
Harvard University
26 Church Street
Cambridge, MA 02138
(617) 495-0757
rdoyle@fas.harvard.edu

2017 AECT AWARDS

Annual Achievement Award

Dennis Beck, University of Arkansas
For exemplary leadership in online K-12 education in Arkansas

Annual Achievement Award

Mahnaz Moallem, University of North Carolina Wilmington
For exemplary leadership developing integrated STEM curriculum and problem-based learning programs

David H. Jonassen Excellence in Research Award
Atsusi Hirumi, University of Central Florida

Distinguished Service Award

Barbara Lockee, Virginia Tech
In appreciation for her exemplary service to AECT

Distinguished Service Award

Kyle Peck, Pennsylvania State University
In appreciation for his exemplary service to AECT

J. Michael Spector Appreciation Award

Kay Persichitte, University of Wyoming

James W. Brown Publication Award

Angela Benson, University of Alabama;
Joi Moore, University of Missouri;
Roberto Joseph, Hofstra University
Culture, Learning, and Technology: Research and Practice, Routledge (2017)

James W. Brown Publication Award

J. Ana Donaldson, AECT Past President
Women's Voices in the Field of Educational Technology

Special Service Award

Mike Orey and Robert Maribe Branch, University of Georgia
Educational Technology and Media Yearbook

AECT INTERNSHIP AWARDS

Earl F. Strohhahn Internship Award

Jonlee Anderle, University of Wyoming

Lee W. Cochran Internship

Tugce Aldemir, Penn State University; **Bruce DuBoff**, Rutgers University; **Jessica Resig**, Old Dominion University

AECT PRESIDENTIAL AWARDS

Presidential Award

Charles B. Hodges, Georgia Southern University
For his exceptional work in advancing *TechTrends*

Presidential Award

Hong Kong-AECT (Allen H.K. Yuen, Will W.K. Ma, Leo P.K. Yam and Alex Chan),
For their longer-term relationship with AECT and their leading role in the development of educational technology

Presidential Award

Jay Harriman, University of Georgia (Retired)
For his work and direction with the AECT Awards Committee

Presidential Award

John Curry, Morehead State University
For his long-term involvement and participation with AECT

Presidential Award

Leslie Blatt, SMT Representative to the AECT Board
For her long-term involvement and participation with AECT

Presidential Award

Robert Kenny, Florida Gulf Coast University;
Glenda Gunter, University of Central Florida
Founding Editors, for the initiation and development of the *Journal of Formative Design for Learning*

Presidential Award

Stephanie Moore, University of Virginia
For her work as President of the AECT Foundation

Presidential Award

Ward Cates, Lehigh University (Retired)
For his service to the organization as AECT President and AECT Foundation President

CULTURE LEARNING AND TECHNOLOGY DIVISION AWARDS**AECT McJulien Graduate Student Scholarship Award**

Kyung Kim, Pennsylvania State University

McJulien Scholar Best Paper Award

Andrew Lawlor, Susan Shepherd

Ferebee, University of Phoenix

Leading Change for American Indian/Alaskan Native Postsecondary Cultural Influences Using Secondary Data

Outstanding Publication Award: Book Chapter

Amy Bradshaw, University of Oklahoma

Critical pedagogy and educational technology

Outstanding Publication Award: Journal Article

Natalia Kucirkova, UCL Institute of Education, UK; **Karen Littleton**, The Open University, UK
Developing personalised education for personal mobile technologies with the pluralisation agenda

DESIGN AND DEVELOPMENT DIVISION AWARDS**Nova Southeastern Univ. Award for Outstanding Practice by a Graduate Student**

Dwayne Ockel, Regis University

Chair: Michael Simonson

Project Title: Exploring the Impacts of Logic Simulation in an Online Computer Architecture Course

Nova Southeastern Univ. Award for Outstanding Practice by a Graduate Student

Kara Rutherford, Beverly Naylor, Tammy Wheeler, Boise State University

Chair: Michael Simonson

Project Title: NLC Instructor: Instructional Design

Outstanding Book Award

Ali Carr-Chellman, University of Idaho; **Gordon Rowland**, Ithaca College

Chair: Karen Kaminski

Carr-Chellman, A. A., & Rowland, G. (Eds.).

(2016). *Issues in Technology, Learning, and Instructional Design: Classic and Contemporary Dialogues*. Oxon: Routledge.

Outstanding Journal Article Award

Muhterem Dindar, University of Oulu; **Yavuz Akbulut**, Anadolu University

Chair: Dirk Ifenthaler

Dindar, M., & Akbulut, Y. (2016). Effects of multitasking on retention and topic interest. *Learning and Instruction, 41*, 94-105.

Outstanding Practice Award

Brett E. Shelton, Boise State University

Chair: Brenda Bannan

Project Name: Grand Canyon Expedition (GCX)

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

Hyunjung Ju, Inje University

Chair: Janette Hill

Dissertation Title: *Enhancing medical students' argumentation during hypothetico-deductive reasoning (HDR) in problem-based learning (PBL)* (Dissertation Chair: Ikseon Choi, University of Georgia)

DIVISION OF DISTANCE LEARNING AWARDS**Best Practice, 1st Place**

Lisa Yamagata-Lynch, Craig Howard, University of Tennessee; **Trena Paulus**, University of Georgia
Blending Asynchronous and Synchronous Learning in an Online Instructional Design and Technology Master's Program

Best Practice, 2nd Place

Jason Rhode, Stephanie Richter, Tracy

Miller, Northern Illinois University

Designing Personalized Online Teaching Professional Development through Self-Assessment

**DIVISION OF DISTANCE
LEARNING AWARDS** (continued)**Best Practice, 3rd Place**

Kyung Kim, Roy B. Clariana, Pennsylvania State University

Automatic representation of knowledge structure: The effect of reflection on knowledge structure in an online course

Book Award, 1st Place

George Veletsianos, Royal Roads University
Veletsianos, G. (Ed.). (2016). *Emergence and innovation in digital learning: Foundations and applications*. Athabasca University Press.

Book Award, 2nd Place

Randy Garrison, University of Calgary
Garrison, D. R. (2017). *E-learning in the 21st century: A community of inquiry framework for research and practice* (Third ed.). New York: Routledge

Burmeister Award, 1st Place

Jamie Loizzo, University of Nebraska-Lincoln ; **Sunnie Watson, William Watson**, Purdue University

DDL Burmeister Outstanding DDL – sponsored AECT Presentation Award
Case study of a MOOC for mobilizing professional and citizen journalists for social change

Burmeister Award, 2nd Place

Dabae Lee, Marilyn Rice, Houston State University; **Kimberly Laprairie**, Sam Houston State University; **Yeol Huh**, Emporia State University

DDL Burmeister Outstanding DDL – sponsored AECT Presentation Award
Changing ways of collaborating in online courses – A design-based action research

Crystal Award, 1st Place

Noah Glaser, Matthew Schmidt, University of Cincinnati; **Shari L. Wade, Avani C. Modi, Aimee W. Smith, Luke Turnier**, Division of Behavioral Medicine and Clinical Psychology, Cincinnati Children's Hospital Medical Center
Epilepsy Journey

Crystal Award, 2nd Place

Torrey Trust, University of Massachusetts Amherst
Designing Digital Media for Teaching and Learning

Crystal Award, 3rd Place

Natalia Kucirkova, The Open University
Childhood in the Digital Age

Journal Article: Application-Based, 1st Place

Insook Han, Temple University; **Won Sug Shin**, Korea University

Han, I., & Shin, W. S. (2016). The Use of a mobile learning management system and academic achievement of online students. *Computers and Education*, 102(C), 79-89.

Journal Article: Application-Based, 2nd Place

Ken-Zen Chen, National Chiao Tung University; **Patrick R. Lowenthal, Christine Bauer, Allan Heaps, Crystal Nielsen**, Boise State University

Chen, K-Z., Lowenthal, P. R., Bauer, C., Heaps, A., & Nielsen, C. (2017). Moving beyond smile sheets: A case study on the evaluation and iterative improvement of an online faculty development program. *Online Learning Journal*, 21(1), 85-111.

Journal Article: Application-Based, 3rd Place

Jason Rhode, Murali Krishnamurthi, Northern Illinois University
Rhode, J. & Krishnamurthi, M. (2016). Preparing faculty to teach online: Recommendations for developing self-paced training. *International Journal of Information and Education Technology*, 6(5), 376-382. <https://doi.org/10.7763/IJJET.2016.V6.717>

Journal Article: Qualitative, 1st Place

Patrick R. Lowenthal, Chareen Snelson, Boise State University

Lowenthal, P. R., & Snelson, C. (2017). In search of a better understanding of social presence: An investigation into how researchers define social presence. *Distance Education*, 38(2), 1-19. DOI: 10.1080/01587919.2017.1324727

Journal Article: Qualitative, 2nd Place

George Veletsianos, Royal Roads University; **Justin Reich**, Massachusetts Institute of Technology; **Laura A. Pasquini**, University of North Texas and Royal Roads University
Veletsianos, G., Reich, J., & Pasquini, L. (2016). T *AERA Open*, 2(3). DOI: 10.1177/2332858416657002

Journal Article: Qualitative, 3rd Place

Matt Bower, **Jacqueline Kenney**, Macquarie University; **Barney Dalgarno**, **Mark J.W. Lee**, Charles Sturt University; **Gregor E. Kennedy**, The University of Melbourne
Bower, M., Dalgarno, B., Kennedy, G. E., Lee, M. J. W., & Kenney, J. (2015). Design and implementation factors in blended synchronous learning environments: Outcomes from a cross-case analysis. *Computers & Education*, 86, 1-17.

Journal Article: Quantitative, 1st Place

Chin-Hsi Lin, **Binbin Zheng**, **Yining Zhang**, Michigan State University
Lin, C.-H., Zheng, B., & Zhang, Y. (2017). Interactions and learning outcomes in online language courses. *British Journal of Educational Technology*, 48(3), 730-748. doi: 10.1111/bjet.12457.

Journal Article: Quantitative, 2nd Place

John E. Wisneski, **Gamze Ozogu**, Indiana University; **Barbara A. Bichelmeyer**, University of Missouri-Kansas City
Wisneski, J. E., Ozogul, G., & Bichelmeyer, B. A. (2017). Investigating the impact of learning environments on undergraduate students' academic performance in a prerequisite and post-requisite course sequence. *The Internet and Higher Education*, 32, 1-10.

Journal Article: Quantitative, 3rd Place

Yeol Huh, Emporia State University; **Charles M. Reigeluth**, Indiana University
Huh, Y. & Reigeluth, C. M. (2017). Online K-12 teachers' perceptions and practices of supporting self-regulated learning. *Journal of Educational Computing Research*, 0(0), 1-25. doi: 10.1177/0735633117699231

ETR&D AWARDS**Distinguished Development Award**

Mitchel Resnick, MIT Media Lab
For substantial and sustained research in the area of computational thinking for young people.

Distinguished Development Award

Ton de Jong, University of Twente
For substantial and sustained research in the area of inquiry learning in the sciences.

Outstanding Development Reviewer Award

Abbas Johari, Cameron University
For Distinguished Service to ETR&D Cultural & Regional Perspectives

Outstanding Development Reviewer Award

Shahron Williams van Rooij, George Mason University
For Distinguished Service to the ETR&D Development Board of Consulting Editors

Outstanding Research Reviewer Award

Lingguo Bu, Southern Illinois University Carbondale
For Distinguished Service to the ETR&D Research Board of Consulting Editors

Outstanding Research Reviewer Award

Nada Dabbagh, George Mason University
For Distinguished Service to the ETR&D Research Board of Consulting Editors

INTERNATIONAL DIVISION AWARDS**International Contribution Award**

Dr. Hsin-Tzu Chen, Private Chinese Culture University, Taiwan

Outstanding Journal Article Published in International Review of ETR&D

Allan H. K. Yuen, **Jae Hyung Park**, **Lu Chen**, and **Miaoting Cheng**, University of Hong Kong
Digital Equity in Cultural Context: Exploring the Influence of Confucian heritage Culture on Hong Kong families

**INTERNATIONAL DIVISION
AWARDS (continued)****Presidential Service Award**

Dr. Hsin-Te Yeh, Metropolitan State University of Denver, U.S.A

**Robert deKieffer International
Fellowship Award**

Dr. Jaitip Na-Songkhla, Chulalongkorn University

**ORGANIZATIONAL TRAINING
AND PERFORMANCE
DIVISION AWARDS****Best Concurrent Session**

Victoria Lowell and James Morris, Purdue University

Professional Training in the Multigenerational Office for Skill Development: Generational Attitudes toward Technology and Learning

Best Poster Session

Mohan Yang, Purdue University

A hypothesized path model of the influences of attitudinal factors on training transfer

Best Roundtable Session

Jessica Briskin, Penn State University;

Ray Pastore, University of North Carolina Wilmington; **Tutaleni Asino**, Oklahoma State University

The Multimedia Principle: A Meta-Analysis on the Multimedia Principle in Computer-Based Training

**RESEARCH & THEORY
DIVISION AWARDS****AECT-Dean & Sybil McClusky Research
Award**

Kei Tomita, Indiana University; **Advisor: Elizabeth Boling**, Indiana University

Visual Design As a Holistic Experience: How Students Engage with Instructional Materials of Various Visual Designs

Outstanding Journal Article Award

Brian R. Belland, Andrew E. Walker, Nam Ju Kim, Mason Lefler, Utah State University

Synthesizing Results From Empirical Research on Computer-Based Scaffolding in STEM Education: A Meta-Analysis

**Outstanding Research & Theory Division
Sponsored Accepted Proposal Award**

Tiffany Roman, Indiana University

Practice-Based Insights on the Emergent Instructional Framework of Informed Design

Qualitative Inquiry Award

Howard K. Kalman, Ithaca College

Integrating Evaluation and Needs Assessment: A Case Study of an Ergonomics Program

Young Researcher Award

Donggil Song, Sam Houston State University

Student-Generated Questioning with Scaffolding for Improving Reading Comprehension

Outstanding Service Award

E-Ling Hsiao, Valdosta State University
4-year service

Outstanding Service Award

Zeni Colorado, Emporia State University
3-year service

Outstanding Service Award

Ginger Watson, Old Dominion University
2-year service

**SCHOOL MEDIA AND
TECHNOLOGY DIVISION
AWARDS****AECT Richard B. Lewis Memorial Award**

Innovative Teacher Technology Project, Jenkins County School System - Georgia

This program was developed during the 2013-2014 school year when the school system decided to adopt an instructional technology integration program as one of its main school improvement strategies to support their teachers in transitioning their classroom into digital learning environments.

**SYSTEMS THINKING & CHANGE
DIVISION AWARDS****Distinguished Service Award**

Beth Rajan Sockman, East Stroudsburg University

Outstanding Article Award

Eugene G. Kowch, University of Calgary

Book Chapter: *Surviving the next generation of organizations as Leaders*

E. G. (2016). *Surviving the next generation of organizations as Leaders*. In Dan Surry & Nick Rushby (Eds.), *The Wiley Handbook of Learning Technology* (pp. 484-507). London, UK: Wiley-Blackwell.

Outstanding Book Award

Derek Cabrera & Laura Cabrera, Cornell University

Systems Thinking Made Simple New Hope for Solving Wicked Problems

SYSTEM CHANGE LEADER

Next Generation Learning Challenges (NGLC),

**The Charles M. Reigeluth Emerging
Researcher Award**

Jason Engerman, Penn State University

**TEACHER EDUCATION
DIVISION AWARDS****Best Proposal**

Tara Lillian Dalinger, Kathy Thomas, Susan Stansberry, Ying Xiu, Oklahoma State University

For Scholarly Advancement of Teacher Education and the Field of Educational Technology

Outstanding Service Award

Kristin Brynteson, Northern Illinois University

For Outstanding and Dedicated Service to the Division of Teacher Education

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

Anne Ottenbreit-Leftwich, Indiana University

For Scholarly Advancement of Teacher Education and the Field of Educational Technology

Smaldino & Herring Leadership Award

Kalianne Neumann, University of Georgia

Yin-Chan (Janet) Liao, Indiana University

University Reception Participants

Please Join Us for the AECT Joint University Reception on Friday, November 10th
from 6:00pm – 7:30pm on the 2nd Level in Grand Ballroom 5



Baker University
Host: Marcus Childress



Boise State University
Host: Ross Perkins



East Carolina University
Host: Abbey Brown



Florida State University
Host: Alan Yeong



Indiana University
Host: Thomas Brush



Korean Society for Educational Technology
Host: Dr. Cheolil Lim



Morehead State University
Host: Chris Miller



Nova Southeastern University
Host: Michael Simonson



Old Dominion University
Co-Hosts: Jill E. Stefaniak &
John Bakki



Penn State University
Co-Hosts: Joshua Kirby &
Nate Turcotte



Purdue University
Host: Katherine Charties



Seoul National University
Host: Cheolil Lim

University Reception Participants

Please Join Us for the AECT Joint University Reception on Friday, November 10th
from 6:00pm – 7:30pm on the 2nd Level in Grand Ballroom 5



University of Alabama
Host: Angela Benson



University of Georgia
Host: Greg Clinton



University of Kentucky
Host: Lisa Lynch



UNIVERSITY
of HAWAII®
MĀNOA

University of Hawai'i/Mānoa
Host: Curtis Ho



University of North Texas
Host: Dr. Cathie Norris



University of Tennessee, Knoxville
Host: Lisa Yamagata-Lynch



University of Utah
Host: Andres Walker



University of Wyoming
Host: Kay Persichitte



Virginia Tech University
Host: Barbara Lockee



Walden University
Host: Cheryl Toledo

EARN YOUR MLIS ONLINE



Gain the skills you need for success in the growing field of information services with an **ALA-accredited Master of Science in Library and Information Studies**. Prepare yourself for an academic or corporate career with an emphasis on library management, youth services, innovative media or social justice.

Work full time while earning this degree. You can choose to complete this program online or with an occasional face-to-face class at the UA Gadsden Center.

Visit BamaByDistance.ua.edu/aect for more information or call 800-467-0227.

RISE WITH THE **TIDE**
DISTANCE LEARNING

THE UNIVERSITY OF ALABAMA®

DIVISION OF CULTURE, LEARNING, AND TECHNOLOGY (CLT)

The Division of Culture, Learning, and Technology (CLT) serves AECT members who are interested in issues at the intersection of culture, learning, and technology. CLT members have the opportunity to share professional experiences and learn from the experts in this new and growing area of interest.

Below are just some of the highlights from the 16 concurrent sessions, four panel sessions, three roundtable sessions, one poster session, two governance meetings and the luncheon at this year's convention.

Wednesday, November 8th

Minority voices as change agents

Leading Change for American Indian/Alaskan Native Postsecondary Cultural Influences Using Secondary Data - Andrew Lawlor and Susan Shepherd Ferebee, University of Phoenix; Learning from the Lives of Women Leaders in Technology - Laurie O. Campbell and Christine Herlihy, University of Central Florida

4:30 to 5:30pm, 3rd Level, Terrace 06

Career and Research mentorship

Do you have a research idea or dissertation proposal that needs to be tested? Would you like to have others listen to your idea/proposal and provide some advice for you to improve the study? This panel will provide you with that opportunity. You will be allowed 10 minutes to present your idea/proposal and in return, you will receive 5 minutes of feedback from the panel.

4:30 to 5:30pm, 3rd Level, City Terrace 10

Thursday, November 9, 2017

Leading Learning for Change: Recontextualizing OER for Diverse Learner Audiences

This panel discussion will focus on the convention theme of Leading Learning for Change in an interconnected world by considering the opportunities and challenges of creating, adapting, and using open education resources (OER) to support adult education around the globe. - Jennifer Maddrell, Designers for Learning; John Baaki, Old

Dominion University; Camille Dickson-Deane, University of Melbourne; Keya Mukherjee, Saint Leo University; Nicola Pallitt, University of Cape Town; Jen Vanek, IDEAL Consortium - Consultant
10:30 to 11:30am, 3rd Level, City Terrace 07

CLT Membership Meeting

AECT members with interests at the intersection of culture, learning and technology are invited to attend the CLT Membership Meeting.

11:45am to 12:45pm, 3rd Level, City Terrace 07

CLT-Luncheon

1:00 to 2:00pm, 3rd Level, City Terrace 04

2016 McJulien Scholars Panel

Join our best paper award winners as they lead presentations and discussion on A Reflection of Culturally Responsive Teaching in Education- Sandy Nunn, Lequisha Brown-Joseph, and Michelle Hill, University of Phoenix

2:15 to 3:15pm, 3rd Level, City Terrace 04

Decolonizing Instructional Technology: Examples and Practical Suggestions for Transforming Courses & Curricula

In this workshop we explore critical concepts, issues, and dynamics at the intersections of culture, learning, and technology. We also consider how individual and collective practices can reinforce or disrupt injustice, and we engage work to transform our perspectives, practices, and curricula to be more equitable and inclusive.

10:30 to 11:30pm, 3rd Level, City Terrace 06

Moving together through global collaborations

3:30 to 4:30pm, 3rd Level, City Terrace 07

Routledge Publications

The editors and chapters authors of *Culture, Learning and Technology: Research and Practice* (Routledge) will discuss the content of the newly published book

4:45 to 5:45pm, 3rd Level, City Terrace 07

Friday, November 10, 2017

Documenting the Contributions, Impact and Legacy of Minorities in Media

As part of a larger project to record the contributions

Division & Affiliate Highlights

of Minorities in Media (MIM), panelists will discuss the origins, growth, and development of MIM, as a vehicle to (a) mentor and support scholars of color within the field of educational communications and technology (ECT) and (b) encourage consideration of social and cultural issues by the field's mainstream academic/professional discourse, and its eventual evolution into AECT's Culture, Learning and Technology Division.

10:30 to 11:30am, 3rd Level, City Terrace 07



Tataleni I. Asino
Oklahoma State University
CLT President-Elect
2017 Convention Planner

DESIGN AND DEVELOPMENT DIVISION (D&D)

The Design & Development Division (D&D) is dedicated to providing members, researchers and practitioners, in the instructional design and development communities with resources and opportunities to advance the knowledge and practices of our field. The D&D Division accepted 120 proposals including exciting concurrent sessions, panel sessions, roundtables, and posters. Topics include Multimedia Learning, Scaffolding, Instructional Video, Game-Based Learning, Open Educational Resources, Case Pedagogy, Problem-Solving, and more. You are invited to join us for some of the many stimulating events we have scheduled at the conference.

Wednesday, November 8, 2017

IDT Professor's Forum

Professors of Instructional Design and Technology are invited to participate in the Instructional Technology Professor's Forum. The discussion topic will be announced prior to the conference.

9:00am - 12:00pm

2nd Level, Grand 6

D&D Instructional Design Competition

The AECT D&D Instructional Design Competition is for promising instructional design graduate students

mentored by experts in the field. The finalists will showcase their solutions to the audience.

2:30 - 4:30pm

3rd Level, City Terrace 07

Welcome Reception

Please be sure to stop by the D&D table at the Welcome Reception to meet and greet the D&D Board and fellow division members and participate in exclusively interactive events.

5:30 - 7:00pm

2nd Level, Grand Foyer

Thursday, November 9, 2017

D&D Showcase

Be sure to check out the D&D Showcase to see instructional design in practice with nine different projects on display. Chat with designers and see the results of their work.

10:30am - 12:45pm

3rd Level, Escalator Landing

D&D / RTD - Awards Luncheon (tickets required)

Gather with your colleagues for an opportunity to chat and dine while celebrating the D&D award winners.

1:00 - 2:00pm

2nd Level, Grand 5

D&D - Membership Meeting

Discover ways to get more involved by attending our D&D Membership Meeting immediately following the D&D Awards Luncheon. Also, meet the current D&D Leadership.

2:15 to 3:15pm

2nd Level, Grand 5

D&D - Awardee Presentations

The winners of the D&D Division Awards will discuss their award-winning work with interested members of the audience.

6:00 - 7:00pm

3rd Level, Clearwater



Albert Ritzhaupt
The University of Florida
D&D President-Elect
2017 Convention Planner

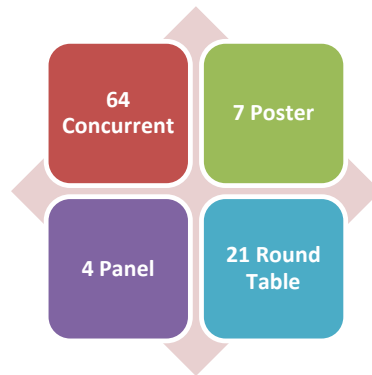
Division & Affiliate Highlights



Division of Distance Learning

Please join us for an outstanding line of presentations at AECT17. There are sessions for Distance Learning administrators, instructors, designers and learners.

- We have 64 concurrent sessions on the topics of online teaching, informal learning, gamification, massive open online courses, presence in distance learning, systematic review of interaction and various distance education contexts.
- We have 4 expert panels on the topics of the e-learning leader, online student engagement, accessible online learning and voices of doctoral students at a distance.
- We also have several roundtable and poster sessions that you might benefit from including topics such as an online EdD, CBE faculty development, synchronous learning, data-driven decision making, online minority learners, and open educational resources.



DDL Membership Meeting – Friday, November 10th, 2:15 to 3:15 pm, 3rd level, River Terrace 3

Join us for the DDL Member Meeting & Ice-cream Social for Division News, project updates and award ceremony. Come join us congratulate the winners of the following DDL awards.

- DDL-AECT Crystal Award
- DDL Distance Education Best Practice Award
- DDL Distance Education Book Award
- DDL Journal Article Award – Qualitative
- DDL Journal Article Award – Quantitative
- DDL Journal Article Award – Application
- DDL Burmeister Outstanding DDL – sponsored AECT Presentation Award



Florence Martin
University of North Carolina Charlotte
DDL President-Elect
2017 Conference Planner

DIVISION OF EMERGING LEARNING TECHNOLOGY (DELT)

The purpose of the Division of Emerging Learning Technologies (DELT) is to promote the production and utilization of the latest innovative technologies through the creation of a network of individuals engaged in the design, development, implementation, use, and/or study of these tools in myriad settings, using a variety of distribution and discussion platforms. DELT seeks to foster dialogues centered on developing standards for development, study and ethical use of innovative technologies.

This year DELT presentations include: 32 Concurrent Sessions and 2 Panel Sessions. DELT is excited to highlight 3 presentations in the Session — *Engaging Participants in Virtual Reality: EmpathVR: Teaching Empathy for ADHD Through Virtual Reality, Using Augmented Learning to Support Deeper Learning and Engagement, First Steps in Virtual Reality: Working with 360-Degree Video.*

Learn how to use VR, create 360 videos, or incorporate technology to enhance your students' learning.

Tuesday: 2:30 – 3:30 pm: DELT Board of Director's meeting *4th level, Main St 6.*

Thursday, 6:00-7:00 pm: Immersive Learning Awards Reception—The Division of Emerging Learning Technologies invites you to attend its Immersive Learning Awards Reception honoring this year's award winner(s). *3rd level, City Terrace 04.*

Friday Afternoon 3:30-4:30 pm: Membership Meeting—We invite any and all AECT members interested in any aspect of multimedia production and/or design to attend. *3rd level, City Terrace 11.*



Jonathan Gratch
DELT President-Elect
University of West Georgia
2017 DELT Program Planner

FEATURED RESEARCH



The Research & Theory Division proudly announces the following 2017 AECT featured research sessions. Featured Research papers report a completed research study that has not been published in a journal nor previously

presented at a conference. The papers describe an empirical study that used primarily quantitative, qualitative or mixed methods. The peer-reviewers were invited based on their expertise. After rigorous reviews and a strong competition, four papers were accepted (2017 Acceptance rate: 22%). These papers are highlighted in the AECT International Convention program for their innovative contribution to the field:

Using Failure Cases for Promoting Problem-solving Skills: A Case Study

Time: Wednesday, November 8, 3:15 to 4:15pm,

Location: 2nd level, Grand 8

Presenters: Hui Rong, UGA; Ikseon Choi, University of Georgia; Chad Schmiedt, University of Georgia; Kevin Clarke, University of Georgia

Discussant: Ana-Paula Correia, Ohio State University

Reflective Revision with Expert Cognitive Modeling

Time: Thursday, November 9, 10:30 to 11:30am

Location: 2nd level, Grand 8

Presenters: Hyojin Park, The University of Georgia; Ikseon Choi, The University of Georgia; Chad Schmiedt, The University of Georgia; Karen Cornell, Texas A&M University; Kate E Creevy, Texas A&M University

Discussant: Lin Lin, University of North Texas

Implementation of a Socioscientific Inquiry Unit in High School Biology: Results of a Multi-Year Design Project

Time: Thursday, November 9, 11:45-12:45pm

Location: 2nd level, Grand 8

Presenters: Thomas Brush, Indiana University;

Krista Glazewski, Indiana University; Suhkyung Shin and Sungwon Shin, Texas Tech University
Discussant: Thomas Reeves, University of Georgia

The Clustered Patterns of Learning Engagement in MOOCs and Their Effects on Teaching Presence and Persistence

Time: Friday, November 10, 10:30 to 11:30am

Location: 2nd level, Grand 3

Presenter: Yeonji Jung, Ewha Womans University; Jeongmin Lee, Ewha Womans University

Discussant: Curtis Bonk, Indiana University-Bloomington



Eunjung Grace Oh
University of Illinois at
Urbana-Champaign
2017 Featured Research Coordinator

GRADUATE STUDENT ASSEMBLY (GSA)

The Graduate Student Assembly bridges student members through their transition into fully engaged members of the larger AECT organization. The GSA Lounge at this year's convention is meant to be a place to connect with other graduate members, have a place to recharge yourself as well as your electronics, and attend graduate student oriented sessions designed to appeal to all conference attendees. This year, the Sandbox returns! Is there a cool, new app you have been using successfully in school or work? Bring your favorite technologies and ideas to share with others. Please check the AECT convention app for session information and presenters.

Unless otherwise noted, all sessions will be held in the GSA Lounge, *3rd level, Boardroom 4.*

Tuesday, Nov 7, 2017

3:45 - 4:45pm GSA Executive Board Meeting, *4th level, Main St 5*

Wednesday, Nov 8, 2017

2:00-3:00pm What is the Future of Our Field?

3:15-4:15pm Meet the AECT Divisions

4:30-5:30pm Leveraging Social Media as a

Membership Communication Tool for Non-Profits

Division & Affiliate Highlights

Thursday, Nov 9, 2017

10:30 - 11:30am Sandbox (Tech Tools Sharing Time)

11:45am-12:45pm Journal Editors Panel

***2:15-3:15 Emerging Technology Showcase,
3rd Level, Conference Center A***

3:30 - 4:30pm Balancing Work/Life/Academia

4:45-5:45pm Fireside Chat

Friday, Nov 10, 2017

11:45am-12:45pm Intern Panel

1:00-2:00pm Membership Meeting & Luncheon

2:45-4:30pm 3MT Competition Finals

3:30-4:30pm OTP-Mentoring, 4th level, Matthew 5

Please join our Facebook page: <https://www.facebook.com/groups/aectgsa> .

We look forward to seeing you in Jacksonville!



Tara L. Drexler
Idaho State University
GSA President
2017 GSA Convention Planner

INTERNATIONAL COUNCIL FOR EDUCATIONAL MEDIA (ICEM)

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 present one graduate student panel, one concurrent presentation, four roundtable presentations, one poster presentation, and ICEM Board/Membership meeting.

Wednesday, November 8

ICEM Board/Membership Meeting

8:30 am – 9:00 am, 4th level, Main St 6

Friday, November 10

ICEM Roundtables Session I - Educational Technology Curricula & Digital Portfolios

11:45 am – 12:45 pm, 3rd Level, Conference Center A

ICEM Concurrent Session - E-Textbooks

11:45 am – 12:45 pm, 3rd Level, St. John's

ICEM Annual Graduate Student Panel Discussion

- Using Learning Analytics, Adaptive Learning, Personalized Learning to Enhance Teaching & Learning

2:15 pm – 3:15 pm, 3rd Level, City Terrace 09

ICEM Roundtables Session II - Adoption of Interactive Whiteboard & MOOCs

2:15 pm – 3:15 pm, 3rd Level, Conference Center A

ICEM Poster Session - TPACK

2:15 am – 3:15 pm, 3rd Level, Conference Center B

In addition to those amazing presentations, do remember to join us for the exciting International Auction (3rd Level, River Terrace 1) hosted by International Division starting at 7:30 pm, Thursday, 11/9. Also, if you are interested, please join us for the International Dinner for a fee (pre-registration; possibility for purchase at check-in) in the same room starting at 6:00 pm, Thursday, 11/9.

Looking forward to seeing you all in these exciting ICEM/AECT events! Hope you enjoy this year's AECT conference!



Hsin-Te Yeh
Metropolitan State
University of Denver
2017 ICEM Conference Planner

INTERNATIONAL VISUAL LITERACY ASSOCIATION (IVLA)

The International Visual Literacy Association is an interdisciplinary, eclectic, organization of professionals working toward a fuller understanding of the way individuals derive meaning from what they see and the way they interact with the visual

Division & Affiliate Highlights

environment. As an affiliate organization of AECT, it focuses on issues that deal with education, instruction, and training in the various modes of visual communication. This non-profit organization draws its membership from a wide range of disciplines including arts, sciences, communication theory, linguistics, media studies, philosophy, and semiotics. Also, it nurtures multiple connections with other disciplines such as architecture, brain research, business, education, cultural anthropology, health, psychology, and museum studies. Finally, it complements various works done in graphic design, photography, videography, digital technology, computer applications, educational technology, instructional design to name a few. The cross-fertilization of ideas coupled with human interests and values have made IVLA a vital, multidisciplinary forum for almost fifty years. Practitioners and theorists from diverse cultures and disciplines dedicated to the principles of visual literacy gather for dynamic interactions at our sponsored concurrent sessions here at AECT.

Thursday, November 9, 2017

11:45am - 12:45pm, *3rd Level, City Terrace 06*

Concurrent Session: Visualizing Course Design to Improve Student Learning

Session A

The “Eyes” Have It: What Eye-Tracking Can Tell Us About Our Initial Course Design?

Presenter: Veronica Ent, Saint Vincent College

Session B

Concept Mapping as Note Taking Strategy in Introductory Science Courses: Investigating Impact and Challenges

Presenter: Danilo M. Baylen, University of West Georgia

Friday, November 10, 2017

2:15 - 3:15 pm, *3rd Level, Conference Center A*

Roundtable Session

Information Design with Teaching and Learning in Mind

Presenters: Maria D. Avgerinou, ACS Athens, Greece; Rune Pettersson, Malardalen University, Sweden

Interested in knowing more about IVLA? Please join for an informal gathering in the Jenny K. Johnson International Hospitality Suite at the 2nd Level, Grand Foyer Nook on Friday, November 10 from 1:30- 2:30pm.

For more information about IVLA, please visit us at <http://www.ivla.org>.



Danilo M. Baylen
University of West Georgia
2017 Affiliate Convention
Program Planner

KOREAN SOCIETY FOR EDUCATIONAL TECHNOLOGY (KSET)

Since 1985, the Korean Society for Educational Technology (KSET) has been a leading professional association playing a vital role in developing theoretical and practical excellence in the field of educational technology in Korea. As an affiliate of the Association for Educational Communications and Technology (AECT), KSET brings together more than 1,000 members, including researchers, developers, and practitioners from the academia, corporations, and government organizations. There are six special interest groups (SIGs) in KSET: Theories and Models; Design and Development; Implementation and Management; Evaluation and Quality Assurance; Research Methodology; e-Learning; and Human Resources Development.

KSET has been organizing a biannual conference, and the International Conference of Educational Technology (ICET). KSET has been publishing the official journals as venues for academic dialogue: Journal of Educational Technology (in Korean) and Educational Technology International (in English).

We cordially invite you to our sessions and the KSET luncheon as scheduled below. Everyone is welcome and we look forward to seeing you soon.

Division & Affiliate Highlights

Thursday, November 9th, 2017

10:30am to 11:30am – Creating Quality Learning Experiences in an Online Environment, *4th level, Acosta*

11:45am to 12:45pm – Emerging Research Issues in Teacher Education, *4th level, Acosta*

1:00pm to 2:00pm – KSET Luncheon, *3rd level, City Terrace 05*

3:30pm to 4:30pm – Designing Online Learning Supporting Tools, *4th level, Acosta*

4:45pm to 5:45pm – Improving Students' Various Skills through Instructional Design, *4th Level, Acosta*

Friday, November 10th, 2017

11:45am to 12:45pm – Developing Technology-enhanced Instructional Tools, *3rd Level, City Terrace 11*

2:15pm to 3:15pm – Roundtables, *3rd Level, Conf Center A*

2:15pm to 3:15pm – Posters, *3rd Level, Conf Center B*



Cheolil Lim
2017 KSET President
Seoul National University



Jongpil Cheon
2017 KSET Convention Planner
Texas Tech University



Haesol Bae
2017 KSET Convention
Coordinator
Indiana University

LEADERSHIP DEVELOPMENT COMMITTEE (LDC)

Your LDC is Leading Learning for Change in Jacksonville 2017! We would like to invite you all to participate in the following:

Wednesday, November 10th

AECT Leader Event – Follow-up from Summer Leadership 2017
10:00 to 11:30 a.m.

As a leader in a division of AECT, your expertise is a valuable asset. The AECT Leadership Development Committee has prepared a special event for AECT and division leaders to engage in thoughtful conversation to learn what leadership looks like in our respective divisions. Join us for a lively discussion. This interactive session will allow opportunities to meet other leaders and learn from them.

LDC Sponsored Workshops

Tuesday, November 7th

8:30 a.m. to 4:00 p.m.

Everything You Ever Wanted to Know about the Mentoring Relationship (but were afraid to ask!)
Mentoring relationships are key to our success as a leader in our professions. You will discover the dynamics of effective and productive mentoring relationships and how you can tap into them to achieve your path toward your personal/professional goals.

Wednesday, November 8th

9:00 a.m. to 12:00 p.m.

Q-Methodology Primer: A Mixed Methods Approach to Research

In the classroom or in your business, the Q-Sort Methodology is useful in identifying and articulating the perceptions of individuals. We used this in our Summer Leadership 2016 and found it to be very informative! So, come check out this methodology through this workshop.

Division & Affiliate Highlights

LDC Concurrent Sessions

Thursday, November 9th

10:30 a.m. to 11:30 a.m.

Tools Leading to Leadership Identification, Competencies and Change

Do you manage a team of instructional designers? If so, you'll want to attend this session!

Friday, November 10th

2:15 p.m. to 3:15 p.m.

Leadership & Challenges of Female Department Chairs: What we can Learn and Change

Academia presents leadership challenges for women. This presentation will identify those challenges, share lived experiences, and propose possible solutions for making leadership for women in the academy more viable.



Linda L. Campion
East Carolina University
LDC Chairperson
LDC 2017 Conference Planner

NEW JERSEY ASSOCIATION OF SCHOOL LIBRARIANS (NJASL)

The New Jersey Association of School Librarians was established in 1915 to support school librarianship across New Jersey's public school districts, private schools and universities. NJASL offers to its membership professional mentoring, advice on how to employ and turnkey both cutting edge and established educational technology and applications, best practice, library management pedagogy, cogent collaboration techniques and approaches that align with New Jersey's curricular standards, advice and models on successfully adhering to New Jersey's assessment procedures.

NJASL is particularly proud of its formal affiliation with AECT, a relationship that goes back to the early 1970s. NJASL and AECT present a joint award, the Villy Gandhi Leadership Training Scholarship annually at the NJASL Fall Conference. This prestigious honor enables a member, after a

rigorous screening and application process, to attend the AECT International Convention, participate in Leadership activities of NJASL and AECT for the year. The goal is to create leaders in both organizations. Many presidents of NJASL were Villy recipients and credit the knowledge they obtained from AECT helped them to be leaders in NJASL

Please consider attending the Roundtable NJASL is sponsoring this year!

Thursday, November 9, 2017

10:30 – 11:30 am; 3rd Level, Conference Center A

The Print is Dead: Long Live the Print: Book and Today's School Libraries

Many futurists expected all students to be using computers for all reading by this time, so an attachment to print-based media by many students, which is quite surprising, and school staff, which is less surprising but still noteworthy, has researchers wondering whether people may feel that books fit their needs as well if not better than computers. This issue of print vs. digital-based media will be explored and debated, and evidence will be presented on both sides.



Leslie Blatt
Retired Library Media Specialist
NJASL Liaison to AECT 2017
NJASL Conference Planner

ORGANIZATIONAL TRAINING & PERFORMANCE (OTP)

The Division of Organizational Training and Performance strives to bridge the gap between research and practice, facilitating communication, collaboration, and sharing between academics, students, and practitioners across multiple disciplines interested in applying current theory and research to training and performance improvement initiatives. Our conference schedule reflects this focus, including concurrent, panel, roundtable, and poster presentations by academics, students,

Division & Affiliate Highlights

and practitioners in a wide range of disciplines. In addition to encouraging all conference attendees to attend these sessions, we invite you to stop by our table at the Welcome Reception and join us for dinner at Fionn MacCool's immediately following the event on Wednesday evening.

Wednesday, November 8

Technology Evaluation

Concurrent Session, 2:00pm to 3:00pm, *3rd level, Matthews*

Instructional Technology Scholars Association

Panel Discussion, 3:15pm to 4:15pm, *4th level, Matthews*

Welcome Reception

Check out our table! 5:30pm to 7:00pm, *2nd level, Grand Foyer*

Join us for dinner after! 7:15pm to ?? *Fionn MacCool's at Jacksonville Landing*

Thursday, November 9

Digital Badges and Micro-Credentials

Panel Discussion, 10:30am to 11:30am, *4th level, Matthews*

Practitioner Diversity Training Practices

Concurrent Session, 11:45am to 12:45pm, *4th level, Matthews*

Academic Communities of Practice

Concurrent Session, 2:15pm to 3:15pm, *4th level, Matthews*

Soft Skills and Creditation

Concurrent Session, 3:30pm to 4:30pm, *4th level, Matthews*

ID Practice to Education and Workplace

Panel Discussion, 4:45pm to 5:45pm, *4th level, Matthews*

Friday November 10

Performance Support

Concurrent Session, 10:30am to 11:30am, *4th level, Matthews*

Performance Improvement

Concurrent Session, 11:45am to 12:45pm, *4th level, Matthews*

Membership Meeting

All are welcome! 2:15pm to 3:15pm, *4th level, Matthews*

Mentoring

Panel Discussion, 3:30pm to 4:30pm, *4th level, Matthews*



Jenny Bauman
University of West Florida
President-Elect
2017 Conference Planner

RESEARCH & THEORY (RTD)

The Research and Theory Division is dedicated to encouraging and improving the design, dissemination, utilization, and evaluation of research and theory related to educational communications and technology. The Research and Theory Division supports the development and advancement of theory; promotes, presents, and disseminates research and scholarship that encompasses multiple perspectives; advocates the study of social and cultural issues in the field; supports, fosters, and mentors emerging scholars. Join our Facebook Group at <https://www.facebook.com/groups/122159224476409/>

This year, RTD accepted 106 proposals including concurrent sessions, roundtables, and posters. The topics include: educational data mining, learning analytics, MOOCs, gamifications, augmented reality, online learning, social media and learning, instructional design, research methods and more. Here are some of the RTD conference highlights:

Friday, Nov. 10

10:30 to 11:00am, *3rd level, City Terrace 12*
Answering Research Questions with Big Data from a MOOC, Presenters: Ted Frick, Indiana University; Cesur Dagli, Indiana University; Rodney D. Myers, Independent Scholar

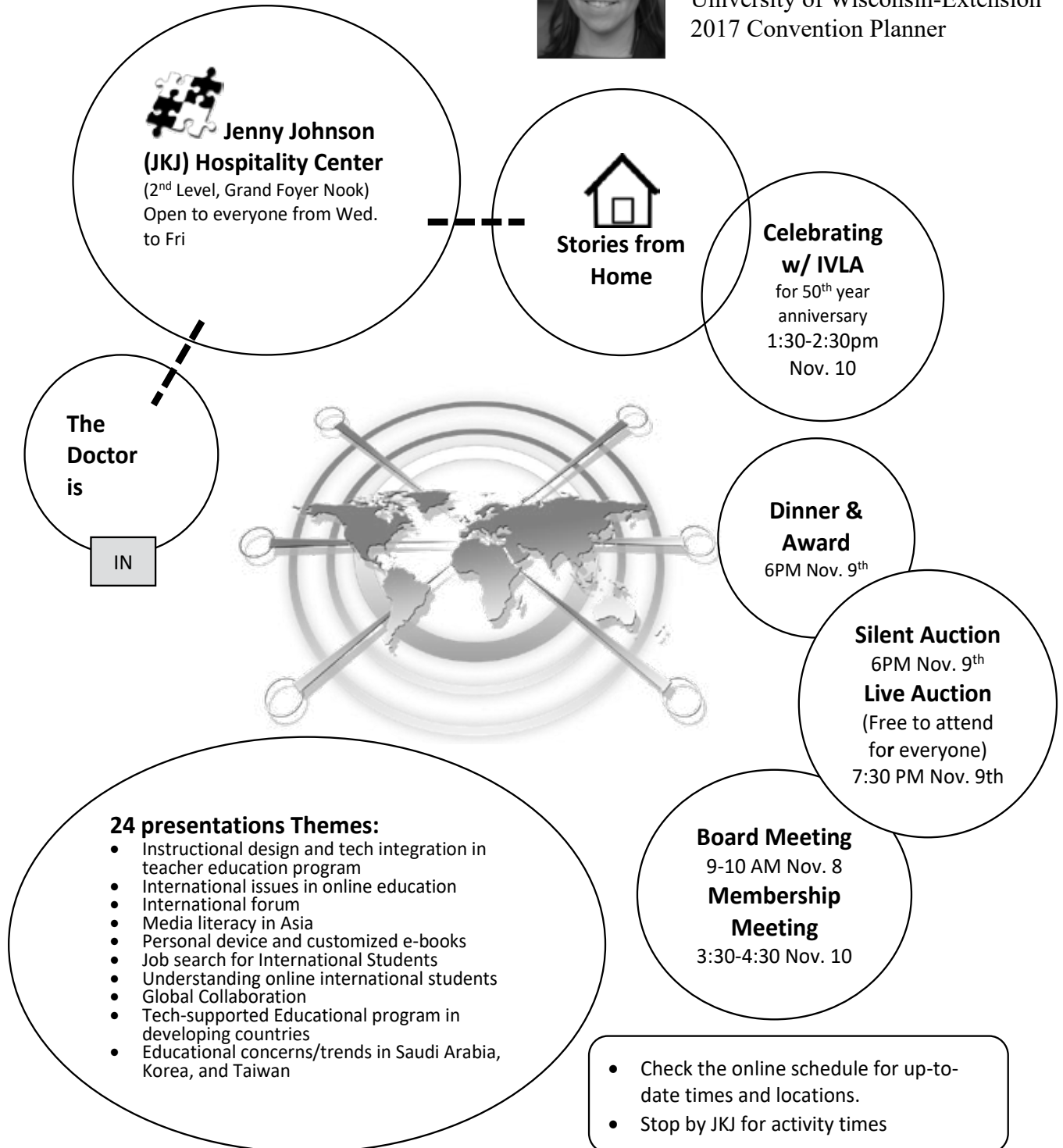
continued on p. 50

Division & Affiliate Highlights

INTERNATIONAL DIVISION (INTL)



Szu-Yueh (Justine) Chien
International President-Elect
University of Wisconsin-Extension
2017 Convention Planner



RESEARCH & THEORY (*continued*)

Wednesday, Nov. 8

4:30 to 5:00pm, 3rd level, Clearwater 2

Practice-Based Insights on the Emergent Instructional Framework of Informed Design

Presenters: Tiffany Roman, Indiana University

2:00-3:00pm, 2nd Level, Grand 3

Instructional Design Research Women's Caucus

Panelists: Enilda Romero-Hall, University of Tampa; Jozenia Colorado, Emporia State University; Ginger S Watson, Old Dominion University; Camille Dickson-Deane, University of Melbourne; Ayesha Sadaf, University of North Carolina Charlotte; Tugce Aldemir, Pennsylvania State University

Thursday, Nov. 9

11:45am to 12:45pm, 3rd level, Clearwater 3

RTD Membership Meeting

You are invited to attend our membership meeting and award luncheon! Join us to discuss important issues related to the division.

1:00 to 2:00pm, 2nd Level, Grand 5

D&D / RTD Awards Luncheon

Celebrate D&D/RTD Divisions' Award winners at the luncheon

Friday, Nov. 10

11:00 to 11:30am, 3rd Level, City Terrace 08

What Project Management Knowledge, Skills, and Abilities do Instructional Designers Really Need for Professional Success?

Presenters: James William Kline, University of Florida; Albert Dieter Ritzhaupt, University of Florida; Swapna Kumar, University of Florida



Fei Gao
Bowling Green State University
RTD President-Elect
2017 Convention Planner

THE SOCIETY OF INTERNATIONAL CHINESE IN EDUCATIONAL TECHNOLOGY (SICET)

The goal of the Society of International Chinese in Educational Technology (SICET) is to provide a forum where international (Chinese) scholars and experts in the field of educational technology can meet, create collaborative opportunities, and support one another. 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 applications of educational technology in Chinese education. Please join SICET's unique and exciting programs at this year's conference. In addition to keynote and panel programs, we offer more than a dozen concurrent, roundtable, and poster sessions, which are aligned with this year's convention theme: *Leading Learning for Change*. Here are some highlights:

Thursday, Nov 9

2:15 to 3:15pm, 4th level, Main St 8

SICET-Keynotes

Professor Dr. Leping Liu (of University of Nevada in Reno) on "Three windows on classroom culture in Shanghai schools: approaching classroom observations and teaching behavior analysis"
Professor Dr. Xiaoqing Gu (of East China Normal University in Shanghai, China) on "Three windows on classroom culture in Shanghai schools: approaching classroom observations and teaching behavior analysis"

4:45 to 5:45pm, 3rd Level, Orlando

SICET- Panel: Confucius and Socrates? Cultural Perspectives for Leading, Mentoring, Learning, and Change

Moderators:

Dr. Curt Bonk is Professor of Instructional Systems Technology at Indiana University Bloomington and Dr. Lin Lin is Professor of Learning Technology at the University of North Texas

Panelists:

Dr. Xun Ge (U.S. and China) is Professor and Department Chair of Educational Psychology at the

Division & Affiliate Highlights

University of Oklahoma.

Dr. Eugene G. Kowch (Canada) is a professor at the University of Calgary in Alberta.

Dr. Dirk Ifenthaler (Germany) is Chair and Professor for Learning, Design and Technology at University of Mannheim, Germany, Adjunct Professor at Deakin University, Australia and Affiliate Research Scholar at the University of Oklahoma, USA.

Dr. Mimi Miyong Lee (South Korea) is Professor in the Department of Curriculum and Instruction at the University of Houston.

Dr. Mike Spector (U.S.) is a Professor at the Dept. of Learning Technologies of University of North Texas.

We look forward to meeting you there!



Lin Lin
SICET Program Chair and Planner
University of North Texas



Andy-Guoqiang Cui
SICET Program Co-Chair
and Conference Planner
Villanova University

SYSTEMS THINKING AND CHANGE DIVISION (STC)

The Systems Thinking and Change Division is excited by this year's Jacksonville conference theme, *Leading Learning for Change*, after all, **Change** and how to achieve it using systems thinking is what this Division is all about. STC Division presenters represent educators on a global scale from Europe, Australia and the Americas.

STC accepted 40 submissions, 10% more than the 2016 conference which include interactive panel discussion, concurrent papers, thought provoking roundtables discussions and poster presentations. The themes feature:

Interactive Panel Sessions focused on:

Affecting Change: Distance Learning and Systems

Thinking & Change Divisions.

How should we study "systems" in education?: Challenges and future directions for education systems research.

Instructional Designers' Role in Leading Change in Curricular Integration: A Health Sciences Perspective

How should we study "systems" in education?: Challenges and future directions for education systems research.

Leading Systems Thinkers: Quiz the Authors of the New AECT STC Major Reference Work. The authors represent the newest thinking in the field of Systems thinking.

Concurrent Session Themes explored:

Systemic Views to Development and Delivery.

The Future of Our Field: Transformations in Hard and Soft Technologies.

Changing our Learning Environments

Approaches to Thinking About Learning Systems

Systems Theory and Practice Systems' Guides.

STC promoted five (of 40) exemplary proposals that promoted systems thinking and research, theory and practice. These five profiles will be online in the AECT Convention website and at our table at the Convention. STC Board member Team, Genevieve Gallant STC President Elect and Jennifer Englund, a PhD. Student at the University of Minnesota participated in making this event happen.

Congratulations to the 2017 AECT STC award recipients!

Outstanding Article – Book Chapter for **Eugene G. Kowch** (University of Calgary) Kowch, E. G. (2016). Surviving the next generation of organizations – as Leaders. In Dan Surry & Nick Rushby (Eds.), *The Wiley Handbook of Learning Technology* (pp. 484-507). London, UK: Wiley-Blackwell.

Outstanding Book - Systems Thinking Made Simple
New Hope for Solving Wicked Problems USA:
(2015) Odyssean Press. – **Derek & Laura Cabrera**
System Change Leader - **Next Generation Learning Challenges** (NGLC), an initiative of Educause (<http://neglcc.org>)

Division & Affiliate Highlights

The Charles M. Reigeluth Emerging Researcher
Jason Engerman Ph.D. (East Stroudsburg University)

Distinguished Service - **Beth Rajan Sockman**
Ph.D. (East Stroudsburg University)

STC's Hoyet Hemphill has a Membership survey session to reach out to our members for feedback on how STC can meet your needs and what future direction it should pursue.

Looking forward to seeing you at the STC Membership Meeting Friday, November 10, 10:30 – 11:30.

Congratulations: STC Division President, Eugene Kowch will be assuming the role of President of AECT. Wishing him continued success!

Join us next year in Kansas City



Genevieve Gallant
GG Consultants Limited
STC President-Elect
2017 Convention Planner

TEACHER EDUCATION DIVISION (TED)

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. This year we are excited to bring you a wide variety of conference sessions for teacher educators, teachers, and anyone in the business of learning (i.e., everyone at the conference!).

We have 40 concurrent sessions, 13 roundtables, and 4 poster presentations. Our sessions cover a wide variety of topics on research and practice in teacher education. Multiple sessions discuss the mindset of the pre-service teacher and technology integration and their decision-making processes. Other sessions cover emerging trends in pre-service and in-service teacher education, such as digital badges and

professional development models.

Further, multiple sessions examine the TPACK framework with respect to teacher education. Finally, we have sessions examining how teachers can learn and thrive despite the obstacles, barriers, and public perception challenges we currently face. In short, we have something for just about everyone associated with a college of education.

Once again we feature our popular TEDCamp sessions, where presenters engage session attendees with “time to play” with new ideas, gadgets, and how to use tech tools in the classroom. We’re also featuring a panel session on challenges facing graduate programs in educational technology and how several programs are developing ways to increase enrollments and staying relevant in areas where multiple institutions and online programs compete for students.

For the first time this year, TED is hosting a Game Night Social Event on **Wednesday, November 8th**, after the Welcome Reception. This informal session will combine business with pleasure in an informal setting. Bring a game to play, perhaps an international or regional favorite (like Euchre), or just show up to learn and have fun! Participants can play games and discuss the role of games as a learning tool, in a light-hearted and non-competitive environment (no official prizes, but feel free to put your personal or college reputation on the line).

Connect with us at the Membership Meeting on **Thursday, November 9th**, at 10:30am. Stay connected with TED during the conference and throughout the year by joining us on Facebook: <https://www.facebook.com/groups/AECT.TED/>, as well as the AECT TED listserv. Be sure to check out the online program for all the details and session information. We look forward to seeing you!



Jason Siko
Madonna University
TED President-Elect
2017 Convention Planner

DIVISION OF SCHOOL MEDIA & TECHNOLOGY

Let's Connect

Visit us at the **Wednesday Night Reception!**

See us at Thursday evening's **AECT Listens & Learns** event!

Attend our **Luncheon** and / or **Membership Meeting** on Friday at Fionn MacCool's!
tinyurl.com/smt2017lunch

Come to our **Who Are We?** panel on Friday, too!

Dynamic Presentations

School Library Leadership
Games in Schools
Literacy & School Libraries
Storytelling
K-12 Computer Science Ed
STE(A)M Education
Teachers & Tech
School Tech Leadership
Tech Integration
K-12 Online Learning
&
Online Learning Repository

#SMTrocks

SMT JAX Events: <http://tinyurl.com/ya3nzsp4>

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

Kim C. Huett
University of West Georgia
SMT President-Elect
2017 Convention Planner



E/MERGE AFRICA

Highlights:

e/merge Africa is a professional development network for educational technology researchers and practitioners in African higher education. During early 2014 e/merge Africa started offering regular professional development activities in the form of online seminars and workshops and short courses as well as online conferences every few years. If you want to know more about e/merge Africa, you can connect with Tony Carr (tony.carr@uct.ac.za) and/or Alice Barlow-Zambodla (alicebarlowzambodla@gmail.com) during the convention. Also, join us in celebrating our continued affiliation with AECT throughout the conference and especially at our highlighted panel below.

Friday, Nov 10, 10:30 to 11:30am, 3rd Level, City Terrace 09

The power of networks in advancing professional development of educational technologists: The cases of e/merge Africa & AECT

This panel considers factors and strategies, which influence the effectiveness and impact of an online professional development network for educational technology researchers and practitioners in African higher education.



Tonia A. Dousay
University of Idaho



Alice Barlow-Zambodla
e/merge Africa



Tony Carr
e/merge Africa



Tataleni I. Asino
Oklahoma State University

AECT Governance Meetings

AECT -Board of Directors Meeting I

Tue, Nov 7, 8:00 to 11:30am, 3rd Level, River Terrace 2

AECT -Board of Directors Meeting II

Sat, Nov 11, 8:00am to 12:00pm, 3rd Level, River Terrace 1

AECT Foundation Board of Trustees Meeting I

Tue, Nov 7, 1:00 to 4:15pm, 3rd Level, Boardroom 1

AECT Foundation Board of Trustees Meeting II

Thu, Nov 9, 2:15 to 5:15pm, 3rd Level, Boardroom 1

ETR&D Joint Editorial Board Meeting

Fri, Nov 10, 10:30 to 11:30am, 2nd Level, Grand 6

Handbook Advisory: Board Meeting

Thu, Nov 9, 6:00 to 7:00pm, 3rd Level, City Terrace 06

Journal of Formative Design in Learning Board

Thu Nov 9 2017, 1:00 to 2:00pm, 4th Level, Main St 7

QRDE Editorial Board

Fri Nov 10 2017, 10:30 to 11:30am, 4th Level, Main St 6

TechTrends Editorial Board

Wed, Nov 8, 8:45 to 9:45am, 4th Level, Main St 7

AECT Division Governance Meetings

Design & Development -Board of Directors Meeting

Tue, Nov 7, 1:15 to 2:15pm, 4th Level, Main St 5

Design & Development - Membership Meeting

Thu, Nov 9, 2:15 to 3:15pm, 2nd Level, Grand 5

Distance Learning - Board of Directors Meeting

Included in New Board of Directors Meeting,

Distance Learning - New Board of Directors Meeting

Fri, Nov 10, 3:30 to 4:30am, 4th Level, Main St 7

Distance Learning -Membership Meeting

Fri, Nov 10, 2:15 to 3:15pm, 3rd Level, River Terrace 3

Culture, Learning and Technology - Board of Directors Meeting

Wed Nov 8 2017, 7:30 to 8:30am, 4th Level, Main St 5

Culture, Learning and Technology - Membership Meeting

Thu Nov 9 2017, 11:45 to 12:45pm, 3rd Level, City Terrace 07

Culture, Learning and Technology - New Board of Directors Meeting

Fri Nov 10 2017, 7:45 to 8:45am, 4th Level, Main St 6

Emerging Learning Technologies - Board of Directors Meeting

Tue Nov 7 2017, 2:30 to 3:30pm, 4th Level, Main St 6

Emerging Learning Technologies - New Board of Directors Meeting

Fri Nov 10 2017, 3:30 to 4:30pm, 4th Level, Main St 7

Graduate Student Assembly - Executive Board Meeting

Tue Nov 7 2017, 3:45 to 4:45pm, 4th Level, Main St 5

Graduate Student Assembly - Membership Meeting & Luncheon

Fri Nov 10 2017, 1:00 to 2:00pm, 3rd Level, Boardroom 4

International Division -Board of Directors Meeting

Wed Nov 8 2017, 9:00 to 10:00am, 4th Level, Main St 6

International -Membership Meeting

Fri Nov 10 2017, 3:30 to 4:30pm, 3rd Level, St John's

Organizational Training and Performance - Board of Directors Meeting

Tue Nov 7 2017, 1:15 to 2:15pm, 4th Level, Main St 6

Organizational Training and Performance - Membership Meeting

Fri Nov 10 2017, 2:15 to 3:15pm, 4th Level, Matthews

Research & Theory - Board of Directors Meeting

Thu Nov 9 2017, 3:30 to 4:30pm, 4th Level, Main St 7

Research & Theory - Membership Meeting

Thu Nov 9 2017, 11:45 to 12:45pm, 3rd Level, Clearwater

School Media & Technology - Board of Directors Meeting

Tue Nov 7 2017, 2:30 to 3:30pm, 4th Level, Main St 5

School Media & Technology - Membership Meeting

Fri Nov 10 2017, 2:15 to 3:15pm, 2nd Level, Grand Foyer_Off-Site

Systems Thinking & Change - Board of Directors Meeting

Tue Nov 7 2017, 3:45 to 4:45pm, 4th Level, Main St 6

Governance and Committees

Systems Thinking & Change -Membership Meeting
Fri Nov 10 2017, 10:30 to 11:30am, 3rd Level, City Terrace 04

Teacher Education -Board of Directors Meeting
Wed Nov 8 2017, 11:15 to 12:15pm, 4th Level, Main St 5

Teacher Education -Membership Meeting
Thu Nov 9 2017, 10:30 to 11:30am, 3rd Level, City Terrace 08

AECT Affiliate Meetings

ICEM -Board/Membership Meeting
Wed Nov 8 2017, 8:30 to 9:00am Place: 4th Level, Main St 6

PIDT 2017 Planning
Thu Nov 9 2017, 2:15 to 3:15pm, 4th Level, Main St 7

SICET -Membership Meeting
Thu Nov 9 2017, 3:30 to 4:30pm, 4th Level, Main St 8

AECT Committee Meetings

2018 National Convention Planning
Sat Nov 11 2017, 7:00 to 8:30am, 3rd Level, St John's

AECT Awards Committee
Wed Nov 8 2017, 2:00 to 3:00pm, 4th Level, Main St 7

AECT Design & Development Competition 2018 Planning Committee
Thu Nov 9 2017, 2:15 to 3:15pm, 4th Level, Main St 7

AECT Membership Committee
Fri Nov 10 2017, 4:45 to 5:45pm Place: 2nd Level, Grand 4

Definition & Terminology (Thu)
Thu Nov 9 2017, 10:30 to 11:30am, 4th Level, Main St 7

Definition & Terminology (Fri)
Fri Nov 10 2017, 10:30 to 11:30am, 4th Level, Main St 7

History & Archives
Wed Nov 8 2017, 3:15 to 4:15pm, 4th Level, Main St 7

Leadership Development
Fri Nov 10 2017, 7:45 to 8:45am, 4th Level, Main St 7

Learner Engagement SIG
Wed Nov 8 2017, 4:30 to 5:30pm, 4th Level, Main St 5

Organization & By-Laws

Thu Nov 9 2017, 11:45 to 12:45pm, 4th Level, Main St 7

Professional Ethics Committee

Tue Nov 7 2017, 5:00 to 6:00pm, 4th Level, Main St 6

Strategic Planning Committee

Wed Nov 8 2017, 4:30 to 5:30pm, 4th Level, Main St 7

Workshops

Tuesday, November 7th

01-W1: Design Thinking for Instructional Designers

8:30 am to 4:00 pm

3rd Level - City Terrace 09

Design Thinking for Instructional Designers

Presenter(s): **Jason K McDonald**, Brigham Young University

This workshop will help participants develop the skills of design thinking, in instructional design contexts. We will both study the latest research, and practice design thinking using a hands-on approach. Participants will immediately apply the concepts and skills of design thinking in the situational backgrounds important to them. Upon completion, participants will have a new approach for solving educational problems that will help them lead learning for change in the organizations in which they work.

01-W2: How to Analyze and Improve Human Performance Issues

8:30 am to 4:00 pm

3rd Level - City Terrace 08

How to Analyze and Improve Human Performance Issues

Presenter(s): **Joel Gardner**, Franklin University; **Lewis Chongwony**, Franklin University
Contributor(s): **Tawana Washington**, Ohio State University

The field of human performance technology offers methods for identifying and resolving performance issues. For several years, the workshop facilitator has gained performance expertise, including certification as a performance technologist. In this hands-on workshop, the facilitator will share this expertise with participants, who will apply tools and strategies to identify performance issues, clarify their causes, and develop a solution set for performance improvement.

01-W3: Serious Game Design and Development

8:30 am to 4:00 pm

3rd Level - City Terrace 11

Serious Game Design and Development

Presenter(s): **Ali Alshammari**, Purdue University

This workshop is an introduction to serious game design and development. It offers practical opportunities related to the design, development, and utilization of serious games. The workshop consists of two sessions: during the first, participants are familiarized with serious game design and receive hands-on experience through practice examples and small group discussions. The second session focuses on the development and publication of serious games. No computer coding background is needed, and the workshop is BYOD!

01-W5: Let's Collaborate! An Interactive Design & Development

8:30 am to 4:00 pm

3rd Level - City Terrace 10

Let's Collaborate! An Interactive Design & Development Workshop

Presenter(s): **Megan Connors Murtaugh**, Nova Southeastern University; **Deborah Slaughter**, Post University

The design and development process is often overlooked in the planning stages of higher education programs. This workshop will guide you in creating and managing a streamlined, effective, and collaborative design process for working with subject matter experts. The information presented will assist you with making decisions crucial to a successful design and development process. Get ready to dive in and immerse yourself in the collaborative management of the design and development process!

01-W6: Elementary Coding: Preparing Preservice Teachers to Teach Coding

8:30 am to 4:00 pm

3rd Level - City Terrace 12

Elementary Coding: Preparing Preservice Teachers to Teach Coding

Presenter(s): **Peter Rich**, Brigham Young University
Contributor(s): **McKay Perkins**, Brigham Young University; **Samuel Browning**, Brigham Young University

Educators all over the world are being asked to introduce young children to coding. In this workshop, we will use unplugged activities, hands-on demonstrations, robots, eTextiles, and block-based coding to learn how to control an increasingly connected world. Participants will develop skills and materials for lessons that can be used to teach computing fundamentals to preservice teachers and young children.

01-W7: Everything You Ever Wanted to Know About the Mentoring Relationship*

8:30 am to 4:00 pm

3rd Level - City Terrace 07

Everything you ever wanted to know about the mentoring relationship* (*but were afraid to ask)

Presenter(s): **Tonia A. Dousay**, University of Idaho; **Brandy Walker**, University of Georgia; **Ward Cates**, Lehigh University; **Megan Connors Murtaugh**, Nova Southeastern University
Contributor(s): **Joanne Pamela Bentley**, The Abreon Group

We know that a mentoring relationship can play a key role in developing leaders and professional scholars, but what exactly does it mean to have an effective mentoring relationship? In coordination with the AECT Leadership Development Committee, this

Workshops

workshop will explore the components and dynamics of effective and productive mentoring relationships, including examining why members often serve as mentors, what is meant by a “mentoring relationship”, where mentoring opportunities exist within AECT, and how one can use mentoring to achieve different paths toward personal and professional goals.

04-W1: Writing for Publication in Educational Technology

1:00 pm to 4:00 pm

3rd Level - City Terrace 04

Writing for Publication in Educational Technology

Presenter(s): *Patricia Young*, Uni. of Maryland Baltimore Co.; *Tutalení I. Asino*, Oklahoma State University

Writing for publication can be an arduous task for many. The demand for new knowledge by publishers is driving what gets published. Young scholars have to be knowledgeable of the research, design the best study and know how to write right. This workshop covers writing and getting published in the field of educational technology. Some topics include: the basics; insider tips to academic writing; writing is revising, editing and rewriting; and perseverance and publishing.

04-W2: Demonstrations and Hands-On Experiences with Resnick & de Jong

1:00 pm to 4:00 pm

3rd Level - Clearwater

Demonstrations and Hands-On Experiences with Awarded Leaders in Computational Thinking and Inquiry Learning: Meet Resnick (MIT) and de Jong (Twente).

Presenter(s): *Ton de Jong*, University of Twente; *Jonathan M Spector*, Department of Learning Technologies; *Tristan Johnson*, Northeastern University

Contributor(s): *Mitchel Resnick*, MIT Media Lab

AECT members will have a unique chance to learn from Resnick and De Jong's, the 2017 AECT Distinguished Development award winners which will include demonstrations, examples and hands-on experiences with computational thinking for kids and inquiry learning ecosystems. Mitchel Resnick, MIT Media Lab scholar and researcher, will present his work with computational thinking for kids, including demonstrations of and hands-on experience with Scratch and other technologies. Ton de Jong, Professor at the University of Twente, will present his work in the area of inquiry learning in the sciences, including a demonstration of and hands-on experience with Go-Lab (see www.golabz.eu), a software ecosystem for science learning with online labs.

Wednesday, November 8th

11-W10: Creativity in Education

9:00 am to 12:00 pm

3rd Level - St John's

Creativity in Education

Presenter(s): *Brad Hokanson*, University of Minnesota

Creativity is a mental ability that can be enhanced and which is valuable to educators, designers, and institutions. This session is based on the lessons learned from teaching and researching in the field of creativity. Workshop participants will be tested on their own creative ability, complete a series of exercises to increase their own creativity, and will learn and practice activities designed to encourage personal creativity and in one's work.

11-W1: Positioning Yourself as an Asset for Instructional Design Jobs in Private Industry and Higher Education

9:00 am to 12:00 pm

3rd Level - City Terrace 12

Positioning yourself as an asset for instructional design jobs in private industry and higher education

Presenter(s): *Daniel Watanabe*, Underground Learning & Design

This three hour workshop addresses the process of finding suitable employment opportunities involving the skills and abilities associated with instructional designers and eLearning professionals, specifically learned in educational technology or instructional design degree programs and how to market them in private industry and higher education. Participants can expect an outcome of preparing a job application packet containing suitable descriptions or representations of work samples for job opportunities in higher education and private industry to house in a personal e-Portfolio.

11-W2: Q-Methodology Primer: A Mixed Methods

Approach to Research

9:00 am to 12:00 pm

3rd Level - City Terrace 09

Q-Methodology Primer: A Mixed Methods Approach to Research

Presenter(s): *Brandy Walker*, University of Georgia

Are you looking for a methodology that will help you identify and articulate perceptions of various stakeholders groups in your research? Are you overwhelmed by in-depth interviews but underwhelmed by the interpretive value of Likert surveys? Then this workshop is for you. Learn the basic philosophy, technique and method that is Q-methodology, and add a new tool to your researcher tool-kit. In addition, learn about the pedagogical applications of Q-methodology in your classroom.

Workshops

11-W3: How to Articulate a Departmental Strategic Plan Using Semi-Empirical Design Methods

9:00 am to 12:00 pm

3rd Level - City Terrace 10

How to Articulate a Departmental Strategic Plan Using Semi-Empirical Design Methods

Presenter(s): *Fredrick W. Baker III*, University of Tampa

Strategic Planning is a crucial leadership process for establishing and communicating a clear direction for departments and organizations. When clearly articulated, strategic plans serve as the framework by which all decisions within the unit are aligned. In setting a common direction and outlining guiding operational criteria, strategic plans can help maximize departmental/organizational success and efficiency. This workshop will outline semi-empirical methods for creating a clearly articulated strategic plan that is well aligned throughout. These methods were utilized in creating the strategic plan for an Academic Success Center at a medium sized private university, and are based on a variety of tools from evaluation, instructional design and other sources.

11-W5: Creating Contextual Learning Experiences Using Scaffolding and Problem-based Learning

9:00 am to 12:00 pm

3rd Level - City Terrace 06

Creating Contextual Learning Experiences Using Scaffolding and Problem-based Learning

Presenter(s): *Carrie Lewis Miller*, Minnesota State University

Have your students ever asked you “Why do I need to know this?” Do you struggle to make connections between your content and your students’ lives? Using problem-based learning combined with carefully aligned and scaffolded assessments, you can both increase the cognitive skill level of assignments and provide real-life examples for your content. This workshop will help you develop a contextual problem for your class and multiple aligned and scaffolded contextual assessments.

11-W6: Connecting Pedagogy and Technology

9:00 am to 12:00 pm

3rd Level - City Terrace 11

Connecting Pedagogy and Technology: Embedding Google G-Suite and Formative Assessment Tools in Classroom Instruction

Presenter(s): *George Ober*, William Floyd School District, Mastic Beach NY

Attendees of this workshop will develop “Leading Learning” techniques using various G-Suite Google and Web 2.0 Formative Assessment tools to design learning experiences for creating a climate to “change” the classroom to a student-centered environment with the teacher leading the process. Designing lessons

connecting pedagogy, curriculum and technology in multiple classroom environments creates a system where the process of learning through strategically designed lessons will maximize how students learn and participate in the learning process.

11-W8: Innovative Case-Based E-Learning Design for Enhancing Real-World Problem Solving

9:00 am to 12:00 pm

3rd Level - City Terrace 04

Innovative Case-Based E-Learning Design for Enhancing Real-World Problem Solving: Three Principles and Seven Strategies

Presenter(s): *Ikseon Choi*, The University of Georgia; *Hui Rong*, UGA

The workshop will demonstrate a variety of case-based e-learning models, according to different types of problems--such as dynamic decision-making, diagnosis-solution problems, design problems, and ethical dilemmas--that have been developed and implemented in Human Medicine, Veterinary Medicine, Pharmacy, Engineering, Agricultural Science, and Teacher Education. Three principles and seven strategies for case-based e-learning design, which have emerged through a series of the research projects, will be presented with examples of e-learning products and its development processes (<http://elearning.coe.uga.edu>).

11-W9: Humanizing the Online Course Space

9:00 am to 12:00 pm

3rd Level - City Terrace 05

Humanizing the Online Course Space: Engaging Learners through Multimedia and the Written Word

Presenter(s): *Laura E Gray*, UWI

This workshop is for anyone who teaches online. It is designed to help online instructors to humanize their courses and to better engage with their learners.

11-W: Evaluating the Intended Learning Journey in your Online Course Design

9:00 am to 12:00 pm

3rd Level - City Terrace 08

Evaluating the Intended Learning Journey in your Online Course Design

Presenter(s): *Camille Dickson-Deane*, University of Melbourne

This workshop will provide participants with the ability to review the pedagogical design of an online course. This evaluation is pursued through the review of a learning journey. Changing the perspective to not just be about the learner as a persona but to think of evaluation as an opportunity to reconstruct learning paths which can be numerous for each identified persona.

Saturday, November 11th

41-W1: Designing Instructional Media for Accessibility

9:00 am to 12:00 pm

3rd Level - City Terrace 09

Designing Instructional Media for Accessibility

Presenter(s): **Tara Bunag**, University of the Pacific

Whether you are just entering the field of instructional design or wanting to refresh your skills in consideration of new technology, this workshop is for you! We will discuss the growing requirements for accessibility in both higher education and training contexts, then we will get to work creating accessible media. Be ready to learn and apply your work right away, with plenty of tools and examples for you to take away from the workshop.

41-W3: Building Your Brand: Using an ePortfolio to Elevate Yourself and Your Digital Work

9:00 am to 12:00 pm

3rd Level - City Terrace 08

Building your brand: Using an ePortfolio to elevate yourself and your digital work

Presenter(s): **Daniel yaffe**, Vt; **Aimee Michelle Brenner**, Averett University

Contributor: **Samantha Blevins**, Virginia Tech

As our world continues to transition to digital formats of documentation, the expectations professionals embrace, and the management of their digital selves, continues to grow. In this workshop we will discuss the process of creating and cultivating a digital professional identity through the use of an ePortfolio. Technology platforms will be explored and specific guidance regarding building a professional ePortfolio identity will be offered. Participants are asked to bring their own device and prepared artifacts.

41-W5: SocioTechnical Walkthrough - A Collaborative, Human-Centered Design & Development Method for Projects

9:00 am to 12:00 pm

3rd Level - City Terrace 10

SocioTechnical Walkthrough – A Collaborative, Human-Centered Design & Development Method for Projects

Presenter(s): **Isa Jahnke**, University of Missouri-Columbia; **Joi Moore**, University of Missouri

Contributor(s): **So Mi Kim**, School of Information Science and Learning Technologies; **Alexander Nolte**, University of Pittsburgh

The half-day workshop has two goals: understanding and application of the Sociotechnical Walkthrough (STWT). STWT is a participatory design and development method supports collaborative work among designers, programmers and users to elicit together existing workflows and communication

processes while anticipating technology support. Participants will learn how to apply the STWT in different stages of a project. STWT can be used in the beginning of projects or during IT refinement to gain deeper understanding of specific IT functionalities.

41-W6: Accessible Course Development: How to Design Learning Materials for All

9:00 am to 12:00 pm

3rd Level - City Terrace 12

Accessible Course Development: How to Design Learning Materials for All

Presenter(s): **Zerrin Ondin**, Georgia Tech; **Larry Cox, II**, Virginia Tech University

This half-day workshop is designed for instructional designers, course developers, and faculty members who are interested in designing and developing courses in ways that incorporate accessibility and are inclusive of the needs of diverse learners. By the end of this workshop participants will be able to identify accessibility challenges students with disabilities encounter in learning environment and develop accessible learning materials.

41-W7: Lecture Like TED: Transforming your PPT Deck and Presentation Skills for a More TED-Worthy Presentation

9:00 am to 12:00 pm

3rd Level - City Terrace 07

Lecture Like TED: Transforming your PPT Deck and Presentation Skills for a more TED-Worthy Presentation

Presenter(s): **Amie Norden**, University of Minnesota

In this hands-on workshop, participants will transform an existing presentation to become more TED-worthy in presentation style. The facilitator will walk through TED-like transformation tips for PPT and video presentation skills. After each element, participants will work on transforming their existing PPT deck and practicing their video presentation skills. Participants should bring a laptop, an iPad, and an existing PPT deck (or another application) to work with.

001. Intern Meeting - 0 Tuesday

7:00 am to 8:00 am

3rd Level - Boardroom 2

Chair: **Megan Connors Murtaugh**, Nova Southeastern University

002. AECT -Board of Directors Meeting I

8:00 am to 11:30 am

3rd Level - River Terrace 2

003. 01-W1: Design Thinking for Instructional Designers

8:30 am to 4:00 pm

3rd Level - City Terrace 09

Design Thinking for Instructional Designers

Presenter(s): **Jason K McDonald**, Brigham Young University

This workshop will help participants develop the skills of design thinking, in instructional design contexts. We will both study the latest research, and practice design thinking using a hands-on approach. Participants will immediately apply the concepts and skills of design thinking in the situational backgrounds important to them. Upon completion, participants will have a new approach for solving educational problems that will help them lead learning for change in the organizations in which they work.

004. 01-W2: How to Analyze and Improve Human Performance Issues

8:30 am to 4:00 pm

3rd Level - City Terrace 08

How to Analyze and Improve Human Performance Issues

Presenter(s): **Joel Gardner**, Franklin University; **Lewis Chongwony**, Franklin University
Contributor(s): **Tawana Washington**, Ohio State University

The field of human performance technology offers methods for identifying and resolving performance issues. For several years, the workshop facilitator has gained performance expertise, including certification as a performance technologist. In this hands-on workshop, the facilitator will share this expertise with participants, who will apply tools and strategies to identify performance issues, clarify their causes, and develop a solution set for performance improvement.

005. 01-W3: Serious Game Design and Development

8:30 am to 4:00 pm

3rd Level - City Terrace 11

Serious Game Design and Development

Presenter(s): **Ali Alshammari**, Purdue University

This workshop is an introduction to serious game design and development. It offers practical opportunities related to the design, development, and utilization of serious games. The workshop consists of two sessions: during the first, participants are familiarized with serious game design and receive hands-on experience through practice examples and small group discussions. The second session focuses on the development and publication of serious games. No computer coding background is needed, and the workshop is BYOD!

006. 01-W5: Let's Collaborate! An Interactive Design & Development

8:30 am to 4:00 pm

3rd Level - City Terrace 10

Let's Collaborate! An Interactive Design & Development Workshop

Presenter(s): **Megan Connors Murtaugh**, Nova Southeastern University; **Deborah Slaughter**, Post University

The design and development process is often overlooked in the planning stages of higher education programs. This workshop will guide you in creating and managing a streamlined, effective, and collaborative design process for working with subject matter experts. The information presented will assist you with making decisions crucial to a successful design and development process. Get ready to dive in and immerse yourself in the collaborative management of the design and development process!

007. 01-W6: Elementary Coding: Preparing Preservice Teachers to Teach Coding

8:30 am to 4:00 pm

3rd Level - City Terrace 12

Elementary Coding: Preparing Preservice Teachers to Teach Coding

Presenter(s): **Peter Rich**, Brigham Young University
Contributor(s): **McKay Perkins**, Brigham Young University; **Samuel Browning**, Brigham Young University

Educators all over the world are being asked to introduce young children to coding. In this workshop, we will use unplugged activities, hands-on demonstrations, robots, eTextiles, and block-based coding to learn how to control an increasingly connected world. Participants will develop skills and materials for lessons that can be used to teach computing fundamentals to preservice teachers and young children.

008. 01-W7: Everything You Ever Wanted to Know About the Mentoring Relationship*

8:30 am to 4:00 pm

3rd Level - City Terrace 07

Everything you ever wanted to know about the mentoring relationship* (*but were afraid to ask)

Presenter(s): **Tonia A. Dousay**, University of Idaho; **Brandy Walker**, University of Georgia; **Ward Cates**, Lehigh University; **Megan Connors Murtaugh**, Nova Southeastern University

Contributor(s): **Joanne Pamela Bentley**, The Abreon Group

We know that a mentoring relationship can play a key role in developing leaders and professional scholars, but what exactly does it mean to have an effective mentoring relationship? In coordination with the AECT Leadership Development Committee, this workshop will explore the components and dynamics of effective and productive mentoring relationships, including examining why members often serve as mentors, what is meant by a “mentoring relationship”, where mentoring opportunities exist within AECT, and how one can use mentoring to achieve different paths toward personal and professional goals.

009. The AECT Leadership Luncheon (RSVP-Invitation only)

11:30 am to 1:00 pm

3rd Level - River Terrace 1

This Annual AECT recognition luncheon honors individuals who have given outstanding service and editorship to the field.

010. 04-W1: Writing for Publication in Educational Technology

1:00 pm to 4:00 pm

3rd Level - City Terrace 04

Writing for Publication in Educational Technology

Presenter(s): **Patricia Young**, Uni. of Maryland Baltimore Co.; **Tutaleni I. Asino**, Oklahoma State University

Writing for publication can be an arduous task for many. The demand for new knowledge by publishers is driving what gets published. Young scholars have to be knowledgeable of the research, design the best study and know how to write right. This workshop covers writing and getting published in the field of educational technology. Some topics include: the basics; insider tips to academic writing; writing is revising, editing and rewriting; and perseverance and publishing.

011. 04-W2: Demonstrations and Hands-On Experiences with Resnick & de Jong

1:00 pm to 4:00 pm

3rd Level - Clearwater

Demonstrations and Hands-On Experiences With Awarded Leaders in Computational Thinking and Inquiry Learning: Meet Resnick (MIT) and de Jong (Twente).

Presenter(s): **Ton de Jong**, University of Twente; **Jonathan M Spector**, Department of Learning Technologies; **Tristan Johnson**, Northeastern University

Contributor(s): **Mitchel Resnick**, MIT Media Lab

AECT members will have a unique chance to learn from Resnick and De Jong's, the 2017 AECT Distinguished Development award winners which will include demonstrations, examples and hands-on experiences with computational thinking for kids and inquiry learning ecosystems. Mitchel Resnick, MIT Media Lab scholar and researcher, will present his work with computational thinking for kids, including demonstrations of and hands-on experience with Scratch and other technologies. Ton de Jong, Professor at the University of Twente, will present his work in the area of inquiry learning in the sciences, including a demonstration of and hands-on experience with Go-Lab (see www.golabz.eu), a software ecosystem for science learning with online labs.

012. 2017 Early Career Symposium - Tuesday

1:00 pm to 6:00 pm

3rd Level - River Terrace 3

Chairs: **Jenny S Wakefield**, Dallas County Community College; **Feng-Ru Sheu**, Kent State University

AECT's Research and Theory Division will be hosting the 2017 Early Career Symposium this year sponsored by AECT.

013. AECT Foundation Board of Trustees Meeting I

1:15 pm to 4:15 pm

3rd Level - Boardroom 1

014. D&D - Board of Directors Meeting

1:15 pm to 2:15 pm

4th Level - Main St 5

015. OTP -Board of Directors Meeting

1:15 pm to 2:15 pm

4th Level - Main St 6

016. DELT -Board of Directors Meeting

2:30 pm to 3:30 pm

4th Level - Main St 6

017. SMT -Board of Directors Meeting

*2:30 pm to 3:30 pm
4th Level - Main St 5*

018. GSA - Executive Board Meeting

*3:45 pm to 4:45 pm
4th Level - Main St 5*

019. STC -Board of Directors Meeting

*3:45 pm to 4:45 pm
4th Level - Main St 6*

020. Committee: Professional Ethics

*5:00 pm to 6:00 pm
4th Level - Main St 6*

021. First Timer's Orientation

*5:00 pm to 6:30 pm
3rd Level - River Terrace 1*

022. AECT/D&D Instructional Design Competition

Meet & Greet

*6:00 pm to 8:00 pm
3rd Level - City Terrace 09*

This session is a half-day workshop.

023. Intern Meeting - 1 Wednesday

7:00 am to 8:00 am

3rd Level - Boardroom 2

Chair: **Megan Connors Murtaugh**, Nova Southeastern University

024. 2017 Early Career Symposium - Wednesday

7:30 am to 12:15 pm

3rd Level - River Terrace 3

Chairs: **Jenny S Wakefield**, Dallas County Community College; **Feng-Ru Sheu**, Kent State University

AECT's Research and Theory Division will be hosting the 2017 Early Career Symposium this year sponsored by AECT.

025. CLT -Board of Directors Meeting

7:30 am to 8:30 am

4th Level - Main St 5

026. Morehead State Doctoral Seminar - 1 Wednesday

7:30 am to 8:30 am

3rd Level - Boardroom 3

027. ICEM -Board/Membership Meeting

8:30 am to 9:00 am

4th Level - Main St 6

028. SICET-Practices and Implications of MOOC

8:45 am to 9:45 am

4th Level - Main St 8

Achievements and Challenges of MOOCs: Results from a Meta-analysis

Presenter(s): **Jing Lei**, Syracuse University; **Jiaming Cheng**, Syracuse University

Contributor(s): **Qiu Wang**, Syracuse University; **Tianxiao Yang**, Syracuse University

This meta-analysis research project, funded by an internal grant, examines the literature to conceptualize the theoretical frameworks of MOOCs approaches, investigates the essential features, opportunities and challenges of MOOCs, and identifies the effective instructional design features in MOOCs and the most effective practices that are associated with successful student learning. We have identified a total of 886 papers, selected 79 empirical papers with quantitative results, finished literature coding and are currently conducting meta-analysis.

Implications of MOOC Instruction for University Instructors

Presenter(s): **Zhihui Wei**, Ed.D. Candidate, East China Normal University, Shanghai, China; Associate Researcher, Shanghai Open University
Contributor(s): **Gang Yang**, Linyi University, Linyi, Shangdong Province, China

The continuous development of MOOCs relies on the engagement of university instructors. However, little is known about the instructors' experiences of MOOC instruction. We interviewed 12 MOOC instructors of different kinds of universities in China to understand their perceptions of the implications of MOOC instruction on their teaching. We found that the MOOC instructors are exploring the MOOC pedagogy and enhancing on-campus students' learning, and some have experienced the sense of achievement as a teacher.

Best Practice of MOOCs in Peking University: Courses, Platform, and Teaching

Presenter(s): **Shengqing Wang**, Peking University, China

Peking University initialized a MOOCs project, and being the partner members of both Coursera and edX in 2013. The project also won the university-level policy and funding support. Over the past 4 years, PKU has carried out at different levels of the MOOCs practice, including course construction, MOOCs platform research and development, as well as SPOC or flipped classroom teaching strategy innovation. What PKU have learned from the past 4 years MOOCs practice will be introduced.

029. Tech Trends Editorial Board

8:45 am to 9:45 am

4th Level - Main St 7

030. 11-W10: Creativity in Education

9:00 am to 12:00 pm

3rd Level - St John's

Creativity in Education

Presenter(s): **Brad Hokanson**, University of Minnesota

Creativity is a mental ability that can be enhanced and which is valuable to educators, designers, and institutions. This session is based on the lessons learned from teaching and researching in the field of creativity. Workshop participants will be tested on their own creative ability, complete a series of exercises to increase their own creativity, and will learn and practice activities designed to encourage personal creativity and in one's work.

031. 11-W1: Positioning Yourself as an Asset for Instructional Design Jobs in Private Industry and Higher Education

9:00 am to 12:00 pm

3rd Level - City Terrace 12

Positioning yourself as an asset for instructional design jobs in private industry and higher education
Presenter(s): *Daniel Watanabe*, Underground Learning & Design

This three hour workshop addresses the process of finding suitable employment opportunities involving the skills and abilities associated with instructional designers and eLearning professionals, specifically learned in educational technology or instructional design degree programs and how to market them in private industry and higher education. Participants can expect an outcome of preparing a job application packet containing suitable descriptions or representations of work samples for job opportunities in higher education and private industry to house in a personal e-Portfolio.

032. 11-W2: Q-Methodology Primer: A Mixed Methods Approach to Research

9:00 am to 12:00 pm

3rd Level - City Terrace 09

Q-Methodology Primer: A Mixed Methods Approach to Research

Presenter(s): *Brandy Walker*, University of Georgia

Are you looking for a methodology that will help you identify and articulate perceptions of various stakeholder groups in your research? Are you overwhelmed by in-depth interviews but underwhelmed by the interpretive value of Likert surveys? Then this workshop is for you. Learn the basic philosophy, technique and method that is Q-methodology, and add a new tool to your researcher tool-kit. In addition, learn about the pedagogical applications of Q-methodology in your classroom.

033. 11-W3: How to Articulate a Departmental Strategic Plan Using Semi-Empirical Design Methods

9:00 am to 12:00 pm

3rd Level - City Terrace 10

How to Articulate a Departmental Strategic Plan Using Semi-Empirical Design Methods

Presenter(s): *Fredrick W. Baker III*, University of Tampa

Strategic Planning is a crucial leadership process for establishing and communicating a clear direction for departments and organizations. When clearly articulated, strategic plans serve as the framework by which all decisions within the unit are aligned. In setting a common direction and outlining guiding operational criteria, strategic plans can help maximize departmental/organizational success and efficiency. This workshop will outline semi-empirical methods for creating a clearly articulated strategic plan that is well aligned throughout. These methods were utilized in creating the strategic plan for an Academic Success Center at a medium sized private university,

and are based on a variety of tools from evaluation, instructional design and other sources.

034. 11-W5: Creating Contextual Learning Experiences Using Scaffolding and Problem-based Learning

9:00 am to 12:00 pm

3rd Level - City Terrace 06

Creating Contextual Learning Experiences Using Scaffolding and Problem-based Learning

Presenter(s): *Carrie Lewis Miller*, Minnesota State University

Have your students ever asked you “Why do I need to know this?” Do you struggle to make connections between your content and your students’ lives? Using problem-based learning combined with carefully aligned and scaffolded assessments, you can both increase the cognitive skill level of assignments and provide real-life examples for your content. This workshop will help you develop a contextual problem for your class and multiple aligned and scaffolded contextual assessments.

035. 11-W6: Connecting Pedagogy and Technology

9:00 am to 12:00 pm

3rd Level - City Terrace 11

Connecting Pedagogy and Technology: Embedding Google G-Suite and Formative Assessment Tools in Classroom Instruction

Presenter(s): *George Ober*, William Floyd School District, Mastic Beach NY

Attendees of this workshop will develop “Leading Learning” techniques using various G-Suite Google and Web 2.0 Formative Assessment tools to design learning experiences for creating a climate to “change” the classroom to a student-centered environment with the teacher leading the process. Designing lessons connecting pedagogy, curriculum and technology in multiple classroom environments creates a system where the process of learning through strategically designed lessons will maximize how students learn and participate in the learning process.

036. 11-W8: Innovative Case-Based E-Learning Design for Enhancing Real-World Problem Solving

9:00 am to 12:00 pm

3rd Level - City Terrace 04

Innovative Case-Based E-Learning Design for Enhancing Real-World Problem Solving: Three Principles and Seven Strategies

Presenter(s): *Ikseon Choi*, The University of Georgia; *Hui Rong*, UGA

The workshop will demonstrate a variety of case-based e-learning models, according to different types

of problems--such as dynamic decision-making, diagnosis-solution problems, design problems, and ethical dilemmas--that have been developed and implemented in Human Medicine, Veterinary Medicine, Pharmacy, Engineering, Agricultural Science, and Teacher Education. Three principles and seven strategies for case-based e-learning design, which have emerged through a series of the research projects, will be presented with examples of e-learning products and its development processes (<http://elearning.coe.uga.edu>).

037. 11-W9: Humanizing the Online Course Space

9:00 am to 12:00 pm

3rd Level - City Terrace 05

Humanizing the Online Course Space: Engaging Learners through Multimedia and the Written Word

Presenter(s): *Laura E Gray*, UWI

This workshop is for anyone who teaches online. It is designed to help online instructors to humanize their courses and to better engage with their learners.

038. 11-W: Evaluating the Intended Learning Journey in your Online Course Design

9:00 am to 12:00 pm

3rd Level - City Terrace 08

Evaluating the Intended Learning Journey in your Online Course Design

Presenter(s): *Camille Dickson-Deane*, University of Melbourne

This workshop will provide participants with the ability to review the pedagogical design of an online course. This evaluation is pursued through the review of a learning journey. Changing the perspective to not just be about the learner as a persona but to think of evaluation as an opportunity to reconstruct learning paths which can be numerous for each identified persona.

039. D&D -IDT Professor's Forum: The Emerging "E" and "I" focus in preparing new generation of the Instructional Designers

9:00 am to 12:00 pm

2nd Level - Grand 6

Chair: *Zahira Merchant*, San Francisco State University

Presenters: *Albert Dieter Ritzhaupt*, University of Florida
Andrew Tawfik, Northern Illinois University
Ross Perkins, Boise State University
Robert Maribe Branch, University of Georgia
Amy C Bradshaw, University of Oklahoma
Angela Benson, The University of Alabama

The focus on Equity and Innovation in any field of endeavor today is far greater than ever before in recorded history. In the field of instructional design it matters more because as educators, we know the impact of inequitable opportunities. Further, the need to innovate is a need and not a luxury in our field because we solution designs and every problem is unique. Is the idea of teaching equity and innovation at the forefront of instructional design field? Or should it be? Should it find its place in ADDIE model or other ID models or completely new model ID should be in place? Should this be a focus area or it should merely be a course, or should it be a thread running through the entire fabric of ID program? How does not training ID students impact their job prospects? Is this issue relevant only in K-12 and higher education? Or is it across the spectrum? The IDT professor's forum at Jacksonville aims to raise and address many of these emerging realities of ID field. In this session, we address these pertinent issues with the help of scholars who are pioneers in many ways in the ID field to help us understand this issue.

040. INTL -Board of Directors Meeting

9:00 am to 10:00 am

4th Level - Main St 6

041. AECT Leader Event – Follow-up from Summer Leadership 2017

10:00 am to 11:30 am

3rd Level - Conf Center A

As a leader in a division of AECT, your expertise is a valuable asset. The AECT Leadership Development Committee has prepared a special event for AECT and division leaders to engage in thoughtful conversation to learn what leadership looks like in our respective divisions. Join us for a lively discussion. This interactive session will allow opportunities to meet other leaders and learn from them.

042. Division Communications Officers

10:00 am to 11:00 am

4th Level - Main St 7

Chair: *Linda L. Campion*, East Carolina University

043. SICET-Research and Studies on Pre-Service Teacher Preparation

10:00 am to 11:00 am

4th Level - Main St 8

You Teach as How You were Taught: How did Preservice Teachers Learn Technology Integration from Modeling

Presenter(s): *Liangyue Lu*, Grambling State University
Contributor(s): *Wei Wang*, Iowa State University;
Jianli Jiao, South China Normal University

In this study, the researchers investigate whether teacher educators modeled technology integration in their teaching and how preservice teachers learn from

their teachers' modeling at a university in Southern China. A mixed method design was adopted and a survey was administered to collect both quantitative and qualitative data. The researchers hope the results of this study can help inform the design and development of effective technology preparation for preservice teachers in China.

A Change in Design: Comparing a Traditional and Flipped Approach to Technology Integration Instruction in Teacher Preparation

Presenter(s): **Jacob A. Hall**, Syracuse University; **Jing Lei**, Syracuse University

The rise of blended and online learning in K-12 education entreats us to rethink how to best develop preservice teachers technology integration competencies. This session will discuss preliminary results from an ongoing study that examines the impact of a flipped technology integration course on the development of preservice teachers' TPACK. Initial results from the study and design considerations for flipped classrooms will be discussed.

044. SICET-Comparative Study of Interactional Student Characteristics and Perceptions

11:15 am to 12:15 pm
4th Level - Main St 8

International Students' Perceptions and Experiences with an Interdisciplinary Space Design Project

Presenter(s): **Xun Ge**, University of Oklahoma
Contributor(s): **Qian Wang**, The University of Oklahoma

This qualitative study explored four international students' perceptions and experiences while working on an interdisciplinary space design project. Results revealed that the international learners hesitated to voice their views during the interdisciplinary collaboration, which was accounted by their cultural upbringing, language barrier, and lack of interpersonal skills to address group issues, and lack of understanding towards collaboration. The interactions among those factors made it even more challenging for international learners to work in interdisciplinary collaboration context.

Learning to Sketch-note: A Comparative Study of Participants' Characteristics in a Chinese and an American Sketch-noting Workshop

Presenter(s): **Lin Lin**, University on North Texas
Contributor(s): **XUE YANG**, Shanghai International Studies University; **XIAOZHE YANG**, Eastern China Normal University

This proposal discusses similarities and differences between the Chinese and U.S. participants in learning creative sketch-noting. The Chinese and American learners demonstrated different levels of confidence to sketch-note. The American students also related to the instructor differently from the Chinese students. However, in both workshops, there were a wide range

of population and the participants were enthusiastic in applying sketch-noting for self-expressions. This shows digital technology influence supersedes culture differences.

045. TED -Board of Directors Meeting

11:15 am to 12:15 pm
4th Level - Main St 5

046. AECT Convention Registrants Cafe - Wednesday

12:00 pm to 4:00 pm
2nd Level - Grand Foyer

047. Keynote: Leading for Learning – Something New Under the Sun

12:30 pm to 1:45 pm
2nd Level - Grand 4

Discussant: **Marcy P. Driscoll**, Florida State University

A license plate once seen in a student parking lot on the FSU campus spells out: DEAN2B. Who among us even knew as students what education leaders do, much less planned to be one? Yet educational technologists are among the best suited to be leaders of learning, leaders of change. So why aren't we? In this Keynote, Dr. Driscoll explores what leading for learning means and what we could – indeed should – do to lead education systems in the information age. Biography: Marcy P. Driscoll is Leslie J. Briggs Professor of Educational Research and in her 13th year as Dean of the College of Education at Florida State University. She is Past-President of the Council of Academic Deans of Research Education Institutions (CADREI), Past-president of the Association for Educational Communications and Technology (AECT), and author or co-author of eight textbooks and numerous articles on learning and instruction and research methods. Her current work is focused on leadership development in higher education because of her role as dean. She was co-PI on a grant from the Florida Department of Education to establish the Florida Center for Research in Science, Technology, Engineering and Mathematics (FCR-STEM) and co-PI on FSU-Teach, which established an innovative program in math and science education. Professor Driscoll has been the recipient of teaching awards at the department, college, and university levels, earned for excellence in undergraduate and graduate teaching. Professor Driscoll received her A.B. magna cum laude from Mt. Holyoke College and her M.S. and Ph.D. degrees in Educational Psychology from the University of Massachusetts at Amherst.

048. AECT-Envisioning the Future of AECT

2:00 pm to 3:00 pm
2nd Level - Grand 8

Envisioning the Future of AECT and Its Divisions

Presenter(s): **Kenneth W. Prest**, K W Prest & Associates

We are in a period of dramatic, global transformation. New knowledges, new skills, new tools are driving an increasingly pluralistic, rapidly-changing, nested and networked world. How do we effectively inform, enable, and engage ourselves and others in teaching, learning, and living in a world turned upside down? This Presidential Session presentation suggests the answer: Education seen and done differently as catalyzed by an AECT willing and able to challenge its foundational beliefs and act intentionally.

The purpose of the study was to investigate the academic and non-academic use of technology by college and characterized as digital natives. Because 40% of the participating students were international students, the study compared technology use of digital natives across country of origin, citizenship (US/International) and by national culture as defined by Hofstede's cultural dimensions theory. Data collection was accomplished via a 24-item survey that was administered to 730 students over six semesters.

049. AECT/D&D Competitor Orientation & Setup

2:00 pm to 2:30 pm

3rd Level - City Terrace 07

051. Committee: AECT Awards

2:00 pm to 3:00 pm

4th Level - Main St 7

050. CLT-Cross cultural dialogues for academic and non-academic purposes

2:00 pm to 3:00 pm

3rd Level - City Terrace 06

Navigating Cross-cultural Dialogues in Informal Technology-based Learning Environments

Presenter(s): *Vanessa Dennen*, Florida State University; *Ji Yae Bong*, Florida State University

This study examines the interactions of educators and instructional designers during a 4-week professional development course on using social media in education. Discourse analysis is used to elucidate points where intercultural differences arose, noting if and how learners were bridged differences and negotiated mutual understandings of the course topic. Findings suggest cultural differences due to work environments and institutional norms are more easily overcome than those due to ethnic sphere (e.g., Eastern vs. Western).

Augmenting Young English Learners' Multiliteracies Pedagogy through Technological Funds of Knowledge: An Ethnographic Case Study

Presenter(s): *Yan Chen*, Northern Illinois University; *Cindy York*, Northern Illinois University
Contributor(s): *Hayley Mayall*, Northern Illinois University

The purpose of this ethnographic case study was to explore the technological Funds of Knowledge in 6th-8th grade ELs from low-income Mexican-American families in Midwestern United States. The data was triangulated through home-visits, in-depth interviews, field notes and writing artifacts. The findings indicated these young millennial ELs have rich technological knowledge and skills gained from their households, which provided relevant curricular connections for technology integration into the young ELs' multiliteracies education.

Exploring digital natives academic use of technology through the lens of culture

Presenter(s): *Angela Benson*, The University of Alabama

052. D&D: Applications of Instructional Design in Practice

2:00 pm to 3:00 pm

3rd Level - River Terrace 2

Application of an Instructional Design Model to Improve Financial Literacy Education for College Students

Presenter(s): *Jose Fulgencio*, Oklahoma State University

Personal finance education for college students is not always done from an instructional design model perspective. Personal finance education should not be a "one size fits all" approach (McCormick, 2009), but rather, the curriculum should be tailored to the characteristics and needs of the learner. This presentation will show how the application of the Dick and Carey (1990) instructional design model could improve the personal finance curriculum for college students.

Training new Citizen Scientists to collaborate in clinical research: An instructional design case

Presenter(s): *Natercia Valle*, University of Florida; *Albert Dieter Ritzhaupt*, University of Florida
Contributor(s): *Janet Brishke*, University of Florida; *Eileen Handberg*, University of Florida; *Betsy Shenkman*, University of Florida; *David Nelson*, University of Florida

This paper presentation is a rich description of a design and development project along with a formative evaluation of a technology-rich environment. The University of Florida Clinical and Translational Science Institute employs a Citizen Scientist (CS) panel to offer lay perspective on active and proposed clinical research studies. The curriculum described here is the training program for the Citizen Scientists. We describe the instructional design process employed to develop the program.

053. D&D: Computer-Based Scaffolding and Representation Format

2:00 pm to 3:00 pm

2nd Level - Grand 6

Competency-Based Education for the Workplace: Applied Competency, Authentic Assessment, and Computer-Based Scaffolding

Presenter(s): **Terry Tao**, University of Wisconsin - Extension CEOEL
Contributor(s): **Jiangyue Gu**, UW-Extension

[Project full name removed] (ULS) is a collaborative, assessment-driven, competency-based micro-credential program designed for the workplace. The purpose of ULS is to provide opportunities for learners to master and advance in competencies related to their professional goals. We developed a competency-based learning model with three key components: applied competencies, authentic assessments, and practice with computer-based scaffolding. We believe these three main components are critical to effective competency-based education in workplace learning.

Effects of Representation Format on Eye Movements in Math Problem Solving: Does Iconic Make a Difference?

Presenter(s): **Sungwoong Lee**, Emporia State University
Contributor(s): **Jeeheon Ryu**, College of Education, Chonnam National University Gwangju, South Korea; **Fengfeng Ke**, Florida State University

The purpose of the current study is to investigate whether learners' visual fixations on the information will differ due to the varied formats of information representation (i.e., symbolic vs. iconic formats). Results shows participants spent longer fixation time and made more fixation spots on symbolic. Further, participants increased fixation time and fixation counts on the symbolic formats when they went from the problem translation to problem integration.

054. DDL - Informal Learning and Gamification

2:00 pm to 3:00 pm
3rd Level - City Terrace 04

Attendee:

SANGHOON PARK, University of South Florida

A Critical Incident Analysis of Online Informal Learning Projects

Presenter(s): **Rob Moore**, North Carolina State University
Contributor(s): **Kevin Matthew Oliver**, North Carolina State University

This presentation will share how instructors of an online graduate class on informal learning elicited critical student reflections about varied technology projects using the tool Voicethread. Sample student VoiceThreads will be shared, the coding methodology used by instructors to identify critical incidents and computational thinking will be explained, and results shown. The session will conclude with an explanation of how critical incident analysis informed subsequent offerings of the course.

Gamification in online course design: Does it really lead to better online learning experiences?

Presenter(s): **Christine Nicholas**, University of South Florida
Contributor(s): **Menglu Shao**, University of South Florida

The purpose of this presentation is twofold. First, we will share a case of an online course redesign with an implementation of a gamification strategy using the Superhero theme, and second, we will present if using a gamification strategy in the online course was effective in improving students' course evaluation, motivation, and learning experiences by comparing two versions of a course: one with a gamification strategy and one without it. Collected data from 26 students in each course include (1) overall course evaluation, (2) motivational regulation strategies, and (3) cognitive involvement and academic emotion.

055. DDL - Massive Open Online Courses (MOOC)

2:00 pm to 3:00 pm
3rd Level - River Terrace 3

Attendee:

Meina Zhu, Indiana University

A Systematic Review of Research Methods and Topics of the Empirical MOOC Literature

Presenter(s): **Annisa Sari**, Indiana University
Contributor(s): **Mimi Miyoung Lee**, University of Houston

This study aims to explore research paradigms of MOOCs in order to gain a deeper and diverse understanding of MOOCs phenomenon. This study reviews 150 empirical studies regarding the research methods, research focus, researchers' location, and country of MOOCs delivery. The results showed that most of the MOOCs studies used quantitative methods followed by mixed methods and qualitative methods. In addition, the research focus was mainly on students, followed by design-focused, context and impact-focused, and instructor-focused.

The Experience of The Lecturers in MOOC

Presenter(s): **Melike Aydemir**, Ataturk University
Contributor(s): **Isa Bingol**, Ataturk University; **Engin Kursun**, Ataturk University; **Omer Arpacik**, Ataturk University - Turkey

The results of this study will bring practical solutions for the lecturers in MOOCs in the course planning, teaching and course evaluation processes.

[NR] Openness of MOOCs: Goodwill or Trade?

Contributor(s): **Habibe Kazez**, Research Assitant; **Engin Kursun**, Ataturk University; **Selcuk Karaman**, Prof.

This study investigates the openness of MOOCs. For this aim, popular and world wide known MOOCs platforms were analyzed to see how open they are based on concepts of openness as system. By that it is aimed to understand if the MOOCs platforms is

really goodwill educational opportunity or is a trap for trade. The document analysis techniques was used and the websites of five MOOCs platforms examined. The platforms evaluated and rated by openness rubric which developed by researchers to understand their openness degree.

056. DDL - Online Teaching

2:00 pm to 3:00 pm

2nd Level - Grand 7

Getting to Master Online Teaching: Insights from a Purposefully Organized Course Development Workshop

Presenter(s): **MAPOPA WILLIAM SANGA**, Southwestern Oklahoma State University

This study investigated the process which 30 online instructors went through as they underwent a semester-long online course development workshop intended to improve their online course design and management skills. Specifically, the study analyzed participants' entry and exit point skills in the process of completing highly specialized training. The study further analyzed benefits and issues that emanated from the whole process. The study presents implications to faculty, instructional designers and administrators.

Professional Development for Online Teaching: A review of research questions and recommendations

Presenter(s): **Heather Leary**, Brigham Young University; **Cade Dopp**, Brigham Young University; **Matt Cheney**, Brigham Young University; **Zach Simmons**, Brigham Young University
Contributor(s): **Charles R. Graham**, Brigham Young University

Over the past decade online and blended learning have become an integral part of the educational options at most institutions of higher education and many K-12 schools. The increase in student demand for education in online and blended modalities has created a need for instructors who can teach effectively online. This study presents a review of the literature addressing professional development for faculty and instructors who teach online and blended classes.

057. DELT - 3-D Environments in Education

2:00 pm to 3:00 pm

3rd Level - City Terrace 10

A Prototype Immersive, Multi-user 3D Virtual Learning Environment for Individuals with Autism to Learn Social and Life Skills: A Virtuoso Update

Presenter(s): **Matthew Schmidt**, University of Cincinnati; **Noah Glaser**, University of Cincinnati; **Dennis Beck**, University of Arkansas; **Fahad Abdeen**, University of Arkansas; **Fahad Abdeen**, University of Arkansas
Contributor(s): **Carla Schmidt**, University of Cincinnati

The specific aim of this session is to discuss the early design of a collaborative, immersive learning intervention for youth with Autism Spectrum Disorders (ASD), named Virtuoso. Building on our presentation at AECT 2016, this session will describe design and development progress to date, share our design narrative, explicate underlying theoretical and design principles, provide session participants an overview of the Virtuoso system, and present a timeline of ongoing research and development.

Examining the role of social presence in online instruction using synchronous sessions in a 3D virtual environment

Presenter(s): **Jonathan S Gratch**, University of West Georgia
Contributor(s): **Adriana D'Alba**, University of West Georgia

Students enrolled in four different graduate courses experienced at least three synchronous meetings in a 3dimensional virtual learning environment (3dVLE). Students engaged in meaningful discussions related to the course topic, collaborated in group activities, and answered a series of surveys adapted from three instruments. Researchers aimed to discover if the use of a 3dVLE helps to foster a sense of presence in courses delivered 100% online.

058. GSA - What is the Future of Our Field?

2:00 pm to 3:00 pm

3rd Level - Boardroom 4

Chair: **Jonlee S. Anderle**, University of Wyoming

Join us for a discussion about where the rubber meets the road with respect to educational communications and technology and the real-world application and implications of our field. We will have three professionals representing the K-12, military, and public safety education fields. Please take a moment to learn about our speakers: Jim Culbert is the Executive Director of Information Technology in the Duval County Public Schools. The school district is the 6th largest school district in Florida and the 20th largest in the United States, with more than 13,000 district employees and over 128,000 students in 196 schools. Mr. Culbert has been with the school district for 19 years, starting out as a field technician and then transitioning to network security and becoming the district's Information Security Manager before assuming his current role. Bruce Herring is the Assistant Director of Training for the Institute of Police Technology and Management. Mr. Herring oversees all training programs and instructors for the Institute. Mr. Herring has a B.S. degree in Criminal Justice (Troy University), Master of Forensic Science degree (George Washington University) and a Forensic Medicine Fellowship (Armed Forces Institute of Pathology, Walter Reed Army Medical Center). Erik Rice joined the United States Navy in 1983 and retired as a Chief Petty Officer in 2003. He is currently a civilian Navy P-3C Weapon System and Tactics flight crew instructor at VP-30 Fleet Replacement Squadron in Jacksonville, Florida. During his VP-30 instructor tour he was designated as a "Master Training Specialist". Erik has deployed worldwide nine times

amassing over 4,500 flight hours operationally, as an in-flight instructor, and a fleet evaluator. During his Navy career Erik has been exposed to many different types of technical training to include self-paced, group-paced, on the job training, and U.S. Navy correspondence courses.

059. HITs One

2:00 pm to 3:00 pm

3rd Level - Orlando

[INTL] Learning for Change: Accessible Teacher Professional Development Through Popular Social Networking Websites And Apps

Presenter(s): *Tasneem Anwar*, The Aga Khan University

The issue of accessible teacher professional development can be overcome by exploring popular social networking websites and apps. A design based research study was carried out to introduce Science, Technology, Engineering and Mathematics (STEM) to inservice teachers by exploring online platforms. This study allowed facilitating Pakistani participant teachers through Facebook, WhatsApp, and Skype under authentic context specific conditions. This study will share insightful findings with the AECT community to contribute towards learning for change through teacher professional development.

[ELT] Designing for Technology Modality in Online Courses

Presenter(s): *Amie Norden*, University of Minnesota

Facebook and YouTube haven been in the top three websites for the last number of years. In 2015, Facebook had more videos with one million views in a 30-day period than YouTube did. Yet the vast majority of online courses remain heavily text-based and asynchronous. This is what I also confirmed in my research. But why?

[CLT] Flipping Education on its Head – Coming off Autopilot and Putting Power into Students' Hands

Presenter(s): *Ryan Winders*, Morehead State University

The traditional classroom is not working for today's student. While students are able to learn and retain information at a rapid rate, the "sage on the stage" method does not engage students as it did generations before. By delivering an online curriculum and setting class time apart for problem-solving, remediation, and individual tutoring; the teacher is able to impact students on an individual level as well as engage guardians in a way that increases communication.

[RTD] Changing how we Learn to Lead: The revealing nature of Student Narratives

Presenter(s): *James Dwight Hayes*, Kent State University

My Impact Talk is focused on how the narrative perspective can be used to improve educators, researchers, and policymakers' ability to create positive change for students by better understanding

the students' environment through their personal accounts. My talk shows that when we reverse Learning for Change, to Change how we Learn (by listening to student stories) in order to Lead, we can reveal the previously unknown and make more impactful decisions under this new paradigm. Students are encouraged to share their experiences with online courses and recent innovations, designers are informed of hidden realities and tactics students use to negotiate e-learning environments, and administrators are granted a fresh perspective to help cultivate healthy learning environments for students and faculty.

060. INTL: Instructional Design in Teacher Education

Programs

2:00 pm to 3:00 pm

3rd Level - St John's

Redesigning Teacher Education Programs to respond to National Education Policies/Guidelines while maintaining University Identity.

Presenter(s): *Nicola Wills-Espinosa*, Universidad Casa Grande

Contributor(s): *Magali Merchan Barros*, Universidad Casa Grande

A case study of the challenges of designing inclusive Early Childhood and Special Education teacher education programs. From decision making from a leadership perspective, to the analysis, design, development, implementation and evaluation (success and failures) of the first year of the programs. This session is geared towards teacher educators, administrators and instructional designers as how to comply with public policies/guidelines, while creating a program that is innovative, and maintaining the identity of the university.

Social Network Use Preferences of Pre-Service ICT Teachers

Presenter(s): *Omer Faruk ISLIM*, Ahi Evran University

Contributor(s): *Nese Sevim Cirak*, Mehmet Akif Ersoy University

The extensive use of social networking sites has already gain the attention of educators that many different studies have conducted to examine educational use of social networking sites. This study investigate how pre-service ICT teachers use social media, and what do they expect from professors in terms of using social media in education. Since ICT teachers have a key role for technology integration and effective technology use in schools, they needed to be correctly educated. Moreover, the proper use of social media is required to be taught. At this point, understanding how pre-service ICT teachers use social media and what do they expect from professors might help to establish a road map to social media education. This study was supported by the Ahi Evran University Scientific Research Projects Coordination Unit. Project Number: EGT.A3.17.015

061. OTP-Technology Evaluation

2:00 pm to 3:00 pm
4th Level - Matthews

Enterprise MOOCs for Cross-Organizational Learning: Findings from the openSAP University

Presenter(s): *Marc Egloffstein*, University of Mannheim
Contributor(s): *Florian Schwerer*, SAP SE

The paper describes the potential of Enterprise MOOCs for professional learning. In a case study, openSAP University, the MOOC platform of SAP SE, Europe's largest software company, is being introduced. Five openSAP courses with a total sample of n=9994 respondents were subject to an exploratory evaluation. Results point toward a general solution-market fit for Enterprise MOOCs. Connecting achievement data with context data will lead to further insights into the applicability of MOOCs in (inter-)organizational training.

Instructor-led Training is Still Preferred for Technology Training

Presenter(s): *Serdar Abaci*, Indiana University
Contributor(s): *Jessica Samuel*, Indiana University; *Christopher Payne*, Indiana University

Technology has a big place in today's workforce and training for technology comes as one of the most important factors for technology adoption. This survey study compares what format employees at a large public university choose for technology training with what they prefer and studies the reasons behind it. Presenters will discuss how the study results will inform the changes that IT training department will undertake in order to lead learning on technology.

062. Presidential: Digital Microcredentials and the Systemic Reform of Teacher Professional Development

2:00 pm to 3:00 pm
2nd Level - Grand 4

Digital Microcredentials and the Systemic Reform of Teacher Professional Development

Presenter(s): *Kyle L. Peck*, Pennsylvania State University; *Rick West*, Brigham Young University; *Tim Newby*, Purdue University; *Chris Gamrat*, Penn State University; *Nicole Wang*, Penn State University
Contributor(s): *Daniel L. Randall*, Brigham Young University

Working with the national Office of Educational Technology, a team of AECT members from four universities is working on the creation of a national consortium designed to transform teacher professional development. Think with us as we develop a systemic approach that can be used to re-invent Teacher PD from a one-size-fits-all, event-based model to a shared, personalized, microcredential-based system that meets the diverse needs of individual teachers and other educational professionals.

063. RTD - Educational Hashtags

2:00 pm to 3:00 pm
3rd Level - City Terrace 12

Hide and Go Tweet: Comparing Methods for Locating Educational Hashtag Participants

Presenter(s): *Spencer P. Greenhalgh*, Michigan State University
Contributor(s): *Joshua Michael Rosenberg*, Michigan State University; *Matthew J. Koehler*, Michigan State University

Although Twitter-based learning is valued for its worldwide scope, some learning spaces—including State Educational Twitter Hashtags—are purportedly focused on a particular geographic area. We used data from the Michigan-based #miched hashtag to compare three methods for determining participants' locations and for testing the assumption that #miched users are concentrated in Michigan. We then used automated coding of locations listed in Twitter profiles to illustrate that #miched participation is highly (but not exclusively) concentrated where expected.

No Accounting for Theory? The Case for an Affinity Space Approach to Educational Hashtag Research

Presenter(s): *Spencer P. Greenhalgh*, Michigan State University; *K. Bret Staudt Willet*, Michigan State University
Contributor(s): *Joshua Michael Rosenberg*, Michigan State University; *Matthew J. Koehler*, Michigan State University

Research on educational uses of Twitter is characterized by a range of theoretical perspectives. In this Category 3 Research Methodology presentation, we argue for the utility of an affinity space framework when studying educational hashtags. We draw from existing Twitter research and small samples of data from educational hashtags to highlight the advantages of a space-based approach and the implications this approach has for researchers and practitioners.

064. RTD - Instructional Design Research Women's Caucus

2:00 pm to 3:00 pm
2nd Level - Grand 3

Instructional Design Research Women's Caucus

Presenter(s): *Enilda Romero-Hall*, University of Tampa; *Jozenia Colorado*, Emporia State University; *Ginger S Watson*, University of Virginia; *Camille Dickson-Deane*, University of Melbourne; *Ayesha Sadaf*, University of North Carolina Charlotte; *Tugce Aldemir*, Pennsylvania State University

This proposed panel session brings together female instructional design faculty members and graduate students. The panelists will describe and discuss key topics and experiences that they have encountered in their day-to-day lives as female academics. The goal is to provide an open forum in which the panelist and members of the audience can discuss with trust their successes, frustrations, and struggles while also providing a voice of comfort and/or advice.

065. RTD - Student Engagement in Online Learning

2:00 pm to 3:00 pm

3rd Level - Clearwater

Motivational Regulation Strategies and Learning Engagement in Higher Education between Online and Classroom Learning

Presenter(s): *SANGHOON PARK*, University of South Florida; *Heoncheol Yun*, Northern Illinois University

We examined the effects of students' academic level and the type of learning environment on their use of eight motivational regulation strategies (MRSs) and three types of engagement. Using a two way MANOVA, we found the main effects of students' academic level on the use of MRS and the interaction effects on two MRSs between the academic level and the learning environment. Using a series of hierarchical regression analyses, we further found that each type of engagement is influenced by different sets of MRSs usage.

Student Engagement, Transactional Distance, and Student Learning in Online Courses

Presenter(s): *Doris U Bolliger*, University of Wyoming
Contributor(s): *Colleen M. Halupa*, A.T. Still University/East Texas Baptist University

It was the purpose of the study to investigate online students' perceptions of engagement, transactional distance, and learning, and to look for linkages between these three elements. Researchers will share results regarding online students' perceptions of engagement, transactional distance, and outcomes in addition to difference in students' responses based on demographics. Presenters will report on correlations between variables and engage

066. RTD / DELT - Student Motivation & Eye Tracking

2:00 pm to 3:00 pm

3rd Level - City Terrace 11

Taking Account of Learners' Motivation when Designing Learning Analytics Systems

Presenter(s): *Clara Schumacher*, University of Mannheim; *Dirk Ifenthaler*, University of Mannheim

The field of learning analytics requires a stronger theoretical grounding of learning analytics frameworks and empirical research confirming the validity of data sources in order to empower the high hopes this promising emerging technology raises. Therefore, this research focusses on the issue of learner motivation and learning analytics which has not been researched extensively. Findings indicate that learning and achievement motivation as well as student's academic self-concept are important constructs which need to be considered when implementing learning analytics systems. The AECT presentation will discuss design recommendations of specific learning analytics features linked to learner characteristics and motivational dispositions. Keywords: Learning analytics, achievement motivation, learning motivation, self-concept

Utilizing Eye Tracking to Improve Learning

Presenter(s): *Dennis Charsky*, Ithaca College

Utilizing eye tracking technology is increasing becoming a popular tool for assessing online learning. The presentation will describe the eye tracking method and how it was used to assess two different online learning modules. From this topic you will be able to utilize these concepts in your improve instructional interfaces and better integrate visual and multimedia into learning and training efforts.

067. SICET-Innovative use of Technology in Teaching and Learning

2:00 pm to 3:00 pm

4th Level - Main St 8

Teaching for change: Using video assessment tools to turn boring lectures into engaging online instruction

Presenter(s): *Huei-Lien Chen*, Colorado State University
Contributor(s): *Sirui Wang*, SICET

Research in cognitive science has shown us that deep learning requires active knowledge construction. Interactive video assessment tools enable instructors to rapidly create interactive video content and track student participation and engagement through the viewing data. This study aims to discuss instructors' perceptions of using interactive video tools to change students' passive watching habits into active learning, and explore the possibility of applying video assessment tools in online instruction.

Do fast and high pitch music backgrounds help people complete their tasks more accurately?

Presenter(s): *Lin Lin*, University on North Texas
Contributor(s): *Debbie Cockerham*, University of North Texas; *Mike Schellen*, University of North Texas; *Zhengsi Chang*, UT Dallas

This study investigated the effects of background music tempo and pitch on a language task performance. A total of 231 participants completed a language categorization task while listening to music that varied in tempo (fast or slow) and pitch (high or low). The results showed that task scores were significantly higher while listening to fast than to slow music, but little difference was seen between high and low pitch. Implications will be discussed.

068. SMT - Leading from the School Library Media Center

2:00 pm to 3:00 pm

4th Level - Hart

Future Ready Librarians and OERs Lead Learning for Change

Presenter(s): *Heather Morin*, Morehead State University

This session will introduce attendees to the Future

Ready Schools (FRS) movement and specifically the librarian's role within the movement. Frequently serving as the technology leader within the school, the librarian will play a key role in leading learning for change. In a Future Ready School, students and teachers will need access not only to quality digital tools and resources but also to a certified librarian who can locate, evaluate, and curate Open Educational Resources (OERs).

Collaborative Partnerships for Mediamorphosis

Presenter(s): *Michele Stork*, Florida Gulf Coast University
Contributor(s): *Rob Stratton*, School District of Lee County

Instructional technology graduate students need opportunities to integrate, implement, and assess theory and practice in authentic settings. This presentation will share research data and best practices on a collaborative partnership between graduate instructional technology students and eight K-12 school media centers. The partnership was designed to give graduate students opportunities to organize content and apply educational technology and information theory in authentic settings while also supporting a local K-12 school district through collaboration and inquiry.

Action Research: Empowering Media Specialists to be Local Agents for Change

Presenter(s): *Jenifer R. Marquis*, Craven Community College
Contributor(s): *Danielle Marie Cadieux Boulden*, North Carolina State University

This session will focus on how school media specialists can utilize action research to improve their professional practice and impact student achievement in their schools. Participants will be given an overview of the action research cycle within the school media context, learn how it can enhance professional practice with recent examples, and discuss how to support school media specialists who wish to engage in action research.

069. STC - Leading Systems Thinkers: Quiz the Authors of the New AECT STC Major Reference Work

2:00 pm to 3:00 pm
3rd Level - City Terrace 09

Leading Systems Thinkers: Quiz the Authors of the New AECT STC Major Reference Work

Presenter(s): *Eugene Kowch*, University of Calgary - Faculty of Ed

In this panel session, participants will hear two minute summaries from several of the authors accepted for publication in the first Systems Thinking and Change Major Reference Volume. This work represents the newest thinking in the field. Ask the authors questions, challenge the trends - Join us to quickly get up to speed on Systems Thinking and Change in a changing world.

070. TED - Pedagogy and Strategies with Technology

2:00 pm to 3:00 pm
3rd Level - City Terrace 08

Supporting the Development of a Revision Task Schema with a Revision Add-on

Presenter(s): *Kalianne Lund Neumann*, University of Georgia; *T J Kopcha*, University of Georgia

After testing a revision add-on and using it for instruction with students, secondary teachers completed a survey about their experience with the tool. The survey asked about specific features of the add-on, the ways in which teachers used the add-on, and how the add-on helps teachers support student revision. This presentation details how secondary teachers use the add-on during instruction to support the development of a revision task schema.

Formative Feedback for Active Learning in Hybrid Learning Environments

Presenter(s): *Laurie O. Campbell*, University of Central Florida

Students often provide their perceptions of instruction at the end of a course or semester. Any resulting instructor changes, explanations, or adjustments that might benefit students immediately are not realized until subsequent semesters. By embedding formative feedback throughout the semester, students and faculty may immediately benefit from the feedback. One by-product of frequent formative feedback realized was an increase in students' being active in their learning. Educators from every discipline can benefit from the results shared in this study.

071. TED - Strategies for Teaching Pre-service Educators

2:00 pm to 3:00 pm
3rd Level - City Terrace 05

Examining of Engagement, Motivation, and Learning Strategies in a Situated Learning Based Educational Technology Course

Presenter(s): *Sevda Kucuk*, Istanbul University

The aim of this study was to reveal the relationships among preservice teachers' motivation, learning strategies, and engagement in a situated learning based educational technology course. The sample of the study was 65 sophomore science education preservice teachers. Preservice teachers' engagement and motivation were at a high level; they commonly used sophisticated learning strategies such as organization, elaboration, critical thinking, and metacognitive self-regulation. The significant predictors of engagement were organization, task value, and effort regulation.

Effects of Using Modeling Approaches on Facilitating Pre-Service Teachers' Learning Technology Integration

Presenter(s): *Hua Zheng*, the University of Georgia; *Robert Maribe Branch*, University of Georgia

This session presents the results of a literature review

on the effects of modeling approaches in pre-service teachers' technology integration programs.

072. [NR] D&D / DELT Technology in Learning

2:00 pm to 3:00 pm

3rd Level - River Terrace 1

Participants

[NR] Effect of Sixth Grade Students' Development of Their Own Mathematical Games on Their Mathematical Problem-Posing Abilities

Contributor(s): *Veysel Yildiz*, North Carolina State University; *Deniz Eseryel*, North Carolina State University

This article analyzes impact of sixth grade students' mathematical game design activity on their problem posing abilities. The study was conducted with fifteen sixth grade students by using mixed-method action research based on the constructionist approach. The goal of the study was to analyze (1) change in structure of students' problems after designing their mathematical games, and (2) change in students' academic achievement. Improved student motivation, engagement, mathematical achievement were found.

[NR] Providing Educational Accessibility for Paralyzed Students by Eye-Tracking Technology

Contributor(s): *Mehmet DONMEZ*, Computer Education and Instructional Technology, Middle East Technical University; *Kursat CAGILTAY*, Middle East Technical University

This study investigates the effectiveness of a system developed and implemented to give access for paralyzed students to maintain their education. This system is based on eye-tracking technology, a computer system which is only used by eye movements of students. It provides education opportunity for paralyzed students by enabling them to use all of the functions of a computer with the eye movements by using an eye tracker device, a laptop and a software.

073. AECT/D&D Instructional Design Competition

2:30 pm to 4:30 pm

3rd Level - City Terrace 07

AECT and the members of Design and the Development Division of AECT coordinate the AECT Design and Development Competition for promising instructional design research by graduate students mentored by experts in the field. AECT is specifically interested in promoting collaboration and mentoring within the professional community. The goals for this award are to: - Improve the professional practice of design and development in adult learning and performance-improvement settings; - Promote collaboration among students, faculty, and practitioners; - 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: - IRSEC: Iryna Ashby & Secil Caskurlu, Purdue University - Tech Tiger: Huiruo Chen & Nicole Emert, University of South Florida - Highrize Instructional Design Services: Jessica Hooper & Elena Erick, University of South Florida Mentors Dr. Peter Rich, BYU Dr. Dotty Sammons, Idaho State University Dr. Nancy Hastings, University of West Florida Dr. Tom Hergert, St Cloud University Dr. Tara Bunag, University of the Pacific Jeroen Breman, Northwest Lineman College Competition Judges Dr. Ana Donaldson, former AECT President Dr. Jason McDonald, BYU Dr. Beth Oyarzun, University of North Carolina Wilmington Coordinating Committee Dan Schuch, Competition Chair Dr. Lisa Giacumo, Boise State University Dr. Carrie Miller, Minnesota State University Mankato Dr. Sheri Stover, Wayne State University Dr. Steve Villachica, Boise State University

074. CLT-Exploring the intersection of culture, learning, games and social media

3:15 pm to 4:15 pm

3rd Level - City Terrace 06

Strengthened Culture Competency of Graduate Students by Using Facebook, Pinterest, or Blogging

Presenter(s): *Elizabeth Johnston*, University of Phoenix

Contributor(s): *Barbara Hanson Foyil*, University of Phoenix

Use of social media has expanded worldwide and with this growth comes multi-cultural interaction. The extent to which graduate students' demographics, including ethnicity, age, gender, and language, are related to their cultural sensitivity and cultural competency by the use of social media is unclear. This presentation provides results of a study related to the use of social media by graduate students of various demographics and the resulting effect on their cultural sensitivity and competency.

The Cultural Phenomenon of Playing Pokémon Go: A Phenomenological Investigation

Presenter(s): *Lucas John Jensen*, Georgia Southern University; *Keri Valentine*, West Virginia University

Pokémon Go gained a large social following at the start of July 2016 as players met up in real spaces (e.g., police station steps, historic buildings) across the globe to capture and battle Pokémon together. The research presented here draws on the lived-experiences of 31 players in the U.S. and Canada to understand the variant ways Pokémon Go was experienced. Findings explore existential themes including lived self-other, lived body, lived space, lived time, and lived-things.

What Leaders Should Know about Social Media, Collaboration, and Doctoral Learning

Presenter(s): *Karen Johnson*, University of Phoenix; *Mary W Stout*, University of Phoenix; *Michelle Hill*, University of Phoenix

A diminutive amount of research can be found about how or why doctoral students use social media to

enhance their Personal Learning Network (PLN) and learning environmental designs. The purpose of this qualitative research study was to explore through content analysis both the views and experiences of a group of doctoral students using Facebook. Leaders will gain useful information and insight into the impact of social media on teaching, research, culture, and learning environmental designs.

075. Committee: History & Archives

3:15 pm to 4:15 pm
4th Level - Main St 7

076. D&D: Applications of Technology in Science Teacher Practice

3:15 pm to 4:15 pm
3rd Level - River Terrace 1

Teacher Scaffolding Strategies in Technology-Enhanced Socio-Scientific Inquiry Unit

Presenter(s): *Thomas Brush*, Indiana University
Contributor(s): *Fatih Ergulec*, Indiana University
Bloomington; *Krista Glazewski*, Indiana University

This study explored how a teacher implements soft scaffolds in addition to technologically embedded hard scaffolds during a Socio-Scientific Inquiry (SSI) unit in a high school biology class. Further, this study examined what soft scaffolding strategies the teacher employed during the SSI unit, which focused on engaging students in learning activities that required them to use scientific evidence to discuss, collaborate, and make decisions concerning the uses of personal genetic information.

The Effects of 3D Printing Design Projects on Preservice Elementary Teachers' Science Engagement and Attitudes

Presenter(s): *Elena Novak*, Kent State University
Contributor(s): *Sonya Wisdom*, Kent State University

This study engaged prospective elementary teachers in 3D printing design projects. The 3D printing projects were modeled for students to demonstrate the integration of 3D printing technology in the elementary science classroom and promote engineering design and technology application ideas. After participating in the 3D printing project, participants reported significantly higher science interest, design thinking, and competence in the engineering and technological design science standards. Lessons learned in designing 3D printing projects will be discussed.

077. D&D: Emerging Trends and Issues in Neuroscience to Inform Instructional Design Leadership and Change

3:15 pm to 4:15 pm
2nd Level - Grand 3

Emerging Trends and Issues in Neuroscience to Inform Instructional Design Leadership and Change

Presenter(s): *Atsusi Hirumi*, University of Central Florida; *Pavlo Antonenko*, University of Florida; *Patricia J Slagter van Tryon*, East Carolina University; *Tom Atkinson*, AECT; *Jin Mao*, Wilkes University

Advances in neuroscience are providing significant insights into the complex neuro-biological processes that occur when we think, feel, learn, and perform. A panel of instructional design faculty studying the implications of cognitive and educational neuroscience research for teaching, learning and instructional design will identify key trends and issues particularly relevant for educators and instructional designers, and discuss what they are doing to apply findings to inform leadership and change in training and education across sectors.

078. D&D: Instructional Developers and E-Learning Readiness

3:15 pm to 4:15 pm
3rd Level - River Terrace 2

Creating Effective Instruction Amidst Oodles of Options for Instructional Developers

Presenter(s): *Kenneth Luterbach*, East Carolina University

Given multiple instructional methods, instructional media, and authoring tools, instructional developers have numerous options. First, we will consider selection of instructional method in multiple contexts, which vary by target learners, instructional objectives, location, and time. Second, we compare media acquisition and creation strategies. Third, we compare diverse instructional development environments, from sophisticated commercial tools to command line tools. Share your experiences and gain new perspectives on decision making for creating effective instruction.

Design and Development of a Tool to determine E-learning Readiness

Presenter(s): *Cathy Daria James-Springer*, Sir Arthur Lewis Community College
Contributor(s): *Katherine Cennamo*, Virginia Tech

Why has your organization decided to use e-learning in their workforce training? What are the potential challenges ahead?. This presentation describes a design and development research study that identified the factors that determine e-learning readiness in organizations and created a tool that can be used to determine e-learning readiness in a usable, practical way. Results should be relevant to organizations considering e-learning and those who have already implemented and are looking to make changes.

079. D&D: The Use of Instructional Video in Educational Settings

3:15 pm to 4:15 pm
2nd Level - Grand 6

Assessing Learning Strategies with an Educational Video

Presenter(s): **Ginger S Watson**, University of Virginia
Contributor(s): **David Harrison**, Old Dominion University

How do we increase learning from passive videos? This session will present results from a mixed-methods experiment that examined three active learning strategies compatible with video-based educational content. We examined learning outcomes on three dimensions of knowledge, participant perceptions and behaviors, and commonly shared experiences that provide solid guidance on creating active learning strategies, using them, and even developing future videos.

The use of interactive videos on student achievement in the science classroom.

Presenter(s): **Olha Ketsman**, Northern Illinois University
Contributor(s): **Juan A. Colon Santana**, Aurora University; **Tareq Daher**, University of Nebraska-Lincoln

This study compared achievement in the science classroom when students watched videos with embedded quizzes and when students completed a quiz after watching instructional video. Additionally, the study explored students' attitudes and preferences towards the use of video in the classroom. A total of 111 college students enrolled in the introductory physics course in the large Midwestern University participated in the intervention.

080. DDL - Doctoral Students

3:15 pm to 4:15 pm

2nd Level - Grand 7

Mentoring and support for online doctoral students during the dissertation process

Presenter(s): **Swapna Kumar**, University of Florida; **Nihan Agacli-Dogan**, University of Florida
Contributor(s): **Melissa Johnson**; **Catherine Coe**, University of Florida

This research reports on student experiences with online mentoring during the dissertation process in an online doctoral program. Data from semi-structured interviews with 29 program graduates provided insight into the strategies and support needed by three cohorts of online doctoral candidates in an online doctoral program.

New Way of Learning: Perception and Experiences of Online Doctoral Students.

Presenter(s): **PATRICIA AKOJIE**, University of Phoenix; **Fern Entrekın**
Contributor(s): **Debra Bacon**, University of Phoenix; **Therese Kanai**, University of Phoenix

There has been a change in the doctoral student demographics and in the way they learn. Educational leaders lack clarity and insight related to the advantages and obstacles faced by these new nontraditional doctoral students (Erichsen, Bolliger, & Halupa, 2014; Koole, 2013). The presenters will share the perceptions and experiences of online

doctoral students. Understanding the perceptions and experiences of online doctoral students can assist universities in developing educational practices that enable effective online learning.

081. DDL - Massive Open Online Courses (MOOC) II

3:15 pm to 4:15 pm

3rd Level - River Terrace 3

Case Study of a MOOC for Mobilizing Professional and Citizen Journalists for Social Change

Presenter(s): **Jamie Loizzo**, University of Nebraska-Lincoln; **Sunnie Watson**, Purdue University

Presenters will describe a mixed-methods case study of instructor and learners' experiences within a Massive Open Online Course (MOOC) titled 'Journalism for Social Change'. This unique MOOC aimed to mobilize professional and citizen journalists around child welfare issues. Presenters will discuss results of the study, including five themes and survey analysis. The study comes as part of the presenters' effort to study MOOC design and instruction for attitude change and activism around social issues.

Designing Diversity-Focused Professional Development MOOC for Community College Computing Faculty: LIGHTHOUSECC MOOC.

Presenter(s): **YunJeong (Eunice) Chang**, University of Virginia

Contributor(s): **Leslie Cintron**, University of Virginia; **Jim Cohoon**, University of Virginia; **Luther Tychonievich**, University of Virginia

Computing (CS) occupations increasingly dominate the workforce, but the discipline fails to attract sufficient and diverse students (i.e., women, underrepresented minorities) to meet workforce needs. To address this issue, Lighthouse projects provide CS instructors with professional development (PD) MOOCs to recruit and retain more and diverse students in computing. In this paper, we present how a PD MOOC has been designed with relevant instructional design principles and theories to suit community college CS instructors' learning needs.

082. DELT - Mobile Devices and Self-Efficacy

3:15 pm to 4:15 pm

3rd Level - City Terrace 10

Attendee:

Meina Zhu, Indiana University

The Use of Podcasts on Students' Language Learning and Change of Students' Self-Efficacy

Presenter(s): **Silvia Rehulina Ginting**, Northern Illinois University

Contributor(s): **Pi-Sui Hsu**, Northern Illinois University

This study aims to investigate the effect of podcasts for

instructional purposes on English as a second language (ESL) learners' listening skills and pronunciation at the college level and to explore the learners' self-efficacy in using podcasts for learning ESL. A mixed methods design is used to answer whether the use of podcasts as a supplementary learning material influences learners' listening skills and pronunciation and whether their self-efficacy about using podcasts changes during the semester.

Teacher's self-efficacy toward mobile technology matters

Presenter(s): **Kyungbin Kwon**, Indiana University; **Fatih Gok**, Indiana University; **Annisa Sari**, Indiana University

Contributor(s): **Zuheir Khlaif**, Indiana University; **Hamid Nadiruzzaman**, Indiana University
Bloomington

The purpose of this study was to examine how teacher's perceived usefulness of and self-efficacy toward using mobile device influence teacher's teaching practice utilizing the mobile device. As the results suggested, teachers' self-efficacy is the sole factor affecting the use of mobile device rather than the perceived usefulness. The study also revealed that teacher's technical skills, ease of use and challenges have influence on the self-efficacy.

083. DELT - Multimedia 2: Virtual Participants, Animated Text--How and Why

3:15 pm to 4:15 pm

3rd Level - City Terrace 11

Learners' Perceptions of Animated Text in Multimedia Lessons: "Chalk Talk" Revisited

Presenter(s): **Hillary Kaplowitz**, California State University, Northridge

This presentation shares results of a qualitative study investigating learners' perceptions and processes when learning from animated text in instructional spoken-written multimedia lessons. Situated in the context of the Cognitive Theory of Multimedia Learning, key findings include how animated text may help manage cognitive load, support information processing, and promote social agency. Results focus on how signaling and personalization aspects of animated text in multimedia may be used as an effective instructional design strategy.

Use of a Virtual Standardized Patients for Facilitating Conversational Medical Interview

Presenter(s): **Saniye Tugba Tokel**, Middle East Technical Uni.- University of Southern California Institute for Creative Technologies; **Thomas Brett Talbot**, University of Southern California - Institute for Creative Technologies

Contributor(s): **Andrew Leeds**, University of Southern California Institute for Creative Technology; **Merrick Bautista**, Keck School of Medicine of University of Southern California

The purpose of this study was to examine the effects of USC Standard Patient, medical interviewing tool with virtual standardized patients (VSP). Study aimed exploring perceived applicability, usability of the system, learning and NLU performances during interviews with virtual patients. Participants were randomly assigned to Spoken or Typed condition. The results showed that VSP provides opportunity to practice medical interviewing skills before actual patient interaction. Results will be discussed with the demonstration of the system.

084. FR - Case-Based Online Learning

3:15 pm to 4:15 pm

2nd Level - Grand 8

Discussant: **Ana-Paula Correia**, The Ohio State University

Using Failure Cases for Promoting Problem-solving Skills: A Case Study

Presenter(s): **Hui Rong**, UGA; **Ikseon Choi**, The University of Georgia

Contributor(s): **Chad Schmiedt**, The University of Georgia; **Kevin Clarke**, The University of Georgia

To date, very limited empirical literature exists regarding the use of failure cases in traditional educational contexts. More studies are needed to explore effective ways to better utilize failure cases for educational purposes. This qualitative study aimed to explore how students experience a case-based online module using failure cases and discover how using failure cases in the module impacted students' learning. Research findings and implications will be presented during the session.

085. GSA - Meet the AECT Divisions

3:15 pm to 4:15 pm

3rd Level - Boardroom 4

Are you curious about what the AECT divisions are? What do they do? How can you get involved? These questions and more can be asked and answers in the GSA Meet the Divisions panel! Leaders from each division will briefly introduce their division, what they do, and how you could contribute. Then they will answer questions from you. Take some time to network and find your best fit within the organization!

086. HITs Two

3:15 pm to 4:15 pm

3rd Level - Orlando

[SMT] Connecting students with purple ribbons

Presenter(s): **Brad Hokanson**, University of Minnesota

This session will present the use of physical, in-person connections as a way to enhance online learning. All students were given a purple ribbon at the at in-person start-up sessions for an on campus, online

course. Over the term, students took selfies recording interaction with other class members tagged with purple ribbons. From this personal scavenger hunt, new friendships, connections, project teams, and study groups developed. Observations of the assignment will be presented. The goal is to present possibilities for in-person interaction even when a course is online and to illustrate how online learners can connect in ways which can be extended to other educational methods. We, teachers, instructional designers, and policy makers need to expand our understanding of engaging students beyond the limits of the online environment.

[STC] A Game for Change: A Way Home!

Presenter(s): *Suzanne Y Ensmann*, The University of Tampa

Games can educate while adjusting attitudes (Gee, 2008; Jones, 2008). Raising awareness and adjusting attitudes is the first step in systemic change. After years of research, a prototype of a game-for-change is born to lead change for children. A Way Home! Is designed for teen or mature players to experience injustices children face while navigating a way home. Players will learn about the U.N. Convention on the Rights of the Child treaty delineating basic rights children should be afforded, like the freedom of expression. All UN nations, but one, have ratified. Using real-life difficult scenarios, players choose if it's necessary for that nation to ratify. Upon successful completion of the game, players master learning objectives aligned to CCS and iCivics.org lessons. Players earn assets as they improve self-efficacy and partake in civic engagement. Join me in the next phase to engage learners in positively affecting social change.

[D&D] Magic: An Innovative Way to Inspire Creativity

Presenter(s): *Tong Li*, The University of Georgia

This talk will demonstrate how magic could be used to reduce cognitive fixation and inspire creativity. The presenter will use magic to help the audience understand how people's familiar experience or knowledge limit their mind from generating creative ideas and help them shift from only focusing on reality (prior experiences or knowledge) to a mindset that combines reality with their imagination.

[TED] Music the Universal

Presenter(s): *Michael John Cutler*, University of Calgary

Music education hasn't fundamentally changed in over 100 years. Instrumental performance has remained the dominant mode of instruction however it only reaches approximately 20% of school populations. What of the other 80%? The answer is through technology integration. In order to provide opportunities for all students, and maintain relevance, we must ask "How can technology integration transform teacher education to promote creativity and composition within music education?" Youtube link: <https://youtu.be/MbJDyqZKs84>

087. INTL: International Issues in Online Education

3:15 pm to 4:15 pm

3rd Level - St John's

Human Development Index and Massive Open Online Courses (MOOCs)

Presenter(s): *Nicole Wang*, Penn State University; *Hengtao Tang*, Penn State; *Kyle L. Peck*, Pennsylvania State University
Contributor(s): *Chungil Chae*, The Pennsylvania State University

Massive open online courses (MOOCs) are intended to help people around the world to get access to education. Are they serving the intended audience? Existing research has examined MOOC enrollments through a simplistic lens. What factors might determine levels of enrollment? In this study, we analyzed information related to countries' development levels and Internet access on course enrollment using three MOOCs enrolling 270,263 learners from 67 nations. Several inspiring results were revealed.

Validation of the L2 Motivational Self System in Online Learning Environments: A Path Analysis

Presenter(s): *Hyewon Lee*, The University of Georgia; *Robert Maribe Branch*, University of Georgia

The purpose of this study is to investigate the extent to which multifaceted components of motivation are related to students' second language writing. Employing path analysis, a modified L2 motivational self system will be tested to investigate the extent to which the proposed model accounts for the correlations among the variables and to examine the relative strength of direct and indirect relationships among the variables.

088. OTP-Instructional Technology Scholars Association

3:15 pm to 4:15 pm

4th Level - Matthews

How To Organize Instructional Technology Scholars Association (ITSA)

Presenter(s): *tracy robinson*, Ohio University

The purpose of this presentation is to provide an overview of mechanics of starting and maintaining an instructional technology graduate chapter. This session will explore the essential components to contribute to the success of student organization including leadership, logistics, how to organize a successful meeting, social gatherings, fostering professional research, and faculty-student relationships. Survey data from three universities and ITSA organizations regarding how they manage and organize Instructional Technology Organizations will be shared. Implications for managing future Instructional Technology organizations will be given.

089. Presidential: Leading Research in Educational Technology Decision Making and Leadership:

Implications and Opportunities for AECT

3:15 pm to 4:15 pm

2nd Level - Grand 4

Chair: *Eugene Kowch*, University of Calgary - Faculty of Ed

Research in Educational Technology Decision Making and Leadership: Implications and Opportunities for AECT

Presenter(s): *Stephanie L. Moore*, University of Virginia; *Kay Persichitte*, Univ of Wyoming; *Jonathan M Spector*, Department of Learning Technologies; *MJ Bishop*, AECT Board Member; *Charles Hodges*, Georgia Southern University

In May 2017, several working groups in the EdTech Efficacy Research Symposium presented preliminary findings on the role of efficacy research in educational technology decision making (in K-12 and higher ed) and in the educational innovation incubation and acceleration processes. Several AECT members were involved across these working groups. In this panel, we will discuss findings from various working groups and explore the implications and opportunities for AECT and its leadership role in educational technology.

090. RTD - Leading Changes

3:15 pm to 4:15 pm

3rd Level - Clearwater

Improving an Intelligent Tutoring System Utilized in an Online Introductory Spreadsheet Course

Presenter(s): *Randall Davies*, BYU; *Brice Colby*, Brigham Young University; *McKenzie Emmett Staples*, Brigham Young University
Contributor(s): *Gove Allen*, Brigham Young University; *Tanya Cumberland*, Brigham Young University

In this session, we will present the results of learning analytics research designed to improve the ability of an online course to provide adaptive instruction to students taking an online spreadsheet course. This research involves the use of a reverse Q-matrix strategy to improve the automated grading engine used for assignments in an effort to provide better diagnostic feedback.

Measuring change: A mixed methods study using the Concerns Based Adoption Model (CBAM)

Presenter(s): *Eva Olysha Magruder*, Johns Hopkins University

New innovations are frequently implemented in higher education settings. It is challenging to provide training and support that encourages high-level uses of the innovations. Even more challenging is determining how these efforts make a difference in day-to-day practice, if at all. This session explores the results and recommendations of a mixed methods study that utilized the Concerns Based Adoption Model (CBAM) to measure changes in use after a long-term faculty development program.

091. RTD - Peer Learning

3:15 pm to 4:15 pm

3rd Level - City Terrace 12

Impact of an augmented reality scavenger hunt on students' interest and effort levels for a peer assessment training module

Presenter(s): *Fei Gao*, Bowling Green State University
Contributor(s): *Lan Li*, Bowling Green State University

The purpose of this study was to report a peer assessment training module facilitated by an augmented reality scavenger hunt, and to examine its impact on students' attitudes towards the training and experiences in the training. One group of students completed the peer assessment training in a traditional lecture-assessment practice-discussion format. The other group participated in training facilitated by an augmented reality scavenger hunt. Students in the latter group reported higher levels of interest towards the training module.

Providing Structure to Facilitate Constructive Peer Feedback in A Technology-Enhanced Classroom

Presenter(s): *Li Cheng*, University of Florida

When no guidance and structure is provided, students tend to provide superficial and unconstructive feedback (Nilson, 2003). Google Form, a free Google tool, has great potentials to serve as a peer feedback tool. Our study is to investigate how using Google Form to provide structure with guided questions can facilitate students to generate constructive peer feedback and how students benefit from both receiving and providing peer feedback in real-time class.

Exploring the Effectiveness of Social Annotation for Collaborative Language Learning

Presenter(s): *Fei Gao*, Bowling Green State University
Contributor(s): *Lan Li*, Bowling Green State University

A study was conducted using crossover design to examine the effects of using a social annotation tool on improving the translation work of college ESL students. The results showed that students achieved greater gains when they completed the translation assignments with the support of the social annotation tool than when they completed the assignments in a traditional learning environment. Students also expressed a positive attitude toward the use of the social annotation tool.

092. SICET-Learning Experience in China

3:15 pm to 4:15 pm

4th Level - Main St 8

Offering an online Master's degree program to students in China: What have we learned?

Presenter(s): *Huei-Lien Chen*, Colorado State University
Contributor(s): *David Knight*, Colorado State University

As more and more Chinese residents traveled around the world, it is a timely demand to equip tourism professions with international perspectives while focusing on China's unique tourism landscape. In response to this strong market need, an online Master of Tourism Management (MTM) program was offered by a university in the United States to students in China. The presenters will address lessons learned and facilitate interactive discussions among participants for broader considerations.

[NR] A Survey Study of the K-12 Students' Smart Classrooms Learning Experience in China

Contributor(s): *Yongbin Hu*, Department of Educational Technology, Jiangsu Normal University, China; *Taotao Long*, Colorado School of Mines

This research proposal reports a survey study on 13166 Chinese K-12 students' attitudes and preferences regarding their learning experience in four different kinds of smart classrooms. Findings demonstrates that the students had positive attitudes towards their smart classrooms, and their preferences differed significantly among types of smart classrooms. Additionally, the students' attitudes differed across their grades, geographic areas, and class sizes. Their preferences on the features of smart classrooms also varied.

093. SMT & NJASL - Leading from School Libraries

3:15 pm to 4:15 pm

4th Level - Hart

Tech Gurus and Instructional Coaches - New Leadership Roles for School Librarians?

Presenter(s): *Nancy Flanagan Knapp*, University of Georgia

Are librarians increasingly asked to take on the roles of Tech Guru and Instructional Coach? After a short look at the research, we'll have an open discussion about these emerging roles for school librarians. Come share experiences and examine the pros, cons and trade-offs of each role, what we might be giving up, and what sorts of preparation and professional development might be needed, if these roles are going to become part of our professional responsibilities.

094. STC - Affecting Change Panel: Distance Learning and Systems Thinking & Change Divisions

3:15 pm to 4:15 pm

3rd Level - City Terrace 09

Affecting Change Panel: Distance Learning and Systems Thinking & Change Divisions

Presenter(s): *M. Aaron Bond*, Virginia Tech; *Barbara Lockee*, Virginia Tech; *Lujean Baab*, Virginia Tech; *George Veletsianos*, Royal Roads University; *David Wiley*, Brigham Young University

Distance learning is often used to solve major issues and problems in education environments. In this panel, participants will hear about major issues facing

distance education from distance learning experts and how systems thinking methods may help think through possible solutions.

095. TED - Pre-service Teachers and ICT Decision-Making

3:15 pm to 4:15 pm

3rd Level - City Terrace 08

Exploring the Minds of Preservice Teachers: How Do They Learn to Think Like a Teacher?

Presenter(s): *Jiyoon Jung*, University of Illinois, Urbana-Champaign

To better prepare preservice teachers to think like a teacher, we need to understand what goes on inside their minds as they learn. This study explored case-based pedagogical reasoning of seven purposefully selected preservice teachers in the context of making instructional decisions with technology. Data illustrated how preservice teachers appropriated meanings of course-learned concepts to justify their decisions. Discussion on teacher learning and the use of classroom cases is provided.

Two Years of Bringing the Field to the Supervisor: An Update on Distance Supervision for Field-Based Experiences Using Mobile Technologies

Presenter(s): *Matthew Schmidt*, University of Cincinnati

Contributor(s): *Ashley MacSuga-Gage*, University of Florida; *Nicholas Gage*, University of Florida; *Penny Cox*, University of Florida

This presentation continues the discussion started at the 2015 AECT convention of the ongoing design, development, and evaluation of a mobile distance supervision system for teacher interns in their field-based teaching experiences. Initiated as a part of a 325T grant project for improving teacher education at a large southeastern university, the mobile distance supervision system has grown and is currently in use or being piloted at four universities nationwide. The system allows for field supervisors to observe field teaching experiences online and at-a-distance. Evaluation findings from the second phase of a pilot implementation of the system will be presented along with lessons learned and directions for future improvements. Time will be provided at the end of the session for audience input and Q&A.

096. TED - Self-efficacy and Technology Adoption

3:15 pm to 4:15 pm

3rd Level - City Terrace 05

It's so hard to find time to do technology! A beginning elementary teacher's technology integration practice

Presenter(s): *Ya-Huei Lu*, East Carolina University; *Anne Ottenbreit-Leftwich*, Indiana University

Despite the fact that beginning teachers may have experiences using technology in their daily lives (Slaouti & Barton, 2007) and have undergone

technology training during their teacher education programs (Gronseth et. al., 2010; Starkey, 2010), this experience and knowledge does not necessarily translate into effective and meaningful technology integration. The purpose of the study is to investigate how personal and contextual factors in relation to a beginning elementary teacher's technology integration practice during her first two years of teaching.

Technology Competence, Self-efficacy, and Perceptions of Adopting Technology for Classroom Use

Presenter(s): **Cheryl Murphy**, University of Arkansas
Contributor(s): **Rebecca Martindale Leighton**, Texas A&M University Texarkana

Preservice teachers (N=222) were surveyed to determine relationships between technology competence, self-efficacy, and intention to adopt innovative technologies. Analyses determined that technology competence but not self-efficacy was a mild predictor of intention to adopt. Four sub-domains of technology competence (telecommunications skills, basic computer skills, setup-maintenance-troubleshooting, and spreadsheet skills) formed the best model for predicting the intention to adopt, with results providing interesting curriculum considerations for preservice education programs that will be discussed during the session.

097. Booksigning: Brad Hokanson

4:30 pm to 6:00 pm

2nd Level - Grand Foyer_East

Attendee: **Brad Hokanson**, University of Minnesota

098. CLT-Career and Research mentorship

4:30 pm to 5:30 pm

3rd Level - City Terrace 10

Testing Your Research Idea

Presenter(s): **Rebecca Yvonne Bayeck**, Penn State University; **Nicola Wills-Espinosa**, Universidad Casa Grande; **Rob Moore**, North Carolina State University

Do you have a dissertation proposal or research idea that needs to be tested? Would you like to have others listen to your idea/proposal and provide some advice for you to improve the study? This panel will provide you with that opportunity. You will be allowed 10 minutes to present your idea/proposal and in return, you will receive 5 minutes of feedback from the panel.

Shaping Your Career in Instructional Science

Presenter(s): **Rebecca Yvonne Bayeck**, Penn State University; **Tye Deal**, Student; **Laura E Gray**, UWI
Contributor(s): **Constance Harris**, George Mason University

Scholars in instructional design and technology field follow different career paths and trajectories. A panel of scholars and practitioners discuss strategies for maximizing personal satisfaction in your instructional science career.

099. CLT-Minority voices as change agents

4:30 pm to 5:30 pm

3rd Level - City Terrace 06

Leading Change for American Indian/Alaskan Native Postsecondary Cultural Influences Using Secondary Data

Presenter(s): **Andrew Lawlor**, University of Phoenix
Contributor(s): **Susan Shepherd Ferebee**, University of Phoenix

This study identifies cultural identity influences shared by American Indian/Alaskan Native postsecondary students in online venues. Specifically, the problem is that educational leaders do not know what American Indian/Alaskan Natives consider a successful educational experience as aligned with their cultural identity. A narrative inquiry as provided in Internet blogs and YouTube video transcripts are examined through content analysis. By identifying factors that influence the social context, educators may be better positioned to improve educational attainment.

Learning from the Lives of Women Leaders in Technology

Presenter(s): **Laurie O. Campbell**, University of Central Florida; **Christine Herlihy**, University of Central Florida

Attracting and mentoring more women to roles in technology leadership is an imperative due to the known culture of women in technology that has contributed to gender disparity. This presentation provides researchers and educators of gender inclusivity in technology and STEM evidence of ways social media profiles can serve as online role models for young women.

100. Committee: Learner Engagement SIG

4:30 pm to 5:30 pm

4th Level - Main St 5

101. Committee: Strategic Planning

4:30 pm to 5:30 pm

4th Level - Main St 7

102. D&D/STC Applying & Utilizing ADDIE

4:30 pm to 5:30 pm

2nd Level - Grand 8

Utilizing ADDIE and Agile: Systems-Thinking Approach to Creating a Framework for Designing Tertiary Learning Experiences

Presenter(s): **Heidi Blair**, Griffith University
Contributor(s): **Jude Williams**, Griffith University; **Chris Campbell**, Griffith University; **Madelaine-Marie Judd**, Griffith University; **Sean Duffy**, Griffith University; **Cynthia Tait**, Griffith University

The accelerating pace of change facing universities necessitates the creation of new systems and processes for developing learning experiences. This presentation

will outline the incorporation of the ADDIE Model and the Agile Development Methodology (SCRUM application) into an Australian Higher Education Learning and Teaching Unit (LTU). The LTU sought to draw upon the strengths of each model to fit our institutional context, and hence developed a Learning Experience Development Systems and Processes Framework (LED SPF).

Applying the ADDIE Model to Instructional Video

Presenter(s): *Nick Artman, Slippery Rock University*

With advancements in modern technology and classroom engagement strategies, the ADDIE model remains popular in modern instructional design and development (Chyung, 2008). Myllymäki, Penttilä, and Hakala (2014) identify a clear demand for instructional video in both online and traditional classrooms. Building from the ADDIE model, this presentation outlines a five-step instructional model to facilitate ease of production during the development of instructional videos.

103. D&D: Engaging Faculty in Teaching and Learning

4:30 pm to 5:30 pm

3rd Level - River Terrace 1

If We Build It, Will You Come? Faculty Motivation to Attend Workshop on Innovative Teaching

Presenter(s): *Si Zhang, The University of Georgia; Lloyd Rieber, University of Georgia*

This session will present results from a qualitative study about how faculty at a research university perceive workshops focused on innovative teaching. The study is conducted in a faculty development program provided by a research university. Thirteen faculty members were selected to participate in the study, which present (1) challenges of motivating attendance to improve participation in workshops; (2) faculty's expectations for the workshops; and (3) how faculty perceive innovative teaching.

Putting the 'Effective' into Effective Collaborations between Instructional Designers and Faculty

Presenter(s): *Jennifer Richardson, Purdue University; Iryna Ashby, Purdue University; Ali Alshammari, Purdue University; Zui Cheng, Purdue University; Brian Johnson, Purdue University; Daeyeoul Lee, Purdue University*

Higher education is experiencing an increased demand for instructional designers yet, tensions exist among instructional designers and faculty. This phenomenological study based on interviews with faculty and instructional designers provides insight into these collaborative relationships and provides strategies for working collaboratively effectively. The session will be beneficial to instructional designers, faculty, administrators, and those interested in better understanding how to instill and support such collaborative partnerships.

104. D&D: Exploring Innovative Ways to Assess Real-

World Problem Solving Abilities

4:30 pm to 5:30 pm

2nd Level - Grand 3

D&D Symposium: Exploring Innovative Ways to Assess Real-World Problem Solving Abilities

Presenter(s): *Ikseon Choi, The University of Georgia; Hui Rong, UGA; Russ Palmer, University of Georgia; Zackery Howington, University of Georgia; Katherine Walters, University of Georgia; Sejin Kim, The University of Georgia; Beth Woods, University of Georgia; Xun Ge, University of Oklahoma; Andrew Tawfik, Northern Illinois University*
Contributor(s): *Supriya D Mishra, University of Georgia Athens; Jasmine Choi, The University of Georgia*

Lack of affordable and meaningful instruments to assess learners' real-world problem-solving abilities is one of the key obstacles in implementing and advancing problem-oriented, learner-centered pedagogical approaches. In this symposium, four novel prototypes of assessment instruments developed by four independent teams in the University of Georgia's Case-Based e-Learning Group over the last year will be presented. In this project, we focused on a key question: how to assess the processes of learners' thinking when they are facing uncertainty and dynamicity in the course of their problem solving. The overarching theoretical framework to design problem-oriented assessment tools, the prototypes developed, the problem-solving models employed, the results of the initial implementation of the prototypes, and the challenges and limitations faced will be discussed. Case 1: Assessing clinical reasoning: A modified script concordance test Presenters: Hui Rong, Russ Palmer, & Supriya Deepak Mishra Case 2: Assessing Perspective-Taking Presenters: Jasmine Choi, Zackery Howington, & Katie Walters Case 3: Case-Based Assessment for the Universal Design of Physical Spaces Presenters: Sejin Kim & Elizabeth R. Woods Case 4: Assessing Computational Thinking Presenters: Seungki Shin, Yingxiao Qian, & Swagata Das Discussants: Xun Ge, Andrew Tawfik

105. D&D: Models for Pre-Service Teacher Education

4:30 pm to 5:30 pm

3rd Level - River Terrace 2

A Model of Educational Program for Improving Competency of Pre-service Teacher to Implement Smart Education

Presenter(s): *Cheolil Lim, Seoul National University; Hyunkyung Chee, Seoul National University*
Contributor(s): *Hyeongjong Han, Seoul National University; Jaejin Lee, University of Seoul; Youngil Hong, Seoul National University; Daemun Jung, Seoul National University; Boohui Cho, Seoul National University*

In the context of school education, smart education has been applied. Especially, it is necessary to support the pre service teachers who will lead the school education in the future. However, systematic studies on the pre-service teacher for smart education has been insufficient.

Using Design-Based Research, a model of educational program for improving competency of pre-service teachers to implement smart education was developed. Also, it was to examine the pre-services' responses of the model.

Preservice teachers in undergraduate and graduate levels: Who would get more benefits from flipped learning approaches?

Presenter(s): **Jackie Kim**, Armstrong State University
Contributor(s): **Moon-Heum Cho**, Sungkyunkwan University

The purpose of the study is to compare the learning experiences with flipped learning (FL) between preservice teachers at the undergraduate and graduate levels. We found that preservice teachers at the undergraduate level received more benefits than those at the graduate level in terms of effective learning, sense of learning community, self-efficacy and course satisfaction. Therefore, the adoption of FL approaches in undergraduate teacher education program may lead to innovation in traditional teaching and learning practices.

106. D&D: Peer Learning Strategies in Educational Settings

4:30 pm to 5:30 pm
2nd Level - Grand 6

Implementing a Peer Assessment Strategy in Group Work

Presenter(s): **Sang Joon Lee**, Mississippi State University

Although group work has shown positive effects on student learning, it has been challenging to encourage and assess individual contributions to group projects. The purpose of this study was to examine how students perceived a peer assessment in their group projects. The findings showed that peer assessment was not only a good way to facilitate students' participations and contributions, but it was also a reliable way to assess students' contributions to a group project.

Peer-Led Team Learning in a Problem-Solving Course: Lessons Learned

Presenter(s): **Miguel Lara**, California State University Monterey Bay
Contributor(s): **Christian Eckhardt**, California State University Monterey Bay; **Irene Humer**, California State University Monterey Bay

Peer-Led Team Learning (PLTL) is an instructional strategy that has the potential to improve performance and retention of students in STEM courses. We share our experiences and lessons learned of implementing PLTL in three sections of an introductory course in our Computer Science undergraduate program, including the way the PLTL workshops were organized and conducted, the results of a survey of 67 students regarding their perception of the workshops, and changes we have implemented.

107. DDL - ESL and K-12

4:30 pm to 5:30 pm
3rd Level - City Terrace 04

Attendee: **Meina Zhu**, Indiana University

A Review of OER for ESL Teaching and Learning

Presenter(s): **Meina Zhu**, Indiana University; **Shuya Xu**, Indiana University

This study reviews the resources for ESL teaching and learning from popular OER repositories, covering the quality of ESL OERs, the resource type, and the underlying pedagogical beliefs. Content analysis results suggest an overall satisfying quality of available resources, with recommendations for aspects to improve in. Popular categories were identified from the resources based on content and technique features. Most resources were identified with skill-based pedagogical beliefs, followed by rule-based beliefs and function-based beliefs.

Designing Online Dual Enrollment Courses for High School Students Who Learn Differently: A Unique Model

Presenter(s): **Marie-Pierre Huguet**, Director of Online Learning
Contributor(s): **Manju Banerjee**, Landmark College

Online dual enrollment has the potential to reach many at-risk students around the country and gives them an opportunity to self-determine whether post-secondary education is the right option. This paper focuses on our [institution]'s approach to the design and delivery of online dual enrollment courses to students who learn differently (LD). It challenges the way online courses are made accessible to LD students and proposes a unique model to facilitate change.

Working Through Challenges: The Concerns of Online K-12 Teachers

Presenter(s): **Tadd S Farmer**, Brigham Young University

While the concerns teachers in traditional K-12 settings have about their teaching is well-documented in scholarly research, the concerns online K-12 teachers have are largely unknown. In this qualitative study utilizing interview and journal data, we explored the concerns online teachers experience as they engage in teaching, and conclude that online teaching presents a unique set of concerns in K-12 education. This research will highlight data that can be used to improve online teacher experiences.

108. DDL - Massive Open Online Courses (MOOC) III

4:30 pm to 5:30 pm
3rd Level - River Terrace 3

Investigating Learners' Engagement and Persistence in MOOCs

Presenter(s): **Yeonji Jung**, Ewha Womans University
Contributor(s): **Jeongmin Lee**, Ewha Womans University

Despite the values of open online courses like

openness, MOOCs became criticized due to the high rate of dropouts and low level of participation during the courses. This study proposed an integrated model to explain the effects of learners, instructors, and learning support systems on learners' engagement and persistence in MOOCs by utilizing SEM. It shed light on the importance of the interactions among learner, instructor and interface to keep online learners motivated in MOOCs

MOOCs from the perspectives of e-learning design principles

Presenter(s): *Eunjung Grace Oh*, University of Illinois at Urbana-Champaign; *YunJeong (Eunice) Chang*, University of Virginia

Contributor(s): *Seung Won Park*, Sungkyunkwan University

Although the use of MOOCs in higher and continuing education setting has increased, the quality of provided learning experiences are still debatable. Using research-proven e-learning design principles by Clark & Mayer, three researchers, experts in instructional design, have analyzed the design of the selected courses in MOOCs. Findings indicate areas and extent to which e-learning principles are applied in the selected MOOCs and lead to important implication for future research and design directions.

109. DDL - Systematic Review of Interaction

4:30 pm to 5:30 pm

2nd Level - Grand 7

A Case for Increased Learner-Learner Interaction in the Online Environment: A Systematic Literature Review

Presenter(s): *Eraldine Williams-Shakespeare*, University of South Florida

This systematic literature review involved a comprehensive examination of 25 studies published between 2000 and 2016 on learner-learner interactions in online graduate and undergraduate courses. Seventy-seven research questions were identified and analyzed across the studies. Four major themes emerged: frequency versus quality of online interaction, instructor presence, student perception of satisfaction, and course structure. The results of this review support the value of L-L interaction and its role when combined with other types of interaction.

Interaction and Learner Engagement in Online/Distance Learning Environment: A Systematic Review

Presenter(s): *JaeHwan Byun*, Wichita State University; *In-Gu Kang*, University at Buffalo, The State University of New York

Promoting learner engagement is one of the necessary conditions for a success in online/distance learning environments. Among many factors influencing online learning, interaction has been considered one of the most important factors that can actively engage learners in online learning environments. This study systematically reviews and analyzes the research on

interaction and engagement in online/distance learning environments in order to provide researchers with directions for future research.

110. DELT - Multimedia 1: Traditional Text: Digital Word-- Assessment and Comparisons

4:30 pm to 5:30 pm

3rd Level - City Terrace 11

Comics versus Traditional Text: I see, I surmise; I read, I feel

Presenter(s): *Glenn Gordon Smith*, University of South Florida; *Beth Elaine Jordan*, MacFarlane Park Elementary School

Comics versus Traditional Text: We investigated the inferences minority 6th grade struggling readers made reading traditional text versus graphic novel (comic book) excerpts of stories. Each student did two think-aloud sessions: (1) reading an excerpt in text format and (2) in comics form. With comics, participants made a higher percentage of inferences about backward or explanatory inferences, and about goals of characters. Reading text condition, participants made a higher percentage of inferences about characters' emotions.

Development and evaluation of the effectiveness of multimedia student-generated case studies

Presenter(s): *Bill Sugar*, East Carolina University

Contributor(s): *Bridgette Epps*, Old Dominion University; *Dusti Howell*, Emporia State University

This presentation will describe results from a study that evaluated the effectiveness of case studies on Instructional Design and Technology (IDT) students' understanding of instructional design and multimedia production processes as well as the development of student-generated case studies. The goal of these student-generated case studies is to educate future IDT students. They also provide insights into these students' perceived benefits and lessons learned with regards to instructional design and multimedia production processes.

111. GSA - Leveraging Social Media as a Membership Communication Tool for Non-Profits

4:30 pm to 5:30 pm

3rd Level - Boardroom 4

Tara Lynn Drexler, AECT Graduate Student Assembly
Eugene Kowch, University of Calgary - Faculty of Ed
Nate Turcotte, Penn State University

The continued popularity and usability of social media platforms provides organizations with a promising tool for communicating important information to stakeholders. What is social media? How can organizations best leverage this tool for their needs? Presenters will discuss current use, upcoming research, and the importance of building a cohesive social media strategy.

112. HITs Three

4:30 pm to 5:30 pm
3rd Level - Orlando

[LDC] Leading Learning for Change: Service and Personal Impact

Presenter(s): *Jennifer Maddrell*, Designers for Learning
Contributor(s): *Jason Engerman*, Penn State University

What impact will you make? At last year's AECT convention, we posed this question to attendees. Reactions were varied. While some quickly jotted down their personal impact goals, others struggled. Do you mean impact that I'll make today? At my job? In my personal life? This AECT-Impact Talk explores this question in relation to this year's conference theme of "leading learning for change" by considering how service-learning can help our students target and achieve personal impact.

[RTD] Combating Tribalism and Navigating Paradigms in Education Technology Research

Presenter(s): *Royce Kimmons*, Brigham Young University

We operate in a field that is paradigmatically pluralist, and our approach to pluralism is tribalistic in nature: various groups having siloed conversations with unique languages and norms that are typically unaware of the efforts of others. Novice researchers may struggle to understand how to interact with the various paradigms. In this talk, I will explore three navigation approaches - provincial, convert, and opportunist - and argue for how encouraging opportunism will improve our problem with tribalism.

113. INTL: Technology Integration in Teacher Education**Programs**

4:30 pm to 5:30 pm
3rd Level - St John's

Examining Technology Integration Decision-making Processes and Identifying Professional Development Needs of International Teachers

Presenter(s): *Medha Dalal*, Arizona State University; *Cathryn Crane Shelton*, Arizona State University
Contributor(s): *Leanna Archambault*, Arizona State University

This presentation describes a mixed-methods study of a semester-long technology professional development for international teachers. Using the TPACK framework, the study aims to examine the international teachers' perceptions regarding their technology integration abilities. Moreover, stimulated recall interviews with a design task are used to triangulate the data and qualitatively analyze the rationale behind the technology integration decisions. We anticipate considerable implications of this study for international teacher education programs that specialize in technology integration instruction.

Saudi Inservice Teachers' Perceptions of a Professional**Development Plan Based on SAMR Model**

Presenter(s): *Tahani Aldosemani*, Prince Sattam University

This presentation will be an overview of a professional development program for K-12 teachers in Saudi Arabia based on the SAMR model. It will present results from the substitution stage of SAMR where teachers were informed and trained on how to substitute common teaching strategies with Web 2.0 tools. The program was planned as an initiative to meet the Saudi Ministry of Education's call for colleges of education to reform and improve teachers' preparation and training programs and be more supportive of the Ministry's "Saudi Vision 2030."

114. Presidential: Leading Educational Technology Scholarship: Philosophy and Emerging Trends

4:30 pm to 5:30 pm
2nd Level - Grand 4

Propelling Into the Future: Educational Technology Scholarship Fueled by Core Philosophy and Emerging Trends

Presenter(s): *Ward Cates*, Lehigh University; *Barbara Lockee*, Virginia Tech; *Kyle L. Peck*, Pennsylvania State University; *Robert Reiser*, Florida State University; *Wilhelmina Savenye*, Arizona State University; *Sharon Smaldino*, Northern Illinois University-retired; *Patricia Young*, Uni. of Maryland Baltimore Co.; *Heather Leary*, Brigham Young University
Contributor(s): *Krista Glazewski*, Indiana University; *Goknur Kaplan Akilli*, Middle East Technical University; *Darryl Draper*, Old Dominion University

Understanding various perspectives on the core philosophy and trends in educational technology, how they are influenced from past scholarly work, and where they are trending toward the future is critical to lead the field forward. This diverse panel will interactively discuss the past, present, and future of educational technology from their scholarly work and understandings of the core philosophy of the field with an eye toward trends and the future.

115. RTD - Instructional Design

4:30 pm to 5:30 pm
3rd Level - Clearwater

Practice-Based Insights on the Emergent Instructional Framework of Informed Design

Presenter(s): *Tiffany Roman*, Indiana University

This study examines the emergent instructional framework of informed design (Crismond & Adams, 2012) in the context of student learning of design strategies in design domains. Interviews with high school teachers, in-class observations, student artifacts, and instructional documents were collected for multiple case study analysis. Implications in the revision of the instructional framework of informed design are presented, with particular attention to peer communicative acts, the orientation of design work, and tools/materials of design domains.

Teaching Research in Instructional Design and Technology

Presenter(s): **Lauren Bagdy**, Florida State University; **James Klein**, Florida State University
Contributor(s): **KELLI-ANNE E LONGFELLOW**, FSU ISLT Program

This presentation focuses on the research skills of graduate students enrolled in Instructional Design and Technology programs. We will discuss a study conducted to answer two main questions: How is research currently being taught to IDT graduate students? What research methods and processes are being covered in IDT courses aimed at IDT graduate students? Implications for the design and delivery of instruction on research in the field will be provided.

116. RTD - Research in Higher Education

4:30 pm to 5:30 pm

3rd Level - City Terrace 12

Accessible ICT in Higher Education: Practices Around the World

Presenter(s): **Zerrin Ondin**, Georgia Tech
Contributor(s): **Christopher Lee**, Georgia Tech

This study investigates current status of accessible ICT practices in higher education institutions around the world with the aim of developing a roadmap for inclusive ICT adoption. An online survey was developed to investigate organizational structure, inclusive ICT structure, and monitoring procedures. Sixty-one institutions from fifteen countries participated and results depicted gaps, challenges, and suggestions. Discussion focuses on how to accelerate accessible ICT adoption and systematically transform higher education institutions.

Interactive Electronic Textbook Use in Higher Education: Grades, Interactivity, and Student Perceptions

Presenter(s): **Cheryl Murphy**, University of Arkansas
Contributor(s): **Johnny Allred**, University of Arkansas

This study presents findings from an introductory teacher education course that began using an interactive e-textbook—a text enriched by videos, quizzes, links, and other activities—as the textbook for the course. Correlation was measured between student grades and three interactive e-textbook elements: time, engagement, and percent of activities accessed. Student perceptions were also gathered. Results showed a lack of consistent correlation between grades and e-textbook interactivity, but a high level of convenience and comfort.

The Role of Efficacy Research in Higher Ed EdTech Decision Making

Presenter(s): **Stephanie L. Moore**, University of Virginia

In this study, we explored the role of efficacy research in decision making on educational technologies in institutions of higher education in the US. Interviewees were selected from 2-year and 4-year

institutions; including public, private, and for-profit institutions; and represented varying levels of leadership. Findings provide insight into what resources leaders consult, whether and how research plays a role in decision making, and the nature of the decision making process.

117. SICET-Research and Studies in Second Language Teaching in China

4:30 pm to 5:30 pm

4th Level - Main St 8

Students' Self-directed Learning with Information Technology in College English in China

Presenter(s): **Chen Li**, Southeast University; **Xiangyu Chen**, Southeast University

The era of “the Internet + Foreign Language Education” has witnessed the deep integration of information technology and the course of College English in China. This research studies how students utilize information technology to facilitate English learning with the consideration of a multitude of learner factors in second language or foreign language learning and the factors from the learning environment. Implications are made for the development of students' self-directed English learning potentials with information technology.

Leveraging a Sorting Task as a Measure of Knowledge Structure in Second Language Reading

Presenter(s): **Hengtao Tang**, Penn State; **Roy B Clariana**, Pennsylvania State University
Contributor(s): **Yaizu Dong**, Penn State University-UP

The explorative study confirmed a sorting task can elicit and influence readers' knowledge structure (i.e., their situation model) in their second language reading comprehension. Four groups of Chinese participants (C, L1, n=23) individually completed two pre- and two post-sorting tasks when reading an English (E, L2) passage in different sequences: CE-reading-EC, CE-reading-EC, EC-reading-EC, and EC-reading-CE. Professionals and academics investing in knowledge structure, EFL teaching, and reading comprehension would benefit from attending this session.

The Effects on Learning and Achievement of Integrating Interactive Whiteboard into Language Teaching

Presenter(s): **Hsin-Tzu (Tommy) Chen**, Chinese Culture University

The purpose of the study is to examine the impacts of incorporating interactive whiteboard into language instruction upon Taiwan students' learning styles and learning achievement in Japanese learning. The results offer the concrete information for adolescent language education.

118. SMT & TED - Online Learning Space Repository Collaboration

4:30 pm to 5:30 pm
4th Level - Matthews

Phase 1: The Development of a Multi-disciplinary, Online Learning Space Repository

Presenter(s): **Paige Hale**, Eastern Kentucky University; **Kristin Brynteson**, Northern Illinois University; **Michael Karlin**, Indiana University - Instructional Systems Technology; **Michele Stork**, Florida Gulf Coast University; **Kim C. Huett**, University of West Georgia

Two divisions of AECT are collaborating on the creation of a multi-disciplinary online learning space repository. This open educational resource will initially focus on K-12 spaces with the longer-term goal of expanding to other domains including higher education, public, and corporate learning spaces. This panel will include a discussion of the planning process and initial implementation. It will also provide an interactive conversation to gain feedback to help actively shape the course of this project.

119. SMT - School Libraries & Reading Literacy

4:30 pm to 5:30 pm
4th Level - Hart

Enhancing Reading Comprehension with Student-Centered iPad Applications

Presenter(s): **Gregory Francom**, Northern State University

This action research study implemented student-centered activities using the iPad with the goal of improving reading comprehension in a fifth-grade classroom. University teacher candidates guided fifth-grade students in completing student-centered iPad reading comprehension activities. Findings indicate that the fifth-grade students increased in their reading achievement scores to a statistically significant degree. This study suggests that student-centered reading comprehension activities on the iPad can lead to better student achievement in reading comprehension.

Leading in the Library: Using Technology to Foster "Real" Reading

Presenter(s): **Nancy Flanagan Knapp**, University of Georgia

Dealing with technology can be seen as taking time away from school librarians' main calling--to encourage and promote reading. But this session demonstrates five ways librarians can use technology to foster "real" reading (and help teachers to do the same) through incentivizing practice, greatly expanding the pool of available texts, scaffolding texts for even the most struggling reader, personalizing and differentiating instructional texts, and helping kids experience the "social" in reading.

120. STC - Approaches to Thinking about Learning Systems

4:30 pm to 5:30 pm
3rd Level - City Terrace 09

Reconfiguring Online Classes Towards Student-Centered Learning

Presenter(s): **Suha Tamim**, University of South Carolina

Online learning requires a pedagogical shift toward a learner-centered environment that emphasizes participation and changes in learners' role. It is a system that incorporates subsystems of teaching, learning, program/course design, and technology. This interactive presentation describes the redesign of three online courses aiming at transforming the learning experience of students towards a collaborative environment, with purposeful use of technology. Purpose, type of changes, and challenges will be discussed as well as the technology tools used.

Systems Thinking about Systems Thinking: STC Membership Survey

Presenter(s): **Hoyet Hemphill**, Western Illinois University
Contributor(s): **Leaunda Hemphill**, Western Illinois University

Two years ago, the Systemic Change Division of AECT changed its name to Systems Thinking and Change. Since that time, STC has expanded its leadership, as well as its interaction with other divisions. STC feels it needs to reach out to our Division membership for suggestions and feedback on how it has fulfilled their needs and what future directions it should pursue. Results of the survey will be shared through a concurrent session.

Findings From a 1:1 Technology Initiative: An Evaluation through the Lens of Fullan's Educational Change Model

Presenter(s): **Tuğba BAHÇEKAPILI**, Karadeniz Technical University
Contributor(s): **Kursat CAGILTAY**, Middle East Technical University

The purpose of the research is to examine the implementation process of 1:1 technology initiative through the experiences of key stakeholders within a school by using Fullan's educational change model as a lens. Qualitative research design was adopted and case study approach was chosen. By the way, the implementation process of 1:1 technology initiative in its unique context was described and explored. The study is important in terms of bringing practice into the scientific area.

[NR] Implementation of an AVID Elementary Program in a Technology-rich Environment

Contributor(s): **Molly Large**, Boise State University; **Norm Friesen**, Educational Technology; **Chris Haskell**, Boise State University

This study explored the change and innovations that occurred as the Advancement Via Individual Determination (AVID) Elementary program was implemented in a technology-rich school environment. It also examined the ways in which those innovations were communicated and adopted across the school. Further, it examined how the AVID Elementary

program functions at the site and how teachers who were trained through the AVID Elementary Summer Institute responded to and applied the presented strategies and tools.

121. TED - Professional Development Frameworks

4:30 pm to 5:30 pm

3rd Level - City Terrace 08

Mastering the Blend: A Professional Development Program for K-12 Teachers

Presenter(s): **Heather Robinson**, University of North Texas; **Michelle Moore**, University of North Texas
Contributor(s): **Anneliese Sheffield**, University of North Texas; **Alana Phillips**, University of North Texas

This session introduces the design of a four-course professional development program on teaching in a blended learning environment. The Mastering the Blend series targets in-service teachers of K-12 students. The focus of the program is to assist K-12 teachers in developing the skills needed to design, develop, and facilitate student-centered blended learning environments and explores a variety of blended learning models. The design, goals, objectives and learning activities for each course will be presented for discussion.

Technology certificates and endorsements offered by state departments of education in the United States

Presenter(s): **Albert Dieter Ritzhaupt**, University of Florida; **Kara Dawson**, University of Florida
Contributor(s): **Jessica Levene**

This presentation investigates what state departments of education in the U.S. offer for recognizing professionals' knowledge and competency for the use of educational technology. State licensure websites and colleges' and universities' education program websites were analyzed, and the researchers' reflective journal was coded. With under 50% of states offering an educational technology certification, additional themes emerged, which will be discussed in the presentation.

122. TED - Teacher Characteristics & Community in Technology

4:30 pm to 5:30 pm

3rd Level - City Terrace 05

Professional Development Characteristics Promoting Technological and Technological Pedagogical Knowledge: #etusp Example

Presenter(s): **Nihan Agacli-Dogan**, University of Florida
Contributor(s): **Selcuk Dogan**, University of Florida; **Emsal Ates-Ozdemir**, Istanbul Sehir University; **Mehmet Ozdemir**, Istanbul EduTech Academy

Majority of educational technology research focuses on the effect of technology-based professional development (PD) on various types of knowledge. This study, however, examines the effect of a particular set of PD characteristics on technological knowledge

(TK) and technological pedagogical knowledge (TPK). The results of our path model analysis imply that cognitive dissonance-creating activities and focus on technological knowledge, skills, and pedagogy are strongly associated with increases in TK and TPK. Researchers, program evaluators, and PD designers can benefit from the results presented.

Using the Community of Practice and Knowledge Management Frameworks for Faculty Development among Secondary Educators in Barbados

Presenter(s): **Charleen Johnson**, UWI Open Campus; **Julaine Fowlin**, Auburn University, Harrison School of Pharmacy

This session will describe a knowledge management system that was designed to facilitate creating and sharing of knowledge among secondary teachers in Barbados. The instructional design of the system is grounded in two frameworks: The Bukowitz and Williams' Knowledge Cycle and Jean Lave and Etienne Wenger's Community of Practice. The impact of the frameworks on the design decisions will be discussed and teachers' evaluation of the design.

[NR] Teacher Perceptions of the Instructional Practices in an Online New Teacher Induction Program: A Case Study

Contributor(s): **Dennis Large**, Boise State University

In 2013, the Riverside County Office of Education (California, USA) began implementing an online version of its induction program as an alternative to its face-to-face program and in order to meet the needs of new teachers in a flexible and individualized manner. More than 300 teachers participated in the online version of the new teacher induction program. This qualitative case study examined the perceptions of new teachers regarding an online version of the induction program.

123. Welcome Reception

5:30 pm to 7:00 pm

2nd Level - Grand Foyer

124. TED-Game Night

7:00 pm to 9:00 pm

2nd Level - Grand Foyer

Enjoy a little fun and friendly competition with your fellow attendees, along with small discussions on the relationship between playing games and learning. We will have multiple games in a variety of formats (board, card, etc.). Play a familiar game or learn about a regional or international favorite. Discussions will be interspersed throughout the event.

125. President's Reception for International Affiliates (by invitation only)

8:30 pm to 9:30 pm

2nd Level - Grand 6

126. Morehead State Doctoral Seminar - 2 Thursday

6:30 am to 7:30 am

3rd Level - Boardroom 3

127. Intern Meeting - 2 Thursday

7:00 am to 7:30 am

3rd Level - Boardroom 2

Chair: **Megan Connors Murtaugh**, Nova Southeastern University

128. AECT Breakfast with Champions

7:30 am to 8:45 am

2nd Level - Grand 5

129. AECT Convention Registrants Cafe - Thursday

8:00 am to 4:00 pm

2nd Level - Grand Foyer

130. Jenny K. Johnson International Hospitality Center - Thursday

9:00 am to 4:00 pm

2nd Level - Grand Foyer Nook

131. Keynote: Systems Thinking Made Simple

9:00 am to 10:15 am

2nd Level - Grand 4

The design and development of advanced, technology enhanced learning environments is complex. The change created by educational technologists as architects of learning often impacts many people and institutional parts. Since the time of Aristotle many intelligent people have assumed that complexity in the world demands complicated explanations. And this tendency has also influenced systems thinking: for 100 years theorists have produced complicated and mutually contradictory explanations of what is systems thinking. But what if that original assumption has been wrong all along? Physics Nobel Laureate Murray Gell-Mann suggests a different criteria for a superior explanatory theory: elegance and beauty, simplicity and concision, symmetry and self-similarity across scale. Taking this perspective, Dr. Cabrera flipped the field of systems thinking on its head when he proposed that “systems thinking” is a complex outcome based on four underlying simple rules. Dr. Cabrera has been widely acclaimed and provides a framework for metacognition in education systems, companies, and organizations addressing wicked problems. With his provocative application of simple rules to unpack complexity, Cabrera provides the basis for a new wave of systems thinking and approaches to systemic change. Biography Dr. Derek Cabrera holds a PhD from Cornell University where he is a faculty member in the Institute for Public Affairs. Internationally recognized for updating systems

theory, has authored eight books, including *Systems thinking Made Simple* that won AECT’s 2017 Systems Thinking and Change Division Outstanding Book Award. Derek is an internationally recognized expert in metacognition and systems thinking with experience as a Research Fellow in many contexts including the Santa Fe Institute for the Study of Complex Systems.

132. CLT-Culture in Professional Development, pedagogy and design

10:30 am to 11:30 am

3rd Level - City Terrace 06

Exploring the Pedagogical Value of Mobile Social Media for the Learning and Teaching of Culture

Presenter(s): **Fabrizio Fornara**, Florida State University

This study investigates the pedagogical value of mobile social media for the learning and teaching of culture. This research effort is specifically interested in examining how Instagram allows students to engage in intercultural explorations and how these explorations help them to develop cultural and intercultural awareness. The research findings show that students developed cultural and intercultural awareness of cultural products and practices and, to a lesser extent, of the philosophical perspectives from which these cultural products and practices derive.

Fatih Project vs Maine Learning Technology Initiative: A comparison study of Teacher Professional Development

Presenter(s): **Burcu Aybat**, Bahcesehir University; **Metin Ferhatoglu**, American Robert College, Istanbul
Contributor(s): **SENEM BAYCAN**, none

Professional development opportunities are essential for teachers to take the advantage of the current circumstances to the utmost, integrate available facilities and/or innovations into classroom and develop professionally for the sake of education. In this sense, the present session will compare professional development opportunities within the FATIH Project, initiated by Turkish government in 2011 country wide, and the Maine Learning Technology Initiative initiated in 2001 in the state of Maine in the USA.

Impacts of MOOCs on online learning and campus-based course design

Presenter(s): **Trang Phan**, Fresno state

This paper reports findings on the impacts of Massive Open Online Courses (MOOCs) on campus-based course design including: 1) insights into learners’ diverse backgrounds, learning behaviors and needs that allow instructional modification and increase access in campus-based courses, 2) instructors’ reconceptualization of learners’ skills, motivation and behaviors and applying the new insights into the on-campus classes, 3) flipped classrooms that allow more instructor-students’ interactions, and 4) students benefit from working with peers around the world.

133. CLT-Moving together through global collaborations

10:30 am to 11:30 am

3rd Level - City Terrace 07

CLT Global Collaborations

Presenter(s): *Angela Benson*, The University of Alabama; *Nicola Wills-Espinosa*, Universidad Casa Grande; *Tutaleni I. Asino*, Oklahoma State University; *Camille Dickson-Deane*, University of Melbourne; *Alice Barlow-Zambodla*, e/merge Africa

International colleagues from Ecuador (Nicola Wills-Espinosa), South Africa (Nicola Pallitt, emergeAfrica), Tutaleni Asino (Namibia via Oklahoma State University and Camille-Dickson-Deane (Australia) discuss research and professional development collaboration opportunities with members of the Culture, Learning and Technology Division.

CLT and International Divisions - Opportunities for Collaboration

Presenter(s): *Angela Benson*, The University of Alabama; *Hsin-Te Yeh*, Metropolitan State University of Denver; *Tutaleni I. Asino*, Oklahoma State University; *Szu-Yueh Justine Chien*, University of Wisconsin-Extension; *Peggy Ann Lumpkin*, Young Harris College
Contributor(s): *Yu-Chang Hsu*, Boise State University

Members of the Culture, Learning and Technology (CLT) Division and members of the International Division explore collaboration opportunities that can serve the members of both divisions.

134. Committee: Definition & Terminology (Thur)

10:30 am to 11:30 am

4th Level - Main St 7

135. D&D Showcase (2 hours)

10:30 am to 12:45 pm

3rd Level - Escalator Landing

Presenters

Application of UDL, Multimedia Learning, & Backward Design in Designing Accessible Instructional Videos

Presenter(s): *Jiaqi Yu*, Iowa State University

This session will introduce a collaborative project between instructional designers and IT staff for designing accessible instructional videos for training purpose by integrating UDL, Multimedia Learning, and Backward Design principles. With accessibility in mind from the outset, the combination of both approaches helps create an inclusive and engaging experience for all learners with varying needs. We aim to show profound implications for practitioners when designing accessible instructional videos in the context of higher education.

ERAS: An Experiential Role-Playing Aging Simulation

Presenter(s): *Enilda Romero-Hall*, University of Tampa; *Renee Patrick*, University of Tampa
Contributor(s): *Gül Sahin*, The University of Tampa

In this design case, a team designed and developed, ERAS, a web-based interactive simulation for service learning psychology students to engage in role-playing while acquiring knowledge about the aging process. In the simulation environment, the learners take on the role of aging individuals. The aging individuals vary in their ethnicity and age. Successful completion of the scenarios requires the learners to perform a series of activities related to the daily life of the aging individuals.

Human Osteology Viewer: The use of interactive games to engage learning

Presenter(s): *Huei-Lien Chen*, Colorado State University

Consider learners taking “Introduction to Forensic Anthropology” online course are unable to attend on-campus laboratory sessions. Textbook photos prove inadequate in fulfilling required lab assignments. The “Human Osteology Viewer” was designed to help learners study the bones of skeletons in online environments. Learners can browse through the viewer and examine videos or images of human skeletal materials from several individuals that represent multiple sexes, ages, and ancestries. Images are then downloaded in order to complete lab activities and assignments. Both theoretical and empirical foundations of the program design were grounded in reducing cognitive overload.

Nick’s Dilemma: A case-based, nonlinear problem solving learning environment

Presenter(s): *Andrew Tawfik*, Northern Illinois University; *Matthew Schmidt*, University of Cincinnati

We have developed a game-like, case-based learning environment in the genre of a narrative text adventure game named Nick’s Dilemma. In our environment, learners are presented with the challenge of solving a hiring problem in a sales management scenario. The learner takes on the role of the protagonist who is being coached through a problem by his/her boss. Brief excerpts from a framing story drive discovery of backstory. Learners make selections about how to proceed, affecting how the narrative unfolds, and control which stories to reference and their order. This D&D Showcase provides details about the theoretical and design principles that guided system development along with a playable demo of the system.

Social Network Analysis in Collaborative Knowledge-Construction (SNACK): An Online Discussion Visualizing Tool

Presenter(s): *Zhichun Liu*, Florida State University

Students construct their knowledge through peer interaction in online collaborative learning. This current program allows users to visualize the online asynchronous discussion forum interaction from a

social network analysis approach on both Blackboard and Canvas. It helps instructor to rapidly identify students' peer interaction, network positions and clusters at any time. Educational researchers can also use this program to organize social network data in online discussion forum.

Stealth Assessment instructional program

Presenter(s): *SEYEDAHMAD RAHIMI*, Florida State University

This instructional program is to teach instructional design students about a game-based assessment method called "stealth assessment." The instructional program is game-based and has a maze-like interface which makes navigation easier for the learners. Different learning theories have been considered in the development of this program. To create this program I used Articulate Storyline.

The Design and Development of a Multi-Organizational Open Badge Issuer

Presenter(s): *Kyle Clements*, Brigham Young University; *Enoch White Hunsaker*, Brigham Young University; *Rick West*, Brigham Young University

We created a custom website (badgeschool.org) to issue open badges to preservice teachers. Open badges are evidence-based, data-rich micro-credentials that can be shared across a variety of digital platforms and services. Our primary goal was not only to facilitate and differentiate our own instruction but also to provide an easy platform for all interested teachers to create their own open badges, and to promote the open badges movement. A variety of notable features were designed to make integrating open badges into our existing courses a smooth transition. We are already partnering with other universities and public school districts to facilitate their use of Badgeschool in their own teaching and professional development.

The Epilepsy Journey: A web-based executive functioning intervention for adolescents with epilepsy

Presenter(s): *Noah Glaser*, University of Cincinnati
Contributor(s): *Aimee Smith*, Cincinnati Children's Hospital; *Luke Turnier*, Cincinnati Children's Hospital Medical Center; *Avani Modi*, Cincinnati Children's Hospital Medical Center

Youth with epilepsy exhibit significant deficits in executive functioning, yet there are few interventions to improve executive functioning for adolescents. The goal of our D&D Showcase presentation was to develop an individually-tailored intervention to improve aspects of EF through an iterative, patient-centered process including focus groups and usability testing. Our presentation showcases the resulting online learning environment, titled "Epilepsy Journey," an innovative, interactive, and web-based executive functioning intervention for adolescents with epilepsy.

The instructional design of an agent-based simulation for developing pre-school teachers' teacher-child interactions

Presenter(s): *Ginger S Watson*, University of Virginia

Contributor(s): *Yiannis Papelis*, Virginia Modeling, Analysis and Simulation Center; *Peggy Hester*, Old Dominion University; *Sabra Gear*, Old Dominion University; *Lisa Morin*, Old Dominion University; *Hector Garcia*, Virginia Modeling, Analysis and Simulation Center; *Menion Croll*, Virginia Modeling, Analysis and Simulation Center

This showcase presents a high-fidelity simulation designed to facilitate skill development of pre-school teachers in the use of affective, behavior, and cognitive support strategies for students with identified disabilities or at-risk for disabilities due to behavioral difficulties, delays in language and social communication skills, or delays in learning. The virtual classroom, child-avatars, and training scenarios will be demonstrated, along with an explanation of the instructional design and development process.

136. D&D: Applications of Simulation Technology in Education

10:30 am to 11:30 am

3rd Level - River Terrace 1

Exploring the Impacts of Logic Simulation in an Online Computer Architecture Course

Presenter(s): *Ross Perkins*, Boise State University
Contributor(s): *Dwayne Ockel*, Boise State University; *Yu-Chang Hsu*, Boise State University; *Yu-Hui Ching*, Boise State University

Numerous computer science programs are moving online, and addressing the replacement of in-person laboratory experiences with authentic and cost-effective methods is therefore necessary. Traditionally, static models such as schematic diagrams along with detailed textual descriptions have been used. This study explored the use of a logic simulation tool as an interventional assignment in an online undergraduate computer science course. Three iterations of the intervention were run using a design-based research approach.

Exploring the Usability and Usefulness of JustPhysiology, a Computational Simulation Technology for Undergraduate Experimentation

Presenter(s): *Pavlo Antonenko*, University of Florida
Contributor(s): *David Julian*, University of Florida; *Matthew Lineberry*, University of Kansas Medical Center; *Robert Hester*, hcsimulation@gmail.com; *Andrew Hill*, University of Florida

This study was designed to address the following research question: What are undergraduate students' perceptions regarding the usability and usefulness of JustPhysiology, a computational simulation technology for undergraduate experimentation? The overall System Usability Index for the JustPhysiology simulation system was 66, indicating acceptable usability. Regression analyses demonstrated that participants' overall perception of usability for JustPhysiology was a significant predictor for students' evolving interest in the discipline, confidence in the physiology course, and

understanding of content.

137. D&D: Productive Failure in Educational Settings

10:30 am to 11:30 am

2nd Level - Grand 7

Changing Student Performance and Perceptions through Productive Failure: Active Learning for Applied Chemistry in Pharmaceuticals

Presenter(s): **Dan Cernusca**, North Dakota State University

Contributor(s): **Sanku Malik**, North Dakota State University

This paper will analyze the implementation of an active learning strategy built on productive failure in a foundational course in a pharmacy doctorate program. This strategy followed several non-graded tasks, aligned with effective strategies for failure-based activities. A quasi-experimental research design using one control and two treatment groups showed students in the treatment cohorts scored significantly higher than the control group. Students also perceived the productive failure activities as more valuable than lectures.

When is “Productive Failure” Most Productive? A Meta-Analysis

Presenter(s): **Thomas Logan Arrington**, Florida State University

Contributor(s): **Aubteen Darabi**, 4623-C University Center, LSI

This session will present the results of a meta-analysis on a failure-based instructional strategy known as productive failure. While presenting an overview of this strategy, we discuss the methods used to collect/analyze the data and report the key findings of this review.

138. DDL - Doctoral Students at Distance

10:30 am to 11:30 am

2nd Level - Grand 3

Voices of Doctoral Students at a Distance

Presenter(s): **Beth Oyarzun**, UNCC; **Sheri Anderson Conklin**, UNC Wilmington; **Dave Mulder**, Boise State University; **Michelle Moore**, University of North Texas

Contributor(s): **Phoebe Balentyne**, Northern Illinois University

This panel discussion will focus on graduates' experiences in distance education doctoral programs. The major topics that will be discussed include reasons for choosing a distance education program, perceived disadvantages and limitations of such programs, and perceived advantages of such programs. Many non-traditional students choose distance programs because they work full-time and/or have family obligations, but distance learners can feel isolated; these issues will also be explored.

139. DDL - Online Discussion and Engagement

10:30 am to 11:30 am

3rd Level - River Terrace 3

Impact of Online Discussion on Distance Learning Students Engagement

Presenter(s): **lin zhong**, Southern Illinois University; **Huiruo Chen**, University of South Florida

Though educators and researchers have long acknowledged the significant role of class discussion in student engagement and many instructional strategies and technologies have been proposed to support student engagement in distance learning, how to utilize class discussion more effectively in distance learning appear to be scarce. This qualitative study aims to discuss how to move class discussion online to increase student engagement in distance learning classes. The result showed positive effect of web-based discussion on student engagement.

The Role of the Instructor and Student Engagement in Asynchronous Discussion Forum: A Multi-Method Approach

Presenter(s): **In-Gu Kang**, University at Buffalo, The State University of New York

Contributor(s): **Xiufeng Liu**, University at Buffalo, The State University of New York; **Carol Van Zile-Tamsen**, University at Buffalo, The State University of New York

This session describes research that investigated interaction patterns between student and the instructor and the types of language the instructor provides to promote student engagement in discussion forums. Using archives containing students and the instructor activities in discussion forums, we analyzed student-student and student-instructor interaction using social network analysis (SNA) and the types of languages the instructor provides using content analysis (CA). Finally, the appropriate role of the instructor in discussion forums are discussed.

The Effect of Instructor Guidance on the Quality of Online Discussion

Presenter(s): **Meina Zhu**, Indiana University; **Haesol Bae**, Indiana University; **Kyungbin Kwon**, Indiana University

Contributor(s): **Jieun Park**, Cleveland State University

This quasi-experimental study examined the effect of instructor guidance on the quality of online discussion, where the experimental groups received the instructor guidance and the control groups did not. Thirty business students' online discussion were quantified using the instrument with five categories: new idea, elaboration, evaluation, social and other. The results indicated that the guidance focusing on the summary of discussion had no influence on learners' higher-order thinking, but encouraged learners to share various perspectives.

140. DDL - Presence

10:30 am to 11:30 am

3rd Level - River Terrace 2

Student Perception of Facilitation Strategies that Enhance Instructor Presence, Connectedness, Engagement and Learning in Online Courses

Presenter(s): *Florence Martin*, University of North Carolina Charlotte; *Ayesha Sadaf*, University of North Carolina Charlotte
Contributor(s): *Chuang Wang*, University of North Carolina Charlotte

Student perception on the helpfulness of twelve different facilitation strategies used by instructors on establishing instructor presence, instructor connection, engagement and learning were examined from a survey with 188 students. Instructors timely response to questions and instructors timely feedback on assignments/projects were rated the highest and interactive visual syllabi of the course was rated the lowest in all four constructs. Descriptive statistics by gender, status, and major of study are presented.

Presence, engagement and satisfaction in online courses

Presenter(s): *Sevda Kucuk*, Istanbul University; *Jennifer Richardson*, Purdue University

This study investigated the structural relationships among students' presence, engagement, and satisfaction employing a structural equation modelling (SEM) approach to develop a model for online courses. Data were collected from 123 online graduate students through an online survey. Teaching presence, cognitive presence, emotional engagement, behavioral engagement, and cognitive engagement explained 88% of the variance in satisfaction. Results and implications will be discussed.

141. DELT - Game 5: Higher Ed and the Digital World

10:30 am to 11:30 am

3rd Level - City Terrace 11

Structuring Personal Learning Environments (PLEs): College Students' Use and Perceptions of Digital Tools, Processes, and Spaces

Presenter(s): *Nada Dabbagh*, George Mason University

Contributor(s): *Helen Fake*, George Mason University

In this session, researchers will share the results of a study conducted to understand undergraduate and graduate college students' (N=109) perceptions of PLEs and what digital tools they use to structure PLEs in order to facilitate personal growth and development. Analysis of blog submissions revealed similarities and differences between student perceptions of digital tools for learning and how they characterize PLEs. Implications for the competencies, skills, and technologies needed to create effective PLEs are discussed.

Users' Emotional Analysis in the Virtual Simulation for Teacher Training

Presenter(s): *SANGHOON PARK*, University of South Florida

Contributor(s): *Jeeheon Ryu*, College of Education,

Chonnam National University Gwangju, South Korea

We investigated pre-service teachers' emotional experiences in the Simulation-based Teaching Advancement Learning Kiosk (SimTALK), a virtual teacher training system. Emotional valence (Positive, Neutral, and Negative), Key Performance Indicators (Attention, Emotional engagement, and Sentiment), and four basic emotions (Joy, Sad, Fear, and Anger) were analyzed within expected interactions, unexpected interactions, and no interactions. Using one-way repeated-measured ANOVA with a Greenhouse-Geisser correction, the results indicated higher positive and neutral emotions, higher emotional engagement, and particularly higher feeling of joy when pre-service teachers are engaged in unexpected interactions compared to other two types of interactions.

142. FR - Expert Modeling

10:30 am to 11:30 am

2nd Level - Grand 8

Discussant: *Lin Lin*, University of North Texas

Reflective Revision with Expert Cognitive Modeling

Presenter(s): *Hyojin Park*, The University of Georgia; *Ikseon Choi*, The University of Georgia

Contributor(s): *Chad Schmiedt*, The University of Georgia; *Karen Cornell*, Texas A&M University; *Kate E Creevy*, Texas A&M University

One of the objectives of higher education is to produce competent practitioners with requisite reasoning skills, and veterinary education is not an exception. In order to help future veterinarians develop their reasoning skills, this study hypothesized that reflective thinking would enhance their clinical reasoning skills. For this, this study designed a reflective revision activity with expert cognitive modeling. Student learning experiences with the reflective revision activity and its actual effects were examined via two consecutive studies.

143. GSA - Sandbox (tech tools)

10:30 am to 11:30 am

3rd Level - Boardroom 4

Do you have any cool tech tools or programs? Creative ideas or new uses for older technologies? Bring it to the sandbox to share with others. This is your opportunity to play!

144. INTL: Socratic Seminar [2hr]

10:30 am to 12:45 pm

3rd Level - St John's

Socratic Seminar: An international forum on Socratic teaching

Presenter(s): *Abbas Johari*, Cameron University;

Robert Doyle, Harvard University; *Richard A.*

Cornell, University of Central Florida; *Chih Hsiung*

Tu, Northern Arizona University; *Amy C Bradshaw*, University of Oklahoma; *Michael K Thomas*, University of Illinois at Chicago; *Xiaoxue Wang*, Florida Gulf Coast University; *Ana Donaldson*, University of Northern Iowa - Retired; *Cengiz Hakan AYDIN*, Anadolu University; *Patricia Young*, Uni. of Maryland Baltimore Co.
Contributor(s): *Chun-Min (Arthur) Wang*, National Hsinchu U. of Ed.; *Peter Leong*, University of Hawaii-Manoa; *Paul Kim*, Stanford 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.

145. KSET - Creating Quality Learning Experiences in an Online Environment

10:30 am to 11:30 am
4th Level - Acosta

Research in Synchronous Online Learning: History and Current Trends

Presenter(s): *Jaewoo Do*, University of Tennessee, Knoxville; *Lisa Yamagata-Lynch*, University of Tennessee

Online learning became a viable mode of teaching and learning and a substantial supplement to traditional teaching. The unique benefits of synchronous learning have recently captured the attention of many educators and researchers, and synchronous learning has grown to become more common in higher education. In this presentation, we will provide several implications for a successful introduction and application to synchronous learning in Korea by analyzing existing studies on synchronous learning.

Developing an e-learning Platform Prototype for Supporting Learning Design

Presenter(s): *Cheolil Lim*, Seoul National University
Contributor(s): *Hyeongjong Han*, Seoul National University; *Daemun Jung*, Seoul National University; *Oztrk Yunu Emre*, Seoul National University; *Chanmi Lee*, Seoul National University; *Sunhee Lee*, Seoul National University

Learning design should be considered to implement and support effective learning. Also, learning management in general and content management such as authoring or editing needs to be made easier. The purpose of this study is to derive the main function of e-learning platform supporting learning design.

Also, it is to develop e-learning platform prototypes from the perspective of learning design. It can make contribution to explore the feasibility of platform-based education to support learning design

What matters to students for quality online learning experience in higher education institutions?

Presenter(s): *Minkyong Kim*, Texas Tech University; *Sungwon Shin*, Texas Tech University; *Jongpil Cheon*, Texas Tech University; *Amanda Solis*, Texas Tech University

The purpose of this study was to investigate factors students perceive as important for their learning in online courses. It also focused on developing a framework to provide high quality online courses. Using a qualitative study approach, we conducted two rounds of in-depth interview with 12 students regarding the quality of online education based on their online learning experiences. Six categories were come up with and new factors distinctive from the existing research were discussed.

146. LDC - Tools Leading to Leadership Identification, Competencies and Change

10:30 am to 11:30 am
2nd Level - Grand 6

Identifying Philosophies of Curriculum Leadership Using Q-Perspectives™ Online

Presenter(s): *Brandy Walker*, University of Georgia; *Suha Tamim*, University of South Carolina

This study presents the results of how graduate students in a Curriculum and Instruction program perceive their leadership philosophy and values as scholarly practitioners in curriculum leadership. This presentation will highlight Q-Perspectives™, an innovative new online instructional tool used to generate rich discussion and reflection to help students articulate nuanced differences in their leadership philosophies.

A Delphi Study Investigating Instructional Design Management and Leadership Competencies

Presenter(s): *Joel Gardner*, Franklin University; *Lewis Chongwony*, Franklin University
Contributor(s): *Tawana Washington*, Ohio State University

In the field of instructional design, there is little published research on the qualities and competencies required for effectively leading instructional designers. This is critical because the work of instructional designers is influenced by the organization and leaders under which the design takes place. We conducted a Delphi study to identify these competencies and determine which competencies are most important in leading instructional designers. We present results and provide tentative recommendations for instructional design leaders.

Leadership in Distance Education

Presenter(s): *Jennifer Velloff*, Pasco-Hernando State College

This presentation provides an overview of leadership strategies used to manage a team of instructional designers, help desk personnel, and subject matter experts. The session will explore and discuss how these strategies are being used in the distance education program and how they can be adapted for all environments. Participants will be given a list of resources and apps to review and share with their team as well as ideas for their use.

147. OTP-Digital Badges and Micro-Credentials

10:30 am to 11:30 am

4th Level - Matthews

Current and Future Prospects of Research on Digital Badges and Micro-Credentials

Presenter(s): **Dirk Ifenthaler**, University of Mannheim; **Daniel T. Hickey**, Indiana University; **Rudy McDaniel**; **Brent G. G. Wilson**, U of Colorado Denver
Contributor(s): **Rebecca C. Itow**, Indiana University

This proposed panel session covers selected chapter authors from the recently published edited volume on Digital Badges and Micro-Credentials (<http://link.springer.com/book/10.1007/978-3-319-15425-1>).

The contributions from distinguished researchers will challenge the audience with three key issues: (1) digital badges' impact on learning and assessment, (2) digital badges within instructional design and technological frameworks, and (3) the importance of stakeholders for the implementation of digital badges.

148. Posters

10:30 am to 11:30 am

3rd Level - Conf Center B

Participants

DDL: [NR] A Literature Review of the Best Practices for Online Collaborative Learning in Higher Education

Contributor(s): **KELLI-ANNE E LONGFELLOW**, FSU ISLT Program

This literature review explores the nature of online collaborative learning environments, identifies the many difficulties and pitfalls associated with online collaboration, lists components affecting group composition, and discusses the best instructor practices for online collaborative learning. The review concludes with a summary of recommendations for using collaboration in an online environment.

DDL: Exploring the relationships among the subcategories of teaching, social, and cognitive presence

Presenter(s): **Jieun Lim**, Purdue University

This research explored the relationships among the subcategories of the three elements of the Community of Inquiry model (teaching, social, and cognitive presence) through SEM. Results indicate that social presence effects all subcategories of cognitive presence

(triggering, exploration, integration, and resolution). Additionally, direct instruction and facilitation, subcategories of teaching presence had a significant relationship with social presence yet there was no causal relationships between the other teaching presence subcategory (design and organization) and social presence.

DDL: Nursing Students Learning Preferences in an Online Environments

Presenter(s): **Briju Thankachan**, Ohio University

Contributor(s): **Deborah Henderson**, Ohio University

Identifying learner characteristics is an important step in the instructional design process. This study used a descriptive research design with a sample of (n=203) online RN-BSN students to identify online learner characteristics.

e/merge Africa: Global Perspectives on ICT in Africa, Informing Policy and Practice

Presenter(s): **Ahmed M Mukhtar**, University of Missouri-Columbia

Contributor(s): **Ransford Pinto**, University Of Missouri

The purpose of this study was to investigate the association between the use of Internet in schools and the quality of education in Africa. The analysis is based on regression models and correlation analysis to examine the determinants of schools' technology readiness. Preliminary results provide evidence for positive and significant effects of schools' access to the internet on education quality, consistent with the extant literature. The research results contribute to making progress toward digital empowerment and enhancing connectedness in schools.

OTP: A hypothesized path model of the influences of attitudinal factors on training transfer

Presenter(s): **Mohan Yang**, Purdue University

This study is based on the idea of building a hypothesized path model of attitudinal influences on transfer of training, to fill the gap of empirical studies on how trainees' attitudes impact the applications of knowledge and skills learned from training. With direct discussions and exchange of opinions with the attendees, I hope a revised model can be achieved and an appropriate methodology can be generated to move the study forward.

OTP: Human Performance Technology in the Software Development Life Cycle

Presenter(s): **Jonathan Marpaung**, Oklahoma State University; **Penny Thompson**, Oklahoma State University

This paper explores the potential usage of Human Performance Technology (HPT) to increase performance in an environment that uses the Software Development Life Cycle (SDLC). Available literature on HPT and SDLC, in addition to the first author's experience with SDLC, will be used to formulate a framework that integrates the HPT model into each step of the SDLC. This framework can be used in real world settings for process improvement and future research.

OTP: Paper-based and Web 3s Card for Presentation and Sharing

Presenter(s): *Hitoshi Susono, Mie University*
Contributor(s): *Shotaro Hoda, Mie University*

Paper-based 3s Card was proposed for learners to help students prepare for short presentations. Each learner has to write one title and three items on an A4-sized card. Web 3s Card is an extension of the original that allows learners to share the contents of their cards over a network. The 3s card enables learners to reflect on what they have learned and experienced, to tell them shortly, and to share their learning outcomes.

149. Presidential: A Population Analysis of AECT Convention Participants: 2017 AECT Intern Project Using Data to Lead Change

10:30 am to 11:30 am
2nd Level - Grand 4

A Population Analysis of AECT Convention Participants: 2017 AECT Intern Project Using Data to Lead Change

Presenter(s): *Daisyane Barreto, University of North Carolina Wilmington; Eric Stauffer, Virginia Polytechnic Institute and State University; Stijn Van Laer, CIP&T, KU Leuven*
Contributor(s): *Lisa Kidder, Idaho State University; Yvonne Earnshaw, University of North Texas*

As professional organizations play an important role in participants' professional learning network development, it is important that members represent programs and institutions across the field of Instructional Technology. Archived data from the Association for Educational Communications and Technology (AECT) Annual Convention programs from 2012 to 2016 was evaluated using a population analysis approach. The results illustrated: (a) the institutions involved throughout the years; (b) trends in participation; and (c) geographical dispersion of institutions. Based on these results, suggestions for strategic interventions to optimize the organization toward further supporting participants' professional learning network will be discussed.

150. Presidential: Classic and contemporary dialogues in ID, Technology, Learning & Leading

10:30 am to 11:30 am
2nd Level - Grand 5

Attendee: *Monica Tracey, Wayne State University*

Facilitator: *Eugene Kowch, University of Calgary - Faculty of Ed*

Classic and contemporary dialogues in ID, Technology, Learning & Leading

Presenter(s): *Alison Carr-Chellman, University of Idaho; Gordon Rowland, Ithaca College*

This presentation brings together more than a dozen outstanding theorists in the fields of instructional design, leadership, change, technology and learning sciences to engage in substantive dialogues with each other and participants.

Presenters:

Brenda Bannan, George Mason University
MJ Bishop, AECT Board Member
Elizabeth Boling, Indiana University
Robert Maribe Branch, University of Georgia
Ward Cates, Lehigh University
Tonia A. Dousay, University of Idaho
Steve Harmon, The Georgia Institute of Technology
Atsusi Hirumi, University of Central Florida
Brad Hokanson, University of Minnesota
Barbara L Martin, Education and Training Consultant: (Darryl Sink and Associates, Inc; Interstate Renewable Energy Council)
Clark Quinn, Quinnovation
Thomas C. Reeves, The University of Georgia
Charles Morgan Reigeluth, Indiana University
Lloyd Rieber, University of Georgia
Wilhelmina Savenye, Arizona State University
Irene Visscher-Voerman, Saxion University of Applied Sciences
Brent G. G. Wilson, U of Colorado Denver

151. RTD - Assessment in e-Learning

10:30 am to 11:30 am
3rd Level - Clearwater

Validating an Instrument for Measuring Online Learning Self-efficacy: A Structural Equation Modeling Approach

Presenter(s): *Yan Sun, University of West Alabama; Reenay Rogers, UNIVERSITY of west alabama*

This study reports the development and validation of the Online Learning Self-efficacy Scale (OLSS). With data from 366 online students in a university in the southern region, exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) with structural equation modeling (SEA) were conducted to produce the final validated OLSS with 37 items loaded on three factors: Technology use self-efficacy, Instructor and peer communication and interaction self-efficacy, and self-regulation and motivation efficacy.

A Longitudinal Assessment of Faculty Self-Efficacy as a Measure of Impact in eLearning Interventions

Presenter(s): *Jannath Ghaznavi, California State University, Northridge; Hillary Kaplowitz, California State University, Northridge; Hannah Marie Luna, California State University Northridge*
Contributor(s): *Krishna Narayanamurti, California State University, Northridge; Janett Silvers, California State University Los Angeles*

This presentation will report on findings from a faculty self-efficacy assessment as a result of an eLearning

professional development intervention. Findings from the immediate pre- and post-instrument show an increase in self-efficacy. New data is being collected to discover what changes occur over time. We will discuss these results and how self-efficacy can be a useful measure of impact for faculty development. In addition, we will share our process for creating and implementing the instrument.

152. RTD - Online Learning & Discussions

10:30 am to 11:30 am

3rd Level - City Terrace 09

Student Performance Prediction Model in CSCL: Learning Analytics Approach

Presenter(s): *Wanli Xing*, Texas Tech University

Building an understandable student performance prediction model is a challenging task fraught with many confounding factors collected and measured. Traditionally, most prediction models are unable to provide teachers with actionable information due to the lack of semantic background for interpretation, which poses significant problems for model use as well as model evaluation. In this paper, we connect learning analytics, and theory to solve this problem using real data from a computer supported collaborative learning (CSCL) environment. Firstly, we operationalized activity theory to holistically quantify students' participation in the CSCL course. As a result, 6 variables, Subject, Rules, Tools, Division of Labor, Community, Objects, are constructed. Secondly, an advanced modeling technique, Genetic Programming (GP), is designed and coded to develop the performance prediction model. With an optimized paradigm and an easily applicable rule format, the results show that the proposed methodology outperforms traditional models in prediction rate, and in understandability.

Supporting Reciprocal Teaching Strategies in Asynchronous Discussion Forums

Presenter(s): *Jenifer R. Marquis*, Craven Community College

This presentation shares results of a quasi-experimental, multiple methods study comparing the effects of traditional and reciprocal teaching methods when implemented in discussion forums for an online, community college course. A convenience sample of two sections of the same course was studied over 16 weeks. Results indicate that reciprocal strategies promoted significantly higher levels of thinking, deeper processing, and improved learning than traditional methods. Implications for implementation and future research are discussed.

153. RTD - Social Media

10:30 am to 11:30 am

3rd Level - City Terrace 12

Don't Just Tweet About Weather: Teaching Preservice Teachers to Develop Personal Learning Networks Using Twitter

Presenter(s): *Vanessa Dennen*, Florida State University; *Lauren Bagdy*, Florida State University; *Michelle Cates*, Florida State University

This study presents findings from six classes in which Twitter was used to foster intra-class communication and develop personal learning networks (PLNs). Findings suggest that class-based Twitter use can prepare learners for later professional development via Twitter. Additionally, although peers may be reticent to interact, the presence of an instructor who poses challenges and queries to students can foster greater interaction.

Let's Share On Social Network Sites: What Paves the Way For College Students To Share Knowledge On These Sites?

Presenter(s): *Evren SUMUER*, Kocaeli University
Contributor(s): *Soner YILDIRIM*, Middle East Technical University

This study investigates the extent to which learning, perceived enjoyment, social engagement, peer influence and self-efficacy influence college students' intentions to share knowledge on social network sites by extending the Theory of Planned Behavior. Data were collected from 137 senior students in the different programs at one Turkish university through the questionnaire. Using partial least squares structural equation modeling, the findings showed the degree to which the factors plays role on students' intentions on SNSs.

154. RTD / D&D - Social Media & Games

10:30 am to 11:30 am

3rd Level - Orlando

Participants

Knowledge construction in microblogging-based learning environments

Presenter(s): *Lacey Clifton*, Old Dominion University
Contributor(s): *Tian Luo*, Old Dominion University

Microblogging affords learners with real-time, multimedia micro-posts of information shared amongst global users for participatory communication. This study utilized a case-study research design to establishing evidence of higher-order thinking through knowledge construction during microblogging activities. Findings of this study reflect key types of knowledge being manifested by the learners during the activities. The study also proposes a model for delivering microblogging to formal learning environments applicable to various contexts for designers and practitioners.

Using Game-based Learning as Teaching Strategies

Presenter(s): *Yi Yang*, Franklin University
Contributor(s): *Bradd Birmingham*, Franklin University

There is an increasing need to use games in higher education especially for complex subjects. This presentation will examine game-based learning theories, the relationship between different types of games and Bloom's taxonomy, showcase some game templates, and discuss the applications of these game templates in teaching practice. Game design and game programming techniques will also be discussed. Participants will be involved in guided discussions on game-based learning and game design principles.

[NR] Sharing Notes: What Game Developers Can Teach Serious Games Designers about Selecting Music

Contributor(s): **Susie Boles**, *North Carolina State University*; **Deniz Eseryel**, *North Carolina State University*

Research suggests a learning environment with appropriately complex music aligned with learners' preferences provides educational affordances such as improved engagement and retention. This session shares findings from a phenomenological study observing the effects of music on engagement in serious games and follow up case studies on game designers' processes for the inclusion of music in digital games. Instructional designers and educators can leverage insights regarding the use of music and salient aspects of learner identity.

155. Roundtables

10:30 am to 11:30 am
3rd Level - Conf Center A

Participants

AECT: Opportunities for Learner Engagement

Contributor(s): **Scott K Gibbons**, *University of Cincinnati*; **Matt Yauk**, *The Ohio State University*; **Kay K Seo**, *University of Cincinnati*

Learner engagement is a critical consideration for maximizing learning outcomes and building powerful educational experiences for students. Today's rapid digital and technological advancements have presented new opportunities and challenges in facilitating learner engagement. For example, the popularity of social networking has not only accelerated communication but also changed the way learners can interact. The highly accessible, multimedia-based, instant connections have allowed for more meaningful learning environments via synchronous chat, webinars, video conferencing, podcasting, and so on. At the same time, they have posed significant challenges for institutions to support, designers to assist, and instructors to implement. In this session we discuss the new implications technology has on learner engagement and creative ways to enhance the attention and interest that students show in the learning process. This is an interactive session with active audience participation.

DDL: Autonomy Supportive Practices in Online Instruction

Presenter(s): **Elizabeth Downs**, *Georgia Southern University*

Contributor(s): **Bryan Griffin**, *Georgia Southern University*; **Terry Diamanduros**,

This roundtable will focus on leading learning for change by incorporating autonomy supportive practices in online instruction. Participants will consider the best practices current literature on autonomy supportive classrooms and identify concrete strategies that instructors can utilize to implement learner autonomy in an online classroom.

DDL: Cultivating Self-regulated Online Learners at HBCUs: A Review of Literature

Presenter(s): **Liangyue Lu**, *Grambling State University*

The author will provide an overview of current research on instructional strategies which intend to cultivate students' self-regulated study skills in online learning. This paper serves as a preliminary thought paper and literature review for an empirical evaluation research study, which determines whether the self-regulated instructional strategies improve students' self-regulated study skills in online learning at an HBU. The research will help HBCU students and instructors undertake the pressing instructional change of going online.

DDL: Data Collection in Academic Technology: Data-Driven Decision Making to Promote Student Outcomes in Higher Education

Presenter(s): **Nikisha Watson**, *Pasco-Hernando State College*

This proposal reports on the data collection initiative within the Academic Technology Department at a local state college. From usability testing to satisfaction surveys to online participation within the learning management system, the data collection efforts of the Academic Technology team, in cooperation with faculty, staff, students, and other college-wide departments, leads the instructional design decision making that have an impact on course design, student success, retention and completion.

DDL: Online students' collaborative activities and co-regulation in multimedia production project

Presenter(s): **Candace Buggs**, *Indiana University*
Contributor(s): **Manal Alsaif**, *IU*

With a focus on systematic change in learning, this case study contributes the improvement of online environment by exploring the ways in which graduate students collaborate in an online course to producing a multimedia product. The overarching research question guiding this study is what students collaborative activities during the production process. Data were collected through reflection journal and interviews. Preliminary data analysis indicates that there are varying ways for the students to successfully leverage collaboration.

DELT: Exploring students' perception of Slack a collaborative tool

Presenter(s): **Rebecca Yvonne Bayeck**, *Penn State University*

This study explore students' perception of an application designed for collaboration. The preliminary results show that students enjoyed using the tool, even though they encountered difficulties at the beginning. Findings will be discussed in light of research on technology integration.

DELT: Students' Understanding and Use of In-Game Feedback in an Educational Simulation Game

Presenter(s): **Jiaming Cheng**, *Syracuse University*

Research on feedback shared knowledge about influence of students' characteristic on how they receive feedback. This study explored students' understanding and use of feedback by documenting and analyzing participants' dealing with in-game feedback in a digital educational simulation game. The study found that gamer mode and learner mode emerged during gaming differently for each participant according to the participant's prior gaming and learning experience.

DELT: Using Targeted Professional Development to Influence Faculty Inclusion of Digital Game-Based Learning in Higher Education Courses

Presenter(s): **M. Aaron Bond**, *Virginia Tech*

Contributor(s): **Miguel (Miko) Nino**, *Virginia Tech*

Digital game-based learning (DGBL) may have implications for student learning and engagement. Faculty interested in implementing digital games in their courses may lack resources and skills required to create and manage digital games for learning. This roundtable discussion session will describe professional development initiatives that led to the design and development of digital games by faculty participating in a semester-long faculty inquiry group. Discussants will explore content and structure for designing a DGBL Faculty Inquiry Group.

INTL: [NR] Exploring Critical Thinking and Negotiation of Meaning Through MINECRAFTEDU: A case study of Elementary Language Learners Exploring Critical Thinking and Negotiation of Meaning Through MINECRAFTEDU: A case study of Elementary Language Learners

Contributor(s): **Sarah Rich**, *Boise State University*; **Chareen Snelson**, *Boise State University*; **Youngkyun Baek**, *Boise State University*

This qualitative case study investigated the collective discourse produced by a group of elementary-aged English Language Learners engaged in task-based activities within the social gaming environment of <i>MinecraftEDU</i> in order to determine if patterns of critical thinking, problem solving, and negotiation and co-construction of meaning were present. Implications include social game design and use within foreign language instruction, identity exploration within an online environment, and reduced fear of failure when participating in a social game.

INTL: The Role of Social Media on Saudi Female International Students' Identities and Educational Impacts

Presenter(s): **Heng-Yu Ku**, *University of Northern Colorado*

Contributor(s): **Tahani Obaid Alruwaili**, *University of Northern Colorado*

This study aimed to examine the role of social media in the lives of 14 Saudi female international students about their personal identities in Saudi Arabia and in the U.S., their social media use in both countries, and their experiences with educational social media. How Saudi female international students' identities changed after arriving in the U.S. and the impact of educational social media on them will be shared and discussed.

INTL: Understanding the Online East Asian International Student: A review of cultural contexts

Presenter(s): **Bodi Anderson**, *Indian River State*

With a recent influx of international college students into the US, and with 43% being from East Asian countries a better understanding of this population is needed. Previous research has highlighted problems with the cultural contexts of East Asian learners and current Western models of online learning. Drawing from a large body of empirical research this current paper identifies key cultural issues East Asian learners face when coming to the US and how best to meet their needs.

NJAS: The Print Is Dead; Long Live the Print! Books and Today's School Libraries

Presenter(s): **Bruce Robert DuBoff**, *School Media & Technology*; **Leslie Blatt**, *School Media Technology Division*

Many futurists expected all students to be using computers for all reading by this time, so an attachment to print-based media by many students, which is quite surprising, and school staff, which is less surprising but still noteworthy, has researchers wondering whether people may feel that books fit their needs as well if not better than computers. This issue of print vs. digital-based media will be explored and debated, and evidence will be presented on both sides.

OTP: Appreciative Inquiry, Cognitive Load Theory, and Diffusion of Innovations Inform a Professional Development Design Model

Presenter(s): **Tara Lillian Dalinger**, *Oklahoma State University*

This presentation proposes a professional development design model based on the principles and processes of appreciative inquiry, cognitive load theory, and diffusion of innovations. Having synthesized evidence from a prior literature review on cognitive load theory and diffusion of innovations and a review of appreciative inquiry studies conducted in the education field, the author hypothesizes this model will improve an innovation's rate of adoption among teachers when school decision-makers disseminate the innovation through professional development.

OTP: Reflective Practice in Non-academic Workplace Settings: Do as I Say, Not as I Do

Presenter(s): **Shahron Williams van Rooij**, *George Mason University*

The goal of this research was to explore the literature on how Learning and Development (L&D) practitioners in non-academic workplace settings employ reflective practice to enhance professional competence. Using a Best Evidence Synthesis method to review both peer-reviewed and “grey” literature, the review revealed a paucity of empirical research focused on L&D practitioners. The findings challenge assumptions about the long-term impact of reflective practice activities and exercises in university-based programs.

RTD: Digital Badging as a Tool to Foster Positive Learner Self-Efficacy Beliefs

Presenter(s): *Charles Hodges, Georgia Southern University*

Contributor(s): *Rachel S. Harris, Georgia Southern University*

The purpose of this presentation is to explain how learner self-efficacy and badging may be connected to show a theory-based rationale for implementing badging. The information compiled in this presentation will help to inform educational, social, and philanthropic efforts on a variety of levels, and encourages a partnership between stakeholders in K-12 and secondary educational systems, social science professionals, and instructional technology developers.

RTD: Examining the Effect of Practicing Synchronous Online Teaching on Preparing Teacher Candidates

Presenter(s): *E-Ling Hsiao, Valdosta State University; Xiaoxia Huang, Western Kentucky University*

The study is to examine the effect of practicing synchronous online teaching on preparing teacher candidates and identify what the best practices are. Each candidate needs to design, develop and deliver a 30-minute online workshop to their peers and also attend their peers’ workshops. A mixed-method design will be used to collect data including a survey, online interviews and a systematic examination of workshop archives. The results and implications will be discussed in the presentation.

RTD: Is using electroencephalography intrusive to computer assisted multitasking performance?

Presenter(s): *Yavuz Akbulut, Anadolu University*

Contributor(s): *Ozgur Orun, Anadolu University*

This study aimed to investigate the effect of electroencephalography use on retention among computer-based multitaskers. Subjects were 380 undergraduate students at a state university who were exposed to concurrent multitasking, sequential multitasking and no multitasking scenarios. Those who used EEG helmets (n: 129) were compared with those who were exposed to the same intervention without an EEG helmet (n: 246). Findings revealed that retention levels of EEG users and non-users were not significantly different.

RTD: Leading Program Evaluation Change: Can Crowdsourced Input Improve Problem Solving?

Presenter(s): *Tonya Amankwatia, Regent University*

Challenges remain for instructional technology program evaluation. For example, the time and resources required to collect, analyze, and apply evaluation data can be problematic. Also, it can be challenging to involve numerous stakeholders early in the evaluation process to address design challenges. Crowdsourcing can change the way evaluators work, giving them access to just-in-time assistance in performing evaluation tasks. This paper examines a taxonomy and raises questions about accommodating crowdsourcing within existing program evaluation approaches.

RTD: The Development and Validation of the Attitudinal Learning Inventory (ALI)

Presenter(s): *Sunnie Watson, Purdue University*

Contributor(s): *Louis Tay, Purdue University*

In this paper, we present the development and validation of a new measure of attitudinal learning – the Attitudinal Learning Inventory (ALI). We developed the inventory with two explicit objectives: (1) to measure a broad range of attitude constructs to represent a holistic view of attitudinal learning; and (2) to facilitate the measurement of key attitudinal learning outcomes that are useful for educational researchers and teaching practitioners beyond traditional metrics. The ALI was developed and validated across two samples of a total of 1009 participants with diverse demographics.

156. SICET-Technology and Media Literacy Discussion

10:30 am to 11:30 am

4th Level - Main St 8

Information and communication technology (ICT) and scientific literacy: A comparative study of China and Finland

Presenter(s): *Xiaoqing Gu, ECNU; Chunli Wang, East China Normal University*

Contributor(s): *Xiaofa Guo, East China Normal University; Chuxin Fu, East China Normal University*

This study compared the differences of ICT usage and its effect on scientific literacy between Chinese and Finland students, using data from PISA 2015. Results showed that two groups used ICT differently in terms of frequency and purposes. Gender, non-academic ICT usage and school size predicted the scientific literacy of Chinese students, whereas the frequency of ICT usage at school, academic ICT usage and school’s Internet connection predicted the scientific literacy of their counterparts.

[NR] Teaching STEM with Technologies and Adoption of OER

Contributor(s): *Juhong Christie Liu, James Madison University*

This presentation is about a study investigating the relationship between STEM faculty attitude toward teaching with technologies, toward teaching with active learning strategies, and adoption of Open Educational Resources (OER). A soundly developed survey

instrument is critical to generate reliable and valid results. The two parts of this presentation will disclose the important procedure in instrument development, with part one focusing on instrument construction and part two focusing on revealing results and discussing conclusions.

157. SMT - Games in Schools

10:30 am to 11:30 am

4th Level - Hart

Games used in K-12 Schools

Presenter(s): **Dennis Beck**, University of Arkansas
Contributor(s): **Barbara Fuller**, University of Arkansas at Fayetteville

There is little comprehensive research available on the use of games in K-12 classrooms. A literature review was conducted resulting in 27,770 papers that were filtered down to 177 papers using various criteria. These were categorized by participant type, game genre, academic content, and game outcomes. Results showed most game research focused on knowledge-acquisition outcomes. Also, simulations and role-playing games have not yet penetrated K-12 schools in the same way as for other age groups.

Developing Digital Literacies in Unexpected Places: Changing The Way We Think About Gaming

Presenter(s): **Nate Turcotte**, Penn State University
Contributor(s): **Robert Hein**, Penn State University; **Jason Engerman**, Penn State University

Boys' interests, values, and motivations are increasingly at odds with those of traditional classrooms. Video games, which have become an integral part of boy culture (Watkins, 2009), have the capacity to cultivate and develop literacy skills (Steinkuehler, 2010). This qualitative study investigated how adolescent boys play and learn within commercial-off-the-shelf game spaces.

Using Mobile Apps To Encourage Learning Through Digital Storytelling

Presenter(s): **Albert Akyeampong**, Ohio Northern University

Storytelling is an ancient art form and a valuable form of human expression. Stories are essential to so many art forms (National Storytelling Network, n.d.). Digital Storytelling combines this ancient art form with modern technology. Digital Storytelling is the art of combining images, audio and sometimes video to tell a story (Frazel, 2010). Research shows Digital Storytelling improves engagement, critical thinking and creativity. Making a digital story is a highly interactive, motivating learning process. Mobile applications can be used to create digital stories thereby encouraging interactivity, motivation and creativity.

158. STC - Systemic change from the ground up: The case of The Koan School

10:30 am to 11:30 am

3rd Level - City Terrace 10

Systemic change from the ground up: The case of The Koan School

Presenter(s): **Scott Joseph Warren**, University of North Texas

This session will discuss the systems view employed to ground the development of The Koan School, a project developed in the southern United States to address systemic failures in the public and private school systems identified by community members and academics. The talk will explore systemic educational, business, and human challenges and affordances that can be used to understand how we may approach successful systemic change efforts, as well as what impedes them in practice.

159. TED -Membership Meeting

10:30 am to 11:30 am

3rd Level - City Terrace 08

160. Booksigning: Rob Branch / Tonia Dousay

11:30 am to 1:00 pm

2nd Level - Grand Foyer_East

161. AECT/Thailand-An Exploration of the Enhancing Student's Cross-Cultural Competence in Ubiquitous MOOC Instructional Design Model

11:45 am to 12:45 pm

4th Level - Main St 8

Presenters

An Exploration of the Enhancing Student's Cross-Cultural Competence in Ubiquitous MOOC Instructional Design Model

Presenter(s): **Jaitip Nasongkhla**, Chulalongkorn University; **BOONRAT PLANGSORN**, Chulalongkorn University
Contributor(s): **Lara M. Luetkehans**, Indiana University of PA

Introduction MOOCs, the massive online learning course, usually allow open enrollment learners to access the worldwide communities with a diversity of cultural background and communication. The Office of the National Education Council (2005) in Thailand has stated that Thai people should understand, accept, and appreciate the cultures different both their own and others. Moreover, previous studies (Bennett, 1993; Nieto & Bode, 2008; Rasmussen, 2013), cross-cultural competencies help educators develop mutual understanding, human relationships, and broaden their worldview. In order to enhance cross-cultural competencies and the results of undergraduate students' opinions with regard to ubiquitous MOOC for enhancing cross-cultural competence (Plangson, Na-Songkhla, & Luetkehans, 2016), the researcher developed the ubiquitous MOOC model (U-MOOC)

as instructional design model for creating the MOOC in everyday life that learner can enhance knowledge everywhere every time because the contents are available view on PC, tablet, or smartphone. Research Objectives The primary goal of this study was to explore the enhancing higher education student's cross-cultural competence in ubiquitous MOOC instructional model. Research Methods Qualitative research methods were employed to an exploration of the enhancing student's cross-cultural competence in ubiquitous MOOC instructional model. The researcher conducted an informal unstructured interview for collecting data from six participants who were undergraduate students and had experienced learning in the MOOC designed by a ubiquitous MOOC instructional model. The unstructured interview began with an open-ended question and built interviewee next questions based on what they said (Savenye, 2014). Interviews occurred at the end of the course which design by U-MOOC instructional model. The researcher contacted potential participants and asked them if they would be interested in participating. Each interview was 20-30 minutes in length, and all the interviews were audio recorded and transcribed verbatim by the researcher. The researcher used a reliability technique in an interview procedure by having multiple coder in the step of intercoder agreement (American Psychological Association., 2010). All transcripts from the individual interviews were loaded into MAXQDA 12 software. An inductive coding procedure was implemented as an analytical method in order to explore the enhancing student's cross-cultural competence in ubiquitous MOOC instructional model. Research Results The results were divided into three codes: Code I ubiquitous MOOC learning consist of eight sub-codes: (1) learning device, (2) learning motivation, (3) learning tools, (4) e-learning experience, (5) learning outcome, (6) communication skill, (7) learning place, and (8) learning time, for example: "I think it depend on the thinking at that time. When I have both mobile and the idea, I use mobile for typing. I will use computer if I want to" Participant 1 "Before learning, I have view of Chinese people are not good. Now I open my mind for the Chinese." Participant 3 Code II Cognitive dissonance, for example: "About culture, I already change my opinion such as Chinese talk loudly: in the past, I wonder why they do and I understand after Chinese explain to me." Participant 5 Code III Recommendations for ubiquitous MOOC consist of two sub-codes both (1) learning system and (2) learning strategies, for example: "I can read subtitle on lecture video but sometimes it has a mistake." Participant 2 Discussion Both mobile, distributed technologies (e.g., laptops, mobile phones, and production handhelds) and wireless, connected technology (e.g., networks, Internet-enabled interaction systems) will be required in openness instruction (Mehlenbacher, 2010). Students can adopt everyday technology learning during the course. They used personal computer (PC) when they were home because it was proper typing in the course. The students used tablet in occasionally and used mobile phone when they did not at home. Moreover, the time is also

not a barrier to learn in the course. The U-MOOC instructional model was design to flexible learn in every time. As the result was shown that, some students learned in free time and the others learnt at night. The cognitive dissonant which found in the exploration of the cognitive dissonance for enhancing higher education student's cross-cultural competence in ubiquitous MOOC instructional design model can divide into two types. One was the dissonant that occur during the course, and another dissonant was the students already have before learning in this course. Related to Schunk (2012) stated that dissonance should increase as the discrepancy between cognitions increases. Jonassen, Spector, Driscoll, Merrill, and van Merriënboer (2008) proposed that dissonant situations must be carefully selected experiences that are real to the learner so that the learner cannot easily dismiss the situation as untrue. The former learning dissonant was occurred because they did not have a chance to communicate with foreigner student to reduce the dissonant. Some learners was changed their thought by new information. Related to Cooper (2007) learners could cope with dissonance by changing their beliefs to eliminate the dissonance. Moreover, Schunk (2012) stated that cognitive dissonance can be reduced by change a discrepant cognition.

Blended Instruction Using Simulated Learning to Enhance Digital Literacy for Student Teachers in Thailand.

Presenter(s): *Sumalee Chuachai*, Faculty of Education, Srinakharinwirot University Thailand

Digital technology plays a major role in our daily lives. Especially in both expressive and receptive communication. Digital technology will greatly affects the future, especially for student teachers who plays an important role in Thai education. Improving the digital literacy of student teachers in Thailand through Blended learning with simulation is vital. The objective of this research was to survey the opinion of student teachers in Thailand on Blended Instructional model using simulation to enhance digital literacy for student teachers in Thailand. The Sample group were 243 Thai student teachers who study in elementary education. The research found that there were 4 steps in this model; 1) Introduce simulation 2) Assign role in simulation 3) Play in simulation and 4) Discussion and Conclusion. Every steps were blended face to face learning and online learning. The result of this research would effectively help lecturers and instructors in improving digital literacy of student teachers in Thailand.

162. CLT -Membership Meeting

11:45 am to 12:45 pm

3rd Level - City Terrace 07

163. Committee: Organization & By-Laws

11:45 am to 12:45 pm

4th Level - Main St 7

164. D&D: Design and the Instructional Designer

11:45 am to 12:45 pm
2nd Level - Grand 6

Presenters

Do It with Style: Imagination, Creativity, and Style for Instructional Designers

Presenter(s): *Gregory Clinton*, University of Georgia

Imagination, creativity, and style are explored in this interactive session as they find applicability in the work of instructional designers and developers. Style is normally considered part of a body of creative work in the fine arts. However, style, being generally consistent, falls outside the usual definition of creativity. Imagination is a major key to creative ideation that is not given much treatment in the research literature. What do these elements mean for designers?

Insitu Design: An Exploration of Design Decisions Made By Instructional Designers

Presenter(s): *Jill Stefaniak*, Old Dominion University; *Laura Stapleton*, Old Dominion University

When designers talk about what they do, they discuss almost exclusively, about their outcomes, rather than their process. Using a think-aloud methodology, the purpose of this study was to follow instructional designers as they design and propose an instructional intervention. Implications for how designers' approach to decision-making effects projects will be discussed in greater detail.

Novice Instructional Designers as Reflective Practitioners

Presenter(s): *Jesus Trespalacios*, Boise State University

Reflection plays an essential role in the process of solving design problems. Previous research shows that reflective thinking is one of the critical factors in solving design problems. Following research-based guidelines, students wrote a substantial reflection paper at the end of an online course in instructional design (ID). This session will report the activities developed in the course and how novice ID students used reflection to establish and develop a professional identity. Results and implications for practice will be discussed with the audience.

165. D&D: Examining the Facets of STEM Education

11:45 am to 12:45 pm
2nd Level - Grand 7

An exploratory investigation into latent gender bias in children's STEM literature images

Presenter(s): *Christine Herlihy*, University of Central Florida

The leaky pipeline for women in STEM fields has been found to begin much earlier than previously maintained. One source of the loss has been

investigated through research and analysis of images in early children's STEM literature for latent bias. Latent and unintentionally biased images may be sending microaggressive messaging to young females that they are part of the "outgroup" in STEM fields. Findings from the study may help guide future children's literature publications.

Assessing Computational Thinking in a STEM Classroom: The Design and Development of an Assessment Tool

Presenter(s): *Yingxiao Qian*, The University of Georgia; *Swagata Das*, University of Georgia
Contributor(s): *Seungki Shin*, The University of Georgia

Computational thinking has increasingly prevailed in K-12 education as more educators incorporate it into the curriculum. However, without valid assessment tools, endeavors of fostering computational thinking is unlikely to succeed. Hence, we dedicate to designing and developing a new comprehensive assessment tool that utilizes the taxonomy of practices of computational thinking (Weintrop et al., 2016). The paper will benefit those invest in STEM education; especially those intend to design curriculums to foster students' computational thinking.

Enhancing Algorithmic Thinking and Ethical Reasoning through Scenario-based Computational Thinking Curriculum

Presenter(s): *Swagata Das*, University of Georgia; *Ikseon Choi*, The University of Georgia

As computational thinking becomes a 21st century skill and need for it arises in curriculums around the world, we draw parallels between this approach and real world problem solving. This proposal discusses the need and intent behind a computational thinking curriculum that lays emphasis on- a) algorithmic thinking and b) social and ethical reasoning. We aim to teach algorithmic thinking using a narrative approach, thereby improving student's verbal reasoning skills in the process. Another important component of the curriculum is to hone social and ethical reasoning skills by weighing in moral implications of a computational solution.

166. D&D: Game Developers Expertise

11:45 am to 12:45 pm
3rd Level - Orlando

A Phenomenological Examination of Virtual Game Developers' Experiences Using Jacob's Ladder Pre-Production Design Tactic

Presenter(s): *Christine K. Sorensen Irvine*, University of Hawaii at Manoa
Contributor(s): *Jasmine Brown Turner*, Walden University

This session will present the results of a phenomenological study of the experience of a virtual game development team of educators and engineers using Jacob's Ladder Pre-production Tactic. The study explored how using such a tactic influenced the

experience of the team and the individuals, particularly as it related to interdisciplinary collaboration. The seven participants were part of an international group of game developers voluntarily participating in a non-profit organization to build educational games online.

Game-Based Learning with Embedded Assessment for Three-Dimensional Science Learning

Presenter(s): **Jessica Hooper**, University of South Florida; **Lucille Moon-Michel**, University of South Florida

Contributor(s): **Yiping Lou**, University of South Florida; **Ora D Tanner**, University of South Florida

The K-12 Math and Science Partnership (MSP) project, a partnership between University of South Florida and three school districts, is developing a series of scenario-based science inquiry games with embedded assessment. The games are designed to provide three dimensional science learning that integrates core scientific ideas, cross discipline concepts, and scientific practices (NRC, 2013). Design features of three games in Earth, Life, and Physical sciences, the assessment framework, and design-based research findings will be presented.

167. D&D: Mixed-Reality and Gamified Learning Environments

11:45 am to 12:45 pm

3rd Level - River Terrace 1

Designing Teaching Training Scenarios in a Mixed-reality Immersive Learning Environment

Presenter(s): **Xinhao Xu**, University of Missouri-Columbia

Contributor(s): **Fengfeng Ke**, Florida State University

Teaching training is essential for new teaching assistants (TA) in American universities before they actually perform classroom and lab sessions. The researchers introduce an on-going study that uses a Mixed-reality Immersive Learning Environment (MILE) to train TAs how to teach and to acquaint TAs with lab scenarios for departments of science, technology, engineering, and mathematics (STEM). This proposal introduces current learning scenario designs within the virtual reality and introduces the rationale behind the scenario construction.

Gamified Learning: Quest for Learner Engagement

Presenter(s): **Keya Mukherjee**, Saint Leo University; **Tammy Zacchilli**, Saint Leo University

Contributor(s): **Colleen McIlroy**, Saint Leo University

When game design is merged with learning, then learners are motivated, engaged, and are persistent with a personal investment in their learning. The proposed paper will address three cases (courses) where different gamified learning formats are used for learning. The first case uses one game as a theme for the course, the second case involves using multiple game formats in the same course, and finally, the third case uses an experiential simulation game at the end of the course.

Presenters will share samples and showcase work from the three courses.

168. DDL - Accessible Online Learning

11:45 am to 12:45 pm

2nd Level - Grand 3

The Rapidly Changing World of Accessible Online Learning

Presenter(s): **Tara Bunag**, University of the Pacific; **Ludy (Ludwika) Aniela Goodson**, Indiana University-Purdue University Fort Wayne; **Milton C. Nielsen**, Texas State University; **Jooyoung Seo**, Penn State

Join us in a discussion about how accessibility and ADA compliance requirements are changing the world of online learning. If you are interested in learning about accessibility, understanding more about the current trends in accessibility, how to lead accessibility efforts, or would like to share your challenges and successes, come to this session! Become part of a culture of accessibility at AECT with us.

169. DDL - Social Presence

11:45 am to 12:45 pm

3rd Level - River Terrace 2

Social presence in the blended synchronous learning environment – socially or emotionally present?

Presenter(s): **Sheri Anderson Conklin**, UNC Wilmington

Social presence has been heavily researched but how do students define social presence and what types of activities contribute to creating a community of learners? This study examined student's perspectives of how designed interactions shape social presence in the blended synchronous environment.

Instructor Social Presence Effects on Learner Social Presence, Achievement, and Satisfaction

Presenter(s): **Beth Oyarzun**, UNCC; **Daisyane Barreto**, University of North Carolina Wilmington; **Sheri Anderson Conklin**, UNC Wilmington

This study investigated effects of instructor social presence levels on achievement, learner satisfaction, and social presence. One hundred and eighty-six student surveys were collected over two semesters measuring student social presence, instructor social presence, learner achievement and learning satisfaction. Results showed that a high level of instructor social presence positively affected instructor perceptions of student learning, learner satisfaction, and learner social presence levels. This presentation will share techniques to increase instructor social presence.

170. DDL/D&D - Learning Experiences

11:45 am to 12:45 pm

3rd Level - River Terrace 3

Future Learning Experience for Distance Education

Presenter(s): **Rick Shearer**, Penn State University;
Tugce Aldemir, Pennsylvania State University
Contributor(s): **Jessie Bourland**, The Pennsylvania State University

Online learning and hybrid learning environments have challenged and changed how institutions and faculty think of our course offerings. While faculty, instructional designers, and institutions have done a good job of replicating face-to-face experiences online, one must question if this is the ultimate goal for online courses. This session presents the full findings of a study that examined the ideal online learning experience based on a number of student and faculty focus groups.

USG eCampus: Online College Reinvented Through a Massive System-Wide Collaboration

Presenter(s): **Jason Huett**, University of West Georgia

This presentation highlights University System of Georgia's eCampus, which provides flexible, affordable access to online education in Georgia. eCampus is comprised of the fully online undergraduate core known as eCore (since 2000); and the complementary undergraduate upper-division program eMajor (since 2012). Through sharing of the specific case of eCampus, the presentation addresses the challenges leaders of online learning initiatives face in bringing robust, affordable educational experiences to diverse learners at a large scale.

Utilizing Computer-Based Scaffolds To Support Problem-Based Learning In Distance Education

Presenter(s): **Mahnaz Moallem**, UNCW
Contributor(s): **Elizabeth Igoe**, University of North Carolina Wilmington

The presentation aims to explain how an Interactive Content Development Tool was used to design, develop and pilot test three self-directed, computer-based modules to support scaffolding in an online graduate level course utilizing Problem/Project-Based Learning (PBL). It will explain how data was collected to assess the effectiveness of computer supported scaffolding (hard scaffold) to assist students in problem identification, application of conceptual and domain-specific knowledge and skills of argumentation, and will use the results to share recommendations for improving the modules.

a modular framework for educational game design using Unreal Engine 4. This presentation will discuss the findings of a recent study that compared three different versions of the game. Specifically, the authors investigated how various game features, such as a deeper storyline and additional in-game challenges, influenced players' experiences.

Navigation Behavior Patterns of Students with and without At-risk in A Serious Game

Presenter(s): **Jina Kang**, University of Illinois at Urbana-Champaign
Contributor(s): **Zilong Pan**, University of Texas at Austin

This study addressed what differences exist between at-risk and non-risk students' navigation behavior patterns in a serious game. We investigated the differences of daily frequencies of in-game tool uses between at-risk and non-risk groups and integrated lag sequential analysis with sequential pattern mining to identify two groups' behavior patterns during their problem-solving processes. The results showed the integrated method helped to discover students' diverse problem-solving strategies within this game environment.

172. FR - Problem-Based Learning

11:45 am to 12:45 pm
2nd Level - Grand 8

Discussant: **Thomas C. Reeves**, The University of Georgia

Implementation of a Socioscientific Inquiry Unit in High School Biology: Results of a Multi-Year Design Project

Presenter(s): **Thomas Brush**, Indiana University;
Suhkyung Shin, Texas Tech University; **Sungwon Shin**, Texas Tech University
Contributor(s): **Krista Glazewski**, Indiana University

Socioscientific Inquiry (SSI) represents a problem-based instructional approach in which students consider scientific issues that have social/ethical implications and apply science content to arrive at informed conclusions regarding those issues. The purpose of this study was to explore the successes and challenges of a teacher and his students with a specific SSI inquiry unit implemented over two years. Results suggest that student science content knowledge and attitudes towards science increased through engagement with the unit.

171. DELT - Game 1: Diving Deeper into Gaming

11:45 am to 12:45 pm
3rd Level - City Terrace 11

Adding Depth to Educational Games: A Case Study Approach

Presenter(s): **Noah L Schroeder**, Wright State University
Contributor(s): **Alexandrea Oliver**, Wright State University

Over the past year, the authors have been expanding

173. GSA - Journal Editors Panel

11:45 am to 12:45 pm
3rd Level - Boardroom 4

Presenters:

Wilhelmina Savenye, Arizona State University
Charles Hodges, Georgia Southern University
Tristan Johnson, Northeastern University

Robert F Kenny, Florida Gulf Coast University

The GSA is proud to provide you an opportunity to meet with editors of AECT journals. Get to know a little about the scope of each journal, what editors look for in the works they publish, and a bit about the process of getting your work published.

174. IVLA - Visualizing Course Design to Improve Student Learning

11:45 am to 12:45 pm

3rd Level - City Terrace 06

The “Eyes” Have it: What Eye-Tracking Can Tell Us About Our Initial Online Course Design

Presenter(s): *Veronica Ent*, Saint Vincent College

This presentation will demonstrate how Eye-tracking data reveals how learners initially observe course designs. Based on research, we can use modern technologies to investigate true viewing behaviors and what attracts our learners when entering an online course or LMS. The presentation will have actual examples of eye maps and data to inform online educators on how students may “see” a course layout and what could be changed for better message delivery.

Concept Mapping as Note Taking Strategy in Introductory Science Courses: Investigating Impact and Challenges

Presenter(s): *Danilo M. Baylen*, University of West Georgia

This presentation reports on the outcomes of implementing a research project on note taking strategies using concept maps to improve students’ performance -- retention and recall of science concepts and principles.

175. KSET - Designing Online Learning Supporting Tools

11:45 am to 12:45 pm

4th Level - Acosta

A Potential Use of a Conversational Agent in Online Courses: Focusing on Learning by Teaching

Presenter(s): *Donggil Song*, Sam Houston State University

Contributor(s): *Marilyn Rice*, Sam Houston State University

This study aims at designing and developing an intelligent agent to promote students’ meaningful interaction in online courses. The agent system is based on the learning-by-teaching pedagogy, which demonstrates that people effectively learn when they teach their peers. The primary findings of this project show that instant, content-related, and quality interaction between the student and the intelligent agent is applicable to online courses in higher education.

The Effects of Visible-Annotation Tool on the Learning Process and Learning Outcome in CSCL

Presenter(s): *Yoonhee Shin*, Hanyang University
Contributor(s): *Jaewon Jung*, Hanyang University;
Dongsik Kim, Hanyang University

This study was designed to investigate how representation tool types, designated “visible annotation,” facilitate the learning process and enhance learning outcomes in CSCL environments. Twenty-eight students participated in this study and they were divided into two groups: the TLL-type focusing on defining the concept of learning contents and the CTLL-type focusing on discussing the concept of learning contents. The result indicated that TLL-type was more effective in both learning process and learning outcome.

Learning analytics for data-driven instructional design: Investigating self-regulated learning in asynchronous online courses

Presenter(s): *Dongho Kim*, Northern Illinois University
Contributor(s): *Meehyun Yoon*, The University of Georgia; *Il-Hyun Jo*, Ewha Womans University

The purpose of this study was to use learning analytics to examine students’ SRL in an asynchronous online course. Log data from 284 undergraduate students enrolled in an asynchronous online statistics course were mined to identify clusters of students according to their SRL patterns. The results revealed that learning profiles and patterns differed between the clusters. This study concluded by proposing instructional strategies for supporting SRL processes in asynchronous online courses.

176. OTP-Practitioner Diversity Training Practices

11:45 am to 12:45 pm

4th Level - Matthews

Leadership Practices for Organizations: Making Diversity Changes

Presenter(s): *Ashley McArthur*, McArthur HPT; *Nancy B. Hastings*, University of West Florida

Diverse workplaces require leaders that effectively meet learner needs and successfully implement changes. Updating current practices to better meet the needs of diverse populations and increase learning efficiency is necessary, as our definition of diversity and our diverse workforce both expand. Leaders of change initiatives can increase organization efficiency with the development and implementation of diversity understanding. This session provides change leaders with three strategies to increase efficiency and learning within diverse organizations.

Professional Training in the Multigenerational Office for Skill Development: Generational Attitudes toward Technology and Learning

Presenter(s): *Victoria Lowell*, Purdue University;
James M. Morris, Purdue University

As the business landscape expands to include multiple generations, it is vital that the field of professional training also evolve to meet the

needs of an increasingly diverse workforce. This presentation explores the challenges and considerations necessary for training professionals working in a multigenerational office. Trainers that consider the needs of a multigenerational workforce will be best positioned to continue to empower individuals of all generations to meet their full potential in the modern workplace.

effect feedback with an instructional overlay to provide a safer, more effective, and more efficient training to lower neonatal kitten mortality rates.

177. Posters

11:45 am to 12:45 pm
3rd Level - Conf Center B

Participants

D&D: Design and Implementation of A Computerized Model of Nursing Performance-Based Measurement System

Presenter(s): *Wei-Chieh Wayne Yu, Mississippi State University*
Contributor(s): *Mabel CPO Okojie, Mississippi State University (MSU); Chunfu Charlie Lin, National Formosa University*

The purpose of this study is to develop a computerized model of performance-based measurement system (CMPBMS) based on the Clinical Reasoning Model. This system, which includes 10 high-risk, high-volume clinical case scenarios coupled with questions testing clinical reasoning, interpersonal, and technical skills, is able to evaluate and identify learning needs for clinical competency and be used as a learning tool to increase clinical competency of nursing students as well as clinical nurse practitioners.

D&D: If We Can Measure, We Can Improve: Utilizing Data Analytics to Change Learner Experiences

Presenter(s): *Melissa Metzger, WGU; Kayle Gaviola, WGU*
Contributor(s): *Jeffrey Olsen, WGU*

This poster session presents a data analytics project for a large, private, nonprofit university. The multi-pronged initiative sought to improve learning design in an online, undergraduate course by providing multiple paths for learning, more timely feedback, and increased student centeredness. Grounded in the ADDIE framework, learner course data was examined to better understand how students and faculty were utilizing the course. Based on these identifiable metrics, course redesign goals were designed, developed, and implemented.

D&D: Learning To Raise Orphaned Neonatal Kittens Through A Simulation Design: Change For Efficiency To Lower Kitten Mortality Rates

Presenter(s): *Lacey Clifton, Old Dominion University*

Live demonstrations and interactive sessions with a tablet computer-based simulation designed to train volunteers of the procedures and concepts needed to care for the complex and evolving problems that are neonatal kittens. The simulation utilizes cause and

D&D: Modeling the Mastery of Conceptual Understanding and Math Problem Solving Skills in relation to Learning Support enhancing Problem Representation and Game Support enhancing General Game Skills in a math learning game

Presenter(s): *Sungwoong Lee, Emporia State University*
Contributor(s): *Kyunghwa Cho, Florida State University*

The current study is to explore the mastery of conceptual understanding and math problem solving skills in relation to learning supports for problem representation and game supports for general game skills in a learning game. We developed the proficiency model reflecting probability of mastery in conceptual understanding and math problem solving in relation to skills in ratios and proportional reasoning in relation to problem representation and general game skills and proficiency model.

D&D: Reorganizing action verbs and embodied activities in immersive virtual reality games: Implications for instructional design

Presenter(s): *Jewoong Moon, Florida State University*

This study would implement a new approach to recast the relationship between action verbs and learning activities in immersive virtual reality educational games pertinent to physical behaviors. This approach is to integrate the description of action verbs in instructional design and embodied learning activities in immersive virtual reality applications.

D&D: The Affordances of Technology Enabled Learning Environments: An Analysis of EdHeads

Presenter(s): *Nada Dabbagh, George Mason University*
Contributor(s): *Helen Fake, George Mason University; Janet Athanasiou, George Mason University*

Researchers undertook an analytical review on the Technology Supported Learning Environment (TLSE) EdHeads, a course designed to connect learners to authentic problems faced by practitioners in STEM based careers. Using a Learning Affordance Design Criteria (LADC) scale, an analysis of the TSLE revealed that the EdHeads Sickle Cell DNA course supported Engage-ability and Experiential Learning at a high rate, however, Personalization, Assessment, and Learning Communities were not supported according to our scale.

DELT: Instructional design strategies for mobile augmented reality activities

Presenter(s): *Daniel Watanabe, Underground Learning & Design*
Contributor(s): *Meng-Fen Grace Lin, University of Hawaii*

This poster session showcases a current book project. This practitioner-oriented book focuses on identifying

instructional design strategies when implementing augmented reality (AR) technology for educational purposes. Design considerations include technological infrastructure, accessibility to mobile devices, user self-efficacy, and public perception towards AR technology. Developing sound strategies when using AR technology is needed as the learners, the learning environment, and technology evolve.

DELT: [NR] The Effect of Collaborative Virtual Hubs in the Workplace

Contributor(s): *Arielle M. Turner, University of North Texas*

This poster will highlight the results of the implementation of virtual hubs within the workplace when the hub has been implemented for at least 5 years.

DELT: The Effects of using Mobile Devices on Student Achievement in Language Learning: A Meta-Analysis

Presenter(s): *Sungwoong Lee, Emporia State University*

Contributor(s): *Min-Ho Joo, Konkuk University; Kyunghwa Cho, Florida State University*

Language learning is one area in which the use of mobile technologies has been well researched (Viberg & Grönlund, 2012). However, further examination is necessary to understand the impact of mobile devices on learning outcomes. In sum, we aim to investigate the effects of using mobile devices in language learning by meta-analysis. We offer a systematic review and synthesize the relevant documents (e.g., literature, dissertations, reports, etc.).

178. Presidential: Women Leading Learning for Change

11:45 am to 12:45 pm
2nd Level - Grand 4

Chair: *Eugene Kowch, University of Calgary - Faculty of Ed*

Women Leading Learning for Change

Presenter(s): *Ana Donaldson, University of Northern Iowa - Retired; Peg Ertmer, Purdue University; Kay Perschitte, Univ of Wyoming; Alison Carr-Chellman, University of Idaho; Marcy P. Driscoll, Florida State University; Sharon Smaldino, Northern Illinois University-retired*

This panel is about the women who have been instrumental in Leading Learning for Change. Each panel member has contributed to our profession with a positive impact on the field of educational technology. The session follows two previous AECT sessions. The initial session in 2015 resulted in a Springer edited book, telling the stories of women's journeys, historical perspectives, and the importance of mentoring: *Women's Voices in the Field of Educational Technology: Our Journeys*. An amazing group of individuals, women and men, collaborated together, to create this legacy as a resource for all of our members.

This year's panel will continue the discussion on how women have made a difference in terms of Leading Learning for Change.

179. RTD -Membership Meeting

11:45 am to 12:45 pm
3rd Level - Clearwater

180. Roundtables

11:45 am to 12:45 pm
3rd Level - Conf Center A

D&D: A Course to Train Faculty to Create Accessible Learning Environments

Presenter(s): *Trey Martindale, University of Memphis*
Contributor(s): *Scott Vann, The University of Memphis*

Many instructors are not aware of, or not able to create accessible learning environments. To address this, we developed a course for faculty training on accessibility. The course is about using tools from Microsoft, Adobe, and others to create accessible documents, with the goal of all learners receiving a comparable learning experience. We will provide resources and practical examples of how we trained instructors to increase the accessibility of learning environments.

D&D: Comparative Investigation of Student Self-Reflections: Video and Text-Based Reflections in a Business Communication Course

Presenter(s): *Susan Loucks, Indiana University; Gamze OZOGUL, Indiana University*

Self-reflection assignments are frequently used as tools to improve students' presentation performance in business communication courses. In this context, self-reflections are traditionally submitted as written assignments. Video self-reflections give students the opportunity to reflect on and improve their presentation performance, but also an opportunity to communicate using technology. Discussions will cover the effectiveness of using video vs text based self-reflections, and student's preferences for the reflection method.

D&D: How Teachers in Middle Schools Design Technology Integration Activities

Presenter(s): *Fatih Gok, Indiana University*
Contributor(s): *Zuheir Khlaif, Indiana University*

The research is a multiple case-study design (Yin, 2003) to investigate how teachers design technology integration activities.

D&D: Using Quality Matters for Online and Blended Course Development: Processes, Contexts, and Strategies

Presenter(s): *Ping Lieser, Washington University in St. Louis; Pearl Chen, California State University, Los Angeles*

Quality Matters (QM) is a nationally recognized

framework to certify the quality of online and blended courses. In this session, we compare the use of QM in two universities and explore how the QM-focused design experiences vary or similar in different contexts. As we consider the practical implications of these similarities and differences, we hope to shed light on the key processes involved in QM and how they can be best implemented in different contexts.

DELT: Applications of Virtual and Augmented Reality for Teaching and Learning

Presenter(s): *Nari Kim, University of Wisconsin, Oshkosh*

Virtual reality (VR) and augmented reality (AR) are considered as one of the key emerging technologies in mobile learning. VR and AR are beneficial for learning by enhancing the information available to students and increasing motivation and engagement as they are actually visiting historical locations, interacting with objects, and simulating in real-world spaces. This study aims to explore the applications of VR and AR and discuss their future direction in teaching and learning.

DELT: Computational Thinking and Early Childhood Play

Presenter(s): *D. Matthew Boyer, Clemson University*

This presentation explores the use of digital-physical play with early childhood learners (ages 3-6) to introduce and engender computational thinking concepts and practices. As an overview of research and practice, it focuses on how tangible interfaces, physical tools, and digital media can be used to support learning of computational thinking in young learners.

DELT: Effects of Online Computer games on Academic Achievement, Motivation, and Retention Rate of Nontraditional Undergrad Students

Presenter(s): *Mansureh Kebritchi, University of Phoenix; David Heflich, University of Phoenix*
Contributor(s): *Patrick E. Turner, University of Phoenix Alumni; Jean Margaret Plough, University of Phoenix; sally Evans, University of Phoenix*

Nontraditional students are now the majority of the 17.6 million undergraduates enrolled in universities; however, their dropout rate is rather high. This review of literature examine the influence of using computer games in online courses on nontraditional undergraduate's motivation, academic achievement, and retention rate. The results would help instructional designers and instructors further learn about implication of using games to address the need of nontraditional students as an ever increasing student population in higher education.

DELT: The Promise of Mobile Learning: Where we've been and where we need to go

Presenter(s): *Evan M Fox, Purdue University*

At the forefront of emerging technologies in higher education is the ever-evolving mobile technology. However, in the field of learning design much is still unknown about the potential effects mobile technology can have in formal higher education. This review of the literature will discuss varying definitions of mobile

learning, the state of the current research, highlight current advantages and disadvantages in higher education, and identify gaps in scholarly literature where future research can build.

SICET: [NR] Collaborative Learning on Science Concepts through Cyberspace

Contributor(s): *xiaodong Xu, south China normal university; Long Fu, South China Normal University; Yingjie Ren, School of Humanities, Jinan University*

This Research is meant to share our experience about a completed project on student learning through cyberspace and face to face settings. 73 students from 7 different provinces in China learning together inside and outside the classrooms with the help of their teachers and our activities. Through a set of carefully designed activities, we use discourse analysis and T-test analysis to prove that the collaborative learning environment could be useful in certain science concept learning.

SICET: [NR] Dance Students' Locus of Control, Performance, and Course Satisfaction

Contributor(s): *Andy-Guoqiang Cui, Virginia Tech; Cuiqing Meng, Yantai University*

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.

SICET: [NR] Engineering Online Learning Environment in An Online Data Science Course

Contributor(s): *zihang shao, Indiana University; yi bu, Indiana University; ying ding, Indiana University*

This presentation will introduce a proposed framework for systematically engineering online learning environment in online courses, and also present how to apply the framework in an online data science course development project. The shared experience and lessons from the case study would help instructional designers, instructors, and other people involved in online learning projects to take a systems view to design, develop, and deliver quality online learning courses, and reduce the chance of failure.

SICET: Ensuring academic integrity in online courses: A comparative study on test scores in three testing environments

Presenter(s): *Mingli Xiao, The University of Toledo; Berhane Teclenhaimanot, University of Toledo*
Contributor(s): *Jiyu P. You, University of Michigan; Sue Ann Hochberg, The University of Toledo; Diana Franz, The University of Toledo*

Do you have any concerns about academic integrity in your online courses? Have you used any online testing tools in your online courses? Come and join us for a conversation about ways to ensure academic integrity and hear about the results of a study regarding test scores and student grades in the three testing environments.

SICET: Media multitasking, attention and comprehension: a deep investigation of fragmented reading

Presenter(s): *Yan Liu, ECNU; Xiaoqing Gu, ECNU*

More and more people, using digital media, in all forms, are reading fragmented news, which concludes hyperlinks or other interactive elements (or even disturbing conditions, such ads). It is common to see people or some people reading news, which may be not complete, while performing multiple task at the same time. The purpose of the study is to determine if students are doing fragmented reading while obtaining more or less information in media multitasking conditions.

SICET: The construction of sentiment lexicon in educational field based on word2vec

Presenter(s): *Xiang Feng, Shanghai Engineering Research Center of Digital Education Equipment, East China Normal University; Longhui Qiu, Department of Education Information Technology*

Sentiment analysis is essential for education decision and intervention and lexicons play an important role in sentiment analysis .Furthermore, Sentiment analysis is domain and language specific. Thus, there is need for construct domain-specific sentiment lexicons for educational scenario. The objective of this research is by leveraging several existing general Chinese sentiment lexicons to automatically and quickly construct doman-specific lexicons.

SICET: The impact of digital technology usage on informal workplace learning

Presenter(s): *lin zhong, Southern Illinois University*
Contributor(s): *Chelesea Lewellen, Southern Illinois University Carbondale*

Digital Technology has been increasingly used in informal workplace learning to train employees. This study, through interviews from six current and former employees of a for-profit online university, sought to explore how digital technologies impact informal workplace learning among employees. Preliminary results indicated that digital technology enhanced informal workplace learning by increased knowledge retention and information sharing among peers, widened accessibility to learning, and increased productivity by allowing learning to take place at their own pace.

SICET: [NR] Trust and Knowledge Sharing in Communities of Practice: A Case Study of Two Research Groups

Contributor(s): *Wan Xiao, Nanjing Normal University*

Communities of Practice (CoPs) are great forms for people learning from each other by knowledge sharing. Trust plays an important role in knowledge sharing process and has great influence on knowledge sharing quality. This study took two research groups, which were chosen from China and U.S. universities respectively, as cases to examine how trust contributes to knowledge sharing in CoPs. Rich descriptions of the two research groups will be provided in presentation.

SMT: 3D Scanning and Printing of Fossils as a Strategy to Integrate STEM in K-12 Education

Presenter(s): *Pavlo Antonenko, University of Florida*
Contributor(s): *Claudia Grant, University of Florida; Bruce MacFadden, University of Florida; Sean Moran, University of Florida*

This study explored K-12 teachers' perspectives regarding integration of 3D scanning and 3D printing in the classroom as they designed STEM learning activities focused on paleontology. Using focus group interviews and observations, we revealed initial understandings like "there cannot be too much STEM integration" and "technology and engineering are more challenging to integrate than science and mathematics." Evolving perspectives included "3D scanning and printing contribute the "T" and the "E" to integrate STEM" and "STEM integration is not always useful."

SMT: Evaluation of the Duolingo English Test: Implications for K-12 English Language Learners (ELL)

Presenter(s): *Cara North, The Ohio State University; Anna Leach, The Ohio State University; Natalie Gintert, The Ohio State University; Ana-Paula Correia, The Ohio State Univeristy*
Contributor(s): *Timothy Nunn, The Ohio State University*

This proposal offers an evaluation of the Duolingo English Test. While many may be familiar with the Duolingo app, the Duolingo English Test, created in 2014, is an English proficiency test administered online. The test takes approximately 20 minutes to complete and is monitored by a live reviewer. In order to evaluate this product, the evaluation team defined evaluation methods and designed evaluative instruments to analyze findings. Recommendations to improve this product were offered.

SMT: The Future of Learning Technologies: A Utopian Model and a Dystopian View

Presenter: *Marcus Childress, Baker University*
Contributor: *Qing Zhang, Virginia Tech*

Scholars have documented the benefits and perils of technology and its impact on society. Some writers take a dystopian view of technology, some take a utopian view while others share a view that falls somewhere in-between. This presentation will extensively address a utopian viewpoint of learning technologies, briefly address the dystopian camp, and ultimately make a case for some middle ground that we can use to make informed decisions on the use of learning technologies.

TED: Continuing the "e" in Portfolios: One University's Quest to Transition Teacher Education Candidates

Presenter(s): *Aimee Michelle Brenner, Averett University*
Contributor: *Samantha Blevins, Virginia Tech*

ePortfolios provide the benefits of flexibility in purpose, including tracking learning, serving as a formative or summative assessment, presenting professional development, or a combination of these purposes (Barrett, 2000; B. L. Cambridge, 2001; Watson & Doolittle, 2011) in higher education, as well as for teacher education candidates (Gibson & Barrett, 2002).

This session will provide an update to the ongoing process of transitioning one small university's teacher education program from paper-based portfolios to ePortfolios as it relates to the utilized ePortfolio implementation framework.

TED: Factors Affecting 9th Grade Student Math Performance

Presenter(s): **Heoncheol Yun**, Northern Illinois University

This study examined the effects of individual factors (gender, school location, SES) and psychological factors (math identity, math utility, math self-efficacy) on predicting 9th grade student math achievement. A sub-data set of the National Center for Education Statistics' (NCES) High School Longitudinal Study of 2009 obtained from 23497 9th grade students in public and private high schools in USA was used. The results presented that mathematics psychological factors significantly predict math performance.

TED: OMG! Leading and Learning to Create Faculty and Student Engagement Opportunities

Presenter(s): **Jennifer Reeves**, Nova Southeastern University; **Gabriela Mendez**, Nova Southeastern University

Contributor(s): **Jason Karp**, Nova Southeastern University; **Charles Schlosser**, Nova Southeastern University

Learn from our Online Motivational Group (OMG) and share your ideas for creating faculty and student engagement opportunities. In this presentation, our Technology Integration Learning Community (TILC) will discuss our journey and present a brief outline about some of the tools we use to increase engagement in our courses, including tools for communication, collaboration, and productivity. We look forward to hearing from other colleagues on tools and techniques they use to increase engagement.

TED: The Impact of the use of a single digital platform for candidate support in the final semester of student teaching

Presenter(s): **Kathleen Burke Fabrikant**, Armstrong Atlantic State University; **Megan Elaine Morris**, Armstrong Atlantic State University

This presentation evaluates the use of a single digital platform in the final semester of student teaching to determine whether the data show a difference in the perceptions of teacher candidates, university supervisors, and cooperating teachers. It will further discuss whether the use of the digital platform resulted in a higher percent of pass scores for edTPA and successful program completion by the candidates.

181. SMT - STEM & STEAM Education

11:45 am to 12:45 pm

4th Level - Hart

STEAM Powered Tools For Art Education

Presenter(s): **David Gardner**, Texas Woman's University; **Colby Parsons**, Texas Woman's University

This presentation seeks to highlight an effort by computer science and visual arts faculty to create opportunities for art and computer science students to work in cross-disciplinary creative teams. The creation of a STEAM course co-taught by faculty from both disciplines forms the context for the activities. Specifically highlighted in the presentation is a Color Theory project wherein students in the course build educational tools for use in K-12 art education.

Exploring the Impact of an After-school Club on Students' Digital Literacy and Identity Construction Process

Presenter(s): **Shuling Li**, Schools/School Districts

It is a research that explores how students who are not good at learning in the classroom show their intelligence and kinds of abilities in an after-school science and technology club by using various digital and technological tools. It is a mixed research combined with qualitative and quantitative methods. Following a case study research method, this study found that participants worked successfully with their partners in constructing F1 cars, robots and other technology products. For this, the thematic analysis indicated that interest-driven participation, less-structured learning setting, in conjunction with collaboration and social interaction involved in club activities played significant roles in improving participants' digital literacy and developing their personalities.

182. STC - Competency-Based Personalized Learning

11:45 am to 12:45 pm

3rd Level - City Terrace 10

Competency-based personalized learning: Where does it stand?

Presenter(s): **Charles Morgan Reigeluth**, Indiana University; **Minkyong Kim**, Texas Tech University

Interest in competency-based education and personalized learning is growing dramatically, with many states adopting legislation to pilot it. This presentation addresses six major questions: 1) What is the rationale for competency-based personalized learning (CBPL)? 2) What is it like in the ideal? 3) What is it like in practice (including where is it being used)? 4) Who is promoting it? 5) What evidence is there of its success? 6) What does its future hold?

183. STC - Panel on Graduate Students' Career and University Human Resources

11:45 am to 12:45 pm

3rd Level - City Terrace 09

Panel on Graduate Students' Career and University Human Resources

Presenter(s): **Aysegul Gok**, Georgia State University;

Barbara Lockee, Virginia Tech; **Jennifer Englund**, University of Minnesota; **Scott Joseph Warren**, University of North Texas; **Florence Martin**, University of North Carolina Charlotte; **Chris Miller**, Morehead State University; **John Curry**, Morehead State University

Rationale for the Panel: Post Docs, interim positions, centre directorships, adjuncts, and other forms of non-tenure-track university positions, commonly referred to as 'alternate academic' (ALT-AC), are increasing. The number of tenure-track positions in many fields is changing gradually (National Science Foundation, 2012; Chapter 5). This slow change could result from several factors such as the fixed retirement age, the elimination of tenure-track positions, and the overuse of adjunct instructors. Finding the reasons and solutions of the employment issue is a key point to help Ph.D. students and graduates. Villeponteaux (2001) offered that it is necessary to limit the enrollments to the Ph.D. programs or cut Ph.D. programs. Via this panel, we would like look at the employment opportunities that exist in the current marketplace for doctoral degree holders and note directions that university administrators may want to explore in terms of program design in order to provide graduates of these programs with the needed skills to successfully find employment; ensuring a return on their investment in an expensive education. The AECT graduate students and faculty in this panel will discuss the reasons, debate the pros and cons of ALT-AC positions in graduate students' careers, and share their recommendations. This graduate students who will identify career planning strategies that they are pursuing and factors that are either enabling or constraining changes they would like to see when it comes to information about ALT-AC positions. The faculty will identify the reasons and recommendations to solve the potential challenges in academic job market. We will then brainstorm, with the audience, how to amplify or reconsider specific, perhaps more sustainable change from great research/practice efforts. The panelists explain share how their departments/institutions are addressing the issue/broad implications when they are on hiring committees.

184. TED - Badges and Teacher Education

11:45 am to 12:45 pm

3rd Level - City Terrace 12

Using Open Digital Badges to Enhance Technology Integration in Pre-Service Teacher Education

Presenter(s): **Tim Newby**, Purdue University; **Zui Cheng**, Purdue University

In pre-service teacher education programs, keeping current with various technologies can be a challenge for both students as well as instructors. In this presentation we will describe Purdue University's use of a digital badge repository that allows all students and instructors within their teacher education program continual access to a wide variety of relevant technology badges. The presentation will discuss the

badges, the repository, and the opportunities it affords both students and methods course instructors.

Change as a Result of Learning from a Badging Process

Presenter(s): **Mary Herring**, University of Northern Iowa

Instructional Technology faculty members share program change and lessons learned as a result of participating in a badging process for an IT Masters Program. The process incorporated not only badge creation but a holistic review, re-evaluation, and re-sequencing of the program. Faculty will explain how an unforeseen change process evolved out of this work as well as provide the badging system and explain the benefits and barriers of creating a program's badging process.

185. TED - STEM and Elementary Education

11:45 am to 12:45 pm

3rd Level - City Terrace 08

A qualitative study of pre-service teachers' engineering design process

Presenter(s): **Jiangmei Yuan**, West Virginia University; **Lucas Vasconcelos**, University of Georgia; **Min Young Shin**, University of Georgia

Contributor(s): **ChanMin Kim**; **Cory Lawrence**, the University of Georgia; **Duygu Umutlu**, the University of Georgia

The purpose of this presentation is to report the findings of a study examining pre-service teachers' engineering design process when they were involved in robotics activities. Pre-service teachers in an elementary education course assembled and programmed robots, and designed STEM lessons in pairs. We recorded and transcribed the activities. Our analysis of the videos suggests that the majority of pre-service teachers' discussions pertained to assembling robots and generating ideas for robot design, programming, and lesson design. Most of pre-service teachers' utterances were asking for clarifications and showing agreements with their partners' ideas. Implications for teacher education are discussed.

Elementary Teachers' Self-Efficacy and Beliefs for Integrating Computing and Engineering Into Their Teaching

Presenter(s): **Peter Rich**, Brigham Young University
Contributor(s): **Olga Belikov**, Brigham Young University; **Emily Yoshikawa**, Purdue University

Engineering and computing activities are often missing in Elementary Education. With increasing support for STEM at the elementary level, teachers need training for implementation of these subjects into daily classroom activities. This study reports on the changes in self-efficacy and beliefs of teachers from the first to second and third years of a professional development transitioning an elementary school toward the integration of engineering and computing with their curricula.

Thursday, November 9

186. CLT -Lunch

1:00 pm to 2:00 pm
3rd Level - City Terrace 04

187. D&D / RTD - Awards Luncheon (tickets required)

1:00 pm to 2:00 pm
2nd Level - Grand 5

188. Journal of Formative Design in Learning Board

1:00 pm to 2:00 pm
4th Level - Main St 7

Attendee: **Robert F Kenny**, Florida Gulf Coast University

189. KSET-Lunch

1:00 pm to 2:00 pm
3rd Level - City Terrace 05

190. Booksigning: Shahron Williams van Rooij

1:30 pm to 3:00 pm
2nd Level - Grand Foyer_East

Attendee:

Shahron Williams van Rooij, George Mason University

191. AECT Foundation Board of Trustees Meeting II

2:15 pm to 5:15 pm
3rd Level - Boardroom 1

Chair: **Stephanie L. Moore**, University of Virginia

192. AECT-National Technology Leadership Summit Panel

2:15 pm to 3:15 pm
3rd Level - City Terrace 07

National Technology Leadership Summit (NTLS) Panel

Presenter(s): **Jonathan M Spector**, Department of Learning Technologies; **Kay Persichitte**, Univ of Wyoming; **Michael M Grant**, University of South Carolina; **Charles Hodges**, Georgia Southern University; **David A. Slykhuis**, James Madison University

The National Technology Leadership Summit (NTLS) annually convenes a meeting in which the presidents of twelve national teacher educator associations participate, including the Association for Educational Communications and Technology (AECT) and the Society for Information Technology and Teacher Education (SITE). The members of this panel will discuss outcomes of this year's technology leadership

summit and review related actions and initiatives.

193. CLT-2016 McJulien Scholars Panel

2:15 pm to 3:15 pm
3rd Level - City Terrace 04

2016 McJulien Scholars Panel: A Reflection of Culturally Responsive Teaching in Education

Presenter(s): **Sandy Nunn**, University of Phoenix; **Tataleni I. Asino**, Oklahoma State University; **Lequisha Brown-Joseph**, University of Phoenix; **Michelle Hill**, University of Phoenix; **Angela Benson**, The University of Alabama

In this panel discussion, panelists Dr. Sandra Nunn, Dr. Lequisha Brown-Joseph, and Dr. Michelle Susberry Hill, winners of the 2016 McJulien Scholar Best Paper Award, will discuss updated research that addresses current literature, perspectives, and practices regarding culturally responsive teaching in education. As part of the discussion, the panelists will address these considerations within K-6, 7-12, and higher education.

194. D&D - Membership Meeting

2:15 pm to 3:15 pm
2nd Level - Grand 5

195. DDL - E-learning Leader

2:15 pm to 3:15 pm
2nd Level - Grand 3

Leading and Managing e-Learning: What the e-Learning Leader Needs to Know

Presenter(s): **Anthony A. Pina**, Sullivan University System; **Victoria Lowell**, Purdue University; **Jason Rhode**, Northern Illinois University
Contributor(s): **Bruce Harris**, Dixie State University

What do new e-learning leaders need to know? What can they do to advance e-learning at their institutions? What if they are a Director, Dean, Vice President or Provost with little prior e-learning experience? Come and find the answers at our session, where we discuss topics from our book, "Leading and Managing e-Learning: What the e-Learning Leader Needs to Know." We will also be giving away copies of our other two books on e-learning.

196. DDL - Listening to Students

2:15 pm to 3:15 pm
3rd Level - River Terrace 2

Learning through Listening to Students: Social Identity in Asynchronous Online Discussions

Presenter(s): **Kimberly M. Harrison**, Elmhurst College; **Cindy York**, Northern Illinois University
Contributor(s): **Hayley Mayall**, Northern Illinois University

How do students develop social identities within online discussions, and why should you care? Hear about recent findings of undergraduate students' perceptions of online discussions within a wide variety of courses and what they have to teach us. Learn how instructors and instructional designers can modify online discussions and related policies to meet the needs of students and more fully develop critical thinking skills.

**Does program community and affiliation matter?
Exploring the perceptions of online graduate students.**

Presenter(s): *Craig Shepherd*, University of Wyoming;
Doris U Bolliger, University of Wyoming

This session will describe findings from 84 online graduate students about their perceptions of program community and affiliation and facilitate a discussion about furthering program community in online degree programs. Survey results indicated that students valued program community, took pride in graduate program membership, and incorporated that membership into their identities. However, they also felt disconnected to students not taking courses with them and felt program activities only moderately helped the situation.

197. DDL - Online Collaboration

2:15 pm to 3:15 pm

3rd Level - River Terrace 3

Design and Investigation of Cooperative, Scaffolded Wiki Learning Activities in an Online Graduate-Level Course

Presenter(s): *Kun Huang*, Mississippi State University
Contributor(s): *Gabe Posadas*, Mississippi State University; *Kasia Gallo*, Mississippi State University; *Mason Doss*, Mississippi State University; *Tatum Nowlin*, Mississippi State University

The proposed session describes the design and implementation of a set of wiki-supported learning activities in an online graduate-level theories course to facilitate cooperative learning and knowledge acquisition, and provides further insight by reporting students' participation patterns in the wiki activities, the relationship between participation and course performance, and students' perceptions of different aspects of the design. The session will benefit online instructors and instructional designers who plan to effectively incorporate wikis in online courses.

Developing Online Collaborative Learning Activities in Statistics Education: Do Learning Tasks Matter?

Presenter(s): *Yi-Chun Hong*, Arizona State University
Contributor(s): *Ming-Hung Kao*, Arizona State University

This presentation uncovers Statistics students' perceptions toward different types of learning tasks offered in online collaborative learning activities and their actual interactions as completing these various types of tasks. The participants stated that they preferred the learning tasks requiring their higher-order thinking skills to the tasks only requiring their comprehensions. The session also presents students' collaborative and

cooperative approaches as interacting with peers to accomplish different types of learning tasks.

Changing Ways of Collaborating in Online Courses - A Design-Based Action Research

Presenter(s): *Dabae Lee*, Sam Houston State University; *Yeol Huh*, Emporia State University
Contributor(s): *Marilyn Rice*, Sam Houston State University; *Kimberly Laprairie*, Sam Houston State University

Despite several benefits of collaborative learning, students often experience undesirable conflicts among group members, which make instructors reluctant to implement collaborative learning. This gets aggravated in online courses. We conducted a design-based action research where we developed a set of instructional strategies based on cooperative game theory and social interdependence theory and went through three iterations of implementation and revision in graduate level online courses. Final strategies and empirical results will be presented.

198. DDL - Online Instructors

2:15 pm to 3:15 pm

2nd Level - Grand 7

Learning to Teach Online: An Exploration of How Universities Train Faculty to Teach Online

Presenter(s): *Patrick Lowenthal*, Boise State University; *Dana Bodewes*, Pacific Lutheran University; *Megan Gooding*, Odessa College

There is an increased demand for online courses and programs. As a result, institutions are experimenting with different ways to train and support faculty to teach online. There is very little recent literature, though, describing the various ways that institutions actually train faculty to teach online. In this presentation, we will report on the results of our inquiry into how leading institutions are training faculty to design online courses and teach online.

Pedagogical, managerial, social, and technical: Graduate teaching assistants' navigation and development as online instructors

Presenter(s): *Victor Law*, University of New Mexico
Contributor(s): *Sung "Pil" Kang*, University of New Mexico; *Vanessa Svihla*, University of New Mexico

The purpose of this study was to explore how a community of practice (CoP) can support graduate teaching assistants (GTAs) to take up four types of online instructor roles: technical, pedagogical, managerial, and social. We designed a CoP to provide professional development for our GTAs teaching undergraduate online courses and interviewed six GTAs after finishing teaching their courses. Our findings suggest that GTAs may experience emotional challenges and benefit from peer support in a CoP.

199. DELT - Game 2: Games, Problem-Solving and Change

2:15 pm to 3:15 pm
3rd Level - City Terrace 11

Climate Change Education: Local Approach using Games

Presenter(s): **Glenn Gordon Smith**, University of South Florida
Contributor(s): **Metin Besalti**, University of South Florida

This project, Climate Change Narrative Game Education (CHANGE), helped high school students learn Global Climate Change (GCC) science by making it personally relevant and understandable. CHANGE created a prototype curriculum, integrated it into elective Marine Sciences high school courses, and tested its efficacy. CHANGE used: (a) scientifically web-based science fiction novel with computer games, about future Florida residents and (b) hands-on science laboratory activities, local, place-based approach grounded in Florida Gulf Coast using scientific data.

The effectiveness of digital games on problem-solving skills in elementary and secondary education: A meta-analysis

Presenter(s): **SEYEDAHMAD RAHIMI**, Florida State University

This meta-analytic review provides a systematic review of the effectiveness of the use of digital games to improve problem-solving skills in elementary and secondary school students compared to other interventions or control conditions.

bricks, the teachers' providing guidance, students' sharing ideas and experiences, and teachers' asking questions to guide the student are the most frequent behaviors. The results and implications will be discussed.

201. Emerging Technology Showcase

2:15 pm to 3:15 pm
3rd Level - Conf Center A

3D Printing with STEAM Education in Schools

Presenter(s): **Younglong Kim**, Oklahoma State University
Contributor(s): **Hyojung Jung**, Dankook University; **Thomas Campbell**, University of Central Oklahoma

Using 3D printing supports students' skills for creating ideas, visualizing their ideas on the graphic board, utilizing 3D printing tools/equipment, and trimming and coloring the products. Since this process translates students' ideas into reality, motivation and creativity can be stimulated; and we can expect more than that as long as an elaborate lesson plan is developed together with the use of the technology.

A Case for 360 Degree VR for Learning

Presenter(s): **Jonathan S Gratch**, University of West Georgia
Contributor(s): **Jian Zhang**, Texas Woman's University; **Adriana D'Alba**, University of West Georgia

360 Degree VR is a scalable platform agonistic form of virtual reality readily accessible on the smartphone or web browser and able to be used with or without a head mounted display. The showcase will display 360 video and images captured in part of a program for holocaust education.

200. DELT - Maker/Robotic Invasion

2:15 pm to 3:15 pm
3rd Level - City Terrace 06

Assessment on an Innovative Makerspace pedagogy

Presenter(s): **Nicole Wang**, Penn State University
Contributor(s): **Andrew Trexler**, Catalyst Space

Makerspaces have become very popular since the maker movement started. Although makerspaces are designed for various purposes, in education field educators intend to let students "learn by making" in the learning spaces. Abundant literature has addressed the importance for adopting makerspaces in K-12 education, yet so far there is no formal curriculum and assessment available. In this study we examined an innovative curriculum utilized by a makerspace in Altoona, PA on learners' achievement and engagement. Several results were revealed.

Student-Teacher Interactions in Educational Robotics Activities

Presenter(s): **Sevda Kucuk**, Istanbul University
Contributor(s): **Burak Sisman**, Istanbul University

The aim of this study is to examine student-teacher interactions in educational robotic activities. The behavioral patterns of the students and teachers were revealed during one-to-one robotics instruction through lag sequential analysis. The students' assembling

Apple's Swift Playground 1.5 App.

Presenter(s): **Ashrafunnesa Flora**, Northern Illinois University

The Swift Playgrounds app is able to program and control a variety of Bluetooth-enabled robots and toys. Compatible with the following third-party toys: Lego Mindstorms Education EV3, Sphero SPRK+ robotic ball, Parrot's Mambo, Rolling Spider and Airborne mini-drones, UBTECH's Jimu Robot MeeBot Kit, Wonder Workshop's Dash robot and Skoog, a tactile cube speaker.

Augmented Reality Information Overlay Mapping: Bridging the Gap Between Virtual and Direct Learning Experiences

Presenter(s): **David Squires**, Texas A&M University

Novel AR technological expansions and the rapid proliferation of powerful computing tools embodied by emerging mobile and wearable computing devices illustrates a significant shift in 21st-century learning strategies. Through initial pilot studies, and based on surfacing evidence from the literature, this study investigated whether AR systems provided a uniquely

beneficial learning context due to AR's native function to overlay information onto manifold electronic and physical domain settings.

Big Data Readiness in Organizations: A Co-construction Process to Inform the Next Steps

Presenter(s): *Lisa A. Giacomo*, Boise State University; *Steven W. Villachica*, Boise State University; *Jeroen Breman*, Northwest Lineman College

The amount of data used to inform simulation modeling, learning analytics, data-driven instructional design interventions etc, will require instructional designers and performance improvement practitioners to embrace big data approaches in our cutting edge practices. We can provide value by ensuring organizations are ready and able to systemically, systematically, and ethically identify opportunities for individuals' learning and performance support, human resource development, organizational development, and human performance systems management.

Captivate, an Effective Tool for Instruction and Learning

Presenter(s): *Younglong Kim*, Oklahoma State University; *Yoonhee Shin*, Hanyang University
Contributor(s): *Jessica Banton*, University of Toronto

'Captivate' can support teaching and individual learning with content, practice opportunity, or pace in both short term and long term. For short term, teachers can utilize various learning materials such as texts, images, audio, video clips, or other materials from the web. Also, they can re-use the content that they created over and over. For long term, since teachers can focus on individual classes with effective feedback, learners' engagement might increase.

Combining Augmented Reality (AR) with Pedagogical Agent (PA): The 3D-Printed AR Learning Cubes for Renewable Energy Education

Presenter(s): *SANGHOON PARK*, University of South Florida
Contributor(s): *Howard Kaplan*, University of South Florida; *Spenser Mason*, University of South Florida; *Maria Migueliz Valcarlos*, University of South Florida

Our team created a set of learning cubes that combine the AR contents with a pedagogical agent that presents instructional guidance tailored to students' needs. We will showcase how we designed/developed the AR-PA (Augmented Reality with Pedagogical Agent) mobile learning cubes that enables elementary students to explore AR-enhanced interactive learning content on renewable energy. The AR-PA cube set consists of five 3D-printed touchable cubes and a tablet that delivers multimedia content and 3 Dimensional models.

Cultivating Attitudes of Play Using the HTC Vive

Presenter(s): *Kathy Essmiller*, Oklahoma State University

Virtual Reality has been identified as an emerging trend in education. Serious Play is described as a practice facilitating creativity and innovation. Use of the HTC Vive offers opportunity to experience the

practice of play through virtual reality.

Does augmented reality improve learning outcomes? A longitudinal study of the implications of integrating AR into the classroom

Presenter(s): *Quincy Conley*, Boise State University
Contributor(s): *Nick M Graham*, Boise State University

This study is designed to explore the impacts of a new innovative framework for integrating a set of emerging technologies into the classroom based on Evidence-Based Instructional Practices, or EBIPs. The EBIPs that will be explored in this proposed study are; collaborative learning theory, embodied cognition, and situated learning theory. The study is motivated by an interest in exploring educational applications of AR combined with mobile technology that could potentially provide engaging contextualized learning for understanding concepts related to STEM careers; more specifically statistics education. Using a repeated measures approach, the aim is to better understand if AR can help support either deep or surface knowledge acquisition approaches to learning.

Easy Booking with LibCal: Using Springshare's reservation system to book student tutoring and proctoring sessions, faculty lab reservations, and certification exams

Presenter(s): *Monica Rysavy*, Goldey-Beacom College; *Russell Michalak*, Goldey-Beacom College

Goldey-Beacom College has repurposed Springshare's LibCal library booking system as the college's self-service reservation system for booking of services within and outside of the library. Students, faculty, and staff can easily view availability on all the website published calendars and book the times that work best for them from the website on their desktop or laptop computers or from an app on their mobile devices.

Exploring the Affordances of Augmented Reality as a Mobile Teaching and Learning Tool

Presenter(s): *Aimee Michelle Brenner*, Averett University

Augmented Reality is an emerging technology that allows users to access digital information embedded into the physical environment through mobile devices (Dunleavy, 2014). The presenter, an assistant professor of teacher education, spent the past academic year implementing an AR design project into a curriculum development course for secondary level preservice teachers using the free application, Aurasma. This showcase will demonstrate how to use Aurasma and allow participants to view student project samples.

Facilitating Collaborative Learning and Problem-Solving with Computer-Supported Causal Mapping

Presenter(s): *Allan Jeong*, Florida State University

Achieving group consensus in developing solutions to complex problems requires team members to identify and resolve differences in individual conceptions/ misconceptions of a given problem. This showcase introduces the jMAP application that enable users to

construct causal maps; graphically juxtaposes one map over another to identify commonalities in causal links, root causes, and causal chains linking causes to outcomes; quantitatively scores the level of similarity between two maps; and produces an aggregated map with links varying in density to graphically convey the level of group consensus on each causal link.

Gamification of Learning and Assessment

Presenter(s): *Cody Diefenthaler*, Florida Center for Interactive Media

Gamification is emerging as a popular technique for engaging learners. The Florida Center for Interactive Media at Florida State University is showcasing its development process for applying this technique within instructional design and assessment frameworks through two projects: 1) Finance Your Future, which teaches topics in financial literacy, and 2) Monster, P.I., a game assessing language skills. These projects feature the use of interactive games, music, and animations to deliver content and assess learning.

Good VIVE-brations

Presenter(s): *Sean Raymond Jackson*, Morehead State University

Virtual and Augmented Reality is here, and the incorporation into learning is going to impact education. Are we ready for it? The device will be on display and open for use! Don't be the last one to experience this innovation.

Graduate Students' Attitudes of Mobile Learning

Presenter(s): *Hamed Alshahrani*, King Khalid University

This research proposal reports a qualitative study investigating the attitudes of graduate students toward using mobile technology for learning. Mobile devices provide more mobility, flexibility and convenience than PCs. The interviews of four voluntary participants were conducted in order to provide more understanding on student perceptions of mobile learning. Preliminary results indicated that students had positive attitudes toward using mobile devices for learning and want to use these devices in an educational setting in the future.

Instruction in the Digital Age: A Biometric

Exploration of Augmented Reality Instructional Experience

Presenter(s): *Quincy Conley*, Boise State University
Contributor(s): *Nick M Graham*, Boise State University; *Briana Krebs*, Boise State University

Using a suite of state-of-the-art biometric sensors, this usability study investigated the effects of different visual stimulus. The purpose is to examine learner's biological and affective responses to instructional stimuli presented as augmented reality (AR) versus web-based instruction to see what, if any, variations exist in engagement and attention. The instructional context was learning fundamental statistical concepts via traditional methods (images and text) versus on an iPad app with augmented reality interactions.

Learning Genetics using 3Doodler Pens

Presenter(s): *Jennifer L. Weible*, Central Michigan University; *Tonia A. Dousay*, University of Idaho

We will demonstrate how the 3Doodler pens were used as an integral part of a project based biology lesson focusing on genetics and heredity. The pens were used to create bugs that display the appropriate phenotype of their dominant genetic traits. The design of the "Frankenbugs" was based on the students' understandings of genetics and heredity.

Let's See What Students See: Using Immersive 360 ° Virtual Reality to Enhance Teacher Education

Presenter(s): *Jongpil Cheon*, Texas Tech University; *Sungwon Shin*, Texas Tech University; *Suhkyung Shin*, Texas Tech University; *Hyunchang Moon*, Texas Tech University; *Danh Ngoc Nguyen*, Texas Tech University

This showcase introduces Virtual Reality (VR) classrooms captured with 360 Cameras that allow educators and researchers to explore authentic teaching practices and student activities at the eye level of K-12 students. Immersive classroom images and videos from 360 degrees can be used as a powerful learning tool as they convey various classroom settings and instructional strategies with a holistic view of the classrooms to both teacher education and professional development.

MUSE(TM): A Research and Teaching Tool for Brain Training in Education

Presenter(s): *Jin Mao*, Wilkes University; *Beth Rajan Sockman*, East Stroudsburg University of Pennsylvania

Contributor(s): *Catherine Augustine*, The Pennsylvania State University

MUSE(TM) is one of the first wearable technologies that are used for meditation and mindfulness training. It is a research and teaching tool for brain training and for improving social and emotional awareness.

Oculus Rift Touch Demonstration

Presenter(s): *Anthony Karl Betrus*, SUNY Potsdam

Using an Alienware Laptop, Oculus Rift Headgear, and the Oculus Touch Sensors, the full Oculus Rift Virtual Reality experience will be made available for attendees. Spectator mode will be enabled as well.

On-Location Immersive Virtual Expeditions: Giving Students the World

Presenter(s): *Sandy Powell*, Brigham Young University Independent Study; *Melissa Burton*, Brigham Young University

We use Google Earth, 360-degree drone and on-site footage, and Articulate Storyline to send students on an immersive virtual field expedition where they aren't just along for the ride, but where the learner takes responsibility for their experience. Better than an actual field trip, each student gets a front-row experience where they proceed at their own pace, run experiments, and access resources such as animations and images as

they progress through an expedition of discovery.

Reality Labs and Mobile VR Solutions: Bringing Virtual Reality to General Education and Active Learning Classrooms.

Presenter(s): **Tiffany Roman**, Indiana University
Contributor(s): **Jon Racek**, Indiana University; **Todd Kirk**, Indiana University; **Matt Decker**, Indiana University, IUPUI

Reality Labs is Indiana University's initiative to bring virtual reality (VR) solutions to general education and active learning classrooms. Learn about faculty exemplar cases and IU's support model for faculty and students using VR. Explore VR technologies, including an Acer G1 Predator gaming computer, a HTC Vive head-mounted VR display and wireless gaming peripherals. Review the possibilities/challenges of mobile VR solutions, which allow VR to be shared between classrooms and transported to outdoor environments.

Sony PlayStation 4 VR Hands-on

Presenter(s): **Shawn Vashaw**, Penn State

I will demonstrate the PlayStation 4 VR system's capabilities with a functional PS4 VR system, including head-mounted display, set up at my table. Visitors will be able to put on the headset and experience high-quality software titles that exploit the system's capabilities in ways that will amaze, intrigue, and inspire them. This is primarily for educators and researchers who have never had the chance to experience high-quality VR.

Telepresence Robotics

Presenter(s): **Michele Estes**, James Madison University

Come use telepresence robotics in this session! Applications in education include but are not limited to offering remote guest speakers, co-instructors and partners user control in the learning environment. These tools are designed to give an authentic feel to interactions such that remote partners feel a sense of presence in the same space. While this innovation is already found in education, business, medical centers and other locations it continues to hold potential for more widespread adoption and application in these and other contexts.

The Red Pen Meets The 21st Century: How Microsoft Ink Has Changed How I Grade

Presenter(s): **John Curry**, Morehead State University

This presentation highlights how using the Microsoft Ink feature with my Surface Pro 4 has cut my grading time in half.

The Technology that Excites Me – Wix.Com

Presenter(s): **Shamila Janakiraman**, Purdue University

Wix.com is a website building tool that can be used as an educational tool. It can be used by K-12 teachers to build attractive, engaging and challenging lesson modules that are useful in blended as well as face-to-face learning environments. Wix.com allows linking to

other websites, game tools, videos and other resources making it a fully equipped learning tool.

Throw Out the Notebooks! Using Microsoft OneNote in the K-12 Classroom

Presenter(s): **Surey Rios**, University of West Florida

Microsoft OneNote Class Notebook takes textbooks and notebooks and combines them in an interactive and collaborative platform that places students in the driver's seat of their own learning. Teachers weave learning experiences using artifacts that direct students to engage with the concepts they are learning to create their knowledge. The Class Notebook is free, easy, environmentally friendly and liberates teachers from the back-breaking task of collecting notebooks since it is cloud based.

Turning PDF's into Websites with the Click of a Button

Presenter(s): **Pamela Jones Ponnors**, University of North Texas

Sway is a Microsoft Office tool that allows you to create a web based presentation. The designer can create the presentation from: nothing, a PDF or an existing presentation. When the designer is finished they have a link that may be shared or embedded into any learning management system.

Unique Student Assignments using the PolyLab Tool

Presenter(s): **Chris Gamrat**, Penn State University; **Ryan Kohler**, Penn State University
Contributor(s): **Nick Giacobe**, Penn State University; **Jungwoo Ryoo**, Penn State University

The Polymorphic Homework and Laboratory System (Polylab) leverages principles in cybersecurity to provide an individualized assessment mechanism. It allows for multiple, unique versions of homework exercises to be generated and evaluated, even on disconnected systems. Students get individual and potentially infinitely repeatable assignments. Polylab provides students with unique questions in a range of cybersecurity topics to include steganography, network traffic analysis, cryptography, and learning the Linux command line.

Using 3D content and Microsoft Mixed Reality Technology to Improve Academy Performance

Presenter(s): **Diego Rodriguez Nava**, University of Tampa

Virtual Reality (VR) has been available for years, but equipment has been expensive and quality of content poor. 3D content creation is being pushed by the same big players of the gaming industry, which always pushes the limit of more realistic content. Now the development of Mixed reality content in conjunction with a more affordable powerful hardware lowers the entry barrier for many companies or designers. For this showcase, I will be doing a demo of a new training 3D application named Taking Off in Robotics to learn basic mathematical concepts needed in robotics use.

Using The Leap Motion Controller (LMC) In

Education

Presenter(s): *Ali Alshammari*, Purdue University

In order to increase the immersion process in educational gaming, it is necessary to engage as many senses as possible in an individual learner's interactions with their virtual environment. The Leap Motion Controller (LMC) is a new gesture-detecting sensor that allows users to interact with their computers in an immersive way. The aim of this presentation is to demonstrate the capacity of this technology and its potential uses in educational settings.

VARx: Virtual and Augmented Reality Exploration in Higher Education

Presenter(s): *Hannah Marie Luna*, California State University Northridge; *Hillary Kaplowitz*, California State University, Northridge; *Jannath Ghaznavi*, California State University, Northridge
Contributor(s): *Deone Zell*, California State University, Northridge

Every emerging technology promises to "revolutionize" educational technology, but often falls short in actual implementation. For example, interest in virtual and augmented reality (VAR) has been through two waves of rising and falling interest before recently resurfacing. Now with the addition of mobile devices and affordable equipment, VAR may finally deliver on its promise to be a vehicle for changing how we experience educational technology. We aim to share our findings and showcase examples from our exploration of VAR in higher education.

Virtual reality viewers as a tool for providing immersive learning experiences to K-5 students through their school guidance program

Presenter(s): *Paige Hale*, Eastern Kentucky University

The increasing availability of personal virtual reality viewers such as Google Cardboard make in vivo, immersive learning an accessible option for K-5 educators. This presentation will showcase a school counselor/psychologist's use of this technology to support lessons on mindfulness, relaxation, and social skills. Implications for individual, small-group, and whole-group instruction will be explored.

Wearable Data Collection: Using an Apple Watch When Assessing Students and More

Presenter(s): *Julia Hill*, Worcester Technical High School

Educators are often looking for quick, easy, and efficient ways to collect data on student learning and growth. While exploring applications of the Apple Watch, we will share ideas for using the device to collect data and provide instant feedback to students. We will view ways for both teachers and students to use this technology to enhance the learning experience and promote college and career readiness in our students.

AECT colleagues sharing new hot tech ideas that excite and influence learning. This show and tell (informal) showcase with an Introduction from Amanda Lange, Microsoft Hololens

Techvangelist provides the opportunity for presenters and AECT members to exchange ideas about tools with promise for learning. Participate in this new and curiously thought provoking convention activity.

202. INTL: Job Search

2:15 pm to 3:15 pm
3rd Level - St John's

Faculty Job Search Strategies for International Students that Work

Presenter(s): *Danilo M. Baylen*, University of West Georgia; *Szu-Yueh Justine Chien*, University of Wisconsin-Extension; *Enilda Romero-Hall*, University of Tampa; *Brijun Thankachan*, Ohio University

This panel session brings together instructional technology faculty members who were former international students in American universities. The panelists will describe and discuss key experiences and strategies that supported the successful outcome of their job searches. Also, they will address the challenges of building a strong curriculum vitae as well as successful campus interviewing and professional networking.

203. OTP-Academic Communities of Practice

2:15 pm to 3:15 pm
4th Level - Matthews

A Case Study: Implementing a Mandatory Research Training Overview at an Academic Health Science Center

Presenter(s): *Kathleen Lenert*, Medical University of South Carolina
Contributor(s): *Sarah Brewer*, Medical University of South Carolina

Asynchronous online mandatory training on the overview of research for all employees and students at an academic research institute was implemented in 2017. The training objective was to provide a comprehensive overview of all specific institutional research policies, training and approval requirements, as well as navigation support services available to the investigator to guide them through the research process. Branching logic allowed those who were not involved in research to exit.

Characteristics of a High-performing Charter Middle School: A Single-Case Study Analysis

Presenter(s): *Nancy B. Hastings*, University of West Florida
Contributor(s): *Holley Handley Langille*, University of West Florida

The purpose of this qualitative, single-case study was to identify characteristics of a high performing Florida Charter middle school. The theoretical framework for describing the best practices contributing to the long-term high performance of the middle school were based on categories identified by Hattie (2009) in his research and synthesis of over 800 meta-analyses

of influences on school achievement. Influences observed were categorized according to four domains: the teacher, teaching systems, school structure, and curriculum.

204. PIDT 2018 Planning

2:15 pm to 3:15 pm
4th Level - Main St 7

205. Presidential: Leading Innovation: How to Use Social Media, Mobile Learning, MOOCs and Open Educational Resources to Transform Learning

2:15 pm to 3:15 pm
2nd Level - Grand 4

Innovations in Education: How to Use Social Media, Mobile Learning, MOOCs and Open Educational Resources to Transform Learning

Presenter(s): **Robert Reiser**, Florida State University; **Curtis J. Bonk**, Indiana University; **Vanessa Dennen**, Florida State University; **Clark Quinn**, Quinnovation; **David Wiley**, Brigham Young University; **Fabrizio Fornara**, Florida State University
Contributor(s): **Weinan Zhao**, Florida State University

Innovations such as social media, mobile learning devices, open educational resources and massive online open courses (MOOCs) are having a major impact on the ways in which information and instruction is being delivered to learners and, consequently, on the manner via which individuals learn. This Presidential Session will provide attendees with the most recent thinking regarding the educational use of social media, mobile learning devices, open educational resources and massive open online courses. As a result, attendees should be better prepared to serve as leaders and effective change agents in facilitating greater learning via the use of these innovations.

206. Presidential: Leading the Charge for Change: Preparing Preservice Teachers to Teach Computing

2:15 pm to 3:15 pm
2nd Level - Grand 6

Leading the Charge for Change: Preparing Preservice Teachers to Teach Computing

Presenter(s): **Peter Rich**, Brigham Young University

Educational systems the world over are making computing compulsory starting in elementary school. Who is going to prepare the teachers to integrate coding into their core? And how are they going to do it? Educational technologists will be asked to lead this change. In this session, we will present findings from research and practical advice from early adopters that may help educational technologists to best prepare teachers to integrate computing into their curricula.

207. RTD - Emerging Trends and Issues

2:15 pm to 3:15 pm
3rd Level - Clearwater

2006-2016 Trends and Issues in Educational Technology: Examining Conversations across Scholarly Research, Trade Journals, and Social Media

Presenter(s): **Susan Stansberry**, Oklahoma State University; **Sarinporn Chaivisit**, Oklahoma State University; **Tara Lillian Dalinger**, Oklahoma State University; **Kathy Essmiller**, Oklahoma State University; **Jose Fulgencio**, Oklahoma State University; **Cathy Green**, Oklahoma State University
Contributor(s): **Teddy Burch**, Oklahoma State University; **Kaia Christofferson**, Oklahoma State University; **Erik Dewey**, Oklahoma State University; **Chuck Louviere**, Oklahoma State University; **Yidong (Donna) Zhang**, Oklahoma State University

To effectively bridge educational technology research and practice, it is helpful to monitor similarities and differences in formal and informal conversations. How different are the conversations in peer-reviewed journals from those on Twitter? Are the same people participating? Do they care about the same issues? The purpose of this study is to analyze current conversations about twelve trending educational technology topics across scholarly research, trade journals, and social media.

Women's Publication Rates as an Indicator of Leadership in the Field of Educational Technology

Presenter(s): **Cassandra Scharber**, University of Minnesota; **Angelica Pazurek**, University of Minnesota
Contributor(s): **Fan Ouyang**, University of Minnesota

This session presents an update on findings from ongoing descriptive research utilizing bibliometric methods to analyze publication rates among female and male authors in top educational technology journals from 2004-2015. Findings indicate that although female rates continue to increase, there remains discernible disparity in women's representation in journals sampled in this study. The relevance of these findings and their implications for the future visibility of women's scholars as leaders in the field will be discussed.

Many Faces of Student Plagiarism in Higher Education: Emerging Issues & Research Agenda

Presenter(s): **Ji-Yeon Lee**, Inha University

Short Description Edit Short Description Student plagiarism has long become a serious, growing concern in higher education yet there is a lack of comprehensive analysis on the existing body of literature to inform interested researchers and practitioners. Based on an extensive review of previous studies and policy reports, the study discusses three emerging issues (i.e. lack of instructional systems design focus, glitches in research methods, and an oversight to solicit student input) as well as some suggestions for future research.

208. RTD - Issues in Educational Research*2:15 pm to 3:15 pm**3rd Level - City Terrace 12***Building a Research Community in Support of Educational Neuroscience**Presenter(s): **Richard Ingram**, James Madison University

The field of Educational Neuroscience presents exciting new possibilities for research in the learning sciences by enabling the measurement of cognitive and other biomarkers associated with authentic learning and performance tasks in real-world settings. However, progress in the field is constrained because of the “two-worlds problem” wherein key professionals with insight into the field (e.g., instructional designers) have typically not been involved in the research endeavor. This session proposes a foundational approach to the problem.

A Domain Without Verbs: Reasons Warranting a New Affective Domain TaxonomyPresenter(s): **Joy A.R. Eliot**, University of Central Florida; **Atsusi Hirumi**, University of Central Florida

Critical literature review arguing that education theory continues to lack a valid, reliable and ethical taxonomy and related objectives for the affective domain. Such an achievement would ground affective e-learning in theory and lead to greatly accelerated change and learning in affective domain and mixed cognitive-affective designs for both K-12 and industry.

Do Researchers make their Research Available to the Public?Presenter(s): **George Veletsianos**, Royal Roads University

The impact of instructional technology/design research depends on stakeholders' ability to access it. Non-institutional stakeholders (e.g., instructional designers and teachers) often face financial barriers in accessing research. What proportion of our research is the public actually able to access freely? In this study, I report the results of a study developed to answer this question. I find that approximately 48% of research published in a respectable and well-known journal was available freely via public means.

students taking online classes. The presentation will provide insight if there is a correlation between specific demographic variables and academic success in K-12. This session will be beneficial to K-12 administration such as counselors, principals, and online teachers.

Signals of Reflective Thinking Among Middle School Learners in a Maker EnvironmentPresenter(s): **Michael Karlin**, Indiana University - Instructional Systems Technology; **Haesol Bae**, Indiana University; **Annisa Sari**, Indiana University
Contributor(s): **Manal Alsaif**, IU; **Merve Basdogan**, Indiana University Bloomington; **Thomas Edelberg**, Indiana University; **Fatih Ergulec**, Indiana University Bloomington; **Hamid Nadiruzzaman**, Indiana University Bloomington

Reflective thinking is critical in design problem solving, yet few examples have been reported in middle school settings. Through survey, video, and interview data we explored middle school students' reflective thinking practices during design problem solving. Four findings emerged: (1) Students employed varied reflective thinking approaches; (2) Students relied primarily on teachers for support; (3) Students did not reach societal levels of reflective thinking; and (4) Students provided inconsistent attributions to practices and support.

Wicked Instructional Problems: Exploring How STEM Teachers Use Design ThinkingPresenter(s): **Kristin D Elwood**, Arizona State University; **Wilhelmina Savenye**, Arizona State UniversityContributor(s): **Jean Larson**, Arizona State University; **Michelle E Jordan**, Arizona State University; **Claudia Zapata**, Arizona State University

This presentation explores how 14 in-service STEM teachers used Design Thinking for solving instructional problems during a 5-week summer program. A pre/post survey demonstrated that, on average, the majority of teacher participants perceived Design Thinking to have potential in helping pre-service teachers become more prepared. We will provide an overview of Design Thinking, discuss the study method, findings, and implications, as well as elicit feedback from the audience.

209. RTD - Research in K-12 Settings*2:15 pm to 3:15 pm**3rd Level - Orlando*Attendee: **Meina Zhu**, Indiana University**Examining the Overall Effects of Demographics in Online K-12 Education**Presenter(s): **Jerri Ward-Jackson**, Mississippi State University; **Chien Yu**, Mississippi State University

The purpose of the study is to examine whether various demographic characteristics contribute to academic success as well as academic failure for high school

210. SICET-Keynotes*2:15 pm to 3:15 pm**4th Level - Main St 8*

Presenters:

Xiaoqing Gu, ECNU**Leping Liu**, University of Nevada, Reno

Title: An Initial Model of Dynamic Instructional Design and Learning Analytics: The Power of Dynamic Assessment and Prediction - Leping Liu Dynamic learning (DL) has become a new feature of the 21st century's learners, where learning occurs non-linearly, from multiple dimensions, as

process-focused rather than state-focused, and with open-ended solutions or directions. Accordingly, some systematic evolutions will need to make upon traditional procedures of instructional design. In this keynote, Dr. Liu will discuss the logistics and possible applications of a dynamic instructional design (DID) model. With this dynamic model, dynamic data can be collected or mined to perform Learning Analytics, which by definition is “the measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimizing learning and the learning environments.” More importantly, with this dynamic model, during the process of learning, assessment can be done constantly and hence the predictions for further performance and need. This is also a dynamic research model to generate further studies on factors in any of the functions. Title: Three windows on classroom culture in Shanghai schools: approaching classroom observations and teaching behavior analysis - Xiaqing Gu Learning and teaching are culturally governed, resulting in distinctive classroom practices in different cultural contexts. In the past several years, the education community has complimented on the high PISA academic achievement scores performed by the students in Shanghai schools. It may be of value to open some windows onto teaching practices in these classrooms, thereby revealing the classroom culture in Shanghai, but also to examine whether success in these global competitions can be understood in terms of that culture. In this talk Dr. Gu will introduce the efforts of our studies focusing on the question of: (1) what are the successful teachers’ behaviors in Shanghai schools from three different perspectives, (2) are these behaviors from different perspectives supporting one another? And (3) Can these behaviors be attributed as the source of success in Shanghai?

211. SMT - Teachers’ Use of Technology

2:15 pm to 3:15 pm

4th Level - Hart

Professional Learning for Technology Integration

Presenter(s): **Ross Perkins**, Boise State University; **Kerry Rice**, Boise State University; **Jesus Trespalacios**, Boise State University
Contributor(s): **Donna Ledford**, Boise State University

The purpose of this design-based study was to develop and determine a professional development framework that impacted teachers’ instructional practices toward technology integration and transformative practice which emphasizes active learning, critical thinking, creativity, and communication. Teachers engaged in a 15 week professional learning opportunity with multiple components noted in the literature as impacting teacher practice. The goal of the professional learning opportunity was to move teachers toward effective technology integration.

Factors Influencing Preservice Teachers’ Intentions to Integrate Technology

Presenter(s): **Byron Havard**, University of West Florida; **Holly Ellis**, University of West Florida; **Courtney Hyland**, University of West Florida; **Ashley McArthur**, McArthur HPT

The focus of this mixed methods research study was to determine the factors that predict preservice teachers’

intentions to integrate technology into their future classrooms. This study is one component of a larger research effort focused on educational technology leadership. The sample consisted of 168 students in five sections of an undergraduate educational technology course for preservice teachers, and 127 students (76%) participated. Multiple regression and qualitative data analysis results served to establish the factors.

212. STC - How should we study “systems” in education?: Challenges and future directions for education systems research

2:15 pm to 3:15 pm

3rd Level - City Terrace 09

How should we study “systems” in education?: Challenges and future directions for education systems research

Presenter(s): **Elizabeth Brott Beese**, Purdue University; **Julaine Fowlin**, Auburn University, Harrison School of Pharmacy; **Charles Morgan Reigeluth**, Indiana University; **William Watson**, Purdue University
Contributor(s): **David Gibson**, simSchool; **Sinem Aslan**, Intel Corporation

Before we can effectively lead change in education, we must understand the “systems” we seek to change, and the “systems” affecting our change efforts. The members of this panel gather to discuss how we might best study “systems” in education, addressing questions like: what are meaningful systems and subsystems to study in education, right now, and how can we conceive of these systems clearly? What methods should we consider employing, to study these systems rigorously? What is the relationship between systems analysis research, systems change research, and systems change?

213. STC - Systemic Views to Development and Delivery

2:15 pm to 3:15 pm

3rd Level - City Terrace 10

Leading Change towards Implementation of Learning Analytics

Presenter(s): **Michael J. J. Roll**, University of Mannheim, Chair Learning, Design and Technology; **Dirk Ifenthaler**, University of Mannheim

The implementation of learning analytics at higher education institutions may have broad implications for the organization and its stakeholders (e.g., students, academic staff, administrators) including changes in learning culture and educational decision-making. This study investigates how change management concepts may facilitate the implementation of learning analytics in the higher education sector. Implications of this study include insights into functioning implementation strategies highlighting the importance of open communication structures, transparency of decision-making, and the importance of systems thinking approaches.

The Instructional Designer as a Chief Operating Officer (COO) in Development and Delivery of Team Taught Courses

Presenter(s): *Shane Ryan*, University of Florida; *Julie Thomas*, University of Florida

This presentation will describe the instructional designer's role as Chief Operating Officer (COO) of a course, leading development in teaching and learning and guiding faculty through curricular change. Quality control, cross-course consistency in methods, modes, and policies, and efficiency in administration and student support, are some benefits of the instructional designer assuming this elevated role. Navigating faculty buy-in, and moderating the paradigm shift are some of the challenges that were met.

Best Practices for Using Twitter in Teacher Education

Presenter(s): *Jeffrey Paul Carpenter*, Elon University
Contributor(s): *Scott Morrison*, Elon University

This discussion-based session addresses why and how to use Twitter in teacher education. The presenters will share lessons learned from nine semesters of Twitter use with pre-service teachers, and facilitate crowdsourcing of participants' knowledge. Twitter use with PSTs can increase interaction, networking, and mentoring among pre-service teachers, alumni, faculty, staff, cooperating teachers, and other educators. We discuss a combination of successes, failures, and unintended outcomes, plus implications for teacher education in an interconnected world.

214. TED - STEM Inquiry and Design

2:15 pm to 3:15 pm

2nd Level - Grand 8

Now I See It! Video Analysis in Open Inquiry

Presenter(s): *Dan Carroll*, Boise State University and Arlington Public Schools Arlington VA

Two dimensional motion is one of the most difficult concepts for beginning physics students to understand. Simple video analysis tools can turn a painstaking mathematical analysis into an engaging and interactive experience. These tools are easily mastered and can facilitate physics students engaging in creative open inquiry. Acceleration, projectile motion, circular motion, bernoulli principle, simple harmonic motion are just an example of the complex concepts that can be made hands-on and visual.

Maker's Workshop: Using Writer's Workshop to guide K-12 teaching and learning while making

Presenter(s): *T J Kopcha*, University of Georgia; *Kristin Brynteson*, Northern Illinois University; *Kalianne Lund Neumann*, University of Georgia
Contributor(s): *Rachel Kaminski-Sanders*, University of Georgia; *Carrie Bishop*, University of Georgia; *Gretchen Thomas*, University of Georgia

Makerspaces create an inherent tension in today's classroom, one where the qualities of constructionism are often at odds with standards-driven approaches to learning. In the field of language and literacy education, this tension is negotiated through the Writer's Workshop model of instruction. In this session, we present Maker's Workshop, a process for guiding learning in makerspaces that builds upon the research-based literature surrounding Writer's Workshop. Specific cases of Maker's Workshop will be provided.

215. TED - TEDCAMP: Best Practices for Using Twitter in Teacher Education

2:15 pm to 3:15 pm

3rd Level - City Terrace 08

216. CLT-Leading Learning for Change: Recontextualizing OER for Diverse Learner Audiences

3:30 pm to 4:30 pm

3rd Level - City Terrace 07

Leading Learning for Change: Recontextualizing OER for Diverse Learner Audiences

Presenter(s): *Jennifer Maddrell*, Designers for Learning; *John Baaki*, Old Dominion University; *Camille Dickson-Deane*, University of Melbourne; *Keya Mukherjee*, Saint Leo University; *Jen Vanek*, IDEAL Consortium - Consultant
Contributor(s): *Nicola Pallitt*, University of Cape Town

This panel discussion will focus on the convention theme of Leading Learning for Change in an interconnected world by considering the opportunities and challenges of creating, adapting, and using open education resources (OER) to support adult education around the globe. With diverse educational and instructional design backgrounds, the panel will draw on their experience to consider the implications of both creating and adapting existing OER to different contexts and learner audiences.

217. CLT-Teachers as leaders of the CLT transformation

3:30 pm to 4:30 pm

3rd Level - City Terrace 06

Pre-Service ICT Teachers' Recommendations for School Internet Safety

Presenter(s): *Sanser Bulu*, Ankara University; *Melike Kavuk Kalender*, Yıldız Technical University
Contributor(s): *Keser Hafize*, Ankara University

Students should use the internet responsibly. Teachers, and School IT specialists have roles in keeping students safe. This study aims to determine the readiness levels of preservice ICT teachers' readiness about online treats. A unique realistic problem was provided to ICT pre-service teachers; and asked for solution strategies. Pre-service teachers couldn't emphasize the importance of integrating internet safety education into the curriculum, and they did not seem to be eager to take responsibility.

Teacher 2.0: Transform your Classroom in 6 Steps with Technology

Presenter(s): *Burcu Aybat*, Bahcesehir University; *Metin Ferhatoglu*, American Robert College, Istanbul

Ongoing teacher professional development plays a vital role in adopting and ensuring the success of 1:1 programs in schools. Robert College is running 1:1 BYOD program for more than 5 years offering rich professional development opportunities for teachers. Based on the experiences and research on PD in a 1:1 school for 5 years, 6-step-framework is created to guide teachers to transform classrooms by using technology and published in Teachers 2.0 book.

218. D&D: Florida University Programs Meeting

3:30 pm to 4:30 pm
2nd Level - Grand 3

The purpose of this meeting is to bring together the faculty from the educational technology, instructional technology, and instructional design programs across the universities in the state of Florida. This meeting will last for one hour and is sponsored by the Design and Development Division. We will introduce ourselves, and discuss opportunities and challenges for educational technology in the state of Florida.

219. D&D: Learning Situations and Contexts

3:30 pm to 4:30 pm
3rd Level - Orlando

Examining Middle School Students' Collaborative Multimodal Composing through Disciplinary Identity Development

Presenter(s): *Ji Shen*, university of miami; *shiyang jiang*, university of miami; *Guanhua Chen*, University of Georgia
Contributor(s): *Blaine E Smith*, University of Miami; *Kristin Kibler*, University of Miami; *Irina Malova*, University of Miami

We designed an afterschool program to engage middle school students in multimodal composition of science fictions. Each student contributed to the group project as a writer, scientist, or designer. We examined student learning and change in disciplinary identity development, collaborative interactions, and multimodal composing. Analyses showed that multimodal composition opens up new role awareness and development. Role taking and enactment during the composing process generates better collaborative interactions, as well as conflicts at times.

If You Build It, Will They Come? Using Room Design to Encourage Active Learning.

Presenter(s): *Christopher Mong*, Purdue University; *Debbie Dunlap Runshe*, Purdue University; *Benjamin Holmes*, Purdue University

New large active learning spaces are being created across the country, but for those instructors "trained" on the large lecture, how can we encourage them to

give up the podium? Decades of research has led us to question the large lecture hall and design for more collaborative spaces. Using case study data, presenters will explore how the design of collaborative spaces and faculty development encourage effective use of the spaces.

Implementing Learning Analytics Features: At the Intersection of Pedagogical and Information Technological Perspectives

Presenter(s): *Clara Schumacher*, University of Mannheim; *Daniel Schön*, University of Mannheim; *Dirk Ifenthaler*, University of Mannheim

Abstract With the advent of online learning environments, learning analytics (LA) are of high interest for higher education institutions. But implementing LA faces several challenges, such as general change processes, integration into existing infrastructures, and aligning LA features with pedagogical theories and the learners' needs. This paper reports a case study of implementing LA at a German university. Based on prior studies focusing on students' expectations and learning theory, we compared the pedagogical requirements against implementation feasibility and selected three LA features which will be implemented. Keywords: learning analytics; higher education; technology integration

220. D&D: Online Learning Environments

3:30 pm to 4:30 pm
3rd Level - Clearwater

Investigating the Use of Computer-Supported Collaborative Learning in the Online Environment
Presenter(s): *Jongpil Cheon*, Texas Tech University; *Danh Ngoc Nguyen*, Texas Tech University

The research purpose was to investigate the use of computer-supported collaborative learning (CSCL) technology in facilitating collaborative learning activities in university online courses. The research explored the benefits of the CSCL technologies to gain an in-depth understanding the phenomenon of the collaborative online learning. We found significant findings related to CSCL usage in the online learning environment. The research findings and implementation will contribute to supporting instructors to design effective online course using CSCL.

Lessons Learned Developing a Digital Literacy Online Training Program for Students with Exceptionalities

Presenter(s): *Patrick Lowenthal*, Boise State University; *Quincy Conley*, Boise State University
Contributor(s): *Michael Humphrey*, Boise State University; *Alison Lowenthal*, Idaho Division of Vocational Rehabilitation

Students need basic digital literacies to complete a college or job application today. As a result, educators now have a new responsibility to develop all students'

digital literacies. In this session, we will present a digital literacy online training program developed for students with exceptionalities, discuss our design and development approach given the intended audience, report on a series of design experiments, and conclude with implications for theory and practice. </div>

Tracking the Design and Development of a Six Module miniMOOC for Quality Graduate Supervision

Presenter(s): **Hawazen Alharbi**, University of Calgary, King Abdulaziz University; **Michele Jacobsen**, University of Calgary

This session reports on the design and development phases for the Quality Graduate Supervision miniMOOC, a learning innovation that is part of an overall design based research investigation to explore the design, implementation and evaluation of online faculty development for quality graduate supervision. Findings from the design and development phases are expected to shed light on relevant and required elements in the design of online faculty development opportunities as well as describe the challenges.

designed to address the problem. Additionally, the authors will provide examples and resources from the faculty development series.

Examining Students' Cognitive Learning and Perceptions in Face-to-Face and Online Engineering Courses

Presenter(s): **Larisa Olesova**, George Mason University

Contributor(s): **Dazhi Yang**, Boise State University; **Shannon Skelcher**, Boise State University

This research examined differences in graduate students' cognitive learning and perceptions in face-to-face and online engineering courses. The findings revealed no difference in students' cognitive learning. However, face-to-face students had a better performance in sharing, describing, seeking information, and solutions skills. Online students had higher percentages in explaining, comparing, interpreting, and clarifying; analyzing, and concluding skills. Face-to-face students had higher perceptions of teaching while online students had more positive perception about the course effectiveness.

221. DDL - Advising online doctoral students

3:30 pm to 4:30 pm

2nd Level - Grand 7

Advising students in a fully online EdTech doctoral program: What we have learned

Presenter(s): **Lida J Uribe-Flórez**, Boise State University; **Kerry Rice**, Boise State University; **Ross Perkins**, Boise State University; **Dave Mulder**, Boise State University

Advising doctoral students in a fully online program is a new important task that has been added to the faculty workload. In this presentation, we share experiences as advisors of doctoral students in our online EdD program. Program coordinators and faculty share strategies utilized in our program. We also discuss strategies used to overcome the challenges encountered while guiding students to finish their doctoral degree successfully. Also, graduates from our program share their experiences as advisees in our program.

222. DDL - Online Engineering

3:30 pm to 4:30 pm

3rd Level - River Terrace 3

Engaging Engineers to Engage Online Engineering Students

Presenter(s): **Eva Olysha Magruder**, Johns Hopkins University; **Margo Williams**, Johns Hopkins University

How do you present faculty development to a faculty body that is part-time, remote, and consists of working professionals in the field? The purpose of this presentation is to explore a faculty development series that presented student engagement techniques for online graduate engineering courses. The authors will discuss the context, the problem, and a solution

223. DELT - Game 3: Gaming in the Classroom

3:30 pm to 4:30 pm

3rd Level - City Terrace 11

Kahooting Your Way to Learning: A Mixed Methods Study

Presenter(s): **William Watson**, Purdue University

Contributor(s): **Papia Bawa**, Purdue University

The researchers are excited to share the findings of a mixed methods study on the use of Kahoot, an upcoming Digital Educational Game. The 30-minute session will discuss the findings that support Kahoot as being instrumental in increasing learner performance and engagement. Information on how to use Kahoot and incorporate it in curriculum will be provided. This will be beneficial for face to face teachers who are interested in integrating innovative technologies in their classrooms.

Gamification and Cybersecurity Education for Urban Youth

Presenter(s): **Michael K Thomas**, University of Illinois at Chicago

This paper overviews the NSF supported "CySEC" project that uses collectible card games (CCGs) similar to other battle card games (such as Magic: The Gathering, Yu-Ghi-Oh!, Pokémon, and Cardfight Vanguard) for teaching the habits of mind of cybersecurity professionals to underrepresented groups of middle school children. Implications for culturally relevant gamification and instructional design are highlighted for children in urban contexts.

224. GSA - Balancing Work/Life/Academia

3:30 pm to 4:30 pm

3rd Level - Boardroom 4

Chair: *Dotty Sammons, Idaho State University*

Presenters:

Tara Lynn Drexler, AECT Graduate Student Assembly

Tonia A. Dousay, University of Idaho

Jonlee S. Anderle, University of Wyoming

Jiahui Wang, University of Florida

Huiruo Chen, University of South Florida

Nicole Emert Topping, University of South Florida

Lucas Vasconcelos, University of Georgia

Learning to balance the competing needs of work, family, and life in general is a continuous effort for all professionals, but perhaps never more difficult than during graduate study. Graduate students are just beginning to enter a community of practice, mastering the knowledge, dispositions, and skills that will move them closer to the center of that community. While recent research on work-life balance has come to include work-life enrichment (Greenhaus & Powell, 2006) as well as the more common work-life conflict, much of this research has focused on established professionals. In this panel presentation, we would like to address challenges and opportunities for graduate students in our field, from the perspectives of class standing (masters, doctoral), student status (full-time, part-time), language or cultural issues (domestic, international), and departmental/university support of balance as indicated by policy. In addition, current national trends concerning the rights of graduate student will be address. Dialogue between panelists and audience will enhance the findings presented.

225. INTL: International Issues

3:30 pm to 4:30 pm

3rd Level - St John's

Embracing Student Creativity: the Need for Creative Teachers and Leaders

Presenter(s): *Isa Jahnke, University of Missouri-Columbia*

Contributor(s): *Tobias Haertel, TU Dortmund University; Claudius Terkowsky, TU Dortmund University*

<p>Over the last five years, we conducted research on creativity in higher education including qualitative and quantitative data. We here will present the results of the 6-Facets-Model for creativity-enhancing teaching and learning practices. The results point to two important requirements: (1) Educators who want to foster their students' creativity need an appropriate and easy to apply method, tool or instrument to (re-) design their courses. (2) Whoever wants to foster somebody else's creativity needs to be creative as well. </p>

The Old Goat Moved to China! Why?

Presenter(s): *Richard A. Cornell, University of Central Florida*

Ni hao ma? Unless you've had your head in the sand these past three decades, you probably know something about China. We will trace the involvement of Chinese scholars within both their home professional organizations and how they have become an almost matter-of-fact phenomenon within our AECT.

226. KSET - Emerging Research Issues in Teacher Education

3:30 pm to 4:30 pm

4th Level - Acosta

A Design based research case to promote active learning in preservice teacher education

Presenter(s): *Ji-Yeon Lee, Inha University*

Contributor(s): *Jihye Kang, Inha University*

One of the constraints of teaching profession course in South Korea is that there is a dilemma that pre-service teachers do not experience meaningful interaction during class because they have to teach a lot of contents compared to time. The purpose of this study is to identify the problems faced by teachers and present a plan to solve them by applying the Educational Design Research method on the "Instructional Methods and Educational Technology" course—a teaching profession course offered at the College of Education, University A, Korea. To this end, the study was conducted using three stages(Oh, Lee, Reeves, 2016): 1) Analysis and Exploration, 2) Design and Construction, and 3) Evaluation and Reflection. In Stage 1, an interview was conducted to explore the overall perception of the course. Lecture evaluation, which is conducted during the semester for learners, was also analyzed. The Humble Theory was drawn using surveys and interviews to identify how the learners perceived the contents of the 15-week course. In Stage 2, the class was designed with a flipped learning module based on the "Humble Theory" and applied to the actual class after a pilot test for the learners. In Stage 3, the learners were asked to write a reflection journal that evaluated the flipped learning module.

Using mobile app in preservice teacher education program

Presenter(s): *Jong Won Jung, University of Ulsan*

Contributor(s): *Hoilym Kwon, Korea University*

This presentation will introduce two mobile applications, flash card app and question-bank app, that has been applied for preservice teacher training course in Korea. The comparative result of app use in academic performance and students' perception about the potential and limitation of mobile application will be presented

Teacher Candidate's Perceptions towards an Online Personalized Learning Teacher Education Program

Presenter(s): *Hyunchang Moon, Texas Tech*

University; *Sungwon Shin, Texas Tech University*

This study explored how teacher candidates perceive the curriculum of an online teacher education program that focuses on personalized learning to inform the redesign of the curriculum. Both qualitative and quantitative data were collected and are still in the progress. The results revealed that teacher candidates recognized the difference in the course quality and suggested what personalized learning should look like. More findings and implications will be discussed in the presentation.

227. OTP-Soft Skills and Creditation

3:30 pm to 4:30 pm
4th Level - Matthews

Soft Skills in the Classroom: Where Have They Gone?

Presenter(s): **Bradford Ray Stephens**, Morehead State University

This presentation will center on the concept of exactly what soft skills are, their importance in the workplace, and what teachers can do to integrate these skills in order to help prepare students for future success in the classroom and beyond.

Is There a Need for Accreditation and Certification for Instructional Design and Technology Programs and Practitioners?

Presenter(s): **Gayle V. Davidson-Shivers**, University of South Alabama; **Melissa D Dean**, University of South Alabama

Contributor(s): **Brianne Altier-Ard**, University of South Alabama; **Carrie Tucker**, University of South Alabama

This exploratory needs assessment (NA) focused on instructional design & technology program accreditation and practitioner certification. Graduate students, under instructor supervision used Altschuld's (2010) three-phase NA approach to: (1) identify existing accreditation, certification and endorsements (pre-assessment); (2) seek practitioner views/opinions (assessment); and (3) report findings and recommendations (post-assessment). This NA's scope was limited to faculty, students and alumni at one university. The presentation will share the NA strategies and tentative findings and recommendations.

228. Presidential: Leading Learning for Change: A Precious Partnership Across Cultures

3:30 pm to 4:30 pm
2nd Level - Grand 4

Leading Learning for Change: A Precious Partnership Across Cultures

Presenter(s): **Tutaleni I. Asino**, Oklahoma State University; **Patricia Young**, Uni. of Maryland Baltimore Co.; **Jonathan M Spector**, Department of Learning Technologies; **Eugene Kowch**, University of Calgary - Faculty of Ed; **Monica Tracey**, Wayne State University; **Lisa A. Giacumo**, Boise State University; **Erica Bass-Flimmons**, Georgia State University

Much has been written on the ethical dimension of research and the dignity with which to treat participants. However little is available in the literature on the step-by-steps involved in engaging in research in a location that one may not be familiar with. The papers on this panel contain firsthand accounts of how researcher negotiated entry and their relationship with participants in physical spaces in Afrika, Asia, Europe, Middle East, North America and in virtual spaces. The researchers will share their perspectives and experience with the process of conduction research in different cultures.

229. RTD -Board of Directors Meeting

3:30 pm to 4:30 pm
4th Level - Main St 7

230. RTD - Gaming and Simulation

3:30 pm to 4:30 pm
2nd Level - Grand 6

Game-Based Learning and Students' Math Achievement: A Meta-Analysis

Presenter(s): **Elena Novak**, Kent State University
Contributor(s): **Umit Tokac**, FSU; **Christopher Thompson**, Florida State University

A meta-analysis of experimental and quasi-experimental studies investigated the effects of educational games versus traditional classroom instruction on PreK-12th grade students' math achievement. Results showed heterogeneity among studies, both in magnitude and direction. Using a random-effects model, a small but marginally significant overall effect ($dRE=0.33, p<.01$) suggests that math video games contributed to higher learning gains as compared to traditional instructional methods. Systematic heterogeneity across effects was explored using various moderators.

Linking Domain-Specific and Game-Specific Motivations: A Study in Educational Gaming

Presenter(s): **Seungoh Paek**, University of Hawaii at Manoa

This study examines the relationship between students' motivation for math and their motivation for a math-related videogame. Thirty-six graders ($n = 30$) were split into two groups based on their level of motivation for mathematics. Participants then played a math-related videogame fifteen times. As they played, their game performance, math-related motivation, and game-related motivation were recorded. The presentation shares findings about the relationship between students' domain-specific and game-specific motivations and concludes with implications for future research.

[NR] Will Digital Learning Object Improve Student Learning?

Contributor(s): **Deyu Hu**, Virginia Tech

Many higher education classes are taught in large lectures without offering students opportunities to practice and/or delve into materials. Researchers at a U.S. university developed a Digital Learning Object (DLO) to offer students such opportunity in the study of micronutrients. The study showed that students exposed to DLO had a 2.7-fold increase in learning comparing to their non-DLO-exposure peers. The presenters will share findings of the pilot study and the next steps of the research.

231. RTD - Mobile Use

3:30 pm to 4:30 pm
3rd Level - City Terrace 12

An Investigation of Factors Influencing Students' Mobile Phone Use in the Classroom

Presenter(s): *Evren SUMUER*, Kocaeli University
 Contributor(s): *Deniz Mertkan GEZGIN*, Trakya University; *Soner YILDIRIM*, Middle East Technical University

This study investigates factors that influence students' mobile phone use during class time. In the study, data is collected from 500 students with smartphone at five public university in Turkey through the questionnaire. The results of the multiple regression analysis reveal the influence of social network sites usage, nomophobia, gender and GPA on students' mobile phone use in class time.

Investigation of College Students' Problematic Mobile Phone Usage

Presenter(s): *Yunus Alkis*, Middle East Technical University (METU); *Zafer Kadirhan*, Middle East Technical University - Ankara, Turkey
 Contributor(s): *Berkan CELIK*, Middle East Technical University / Yuzuncu Yil University; *Soner YILDIRIM*, Middle East Technical University

The primary purpose of this study was to investigate college students' problematic mobile phone usage according to their demographics. For this reason, data were collected from 1272 college students in Turkey by using Turkish version of Problematic Mobile Phone Usage scale which was originally developed by Bianchi and Phillips (2005) and then adapted into Turkish culture by Sar and Isiklar (2012). Data were analyzed using SPSS 24 statistical analysis software. The results revealed that problematic mobile phone usage differs according certain college student characteristics.

232. RTD /DDL - Moderator Role & Net Neutrality in Online Learning

3:30 pm to 4:30 pm
 3rd Level - River Terrace 2
 Participants

Relationship among Academic Procrastination, Self-Control and Problematic Mobile Use: Moderator Role of Personality

Presenter(s): *İlknur Reisoğlu, Dr.; Tuğba BAHÇEKAPILI*, Karadeniz Technical University
 Contributor(s): *Ayça ÇEBİ*, Karadeniz Technical University

The purpose of this study is to examine the moderator role of personality on relationship among academic procrastination, self-control and problematic mobile use. As a part of study academic procrastination, self-control and problematic mobile use scale was applied to 571 university students. Data were analyzed by structural equation modelling. As a result, it was found that both high and low personality trait groups have an impact on self-control and its sub dimensions, academic procrastination, and problematic mobile use.

Net Neutrality and its Implications to Online Learning

Presenter(s): *Lisa Yamagata-Lynch*, University of Tennessee; *Jaewoo Do*, University of Tennessee, Knoxville; *stephanie jean teague*, University of Tennessee

Contributor(s): *Deepa Rajiv Deshpande*, The University of Tennessee; *Erin Garty*, University of Tennessee; *Jason M Mastrogiovanni*, University of Tennessee

We will discuss the complexities involved in net neutrality and its implications to online learning. Our research question was: How do the complexities involved in the net neutrality debate in the United States affect public access to online information and services, and what implications does this hold for online learning? Findings indicated that educational programs that help US residents understand the broader issues associated to net neutrality need to be put into place.

A Rubric for Increasing Course Quality

Presenter: *Richard W Cline, Ph.D.*, Western Governors University

Learn about Western Governors University's (WGU) use of a Course Quality Rubric (CQR) to evaluate their online courses to increase their quality (Note: WGU currently offers more than 450 courses to more than 70,000 students). The CQR is used by three roles: 1) subject-matter-expert, 2) instructional designer, and 3) assessment, to evaluate and rate WGU's online courses. Attendees will receive a copy of the CQR and a demonstration of how it may be used.

233. SICET Membership Meeting

3:30 pm to 4:30 pm
 4th Level - Main St 8

234. SMT - School Technology Leadership

3:30 pm to 4:30 pm
 4th Level - Hart

Presenters

Who Enacts Leadership Actions?: A Systematic Review on Technology Leadership

Presenter(s): *Hale Ilgaz*, Ankara University
 Contributor(s): *Pinar Nuhoglu Kibar*, Hacettepe University

Technology leadership is an emerging concept, and has an important position in educational context. The aim of this study is to review the concept of "technology leadership" in the educational context through a systematic review of recent studies and the development of research questions for future studies.

Web 2.0 Across the U.S.: A Nationwide Landscape Study of K-12 Web System Adoption

Presenter(s): *Enoch White Hunsaker*, Brigham Young University; *Royce Kimmons*, Brigham Young University

We collected and analyzed school website data from

all K-12 schools in the U.S. (N = 65,899) and then connected these data to institutional factors (e.g., free lunch rate, urban vs. rural, charter vs. traditional public) to discover differences in Web 2.0 adoption (e.g., Google Docs, Wordpress, Facebook). This first-of-its-kind study provides us with a reliable landscape for understanding the tools schools use for communication, teaching, and outreach.

235. STC - Instructional Designers' Role in Leading Change in Curricular Integration: A Health Sciences Perspective

3:30 pm to 4:30 pm

3rd Level - City Terrace 09

Instructional Designers' Role in Leading Change in Curricular Integration: A Health Sciences Perspective

Presenter(s): **Julaine Fowlin**, Auburn University, Harrison School of Pharmacy; **Shane Ryan**, University of Florida; **Max Anderson**, University of Illinois College of Medicine at Chicago; **M. Aaron Bond**, Virginia Tech

This panel discussion brings together three panelist from the field of instructional design who are involved in leading curricular change in the health sciences (Medicine and Pharmacy) from isolated discipline specific courses to a higher degree of integration. The members of the panel will share successes and challenges with illustrative examples, including directions for the future. The session is suited for instructional designers, administrators, and researchers as we all work together to lead learning for change.

236. STC - Systems Theory and Practice

3:30 pm to 4:30 pm

3rd Level - City Terrace 10

The Theory of Totally Integrated Education (TIE): Predictions for Systemic Change in Education
Presenter(s): **Ted Frick**, Indiana University

TIE theory predicts conditions under which students will form strong mental structures through integration of emotion, intention, and nine kinds of cognition. TIE theory is built on contributions from extant theories that include systems theory, learning, and instructional theories. Two examples will be described that illustrate parts of TIE theory: SUNY Cobleskill and the Bloomington Montessori School. TIE theory can predict likelihood of success of newly design educational systems that do not currently exist.

Mindfulness Moment: Be Focused and Feel Connected as a System

Presenter(s): **Beth Rajan Sockman**, East Stroudsburg University of Pennsylvania; **Monica Sulecio de Alvarez**, Independent Distance Learning Experience Designer & Coach

This session invites attendees to start the AECT Conference connecting for change. It will allow participants to engage in the present moment and through a guided visualization, connect with their inner systems and expand the connection outwards to include fellow participants, Conference attendees, people and nature outside the Conference in the country and beyond the country; all integrated into a big complex system that changes constantly and supports life. The session is scheduled for Wednesday, November 8, 2017 from 7:00 - 8:00 a.m. divided in two sections. From 7:00 to 7:30, participants will engage in a short mindful practice and guided visualization, and from 7:30 to 8:00, an active discussion will be promoted to explore what mindfulness means and how it supports systems thinking and change.

237. TED - Causes and Solutions for Time Constraints on Educators

3:30 pm to 4:30 pm

2nd Level - Grand 8

Teacher Stress: An Investigation for Solutions

Presenter(s): **jared bucker**, Nova Southeastern University

The purpose of this quantitative research study was to investigate the impact a professional learning community (PLC) has on a group of 4th-grade, language arts teachers. The participants in the study were composed of five 4th-grade, language arts teachers of whom four were female and one was male. The Teacher Stress Inventory (TSI) was used as a pretest to gain insights on the teachers' perceptions of stress in the school. After the implementation period, the TSI was administered again to the 4th-grade, language arts teachers to evaluate the impact that a PLC had on the sample. Based on the results from the study, teachers were indeed undergoing a great deal of stress. This research did offer some significant, practical results.

Online Teacherpreneurship

Presenter(s): **Catharyn Crane Shelton**, Arizona State University

Contributor(s): **Leanna Archambault**, Arizona State University

Online teacherpreneurs are teachers who act in entrepreneurial ways, sharing teaching ideas and resources online via blogs, social media, and virtual marketplaces, often for financial gain. This new practice will be described and situated within a review of more established lines of scholarship, including entrepreneurship, intrapreneurship, teacher leadership, and innovative teaching. Preliminary results from a study of an online community of teacherpreneurs will be presented, providing an authentic example of this practice and its perceived impacts.

238. TED - TEDCAMP: Design Challenges for K-12**Learning***3:30 pm to 4:30 pm**3rd Level - City Terrace 08***TED Camp: Design Challenges for K-12 Learning**

Presenter(s): *Kristin Brynteson*, Northern Illinois University; *T J Kopcha*, University of Georgia
Contributor(s): *Gretchen Thomas*, University of Georgia

From building the strongest bridge, to designing a new flashlight, to creating the best method for defeating the Zombie Apocalypse, design challenges can be a powerful learning experience for K-12 students. In this interactive TED Camp session participants will experience firsthand how design challenges can engage learners through collaborative problem solving. This session will explore a mix of high tech and low tech strategies and tools for integrating design-based challenges into any classroom.

239. CLT-Routledge Publications*4:45 pm to 5:45 pm**3rd Level - City Terrace 07***CLT Routledge Publications**

Presenter(s): *Angela Benson*, The University of Alabama; *Joi Moore*, University of Missouri; *Amy C Bradshaw*, University of Oklahoma; *Akesha M Horton*, United States Air Force; *Michael K Thomas*, University of Illinois at Chicago
Contributor(s): *Roberto Joseph*, Hofstra University

CLT has published one book with Routledge (Culture, Learning and Technology: Research and Practice, 2017) and is under contract for a second (Culture, Learning and Technology: Theoretical and Conceptual Frameworks). The session will preview both books.

240. D&D: Preparing the Next Generation of Instructional Design Leaders*4:45 pm to 5:45 pm**2nd Level - Grand 3***Preparing the Next Generation of Instructional Design Leaders**

Presenter(s): *Patricia J Slagter van Tryon*, East Carolina University; *Atsusi Hirumi*, University of Central Florida; *Jason K McDonald*, Brigham Young University
Contributor(s): *Yanghee Kim*, Utah State University

In this panel, teachers of introductory instructional design courses will address observed differences in how the field's models, tools, and processes are taught to our next generation of leaders. Additionally, presenters will share teaching resources including syllabi, job aids, and various handouts. Attendees will be invited to ask questions, share their experiences, and contribute further resources in the spirit of collaboration across universities.

241. D&D: Use of Gamification in Educational Settings*4:45 pm to 5:45 pm**3rd Level - Clearwater***Does gamification improve students' engagement and academic performance? A review of literature**

Presenter(s): *Beheshteh Abdi*, Northern Illinois University

Contributor(s): *Ying Xie*, Northern Illinois University; *David Shernoff*, Rutgers University

Student disengagement has been reported as a national and international concern. Game based learning is supposed to be a potentially efficient solution to students' disengagement. The purpose of the current paper is to review literature of empirical evidence on the impact and outcome of using gamification with respect students' engagement and academic performance. The results of this study will provide more insight regarding the effectiveness of learning programming with educational games so that educators in computer sciences area can understand and apply the best effective game elements to increase students' engagement.

The Impact of Gamification on Student Knowledge, Engagement, and Perceptions While Learning APA Referencing

Presenter(s): *Elaine Terrell*, University of Arkansas; *Cheryl Murphy*, University of Arkansas

The effects of gamification on knowledge level and engagement was studied for seventy students randomly assigned to either a gamified or typical instruction condition. Instruction covered the use of APA referencing, with both groups receiving identical content but with different context and directions. No differences were found in knowledge or engagement between the conditions, but findings suggested all students increased their APA knowledge and the typical condition promoted stronger feelings of student control and focus.

242. D&D: Utility of Open Educational Resources*4:45 pm to 5:45 pm**3rd Level - City Terrace 09***Designers Using Authentic Personas to Develop Open Education Resources**

Presenter(s): *John Baaki*, Old Dominion University; *Jennifer Maddrell*, Designers for Learning

To help designers, who developed open education resources for adults with a desire to pass a high school equivalency exam, gain empathy toward their learners and put themselves in the learners' shoes, we constructed six authentic personas that represented adult basic education learners. Using an intrinsic case study approach, we present how we constructed six personas, which personas designers used to guide their design, and how personas chosen by designers developed during the design process.

Exploring Student Perception about the Use of Open

Educational Resources to Reduce Statistics Anxiety

Presenter(s): *Yu-Ju Lin*, Georgia State University

The purpose of this study was threefold. First, from the former studies, we identified instructional strategies used to reduce statistics anxiety. Second, according to these instructional strategies, we assisted instructors to select and customize OERs through reuse, redistribution, revision, and remix and applied them into introductory statistics/quantitative research methodology courses. Third, we investigated students' perception toward the use of OER to reduce statistics anxiety. The presentation will benefit both OER development and curriculum design.

The Development of an Open Access Textbook for Instructional Technology Departments

Presenter(s): *Rick West*, Brigham Young University
Contributor(s): *Tanya Cumberland*, Brigham Young University

Despite open education being a major focus within our field, we have surprisingly few open access textbooks. In this presentation, we describe the design and development of an open access, Creative Commons-licensed textbook suitable for first-semester foundations courses common in many instructional technology departments. This textbook features chapters from distinguished full professors as well as emerging young voices and covers foundational concepts of theory and design and recent hot trends in the field.

243. DDL - Design Strategies

4:45 pm to 5:45 pm

3rd Level - River Terrace 2

A Multiple-Case Study on Faculty Members' Online Course Design Strategies

Presenter(s): *Ahmet Colak*, University of South Florida
Contributor(s): *Yiping Lou*, University of South Florida

This qualitative multiple-case study explored what design strategies related to Michael Moore's framework the online faculty use when they design their online courses. The data were collected through interviews and online course observations with eight faculty with 5 to 12 years of experience teaching online courses. Deductive content analysis was employed. The results provide a better understanding of faculty strategies used to overcome challenges during distance teaching by designing the three types of interactions in certain ways such as creating detailed orientation modules, use of announcements, and providing optional synchronous sessions, and creating discussion forums for frequently asked questions and having students discuss images, videos not just reading materials, and group projects.

Instructional Strategies for Deep, Accelerated Online Learning

Presenter(s): *Amy Marie Grincewicz*, Kent State University

Accelerated courses and programs are becoming more

common within higher education institutions. The published research on accelerated learning contains a variety of studies, across a variety of institutions and disciplines using a broad array of methodological approaches that produce variable results as to how accelerated courses impact student learning compared to the impact traditional courses have on learning. This research study utilized an online, modified Delphi method to provide clear guidelines on effective strategies to promote deep, accelerated learning.

244. DDL - MOOC and Learning Analytics

4:45 pm to 5:45 pm

2nd Level - Grand 7

Attendee: *Andrew Tawfik*, Northern Illinois University

Learning Analytics in Massive Online Courses: The Design Challenges of Big Data

Presenter(s): *Steve Harmon*, The Georgia Institute of Technology

Contributor(s): *Yamini Nambiar*, The Georgia Institute of Technology; *Preston Putzel*, The Georgia Institute of Technology; *Josh Trebuchon*, The Georgia Institute of Technology; *Fengtong Xiao*, The Georgia Institute of Technology

This session will describe the creation and implementation of Georgia Tech MOOCs, discuss our efforts to date on the design of a major research effort in creating tools, procedures and mechanisms for conducting learning analytics at scale. It will identify challenges and roadblocks in dealing with big data, and report on outcomes in identifying educationally significant factors for learners in these environments.

Using learning analytics to examine the relationship between questions and interaction in online case discussions

Presenter(s): *Larisa Olesova*, George Mason University; *Ayesha Sadaf*, University of North Carolina Charlotte

This study used learning analytics to examine the relationship between student-student interaction and questions designed with the Practical Inquiry Model (PIM) in online case discussions. Degree centrality was used to indicate communicative interaction. The number of replies each student wrote to others was higher for the PIM questions compared to non-PIM questions. Additionally, the correlation analysis revealed that there was a strong positive correlation between responding to others and receiving responses for the PIM questions.

What's in It for Me? Incentives, Learning, and Completion in Massive Open Online Courses

Presenter(s): *Andrew Tawfik*, Northern Illinois University

Contributor(s): *Todd Reeves*, Northern Illinois University; *Fortunata Msilu*, Northern Illinois University; *Irfan Simsek*, Istanbul University

The present study investigated the distribution of incentives (e.g., certificates, badges) for massive open online course (MOOC) completion, and relationships between incentives and MOOC outcomes. Participants were 779 MOOC students internationally whom participated in at least 303 different MOOCs offered by at least 12 providers. MOOC participants most commonly intended to, and in actuality received, free and paid course certificates of completion; other incentives (e.g., digital badges, postsecondary credit/s) were far less common. In addition, MOOC participants' intentions to receive both free and paid certificates were consistently and positively related to perceived learning and course completion, net other factors.

245. DDL - Online Discussion and Feedback

4:45 pm to 5:45 pm

3rd Level - River Terrace 3

Monitoring Critical Thinking in Online Discussion Forums

Presenter(s): *Hoyet Hemphill*, Western Illinois University

Contributor(s): *Leaunda Hemphill*, 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 participants.

Social Network Analysis of Online Discussions with Assigned Roles

Presenter(s): *Angela Doucet Rand*, University of South Alabama; *Gayle V. Davidson-Shivers*, University of South Alabama

The purpose of this study was to explore the impact of using assigned roles in online discussions to improve the quality of discussions between students. Discussion quality was examined using content analysis. Social network analysis was used to explore interaction patterns between the group with assigned roles and the group without assigned roles. Content analysis revealed differences in discussion quality and social network analysis indicated increased group cohesion in the group with assigned roles.

The Effect of Elaborative Feedback on Online Student Retention

Presenter(s): *jared bucker*, Nova Southeastern University

Despite its widespread appeal, retention rates for distance education have fallen short of expectations compared to traditional face-to-face courses. Research suggests that instructional feedback can be successful in helping retain certain groups of online learners

who are at risk of dropping out. The aim of this study was to determine to what degree elaborative feedback impacted online student retention. This study used a convenience sampling of undergraduate education students (N = 92) enrolled in online classes at a medium-sized, 4-year, regional state college in the southeastern United States. The study employed an experimental design, assigned participants to groups, and included a treatment of selected participants. Correlation to the constructs of feedback and retention were examined and found to be significant.

246. DELT - Game 4: Positive Reinforcement Through Gaming

4:45 pm to 5:45 pm

3rd Level - City Terrace 11

Playing SimCity Edu: Implications for Sustainable Development Awareness and Student Engagement of Middle School Students

Presenter(s): *Belen Garcia*, Purdue University

The purpose of this study is to investigate how participants perceived their awareness of sustainable development and their level of engagement when building environmentally friendly cities that support economic growth. This qualitative study used content analysis as a theoretical framework. 53 participants played SimCity Edu during four playing sessions writing journals after playing. Four participants were interviewed about their experience playing the game and about their awareness of sustainable development.

The Design and Implementation of a Digital Badges and Competency-based Program for Online ID Masters Students

Presenter(s): *William Watson*, Purdue University

Contributor(s): *Holly Fiock*, Purdue University; *Angela van Barneveld*, Lakehead University

Digital badges combine motivational elements, transparency of learning objectives and their evaluation, and offer the potential for facilitating competency-based assessment. This paper will describe how an instructional design program designed and implemented a version of their online masters program that required students to earn digital badges in order to demonstrate their meeting of program competencies. Student feedback and reflection were gathered to inform redesign and recommendations for whether or full implementation.

247. GSA - Fireside Chat

4:45 pm to 5:45 pm

3rd Level - Boardroom 4

Facilitator: *Nate Turcotte*, Pennsylvania State University

Presenters: *Royce Kimmons*, Brigham Young University
Enilda Romero-Hall, University of Tampa;
Florence Martin, University of North Carolina Charlotte

This is a great opportunity to meet with people who have become leaders in the field. Visit with professionals who have been successful in their careers and discuss questions you have as you continue your path through graduate studies, early career, and beyond.

248. Handbook Advisory: Shaping the Content of our Field's Next Research Handbook

4:45 pm to 5:45 pm

3rd Level - City Terrace 06

Presenters: **MJ Bishop**, AECT Board Member
Elizabeth Boling, Indiana University
Vanessa Svihla, University of New Mexico

Since 1996, The Handbook of Research on Educational Communications and Technology has become both a reflection of the current state of research in our field as well as a framework for shaping our future endeavors. In this session, editors of the Handbook's 5th edition will facilitate active discussion around what should be the organization and content of the volume due for publication in 2018-19. Presenters: MJ Bishop, Director of the Center for Academic Innovation, University System of Maryland Elizabeth Boling, Professor and Associate Dean for Graduate Studies Indiana University Jan Elen, Professor, Centre for Instructional Psychology and Technology, KU Leuven Vanessa Svihla, Assistant Professor, University of New Mexico

249. INTL: International Forum

4:45 pm to 5:45 pm

3rd Level - St John's

Network & Global Learning with International Scholars: International Forum

Presenter(s): **Chih Hsiung Tu**, Northern Arizona University

The International Division invites the outstanding researchers and scholars from all over the world. This presentation facilitates presenters and audiences networking and seeking for cross countries/cultures research, and collaborations. The theme for this year is cross cultural online communication and global learning community.

Presenters:

aysun güneş, Anadolu University
Ali Ekrem ÖZKUL, Anadolu University
Irfan SURAL, Faculty of Education
Abdullah Saykili, Anadolu University
Sinan Aydın, Anadolu University
Hasan Durucasu, Anadolu University

250. KSET - Improving Students' Various Skills through Instructional Design

4:45 pm to 5:45 pm

4th Level - Acosta

Implementing CS curriculum in K-12: Teachers' Needs, Challenges, and Professional Development

Presenter(s): **Suhkyung Shin**, Texas Tech University

This study explores teachers' perceptions of their attitude towards Computer Science (CS) education and the self-efficacy required for teaching in CS. This study also identifies teachers' perceptions of the newly-developed CS curriculum and the challenges and needs the experience when they use it in their classroom. This case study involves teachers who participated in the CS professional workshop from 40 schools in the Southwestern United States. Recommendations for designing and implementing CS curriculum to support CS education will be presented.

Improving Hypothetico-Deductive Reasoning skills of Medical Students through Argumentation with Concept Map Approaches in PBL

Presenter(s): **Jihyun Si**, Dong-A university

This study aims to improve hypothetico-deductive reasoning skills of medical students through argumentation with concept map approaches in PBL. The first year medical students (N=44) drew a concept map describing their argumentation process during PBL and individual argumentative essays were analyzed before and after PBL. Dependent samples t-tests showed using Toulmin's model of argumentation with the concept map approaches in PBL positively affected the quality of students' hypothetico-deductive reasoning process.

Increasing Students' Implementation of Metacognitive Strategies: What Makes Students Use Metacognitive Strategies?

Presenter(s): **Haesol Bae**, Indiana University;
Kyunghin Kwon, Indiana University

This study explores how students perceived the purposefully designed metacognitive activity and what factors influenced on students' implementing metacognition in a high school classroom in South Korea. 252 students were involved in the study and a survey and focus group interviews were employed for the data collection. A linear regression analysis was used to analyze the data and the results indicated that perceived task values predicted the use of metacognition the most. Implications of the result for research and instructional design of metacognitive activities are discussed.

[NR] The Effects of the Combination of Whole and Part-task Sequencing and Types of Task-condition on Acquisition of C Programming

Contributor(s): **Chungsoo Na**, Hanyang University;
jihoon Song, Hanyang University; **Dongsik Kim**, Hanyang University

This study examined the effects of the combination of whole and part-task sequencing and types of task-condition within each tasks on the acquisition and transfer of C programming skills as well as perceived cognitive load, considering these factors in a complex learning environment.

251. OTP-ID Practice to Education and Workplace

4:45 pm to 5:45 pm

4th Level - Matthews

Assessment, instructional design and Bloom's taxonomy: Exploring ID practice in educational and workplace settings

Presenter(s): *Steven W. Villachica*, Boise State University; *Lisa A. Giacumo*, Boise State University; *Jeroen Breman*, Northwest Lineman College; *Kay Perschitte*, Univ of Wyoming

Instructional Designers in educational and workplace settings often create instructional objectives and assessments. They may use Bloom's taxonomy and its successors to align objectives and assessments with different types of learning outcomes. IDs also serve the needs of different organizations and target populations. They can create different types of objectives and assessments. To what extent do these different contexts affect ID practices? Join us for a panel discussion that should prove passionate, insightful, and fun.

252. Presidential: Leadership by Example: The Legacy of Howard Sullivan

4:45 pm to 5:45 pm

2nd Level - Grand 4

Leadership by Example: The Legacy of Howard Sullivan

Presenter(s): *Michael Hannafin*, University of Georgia; *Robert Hannafin*, Fairfield University; *James Klein*, Florida State University; *Gamze OZOGUL*, Indiana University; *Robert Reiser*, Florida State University; *Wilhelmina Savenye*, Arizona State University

Contributor(s): *Steven M. Ross*, Johns Hopkins University

During his career Howard Sullivan served as the major professor and/or close colleague of many of the current-day leaders in our field. Their success can be attributed in large part to Howard's exemplary mentoring skills and his career-long devotion to his students and colleagues. The purpose of this session is to provide a clear picture of what Howard did to help foster the growth of so many individuals. As a result, session attendees will acquire valuable insights as to the skills and attitudes that will foster their own professional development and that of the students and colleagues with whom they work.

253. RTD - Improving Student Learning

4:45 pm to 5:45 pm

3rd Level - City Terrace 12

The Voice Effect and Pedagogical Agents: Reopening the Conversation

Presenter(s): *Noah L Schroeder*, Wright State University
Contributor(s): *Scotty D Craig*, Arizona State University

Pedagogical agents are virtual characters that facilitate the learning process. Recent research has shown that their impact on learning is typically rather modest, however this may be due to the plethora of design decisions which must be made to implement them. We examined the influence of an agent communicating with a recorded human voice compared to two different text-to-speech technologies. The results suggest the voice effect may be a byproduct of technology.

The Effects of Arousal Presented by a Pedagogical Agent on English Language Learners' Situational Interest, Cognitive Load, and Reading Comprehension in Online Reading Tasks

Presenter(s): *Jack Drobisz*, University of South Florida; *SANGHOON PARK*, University of South Florida; *Glenn Gordon Smith*, University of South Florida

We examined the effects of the type of arousal (high/low perceptual arousal vs. high/low inquiry arousal) implemented in animated pedagogical agents on English language learners' situational interest, cognitive load, and reading comprehension in online reading tasks. A series of two-way ANCOVA was conducted using students' prior interest and prior content knowledge as covariates. A total of 157 English language learners participated in the study. The findings indicated the main effects of inquiry arousal on students' germane cognitive load ($p = 0.049$) and on reading comprehension ($p = 0.017$). Also an interaction effect was found between the inquiry arousal and the perceptual arousal on germane cognitive load ($p = 0.014$).

The Influences of Sorting Tasks on Second Language Reading Comprehension: From the Knowledge Structure Perspective

Presenter(s): *Hengtao Tang*, Penn State; *Roy B Clariana*, Pennsylvania State University

The research considers the anticipated influence of the post-reading sorting task order on second language reading comprehension and explores the relationship between structure and function. Four groups of Chinese participants (C, L1, $n=287$) individually completed comprehension posttests after two pre- and two post-sorting tasks when reading an English (E, L2) passage in different sequences: CE-reading-EC, CE-reading-EC, EC-reading-EC, and EC-reading-CE. Participants investing in knowledge structure, second language teaching, and reading comprehension would benefit from this session.

254. RTD - Simulation, Animation and Virtual Reality

4:45 pm to 5:45 pm

2nd Level - Grand 6

Exploring the Effects of Cognitive Flexibility and Contextual Interference on Learners' Performance in a Simulated Environment

Presenter(s): *Rinki Suryavanshi*, TAMUCC

Computer-based simulations are commonly used to train learners when it is exceptionally expensive or

very unsafe to practice the skill in the actual situation. The purpose of this study is to determine if cognitive flexibility and contextual interference have an impact on learners' performance in a simulated environment. Students' performance in a complex cognitive task serves as a measure of learning. Simulation software will be used to conduct the study and to measure participants' performance in a timed task and its relationship with their cognitive flexibility and systematic contextual interference.

Cues in an Animation: Moderating Effect of Prior Knowledge

Presenter(s): *Ismahan Arslan-Ari*, University of South Carolina

Recent studies (e.g. Boucheix, Lowe, Putri & Groff, 2013; Sheiter & Eitel, 2015) highlights the importance of guiding learners' attention in animation in selecting and understanding the visual information from animations. However, the cueing principle is only tested with low-prior knowledge learners. According to expertise reversal effect, design principles that are effective for low-knowledge learners may not help or hinder high-knowledge learners (Kalyuga, 2005). The purpose of this study is to investigate whether visual cueing interact with prior knowledge to affect the achievement, and mental load of college students studying a system-based animation with narration as well as the effects of visual cueing and prior knowledge.

Learning From Students with Special Needs: Rethinking the Use of Virtual Reality

Presenter(s): *Jin Mao*, Wilkes University
Contributor(s): *Dawn R Sutton*, D. C. Public Schools

This research study explores the use of gaming technology within highly restrictive classroom environments, specifically, the use of a virtual reality environment called Quest Atlantis in teaching students with special needs. The findings about the students' experiences showed learning to be "fun" and meaningful and much different from the learning that occurs in non-virtual learning environments. The presenters will discuss the major findings from the study and recommendations for special education using gaming environments.

255. SICET-Confucius and Socrates? Cultural Perspectives for Leading, Mentoring, Learning, and Change

4:45 pm to 5:45 pm
3rd Level - Orlando

Chairs:

Curtis J. Bonk, Indiana University
Lin Lin, University on North Texas

Presenters: *Xun Ge*, University of Oklahoma
Eugene Kowch, University of Calgary - Faculty of Ed
Dirk Ifenthaler, University of Mannheim
Mimi Miyoung Lee, University of Houston
Juling Shih, National University of Tainan

Jonathan M Spector, Department of Learning Technologies

Global learning opportunities, entrepreneurial innovations, and a diverse array of scholarship collaborations in the current political climate present an urgent need to examine the history, philosophy, and cultures of various forms of teaching and learning and the efforts to support them. What do the highly valued foci, and teaching styles of Confucius and Socrates mean to the ever-evolving field of educational communications and technology and the connections formed between and among AECT community members? During this panel, leaders from different cultural backgrounds in philosophy, learning sciences, educational leadership, and technology will compare various differences and similarities in beliefs related to learning, teaching, mentoring, and discuss the contextual implications for professional practice and scholarship development. This session will serve as a launching pad for a multicultural mentoring network, as well as a remembrance of the work of Past President Addie Kinsinger on Socrates Seminars and her support of international efforts and the AECT foundation. Moderators: Dr. Curt Bonk, Professor of Instructional Systems Technology at Indiana University Bloomington and Dr. Lin Lin, Professor of Learning Technology at the University of North Panelists: 1) Dr. Xun Ge (U.S. and China) is Professor and Department Chair of Educational Psychology at the University of Oklahoma. 2) Dr. Eugene G. Kowch (Canada) is a professor at the University of Calgary in Alberta. 3) Dr. Dirk Ifenthaler (Germany) is Chair and Professor for Learning, Design and Technology at University of Mannheim, Germany, Adjunct Professor at Deakin University, Australia and Affiliate Research Scholar at the University of Oklahoma, USA. 4) Dr. Mimi Miyoung Lee (South Korea) is Professor in the Department of Curriculum and Instruction at the University of Houston. 5) Dr. Juling Shih (Taiwan) is Professor at the Department of Information and Learning Technology of National University of Taiwan. 6) Dr. Mike Spector (U.S.) is a professor at the Dept. of Learning Technologies of University of North Texas.

256. SICET-Theory Informed Learning Analytics and Reflective Practice Paradigm

4:45 pm to 5:45 pm
4th Level - Main St 8

Case Study on Cultivating Pre-Service Teachers' Self-efficacy Using Mobile Learning Environments

Presenter(s): *Xiaojun Chen*, St. John's University

This study helps gain a better understanding of how reflective practice using technological tools impacts pre-service teachers' self-efficacy of teaching and technology integration. Pre-service teachers took part in a reflective practice paradigm using mobile learning tools (e.g. tablets and apps). The findings could greatly impact how teacher education programs prepare future teachers.

Theory Informed Learning Analytics for Student Assessment in Collaborative Learning

Presenter(s): *Wanli Xing*, Texas Tech University

It is challenging to provide dynamic assessment of students learning in group learning context. In this

article, we employ activity theory to categorize traces of student behavior captured from a Virtual Math Teams geometry class in an online, synchronous environment. From this, six semantically-grounded measures are generated for each student. Using these, a genetic clustering algorithm is designed and coded to identify students who have similar behavior patterns, providing teachers with accurate and timely information about student performance. The accuracy of the genetic clustering approach is evaluated through a comparison with other algorithms, with the proposed clustering outperforming other algorithms in assessment accuracy. Further, the combined theoretical and computational approach taken allows for an automated and meaningfully-grounded assessment of student performance, enabling teachers to efficiently offer timely, concrete, and personalized help. In the end, a web-based tool is development that implements this methodology to facilitate teachers' usage.

257. SMT - School Technology Integration

4:45 pm to 5:45 pm

4th Level - Hart

The Trend of Technology Use in Autism Education: A Literature Review

Presenter(s): *Okan Arslan*, Texas Tech University; *Hyunchang Moon*, Texas Tech University; *Yusuf Murat Ozdemir*, Texas Tech University; *Fethi A. Inan*, Texas Tech University

Contributor(s): *Selin Deniz Uzunozmanoglu*, Texas Tech University

The aim of this study is to investigate currently used technologies and their components for Autism Spectrum Disorder (ASD) education. To find out which subjects/skills are thought with specific technologies, the literature has been reviewed, and technology categories have been created and matched with the related subjects/skills. Hence, this study will guide special education teachers and administrators in the selection of proper technologies in ASD education.

Leading change, but is anyone learning? A four-year study of one school's 1:1 iPad implementation

Presenter(s): *John Curry*, Morehead State University; *Sean Raymond Jackson*, Morehead State University
Contributor(s): *Maria Kallas*, Morehead State University

Fall of 2012 Mason County High School implemented a 1:1 iPad program giving devices to every teacher and student. This presentation attempts to answer the question, "Did it Work?" It provides a unique look beyond the implementation of the devices while also evaluating the overall success of the program on instruction and school change.

Digital Didactical Designs as a Framework for iPad/ Tablet classrooms

Presenter(s): *Isa Jahnke*, University of Missouri-Columbia; *Swapna Kumar*, University of Florida

We present results from 64 Nordic 1:1 iPad-

classrooms. The data analysis revealed three clusters: Cluster A (n=23) demonstrated full integration and alignment toward deeper learning that we termed Learning by Crossaction; cluster B (n=21) showed potential for deeper learning but only a semi-alignment of design elements; and cluster C (n=20) revealed irritations and conflicts. The results highlight the different types of designs and implications for meaningful integration of media tablets for learning.

258. STC - Systems' Guides

4:45 pm to 5:45 pm

3rd Level - City Terrace 10

How do they do it? Describing systems for planning and managing personalized learning in three high schools

Presenter(s): *Elizabeth Brott Beese*, Purdue University

This qualitative multiple case study investigates three high schools influenced by the Big Picture Network, a charter network embracing profoundly personalized learning wherein students plan their own learning experiences. Using a "work systems" (Alter, 2013) perspective, it seeks to describe the concrete, organizational work systems – that is, the triggers, documents, tools, rules, etc. – these individual schools have implemented to help manage the complexity of planning and managing profoundly personalized learning.

A Systems View of Alternative Learning Spaces

Presenter(s): *Tim Boileau*, University of West Florida

This interactive session will provide a systemic view of nine key technology trends identified in the 2016 NMC Horizon Reports for Higher Ed and K-12. The result is a set of guiding principles that provide a conceptual framework for establishing alternative learning spaces, intended to promote and sustain innovation in teaching and learning systems. Attendees with an interest in designing cross-disciplinary learning experiences will benefit from this session. A job-aid will be provided.

259. TED - Computer Science and Computational Thinking

4:45 pm to 5:45 pm

2nd Level - Grand 8

Readiness for Teaching Computational Thinking in Rural Schools

Presenter(s): *Ugur Kale*, West Virginia University; *Theresa Cullen*, University of Oklahoma
Contributor(s): *Mete Akcaoglu*, Georgia Southern University; *Debbie Goh*, Nanyang Technological University

As a problem solving skill, computational thinking (CT) is becoming more critical to individuals' success in technology-driven societies. While various initiatives aim to promote the teaching and learning of CT, rural schools, which have limited access to advanced computing infrastructure, have not been the focus of such efforts. As an initial step to inform the design of future professional development, this survey

study examines rural school teachers' access to CT and CT technologies.

A Review of Computer Science Concepts Assessment Practices in K-12: Strategies and Recommendations for Teacher Educators

Presenter(s): **Zahira Merchant**, San Francisco State University

This exploratory literature review investigated assessment procedures employed to assess students' learning outcomes of computer science concepts. After conducting a preliminary search, retrieved articles were coded on relevant assessment variables to answer the research questions raised. This report presents current assessment practices. Further, this review raises questions related to assessment practices and recommend strategies to further streamline assessment measures, which can aid teachers, educators, and researchers of computer science education to design appropriate assessment measures.

Leading Teachers' Learning to Algorithmic Thinking

Presenter(s): **Lucas Vasconcelos**, University of Georgia
Contributor(s): **ChanMin Kim**

Algorithmic thinking is a unique problem-solving skill for learners needed in the 21st century. However, many K-12 teachers have not been prepared to teach algorithmic thinking. Teachers' learning of algorithmic thinking is necessary for today's learners' solving algorithmic problems in the future. In this presentation, we report findings of the work that aimed for K-12 teachers' professional learning toward algorithmic thinking.

260. TED - TEDCAMP: Dissemination Technologies 3: Creative configurations: Let's design and configure new Ad Hoc Networks and Services

4:45 pm to 5:45 pm

3rd Level - City Terrace 08

Dissemination Technologies 3: Creative configurations: Let's design and configure new Ad Hoc Networks and Services

Presenter(s): **Jesse Strycker**, Ohio University; **Jason Siko**, Madonna University

A continuation of last year's session that considered more creative and advanced applications of ad hoc networks and other technologies. This session focuses in on the audience proposing different configurations and then actually carrying them out on their own devices as time and network connectivity allows. If the audience doesn't wish to bring their own devices, they can work with the presenters on one of their devices.

261. AECT Listens & Learns with Duval County Schools

5:00 pm to 7:00 pm

2nd Level - Grand 5

Chair: **Paige Hale**, Eastern Kentucky University

This free, top-tier teacher PD event with an Introduction from Amanda Lange, Microsoft HoloLens Techvangelist is co-

designed with AECT and Duval County teachers and leaders to celebrate ways in which teachers can increase student participation and engagement by integrating simple educational technology tools as part of class designs. Teachers will walk away with specific ideas and tactics for shifting a classroom from instruction-based to participative (technology enhanced) learning. The Association for Educational Communications and Technology (AECT) is the premier international professional organization for educational technology, bringing 1000 of the world's best educational technology minds together. The event will begin with a glimpse 'over the horizon' into the future of technology in the classroom as Microsoft headquarter educators from Seattle will introduce the newest HoloLens Mixed Realty Technology. After this exciting start, we will get more specific about what technology works for teachers. We will explore examples of technology in the classroom with Duval County's schools, presented by teacher-educators who are currently leading the use of technology in their classrooms. International scholars in the field of educational technology will be onsite to learn from, and contribute to this conversation with key research and theoretical bases for these practices. Event participants will walk away with specific technology integration practices they can take right back to their classrooms. 4 PD Hours for K-12 teachers

262. Booksigning: Angela Benson

5:30 pm to 7:00 pm

2nd Level - Grand Foyer_East

Attendee: **Angela Benson**, The University of Alabama

263. D&D - Awardee Presentations

6:00 pm to 7:00 pm

3rd Level - Clearwater

Chair: **Ikseon Choi**, The University of Georgia

2017 D&D Awards Results for Public Announcement
Outstanding Journal Article Award (Chair: Dirk Ifenthaler): Muhterem Dindar, University of Oulu; Yavuz Akbulut, Anadolu University Dindar, M., & Akbulut, Y. (2016). Effects of multitasking on retention and topic interest. *Learning and Instruction*, 41, 94-105. Outstanding Book Award (Chair: Karen Kaminski): Ali Carr-Chellman, University of Idaho; Gordon Rowland, Ithaca College Carr-Chellman, A. A., & Rowland, G. (Eds.). (2016). *Issues in Technology, Learning, and Instructional Design: Classic and Contemporary Dialogues*. Oxon: Routledge. Outstanding Practice Award (Chair: Brenda Bannan): Brett E. Shelton, Boise State University Project Name: Grand Canyon Expedition (GCX) Robert M. Gagné Award for Graduate Student Research in Instructional Design (Chair: Janette Hill): Hyunjung Ju, Inje University Dissertation Title: Enhancing medical students' argumentation during hypothetico-deductive reasoning (HDR) in problem-based learning (PBL); (Dissertation Chair: Ikseon Choi, University of Georgia) Nova Southeastern University Award for Outstanding Practice by a Graduate Student in Instructional Design (Chair: Michael Simonson): Kara Rutherford, Boise State University; Beverly Naylor, Boise State University; Tammy Wheeler, Boise State University Project Title: NLC Instructor: Instructional Design Dwayne Ockel, Regis University Project

Title: Exploring the Impacts of Logic Simulation in an Online
Computer Architecture Course

264. DELT -Immersive Learning Awards Reception

6:00 pm to 7:00 pm

3rd Level - City Terrace 04

265. Handbook Advisory Board

6:00 pm to 7:00 pm

3rd Level - City Terrace 06

**266. INTL -International Division: Annual Silent Auction &
Dinner Buffer (preregistration only)**

6:00 pm to 7:30 pm

3rd Level - River Terrace 1

267. INTL -International Division: Annual Live Auction

7:30 pm to 8:30 pm

3rd Level - River Terrace 1

268. Fun: Walk/Run

7:00 am to 8:00 am

2nd Level - Grand Foyer *_Off-Site*

Chair: **Jason Siko**, *Madonna University*

Check out Jacksonville on foot.....join us for the 8th annual AECT fun run! We will be running 5-10k (distance dependent on runners preferences) around the neighborhood and over the bridge. All paces and walkers welcome. Meet at the Neiman street lobby exit.

269. Intern Meeting - 3 Friday

7:00 am to 7:30 am

3rd Level - Boardroom 2

Chair: **Megan Connors Murtaugh**, *Nova Southeastern University*

270. Morehead State Doctoral Seminar - 3 Friday

7:30 am to 8:30 am

3rd Level - Boardroom 3

271. CLT -New Board of Directors Meeting

7:45 am to 8:45 am

4th Level - Main St 6

272. Committee: Leadership Development

7:45 am to 8:45 am

4th Level - Main St 7

273. AECT Convention Registrants Cafe - Friday

8:00 am to 4:00 pm

2nd Level - Grand Foyer

274. Jenny K. Johnson International Hospitality Center

9:00 am to 4:00 pm

2nd Level - Grand Foyer Nook

275. Keynote: Conation: Its Key Role in Leading Learning for Change

9:00 am to 10:15 am

2nd Level - Grand 4

Discussant: **Thomas C. Reeves**, *The University of Georgia*

Educational thought leaders around the world have called for the expansion of curricula to go beyond the knowledge and skills measured by traditional achievement tests and exams. New types of educational outcomes have been proposed such as the 21st Century Learning Skills promoted in the USA and the Competence Frameworks advanced in the European Union. Ministries and Departments of Education world-wide

now have some version of higher order outcomes for various levels of education. The so-called 4Cs of Critical Thinking, Communication, Collaboration and Creativity are often common to these frameworks. But a fifth “C” for Conation or the Conative Learning Domain has been neglected to our peril. Conation involves striving, effort, persistence, and will, and it has been a key characteristic of successful innovators and leaders in virtually all fields of human endeavor. In this keynote, Professor Reeves will argue that educational technologists have enormous potential for leadership in restoring Conation to its proper role in education at every level. Biography Dr. Thomas C. Reeves is a Professor Emeritus of Learning, Design, and Technology in the College of Education at The University of Georgia (UGA). He is former Fulbright Lecturer in Peru and he has been an invited speaker in more than 30 other countries, with a vast publication record. He holds Fellowship awards from the Association for the Advancement of Computing in Education (AACE) and the Australasian Society for Computers in Learning in Tertiary Education (ASCILITE), as well as the (AECT) David H. Jonassen Excellence in Research award.

276. CLT-Decolonizing Instructional Technology: Examples and Practical Suggestions for Transforming Courses & Curricula

10:30 am to 11:30 am

3rd Level - City Terrace 06

Presenter

Critical Issues at the Intersection of Culture, Learning, & Technology

Presenter(s): **Amy C Bradshaw**, University of Oklahoma

In this workshop we explore critical concepts, issues, and dynamics at the intersections of culture, learning, and technology. We also consider how individual and collective practices can reinforce or disrupt injustice, and we engage work to transform our perspectives, practices, and curricula to be more equitable and inclusive. Conceptual and philosophical frameworks include Epistemologies of Ignorance (Alcoff, 2007), Social Construction (e.g., Bruner 1996); and Education as a Practice of Freedom (Freire, 1993; Greene, 1988).

277. CLT-Documenting the Contributions, Impact and Legacy of Minorities in Media

10:30 am to 11:30 am

3rd Level - City Terrace 07

Documenting the Contributions, Impact and Legacy of Minorities in Media

Presenter(s): **DEEPAK PREM SUBRAMONY**, KANSAS STATE UNIVERSITY; **Joi Moore**, University of Missouri; **Denise Tolbert**, National University; **Michael K Thomas**, University of Illinois at Chicago; **Camille Dickson-Deane**, University of Melbourne
Contributor(s): **Roberto Joseph**, Hofstra University

As part of a larger project to record the contributions of Minorities in Media (MIM) for posterity, panelists discuss the origins, growth, and development of MIM, its singular efforts (a) to mentor and support scholars of color within the field of educational communications and technology (ECT) and (b) to encourage consideration of social and cultural issues by the field's mainstream academic/professional discourse, and its eventual evolution into AECT's Culture, Learning and Technology Division.

278. CLT-Leading a cultural change in online

10:30 am to 11:30 am

3rd Level - City Terrace 10

Changing the Way We Foster Change: An Alternative Design of Online Diversity Training for Higher Education Faculty

Presenter(s): *Thomas R. Wilson*, Azusa Pacific University

Leaders in higher education realize the need to help faculty understand the dynamics of multicultural classrooms, but traditional diversity training can backfire. Come rethink your instructional design approach, and see how Azusa Pacific University is helping faculty value the advantages of culturally-intelligent pedagogy. Discover design secrets for generating buy-in from skeptics, zealots, and those in between. Gain practical tips for overcoming the five major challenges that can sabotage diversity training. Prepare to challenge your assumptions!

Cultural Investigations: Student Experiences with Cross-cultural Online Communication

Presenter(s): *Jeonghun Oh*, Learning, Design, and Technology program in University of Georgia; *Janette Hill*, UGA

Contributor(s): *Glenn Alton Jackson*, Department of Language and Literacy Education at the University of Georgia

This presentation discusses the findings from a recent study of asynchronous online cross-cultural communication activities between 47 Korean and 45 American secondary school students. Presenters will discuss findings from qualitative and quantitative analysis of multimodal products and interviews with regard to behavioral and emotional engagement, cultural dispositions, benefits of the activities, and difficulties in engaging in the activities. Overall, many students indicated they found the activities satisfactory and would like to participate again.

The Effects of Immediate Feedback on Language Achievement: Socrative as an Online Feedback Tool

Presenter(s): *Yasemin Kandemir*, Bahcesehir University

One of the advantages of the technology is to practice anytime and anywhere. Therefore, the main research objective of the study is to determine whether receiving immediate feedback as recasts during online practice will increase student learning and to compare it with

the achievement results of students' online practices with and without immediate feedback. Analysis of quantitative data revealed that there was an increase in the achievement levels of each group of students.

279. Committee: Definition & Terminology (Fri)

10:30 am to 11:30 am

4th Level - Main St 7

280. D&D: Design Studio and Case Pedagogy

10:30 am to 11:30 am

3rd Level - River Terrace 2

Presenters

A Framework for Classifying Design Studio Pedagogy

Presenter(s): *Jason K McDonald*, Brigham Young University

In the field of instructional design, educators have been turning to studio pedagogy as a means to help develop the next generation of professionals—those we will rely on to lead future learning for change. In this presentation, I propose a framework to understand and classify the attributes of studio pedagogy, with the goal of helping educators who adopt the approach shape implementations that align with the goals for their students they desire to accomplish.

How novices use expert case libraries for problem solving

Presenter(s): *Andrew Tawfik*, Northern Illinois University; *Maureen Hogan*, Northern Illinois University; *Cindy York*, Northern Illinois University
Contributor(s): *Anilla Gill*, Northern Illinois University

Theorists argue that cases can be strategically used to scaffold complex problem solving. Indeed, various studies have found positive learning outcomes when students have been presented with cases. Despite the results, a significant gap exists regarding the cognitive processes that novices undergo when interacting with expert cases. Using cognitive task analysis, this study suggests novices progress the following stages: index generation, index prioritization, abstraction, integration with prior knowledge, and application. However, novices often struggled at varying stages. Implications for theory and practice are discussed.

281. D&D: Faculty Considerations and Competency-Based Education

10:30 am to 11:30 am

2nd Level - Grand 8

Competency-Based Transdisciplinary Program: Evolving Roles of Faculty

Presenter(s): *Iryna Ashby*, Purdue University; *Secil Caskurlu*, Purdue University; *Marisa Exter*, Purdue University

The expansion of competency-based education (CBE) in higher education impacts not only student learning trajectory, but also roles and responsibilities of the faculty implementing CBE principles beyond traditional expectations. This paper investigates roles performed and experienced by the faculty involved in the design and first year of teaching at a new transdisciplinary CBE program at a large R1 university.

Faculty Development in Competency-Based Education: Design Considerations

Presenter(s): *Secil Caskurlu*, Purdue University;
William Watson, Purdue University

Competency-based education (CBE) is an emerging model that supports student success by focusing on demonstration of outcomes, and mentoring and coaching students to help them make an easy transition from learning at school to workplace. There is a strong call a need for faculty development in order to assist faculty to fulfill their new roles in CBE. This design study provides insights about design considerations for developing CBE focused faculty development programs.

282. D&D: Instructional Strategies in Context

10:30 am to 11:30 am
3rd Level - Orlando

An Exploratory Study Examining the Instructional Strategies Used to Teach Ethics

Presenter(s): *Tina Souders*, Old Dominion University

We make countless decisions every day. These types of problems are considered ill-structured, in that no single, correct solution can be arrived; rather several possible solutions must be evaluated based on the context of their application. The purpose of this exploratory study was to identify the types of instructional strategies used to teach ethical concepts. Results and trends will be presented with recommendations for how faculty better facilitate instructional experiences that promote problem solving.

Mindfulness as an Instructional Strategy to Enhance Reflection in Situated Learning

Presenter(s): *Alexis M Stoner*, Edward Via College of Osteopathic Medicine
Contributor(s): *Katherine Cennamo*, Virginia Tech

One method to meet the cognitive demands of the ill-structured nature of situated learning is through mindful reflection. This design and development research study presents a conceptual model that builds upon theories of situated cognition and the results of research in mindfulness, reflection, and situated learning to potentially change the way we teach and learn in situated learning environments. Participants will learn to design experiences that incorporate mindfulness strategies before, during, and after instruction.

283. D&D: Prior Knowledge in Multimedia Learning Environments

10:30 am to 11:30 am
3rd Level - River Terrace 1

An Examination of Prior Knowledge and Cueing Effects in an Animation

Presenter(s): *Ismahan Arslan-Ari*, University of South Carolina

This presentation reports the results of a 2 x 2 factorial design experimental study investigating the effects of prior knowledge and visual cues in a complex animation on learning and mental effort. It also presents whether the effect of visual cueing is moderated by the prior knowledge. Data was collected from 102 undergraduate students from various majors in the Southwest University. The results showed that effects of cueing in a complex animation change depending on learners' level of prior knowledge. Specifically, low prior knowledge learners benefited more when visual cues were provided, whereas cues did not facilitate learning for high prior knowledge learners.

Investigating the Effects of Information Signaling in Feedback Message and Learners' Prior Knowledge on Mathematics Problem Solving

Presenter(s): *Fatih Ari*, University of South Carolina;
Fethi A. Inan, Texas Tech University

This study examines the effects of prior knowledge and signaling of important information in feedback on problem solving performance, mental effort, study time and tutorial evaluation. Participants were 40 undergraduate students from various majors at a large southwestern university in the U.S. Results will benefit both researchers with an agenda on designing instruction for problem solving practice and practitioners in the field who are teaching problem solving.

284. DDL - Motivation

10:30 am to 11:30 am
3rd Level - River Terrace 3

Attendee: *SANGHOON PARK*, University of South Florida

Does the Visual Appeal of Instructional Media Affect Learners' Motivation Toward Learning?

Presenter(s): *Kei Tomita*, Indiana University Bloomington

This study investigates whether the perception of the visual appeal of online instructional handouts affects learners' self-reported motivation to learn from the handouts. Two handouts were prepared for this study: a "minimalist" handout following Mayer's (2009) Coherence Principle and a "trend" handout complying with everyday visual trends reported at MarketingCharts. Participants were instructed to look at the handouts, in different orders according to groups, and asked about their impressions of the handouts.

Exploring the Effects of Motivational Regulation Strategy Use, Academic Levels and Learning Environments on Student Learning Engagement: Analysis of Structural Equation Modeling

Presenter(s): *Heoncheol Yun*, Northern Illinois University

This study examined the effects of motivational regulation strategies (MRSs) mediated by academic levels and learning environments on student learning engagement. Early research noted that regulation of motivation is of importance in self-regulated learning and significantly affects student engagement. We hypothesized that the use of MRSs mediated by academic levels and learning environments would significantly affect student engagement for learning. The results presented that the use of MRSs mediated by academic levels significantly affected student engagement.

285. DDL - Time in Online Classroom

10:30 am to 11:30 am

2nd Level - Grand 7

Non-traditional Students – Leading the Charge to Change the Respect of Student Time in the Online Classroom

Presenter(s): *Tammy McClain-Smith, Ed.D.*, ECPI University

Time is of essence with the non-traditional student. Nontraditional students, those over the age of 24 with family and work responsibilities, juggle these responsibilities and currently make up the majority of college students. However, there are online delivery practices that may be counterproductive to these students. Conversely, there are practices that may mitigate some of their struggles. This session will address these practices and how the time crunch can be abated in the online classroom.

Self-Regulated Learning in the Online Classroom: Exploring and Designing for Maximum Time Management Proficiency

Presenter(s): *Laura E Gray*, UWI

In this session, the presenter will discuss her research with first-year college students, their use of time management, and how this related on their grades in online classes. She will give an overview of the literature relating to this topic, provide a description of the methodology and statistical methods used in the study, and will provide a summary of the results. She will focus on the importance of design that integrates the principles of self-regulation in the university classroom.

286. DELT - Engaging Participants with VR

10:30 am to 11:30 am

3rd Level - City Terrace 05

EmpathVR: Teaching Empathy for ADHD Through Virtual Reality

Presenter(s): *Lucas John Jensen*, Georgia Southern University
Contributor(s): *Mete Akcaoglu*, Georgia Southern University

This presentation will share the in-progress designs and research surrounding an interdisciplinary project to create a virtual reality-based “empathy game” designed to teach future counselors and others about the experience of living with Attention Deficit Hyperactivity Disorder (ADHD). In addition, we will share literature that is being used to support the development of this project and current trends and issues regarding virtual reality research and implementation, especially with regard to “empathy” and “serious” games.

Using Augmented Learning to Support Deeper Learning and Engagement

Presenter(s): *Jennifer L. Weible*, Central Michigan University
Contributor(s): *Scott L Roberts*, Central Michigan University

With the excitement surrounding Pokemon Go last summer, many educators are wondering if augmented learning has a place in their classroom. Augmented learning was used in a high school classroom to create presentations about exchange networks. This presentation will discuss how Aurasma, an augmented learning tool, has been used in classrooms to increase engagement, present information from multiple perspectives, and provide access to resources.

First Steps in Virtual Reality: Working with 360-Degree Video

Presenter(s): *Abbie Brown*, East Carolina University
Contributor(s): *Tim Green*, California State University, Fullerton

360-degree video, a popular, relatively simple form of virtual reality is a good introduction to producing and using virtual reality experiences for instruction. This session is an overview of how 360-degree video works; the hardware necessary to capture 360-degree video, and the software available to edit the distribute 360-degree video. Examples of experimental work with be shown and the authors will discuss the potential uses of 360-degree video in elementary, secondary and postsecondary instructional settings.

287. DELT - Games in the Classroom

10:30 am to 11:30 am

3rd Level - City Terrace 11

Collaborative Video Production in Elementary School Grades 2 Through 5

Presenter(s): *Byron Havard*, University of West Florida
Contributor(s): *Joe Gaston*, Mobile County Public School System

Collaborative video production (CVP) is an activity where students work together in teams to script,

storyboard, record, edit, and present a final product that will explain and/or demonstrate their understanding of a particular concept. This study, based on a convergent parallel mixed methods design, included a survey and interviews with students and teachers. Students, $n = 340$, representing Grades 2 through 5 participated in the CVP activities. Results and implications will be presented.

Discovery Agents: Using a Location-based Gaming Platform to Change Educator Learning

Presenter(s): *Lenora Jean Justice*, Morehead State University

Educators, taking an Educational Gaming & Simulation course, were required to create a game using the location-based gaming platform, Discovery Agents, for their class project. After creating a game and having their students try it, they were asked a series of open-ended questions about their experiences. This research encompasses their thoughts about using the technology as well as their opinions of location-based games, learning with location-based games, and experience with immersion/flow of a location-based game.

288. ETR&D Joint Editorial Board Meeting

10:30 am to 11:30 am
2nd Level - Grand 6

289. FR - MOOCs

10:30 am to 11:30 am
2nd Level - Grand 3

Discussant: *Curtis J. Bonk*, Indiana University

The Clustered Patterns of Learning Engagement in MOOCs and Their Effects on Teaching Presence and Persistence

Presenter(s): *Yeonji Jung*, Ewha Womans University
Contributor(s): *Jeongmin Lee*, Ewha Womans University

To provide the appropriate prescriptions considering the different patterns of learning engagement in MOOCs, this study clustered the heterogeneous learners into 3 groups: DO, THINK, LEAD groups. With cross analysis, this study investigated the differences of learners' characteristics among the groups and verified the effects of each cluster on direct facilitation, instructional design and organization and learning persistence in MOOCs to provide them tailored feedback.

290. INTL: Media Literacy

10:30 am to 11:30 am
3rd Level - St John's

The Visual Rhetoric in Philippine Presidential Video Campaign Ads: Implications on Visual and Media Literacy Education

Presenter(s): *Danilo M. Baylen*, University of West Georgia
Contributor(s): *Reysa Alenzuela*, Nazarbayev University

Political campaign videos of presidential candidates in the 2016 Philippine National Elections served as powerful tools that transformed candidates into winners. Using a modified videostyle analysis, visual and media literacy concepts and principles, the researchers studied how the themes, images, symbols, or words were used for advancing persuasive messages. Initial findings revealed that impressions of political candidates were influenced by images and typography used, color choices, and words included in slogans of the campaign ads.

Video gameplay and the literacy practices of African immigrant students at a U.S institution of higher education

Presenter(s): *Rebecca Yvonne Bayeck*, Penn State University

This study explores the literacy practices of immigrant African students' video game players. Participants in this study were all born in Africa, and enrolled at a University of higher education in the United States. The preliminary results show that participants participates in multiple literacies related to participants' background and needs.

291. OTP-Performance Support

10:30 am to 11:30 am
4th Level - Matthews

Online Onboarding: Increasing the efficiency and effectiveness of Library workplace training in a trilingual interactive online asynchronous environment

Presenter(s): *Monica Rysavy*, Goldey-Beacom College; *Russell Michalak*, Goldey-Beacom College

In this presentation, the researchers will describe their experiences exploring methods of increasing the effectiveness and efficiency of online onboarding modules in academic institutions. The researchers, a library director and the director of institutional research and training at a private college, will describe their efforts working with student workers to redesign existing online onboarding tutorials in Springshare's LibGuides into interactive modules with Microsoft PowerPoint and Office Mix.

Articulating a Departmental Strategic Plan Using Semi-Empirical Design Methods

Presenter(s): *Fredrick W. Baker III*, University of Tampa

Strategic Planning is a crucial leadership process for establishing and communicating a clear direction for departments and organizations. When clearly articulated, strategic plans serve as the framework by which all decisions within the unit are aligned. In setting a common direction and outlining guiding

operational criteria, strategic plans can help maximize departmental/organizational success and efficiency. This presentation will outline semi-empirical methods for creating a clearly articulated strategic plan that is well aligned throughout. These methods were utilized in creating the strategic plan for an Academic Success Center at a medium sized private university, and are based on a variety of tools from evaluation, instructional design and other sources.

292. Posters

10:30 am to 11:30 am

3rd Level - Conf Center B

Participants

DDL: A Look at the Students' Perceived Benefits of Using Blackboard Learn and the Relationships with Cognitive and Social Presences

Presenter(s): *Hungwei Tseng, Jacksonville State University; Hsin-Te Yeh, Metropolitan State University of Denver; Yu-Chun Kuo, Rowan University*

The purpose of the study was to investigate how students perceived the “benefits of using Blackboard Learn” and how students’ perceptions of “cognitive presence” and “social presence” within the online learning community were related to their perceived benefits of using Blackboard Learn. The results indicated the students had positive perceptions of Blackboard Learn regarding content, communication, and evaluation. Also, the perceived “benefits of using Blackboard Learn” was significantly related to “cognitive presence” and “social presence.”

DDL: Design Analysis to Sport Psychology Consultation with Video Communication

Presenter(s): *Takuya Hayakawa, The University of Tennessee, Knoxville; Lisa Yamagata-Lynch, University of Tennessee*

This study will analyze a sport psychology consultation (SPC) session relying on online video communication device. The modified activity system model (Yamagata, 2010) is adapted to the typical model of SPC session with video communication device. With this analysis, the components and tensions related to SPC session with video communication is clarified. Findings will be applied to design future SPC with video communication.

DDL: Designing a Scaffolded Diigo Unit: Using Social Annotation to Support Learning

Presenter(s): *Michelle Cates, Florida State University; Lauren Bagdy, Florida State University; Vanessa Dennen, Florida State University*

This poster session will present the design of two successive iterations of an instructional unit that used Diigo, a social bookmarking tool, to facilitate sharing and annotating online resources. Pre-service teachers shared websites related to five weeks of course content, using the annotation and commenting tools to delve deeper in the content. The presenters will share

conceptual weaknesses discovered in first semester and lesson modifications for the second semester designed to target those weaknesses.

SMT: College Readiness and Digital Badges for First Generation High School Students

Presenter(s): *Marquetta I. Strait, Purdue University*

This poster presentation will focus on the growing concern of students not being prepared for college and a potential pathway to success. Through the implementation of digital badges, first generation college students attending high schools will be able to increase their aims towards college success.

SMT: Immersive Virtual Reality Using Head Mounted Devices to Improve Reading Comprehension Skills

Presenter(s): *Surey Rios, University of West Florida*

Advancements in three-dimensional technology have enabled computer-generated simulations, and the users’ interactions with them, to seem real. Because of its ability to engage the user, Immersive Virtual Reality (IVR) can be used in experiential learning. Experiential learning has resulted in students with improved reading comprehension skills, deeper levels of conceptual understanding, and a decreased affective filter and cognitive load. This poster examines the idea of using IVR to increase reading comprehension skills in K-12.

TED: Developing Training for Online Instructors in Higher Education

Presenter(s): *Min Yuan, University of Utah*
Contributor(s): *Dianna Lee, University of Utah; Lucas Seibel, University of Utah; Nicole Remy, University of Utah; Jonathon Nichols, University of Utah*

Online instruction has become a critical component in higher education. To ensure the success of online higher education instruction, faculty must be equipped with sufficient pedagogical and technical knowledge. This proposal describes a training course, which has been developed by the Business College at a public university to increase faculty’s knowledge in both of these areas. The purposes, development processes, components, as well as the expected outcomes of the course are reported.

TED: Effects of Different Types of Feedback on Problem Solving

Presenter(s): *Yasin Yalcin, Florida State University*
Contributor(s): *Valerie J. Shute, The Florida State University*

The purposes of this literature review are to analyze and synthesize the research studies that investigated the effects of various types of feedback on learners’ problem solving, and to provide practical guidelines for educators about the use of feedback to improve learners’ problem-solving skills. For these purposes, the research literature was examined and ten research studies that employed experimental design and recruited a sample of preschool children or K-12 students were included in this literature review. Results revealed that feedback had mostly facilitating effects on problem solving, however, learner characteristics

and feedback attributes have to be considered before providing feedback for problem-solving tasks. Practical guidelines are presented for educators.

TED: Using Video to Prepare Prospective Teachers to Teach Mathematics: A Literature Review

Presenter(s): *Patrick Lowenthal, Boise State University*

Contributor(s): *Laurie Cavey, Boise State University; Michele Carney, Boise State University; Tatia Totorica, Boise State University; Jason Libberton, Idaho State University*

Teacher educators have been experimenting with using video to prepare teachers for over a decade. For instance, teacher educators have used video to model expert teaching, analyze lessons, create field recordings, and even as specific case studies to prepare prospective teachers. In this session, we will present the results of an integrative review of the literature summarizing and synthesizing research on the use of video to teach prospective teachers how to teach mathematics.

TED: Using the Triad Model to Assess Elementary Teacher Candidates' Model Core Teaching Standards

Presenter(s): *Heng-Yu Ku, University of Northern Colorado*

Contributor(s): *Michael Floren, University of Northern Colorado; Valerie Sherman, University of Northern Colorado; Nancy Sileo, University of Northern Colorado; Eugene Sheehan, University of Northern Colorado*

This purpose of this study was to examine the results of program competency survey for 264 teacher candidates. A survey containing 45 items (adapted from the Interstate Teacher Assessment and Support Consortium model core teaching standards) that was completed by teacher candidates, university supervisors, and cooperating teachers to assess the teacher candidates' competence levels during their final student teaching was analyzed and the results will be shared and discussed.

293. Presidential: Globally Leading Learning for Change: International Affiliate Proposal Process for an International Research Symposium

10:30 am to 11:30 am

2nd Level - Grand 4

Globally Leading Learning for Change: International Affiliate Proposal Process for an International Research Symposium

Presenter(s): *Ana Donaldson, University of Northern Iowa - Retired; Robert Doyle, Harvard University; Feng-Qi Lai, Indiana State University; Dirk Ifenthaler, University of Mannheim; Jaitip Nasongkhla, Chulalongkorn University*

This information session is for you if you are an International Affiliate member attending AECT this year, interested in research located in a nation or region

for the purpose of sharing that research 'locally' via a symposium and in publishing that research using AECT channels. Leading Learning for Change is what happens when international researchers participate in a research symposia bounded by some geography or political boundary (inter-nation-al). The International Symposia Coordination Team (ISCT) committee is tasked with providing venues outside the USA to share research interests, support AECT publications and network with our peers in the field. AECT has supported the creation of the ISCT to coordinate the ever increasing number of International Research Symposia. Past symposia have included summer events in Shanghai, Bali, and Hong Kong with a Springer Scopus publication from each. As AECT continues to expand its international sphere, we recognize a need to be more purposeful and supportive with a growing number of international affiliates in ways that support the missions of AECT and our international partners. As the requests increase for information about opportunities for international affiliates to propose their own AECT International Research Symposium, a website has been create along with guidelines for the two-tier application process. This session will discuss the application process, introduce the online website and encourage discussion regarding the benefits of hosting a research symposium. You are invited to bring ideas for future and information about the past successful International Research Symposia.

294. Presidential: IT Leadership, Infrastructure, and Cloud Computing in Western Canada: An Exhaustive Study of K-12 Districts

10:30 am to 11:30 am

2nd Level - Grand 5

IT Leadership, Infrastructure, and Cloud Computing in Western Canada: An Exhaustive Study of K-12 Districts

Presenter(s): *Peter Holowka, University of Calgary*

The decisions of the superintendent's office are of great importance because they have the potential to impact how teaching and learning occurs in the district's classrooms and beyond. This session answers the questions: who determines a district's IT infrastructure, what priorities shape that infrastructure, and what is the current IT infrastructure in Western Canada.

295. QRDE Editorial Board

10:30 am to 11:30 am

4th Level - Main St 6

296. RTD - MOOCs

10:30 am to 11:30 am

3rd Level - City Terrace 12

Answering Research Questions with Big Data from a MOOC

Presenter(s): *Ted Frick, Indiana University; Cesur Dagli, Indiana University; Rodney D. Myers, Independent Scholar*

The Indiana University Plagiarism Tutorials and Tests (IPTAT) have been used worldwide. In 2016, there were 14,392,064 million page views, and 143,670 students passed one of billions of possible IPTAT tests on discriminating word-for-word and paraphrasing plagiarism from non-plagiarism. These big data were used to answer research questions about effectiveness of First Principles of Instruction with which IPTAT was designed. Students were 3-5 times more likely to achieve mastery when they successfully experienced First Principles.

Dropout Prediction in MOOCs: A Temporal Mechanism

Presenter(s): *Wanli Xing*, Texas Tech University

Massive open online courses (MOOCs) have recently taken center stage in discussions surrounding online education, both in terms of their potential as well as their high dropout rates. This study designs a mechanism for the early and accurate identification of students at risk for dropping out. Focusing on struggling students who remain active in discussion forums and who are already more likely to finish a course, we propose a temporal modeling approach, one which prioritizes the at-risk students in order of their likelihood to drop out. In identifying only a small subset of at-risk students, we seek to provide systematic insight for instructors so they may better provide targeted support for those students most in need of intervention.

297. RTD - The Practice of Instructional Designers

10:30 am to 11:30 am

3rd Level - City Terrace 08

From Theory to Practice: Are Instructional Designers Using Strategies to Manage Cognitive Load?

Presenter(s): *Justin Sentz*, Old Dominion University; *Ginger S Watson*, University of Virginia

Cognitive load theory has led to a number of design prescriptions supported by randomized, controlled experiments. This session presents the findings of a mixed-methods study exploring how practicing instructional designers manage cognitive load in their designs. Results indicated that designers perceive numerous learner benefits from managing load but use limited strategies. This was unexpected given the wide acceptance of cognitive load in the literature. Specific strategies, potential reasons, and possible solutions are discussed.

What Project Management Knowledge, Skills, and Abilities do Instructional Designers Really Need for Professional Success?

Presenter(s): *James William Kline*, University of Florida; *Albert Dieter Ritzhaupt*, University of Florida; *Swapna Kumar*, University of Florida

Previous research has not explored how instructional designers actually use the standardized project management processes of the Project Management Institute (PMI) in their professional practice. With

the proliferation of positions across industries, it is important for ID professionals to realize this important gap in the research literature. In this session, we will share various project management knowledge, skills, and abilities instructional designers from various industries report as essential for practitioners in their particular industry.

298. Roundtables

10:30 am to 11:30 am

3rd Level - Conf Center A

DDL: Effects of Synchronous Sessions on Social Presence in Distance Courses

Presenter(s): *Cengiz Hakan AYDIN*, Anadolu University; *Irfan SURAL*, Faculty of Education

This paper intended to reveal the results of a study that examines whether these synchronous sessions helped to increase the sense of social presence in distance courses of Anadolu University. It also seeks for the relationships between learners' exam grades, demographics, engagement with asynchronous online materials, perceived satisfaction, perceived learning and their sense of social presence feelings in synchronous sessions.

DDL: Leading Change via OER: How an OER Initiative Changed our ID Culture

Presenter(s): *Anihony A. Pina*, Sullivan University System

Our use of Free/Open Educational Resources (OER) has resulted in higher student satisfaction and lower costs for our students. However, it also resulted in changes to our course design and development processes that have increased quality and improved relationships between faculty and instructional designers. Come join us to discover how OER can benefit your students and institution and you will receive a comprehensive list of OER resources.

DDL: Network Diagram as the Formative Feedback in an Online Blog Activity

Presenter(s): *Jiaming Cheng*, Syracuse University; *Jing Lei*, Syracuse University

Network diagram can visualize students' interaction in online courses, which pictures an overall student-student interaction in the class. This study explored the effect of sending out network diagram as the formative feedback to students in the middle of the semester, whether it encouraged student' involvement in the blog activity. The results showed even though the cohesion measure decreased in the second half of the semester, comparing to the semester without the formative feedback, fall in the measures reduced.

DDL: Promoting students' motivation and use of SRL strategies in online mathematics learning

Presenter(s): *Peidi Gu*, University of Kansas

With the popularity of online learning increases, when applied in real educational settings, not all online programs or individual learners are successful.

Effectiveness of online learning is still under debate. The purpose of this study is to find an efficient way to promote students' sense of self-regulation and motivation when learning Math over the Internet.

DDL: The impact of music on learning: A systematic review to guide future e-learning research and practice.

Presenter(s): *Efren de la mora, University of Central Florida; Atsusi Hirumi, University of Central Florida*

In this session, authors will present the findings of a systematic review of literature that analyzed research and literature on the use of music to facilitate e-learning to guide future research and practice. Results suggest a framework for educators and instructional designers to systematically implement music in hybrid and online courses.

OTP: [NR] Beyond The Boundaries: A Cancer Research Institution's Innovative Approach to Transform Clinical Research Education

Contributor(s): *Jasmin Berrios, Morehead State University*

The roundtable session will focus on the steps a cancer research institution is taking to reform its current format of instruction in the field of clinical research education. More specifically, the session will walk through the development process of one of the training currently being restructured. Restructuring of the training will include the use of media never used before in clinical research education such as podcasting, simulation, synchronous discussions, and vodcasting.

OTP: Integrating Learning Analytics into Workforce Education to Develop Self-Assessment Competency

Presenter(s): *lin zhong, Southern Illinois University*

Self-assessment, which is a cyclic process of self-monitoring and implementation of instructional correctives, is a critical skill of lifelong learners. This roundtable session will share the findings of this study with participants and discuss integration learning analytics into workforce education with purpose of developing self-assessment competency. Target participants that would benefit from participating in this roundtable discussion will include workforce educators and researchers, instructional designers, and practitioners who are interested in workforce education.

OTP: Is MOOCs a solution to Organizational Training & Development?

Presenter(s): *Daphne CY Tseng, Univ. of North Texas*
Contributor(s): *Yun Lauren Liu, University of North Texas*

This presentation starts with a questions on using MOOCs for organizational training and development. It introduces a two-level MOOCs as the solution to improve organizational training. The presentation includes the research foundation of this emerging technology, the summary of the difference between the basic level and the advanced level of MOOCs, the

working examples and its potential in organizational learning and development.

OTP: The Multimedia Principle: A Meta-Analysis on the Multimedia Principle in Computer-Based Training

Presenter(s): *Jessica Briskin, Penn State University*
Contributor(s): *Ray Pastore, University of North Carolina Wilmington*

This meta-analysis sought to examine the effects of multimedia principle on computer-based training (CBT). Results revealed a significant difference ($p < .001$) with a medium-high effect ($r = .48$) on achievement when learners were presented with single vs. multiple representations in a multimedia environment. There was a significant difference ($p < .001$) and a medium-high effect ($r = .45$) for low-level (rote) knowledge; however, there was not a significant difference ($p = .06$) for high-level (meaningful) knowledge but there was a high effect ($r = .5$).

RTD: Building a Foundation for Learning Design in Pharmacy Education: An Analysis of Pharmacists' Decision Making

Presenter(s): *Russ Palmer, University of Georgia*

This round-table session will focus on the analysis of pharmacists' decision making in real-world settings as a foundation for considering how to develop authentic learning environments for pharmacy students. This project may be of significant interest to anyone in the instructional technology community interested in the use of cognitive task analysis for identifying the knowledge and thought processes that underlie expert performance.

RTD: Clustering MOOC students using Self-Organizing Map (SOM)

Presenter(s): *Young-Jin Lee, University of Kansas*

This study applied clustering algorithms to the log files of a MOOC in order to identify groups of students showing similar patterns as they were solving weekly homework and quiz problems in the MOOC. The usefulness of the identified groups was examined by comparing several characteristics of students in each group, such as being able to earn a course certificate, weekly and daily problem completion percentages.

RTD: Exploring an alternative way of assessment with ecological psychology perspectives for assessing real-world problem-solving

Presenter(s): *Sejin Kim, The University of Georgia*

This study proposes an alternative assessment approach with ecological psychology theory, using cases containing complex and real-world situations to assess learners' problem-solving abilities through a reasoning process. First, the study aims to explore the characteristics of case-based assessment as the alternative approach. We then will provide a conceptual framework to design case-based assessment for assessing real-world problem-solving based on the ecological psychology perspectives.

RTD: Ownership of Mobile Devices, BYOD Perceptions, and Mobile Learning Adoption among Off-Campus Commuter Students

Presenter(s): *David Des Armier, Jr., University of Connecticut*

Contributor(s): *Jamie Kleinman, University of Connecticut, Avery Point*

This presentation will highlight a research study that examined ownership rates of mobile devices, perceptions toward Bring Your Own Device (BYOD) policies, and mobile learning adoption among off-campus, commuter students at a regional university. Some faculty at this university were interested in BYOD learning approaches, however, needs assessment data was needed before implementation. The findings will inform educators and administrators who are interested in gathering needs assessment data to ensure successful BYOD implementation.

SMT: Administrators' Perceptions of Practicing the ISTE Standards-A and VTSIP Technology Standards

Presenter(s): *Kimberly Muchenje, Mississippi State University*

Administrators, as leaders of their schools in this technological age, must be willing to learn best practices with technology. Mastery of technology standards for administrators is linked with positive school success and increased student achievement. The presentation will focus on an investigation of administrators' perceived knowledge and importance of the International Society for Technology in Education Standards for Administrators (ISTE Standards-A) and Virginia Technology Standards for Instructional Personnel (VTSIP) as technology leaders within their schools.

SMT: Argue like a Scientist Summer Camp: A Cross-cultural Study of Developing Students' Scientific Argumentation Skills

Presenter(s): *Silvia Rehulina Ginting, Northern Illinois University*

Contributor(s): *Pi-Sui Hsu, Northern Illinois University; Margot Van Dyke, O'Neill Middle School; Xiaoshu Zhou, Northern Illinois University; Eric Monsu Lee, Illinois Institute of Technology*

The purposes of this mixed-methods study are to develop a graph-based computer-assisted project-based learning environment and to study the impact of the learning environment on the development of school students' scientific argumentation skills and science knowledge in a summer camp. The quantitative analysis of post essays for science knowledge and argumentation skills will be conducted. The qualitative analysis of verbal collaborative argumentation process supported by a graph-oriented computer-assisted application will be conducted for cultural differences in a summer camp.

SMT: Changing With the Times: How Do We Lead Technology Integration, Including Mobile Devices, In Schools?

Presenter(s): *Stacie Ann Slusher, Morehead State University*

The proposed roundtable discussion will summarize the historical challenges of technology integration and share the modern challenges as a result of outdated policies and change resistance. One aim of this discussion is to share policies and procedures that prohibit or embrace transformational change in the use of instructional technology. This goal of the discussion is to allow the sharing of common hurdles, growing pains, and solutions that will help inform a community of practice.

SMT: The Ups and Downs of Using the Cloud: Security through Password Protection

Presenter(s): *Harvey Foyle, Emporia State University*

Cloud computing is the solution to constantly updating technology. Three major issues exist - reliability, ownership, and security. The application of cloud computing for learning has major security implications. What can media specialists provide to help students protect their data when they are not in a secure setting provided by media specialists? How to handle individual's passwords to slow down hackers? What passwords are secure?

TED: Coaching in Teacher Professional Development for Technology Integration: Examining Effects on Teaching Practices and Teachers' Perceptions

Presenter(s): *Janet Yin-Chan Liao, Indiana University; Anne Ottenbreit-Leftwich, Indiana University*
Contributor(s): *John Hitchcock, Indiana University*

This study examined the effects of coaching professional development (PD) on teacher technology integration practices, as well as teachers' perceptions and challenges regarding their coaching experiences. A mixed methods single-case design was employed to examine varieties and levels of teachers' technology integration practices before and after a technology PD coaching intervention.

TED: Content Analysis of TeacherTube and YouTube Videos for Instructing English Language Learners

Presenter(s): *Christine K. Sorensen Irvine, University of Hawaii at Manoa*
Contributor(s): *Chanelle Chin,*

This presentation discusses results from a content analysis of TeacherTube and YouTube videos providing English language learner (ELL) instructional strategies using the Language Instruction Educational Program (LIEP) report from the US Department of Education (2012) and a multimedia framework by Morain and Swarts (2012). Findings showed unequal coverage of ELL strategies with better content more likely to have better design quality, and number of user views was positively correlated with design quality, particularly affective design.

TED: Every Student Succeeds Act (ESSA) and Education Technology in Schools, A Policy Analysis

Presenter(s): *Ahmed M Mukhtar, University of Missouri-Columbia*

Since the announcement of Every Student Succeeds Act (ESSA), the discussion among educators continues

to discover how to improve technology use in schools in order to improve the academic achievement and digital literacy of all students. By critically using policy analysis approach, this session aims to systemically discuss the policy streams with a focus on the implementation of educational technology in schools. Findings and implications for educators and policymakers will be discussed.

TED: Fostering creativity through inquiry in Environmental Science Education Teaching
Presenter(s): *Senenge Tavershima Andzenge*, University of Minnesota

In our session we will share findings from empirical work on technology integration in secondary school environmental science education.

TED: Scaffolding Knowledge from Research to Writing: The Role of Reflection in Turning Doctoral Candidates into Graduates

Presenter(s): *Marianne Justus*, University of Phoenix

The presentation will describe how reflective practices can support the development and successful completion of a doctoral dissertation, including lessons learned from the reflective dialogue of online doctoral students and the impact this practice had on timely completion of the research study. The presenter's own role as an online reflective scholar and practitioner will demonstrate how faculty can support student engagement in reflective dialogue that increases research self-efficacy and timely completion of the doctoral dissertation.

trends and techniques. Time is a restricting element in busy educators lives. The option of flexible, online professional development is a solution to the restrictiveness of traditional face-to-face professional development. This session will provide key research elements of online professional development as well as examples of how our school district has successfully offered online professional development for the past three years.

An Evidence-based Approach to Instructional Designing a Course Layout in Blackboard
Presenter(s): *Quincy Conley*, Boise State University
Contributor(s): *Grayley McWatters*, Boise State University

Using high-fidelity biometric sensors, the purpose of this exploratory usability study was to analyze how college students use the popular LMS, Blackboard, and to identify preferred course design layouts that can possibly improve the student's learning experience while reducing extraneous cognitive load. Using eye-tracking and facial expression recognition that records where users' eyes are focused and the emotions they experience, this study investigated students' perceptions toward Blackboard at a large university in the Pacific Northwest.

299. SMT - K-12 Online Learning

10:30 am to 11:30 am
4th Level - Hart

Do artificial testing conditions impact online students test scores?

Presenter(s): *Dennis Beck*, University of Arkansas
Contributor(s): *Angela Watson*, University of Arkansas at Fayetteville; *Robert Maranto*, University of Arkansas

Research shows that cyber school students don't perform as well as traditional public school students on state accountability tests. However, other research suggests that artificial testing conditions may harm achievement. Achievement data was collected from five cyber schools in five states on the possible impacts of artificial testing conditions on cyber school students' achievement. Data is being analyzed using OLS regression with fixed effects. Potential implications may include the reform of state testing rules.

Effective Online Professional Development for K-12 Educators

Presenter(s): *Raquell Lanette Barton*, North Little Rock High School; *Brouke Reynolds*, North Little Rock School District

Professional development, an integral part of being an educator, means staying current with instructional

300. STC -Membership Meeting

10:30 am to 11:30 am
3rd Level - City Terrace 04

301. TED - Revisiting Challenges, Opportunities, and Strategies for Supporting Educational/Instructional Technology Master's Program in the Current Climate

10:30 am to 11:30 am
3rd Level - Clearwater

Revisiting Challenges, Opportunities, and Strategies for Supporting Educational/Instructional Technology Master's Program in the Current Climate.

Presenter(s): *Jesse Strycker*, Ohio University; *Jason Siko*, Madonna University
Contributor(s): *Lee Daniels*, East TN State Univ; *Marshall G. Jones*, Winthrop University

This panel will include discussion of different Educational/Educational Technology programs across the United States that have been working to keep their master's degree programs healthy in light of state legislatures removing salary increases for master's degrees, changes in professional development requirements, competition with other programs, and other factors. Panelists return to discuss how well different strategies worked out, answer questions, and both ask for and discuss with the audience ideas for new strategies.

302. e-Merge-The powers of networks in advancing professional development of educational technologists: The case of e/merge Africa & AECT

10:30 am to 11:30 am

3rd Level - City Terrace 09

The powers of networks in advancing professional development of educational technologists: The case of e/merge Africa & AECT

Presenter(s): *Tony Carr*, e/merge Africa; *Tutaleni I. Asino*, Oklahoma State University; *Tonia A. Dousay*, University of Idaho; *Alice Barlow-Zambodla*, e/merge Africa

This panel considers factors and strategies which influence the effectiveness and impact of an online professional development network for educational technology researchers and practitioners in African higher education.

303. AECT-Leadership in Student Organizations

11:45 am to 12:45 pm

3rd Level - City Terrace 09

Leadership in Student Organizations: Experiences and Reflections from Student Leaders

Presenter(s): *Zhongrui Yao*, Florida State University; *Tugce Aldemir*, Pennsylvania State University; *Thomas Logan Arrington*, Florida State University; *Haesol Bae*, Indiana University; *Kalianne Lund Neumann*, University of Georgia

This panel session will be led by representatives of Instructional Design and Technology student organizations from four universities. It will begin with an overview of the mission and goals of each student organization and then cover the following topics: governance and leadership styles, current events and services offered by the organizations, feedback from students, challenges faced by student organizations, and lessons learned by leaders of a student organization.

304. CLT-Cultural Identity and vocabulary in learning

11:45 am to 12:45 pm

3rd Level - City Terrace 05

Purposeful formation of a culture in an online course: Impacts on learner social presence and learner self-identity and community

Presenter(s): *Victoria Lowell*, Purdue University; *Mohan Yang*, Purdue University

Creating a nurturing course environment is the first step in developing a culture in which learners can thrive. Developing a learning environment that encourages strong learner social presence, which increases peer engagement, can be a very successful and positive learning experience. The goal of this presentation is to explore strategies of developing a supportive culture in an online course and increasing

social presence and development of self-identities of novice instructional designers.

Transforming First-Year New Media Projects from Literacy to Ulmer's Electracy

Presenter(s): *Thomas Michael Geary*, Tidewater Community College

In this presentation, I argue for increased pedagogical applications utilizing Gregory Ulmer's electracy theory, explore the possibility of transforming new media projects for first-year college students from literate to electracy production, and reflect upon the affordances and limitations of teaching an electracy new media "remix" project from my classroom experiences with community college writing students.

The Effects of Online Glossary Quizzes and Student Autonomy on Domain Vocabulary Learning

Contributors: *Lucy Santos Green*, Georgia Southern University; *Lainie Robin Wilson-Harris*, Georgia Southern University

Presenter: *Eunbae Lee*, The Catholic University of Korea

This presentation reports the effect of student autonomy on domain vocabulary learning and course performance under the theoretical framework of Self-Determination Theory and second language learning. Undergraduate Business Law students (n=209) were divided into two groups (a) required online glossary quizzes and (b) optional quizzes. Statistically significant relationships were found among quiz scores, quiz attempts, and course performance in the required group. Required glossary quizzes can enhance student engagement and further improves content learning.

305. D&D: Educational Change and Transformation

11:45 am to 12:45 pm

3rd Level - River Terrace 2

Exploring Socio-Cultural Approach to Generating Educational Change from K-12 School Leaders' Perspectives: A Qualitative Content Analysis

Presenter(s): *Rita J Hartman*, University of Phoenix; *Elizabeth Johnston*, University of Phoenix
Contributor(s): *Marcia Hill*, Center for Educational and Instructional Technology Research (CEITR), School of Advanced Studies, University of Phoenix

Educational leaders have the capacity to effect change within the system. Principals and others gained a deeper understanding of the student and teacher school experience from shadowing a student for a day. Themes for change included strengthening community, structural changes in the school day, supporting connectivity, and finding new opportunities. This presentation provides the results of a qualitative content analysis framed in empathetic design thinking and based on personal experiences, observations, and reflections influencing future actions.

Learning Innovation: leading a culture of change

Presenter(s): *Keya Mukherjee*, Saint Leo University;

Jeff Borden, Saint Leo University; **Karen Hahn**, Saint Leo University

This paper describes the implementation of strategic learning innovations at a four-year institution to create and lead a learning culture change. The change is a drastic move away from the transactional model of learning to one where learning innovations would create a connected ecosystem focused on collaboration, creativity, improved outcomes, and meaningful change. Roger's Diffusion Theory and Kotter's Change Model will be used to analyze the diffusion and implementation of the innovative cultural change model.

Min Kyu Kim, Georgia State University

The current study proposed social network analysis approaches to learner interactions on wiki systems to better understand interaction patterns and metrics for overall student activities in the online wiki learning environment. A pilot analysis demonstrated that the proposed analytic methods could be meaningful tools to visualize learner networks and reveal important measures regarding group interaction.

Featured Student Profiles: An Instructional Blogging Strategy to Enhance Student's Peer Awareness and Interaction in a Blog-integrated Blended Classroom

Presenter(s): **Ji Yae Bong**, Florida State University; **Taehyeong Lim**, The Florida State University

The purpose of the study was to investigate what impacts an instructional blogging strategy has on students' experiences in a blog-integrated blended learning environment. Featured Student Profiles, the blogging strategy, was designed to help promote students' peer awareness and online identity. In the context of pre-service teachers' technology preparation course, Fourteen pre-service teachers participated in a mixed method design study that included surveys and social network analysis.

Structured and Blended Learning Experience in a Wiki-Enhanced Undergraduate Writing Course: The Impact on the Retention of Learner Engagement and Writing Performance

Presenter(s): **Min Kyu Kim**, Georgia State University; **Tugba Ayer**, Georgia State University

The purpose of this study was to examine the impact of a blended writing course on students perceived motivation, emotion, and writing performance. To this end, we introduced a wiki-enhanced undergraduate writing course that had been designed to improve student engagement in academic writing. Data analysis used multiple data sources including wiki logs, student surveys, and writing scores. The study findings showed that the wiki-enhanced writing course significantly increased student engagement and performance.

306. D&D: Engaging Instructional Design Graduate Students

11:45 am to 12:45 pm

2nd Level - Grand 8

Posting, Sharing, Networking, and Connecting: Instructional Design Graduate Students Use of Social Media

Presenter(s): **Enilda Romero-Hall**, University of Tampa

The purpose of the investigation was to understand graduate students' use of the content shared in the social media (SM) channels of their programs and perceived impact that participation in these spaces has on them as professionals. The results revealed that although graduate students (n=77) use SM for personal purposes, they are not always members of the SM spaces of their program. However, those who follow their program SM found tremendous benefits from participation.

What do Graduate Students and Subject Matter Experts learn from Instructional Design Service-Learning Projects

Presenter(s): **Ashley Marie Smith**, University of Central Florida; **Shane Roopnarine**, University of Central Florida; **Joyce O'Hara**, University of Central Florida

Service-Learning programs have impacted colleges since 1994 as an authentic learning experience that increases student learning, retention, and civic engagement. This presentation explores the alignment of Service-Learning projects with instructional design tasks and the impact the projects had on the graduate students' and subject matter experts' instructional design skills, knowledge, and dispositions.

307. D&D: Instructional Strategies with Web 2.0 Technology

11:45 am to 12:45 pm

3rd Level - Orlando

An Exploration of Modeling Group Interaction in a Wiki-Based Writing Program

Presenter(s): **Tugba Ayer**, Georgia State University;

308. D&D: Working with Graduate Students in Context

11:45 am to 12:45 pm

3rd Level - River Terrace 1

Constructing Personas to Put Ourselves in Graduate Students' Shoes

Presenter(s): **John Baaki**, Old Dominion University; **Jill Stefaniak**, Old Dominion University; **Laura Stapleton**, Old Dominion University

This session will discuss how using the results from a think-aloud protocol, we constructed five instructional design graduate student personas that helped provide meaning to their hopes, fears, and dreams and what they want to accomplish as they pursue graduate degrees. By putting ourselves in the shoes of our students, we can make instructional design course decisions in light of the impact on graduate students.

Designing Educational Software: Pilot of an Interdisciplinary Graduate Course

Presenter(s): *Marisa Exter*, Purdue University; *Iryna Ashby*, Purdue University

In this design case presentation, we will discuss a three iterations of design and refinement of an interdisciplinary project-based, studio course in Educational Software Design within an instructional design program at a research-intensive university. Students work on educational software projects in interdisciplinary teams, engaging in authentic projects that require knowledge and skills across traditional disciplinary boundaries. In this proposal, we discuss the design decisions made, student responses, and expectations for future versions of the course.

309. DDL - Online Student Engagement

11:45 am to 12:45 pm
2nd Level - Grand 3

Student Engagement in Online Learning

Presenter(s): *Ayesha Sadaf*, University of North Carolina Charlotte; *Doris U Bolliger*, University of Wyoming; *Florence Martin*, University of North Carolina Charlotte; *Craig Shepherd*, University of Wyoming

Contributor(s): *Colleen M. Halupa*, A.T. Still University/East Texas Baptist University

The purpose of this panel is to share results from ongoing research projects that investigate student engagement and related elements in the online learning environment.

310. DDL - Sense of Community

11:45 am to 12:45 pm
2nd Level - Grand 7

Exploring Strategies to Promote Sense of Community in a Fully Online Educational Research Course

Presenter(s): *Jesus Trespalacios*, Boise State University; *Lida J Uribe-Flórez*, Boise State University

Research suggests that building community online can improve learning and retention. However, there is little recent empirical research on how online educators establish a sense of classroom community in their courses. Using a validated survey and a semi-structured interview, this session will report how instructional strategies and modern technologies might influence perceptions of community in a fully online doctoral course in educational research. Results and implications for practice will be discussed with the audience.

The Relationship between Community of Inquiry in Online Learning and Student's Learning and Satisfaction: A Meta-Analysis

Presenter(s): *Secil Caskurlu*, Purdue University; *Jennifer Richardson*, Purdue University
Contributor(s): *Yukiko Maeda*, Purdue University; *Jing Lv*, Purdue University

Given the continued growth of online learning opportunities, more consideration is needed to examine ways to increase students' satisfaction and learning in online courses. Researchers have reported positive significant relationships between social presence, teaching presence, or cognitive presence and student's perceived learning as well as student's satisfaction.

This meta-analysis study examines the average magnitude of the relationship between social, teaching, and cognitive presence and student's perceived learning and satisfaction. Implications and future research will be discussed.

Cultural and Social Issues in Using Social Media to Support Learning

Presenter(s): *Royce Kimmons*, Brigham Young University
Contributor(s): *Olga Belikov*, Brigham Young University

Presenters will discuss the existing and potential use of social media to support learning, as well as the cultural and social issues that have presented themselves, namely: literacy, privacy, civility, and identity. Implications of these issues on classroom application and best practices will be reviewed.

311. DDL - Student Experiences

11:45 am to 12:45 pm
3rd Level - River Terrace 3

Learners as Leaders: Co-Creating Active Learning Experiences Through Student Agency

Presenter(s): *Angelica Pazurek*, University of Minnesota; *Matti Koivula*, University of Minnesota

This session explores shared responsibilities of instructors and students in a learner-centered approach to distance learning. Best practices literature tends to focus on instructors' responsibilities. More dialogue is necessary about shared responsibilities with learners and ways to promote student agency by actively involving them in co-creating the learning experience. This positions learners as leaders, preparing them for future success. Strategies to honor student agency will be presented, including course activities that promote autonomy and self-efficacy.

Base Camp: Using Portfolios for Strengthening Professional Web Presence Among Students and Alums

Presenter(s): *Brent G. G. Wilson*, U of Colorado Denver
Contributor(s): *Joanna Dunlap*, University of Colorado Denver

E-portfolios are a form of assessment, but students and alums often use them to establish a professional presence and gain notice among prospective employers and contacts. This presentation reports on portfolio use as a means of fostering digital presence and thought leadership for emerging professionals – bottom line, helping students get a job! We describe our e-portfolio system, including its evolution, assessment methods,

and outcomes, concluding with recommendations for programs interested in adopting a similar approach.

312. DELT - Panel: Emerging Technologies to Lead Learning and Change

11:45 am to 12:45 pm
3rd Level - City Terrace 07

Emerging technologies to lead learning and change

Presenter(s): **John Curry**, Morehead State University; **Anthony Karl Betrus**, SUNY Potsdam; **Sean Raymond Jackson**, Morehead State University

The continuation of a series of presentations initially focused on identifying free, Open Source, and/or Web 2.0 alternatives to big-name software development packages. Subsequent presentations included free and inexpensive options in open-source video games and other emerging learning technologies. This year the conversation goes global with the introduction of an interactive website cataloging the technologies reviewed over the years and an invitation for attendees to participate in content building on the new site.

Presenters: **John Curry**, Morehead State University
Anthony Karl Betrus, SUNY Potsdam
Sean Raymond Jackson, Morehead State University

313. ETR&D Award Presentation

11:45 am to 12:45 pm
2nd Level - Grand 6

Chairs: **Jonathan M Spector**, Department of Learning Technologies; **Tristan Johnson**, Northeastern University

Presenters: **Mitchel Resnick**, MIT Media Lab; **Hui Rong**, UGA; **Ikseon Choi**, The University of Georgia

AECT-ETR&D Young Scholar Award Presenters: Hui Rong, University of Georgia and Ikseon Choi, University of Georgia
Title: Integrating Failure in Case-based Learning Environments
Description to come.

314. GSA - Intern Panel

11:45 am to 12:45 pm
3rd Level - Boardroom 4

Facilitator: **Tara Lynn Drexler**, AECT Graduate Student Assembly

Presenters: **Lisa Kidder**, Idaho State University; **Daisyane Barreto**, University of North Carolina Wilmington; **Yvonne Earnshaw**, University of North Texas; **Eric Stauffer**, Virginia Polytechnic Institute and State University; **Stijn Van Laer**, CIP&T, KU Leuven

You see them running around the conference, helping people find their ways, making introductions, participating in special

activities. Here is your opportunity to find out more. Meet members who have served as interns at the AECT convention. Find out how to earn the internship as well as the benefits and expectations of being an intern.

315. INTL/ICEM: Personal Device and Customized E-Books

11:45 am to 12:45 pm
3rd Level - St John's

Faculty Perceptions Re: Creating and Implementing Customized Electronic Textbooks in Education Courses

Presenter(s): **DEEPAK PREM SUBRAMONY**, KANSAS STATE UNIVERSITY

This qualitative study describes the perceptions of 14 education faculty members who created and implemented customized electronic textbooks (e-texts) within their courses at a large Midwestern university. The dialogical data emerging from in-depth interviews conducted among these faculty lends itself to arrangement along a logical set of themes and sub-themes, providing a rich, descriptive portrayal of their perceptions of their experiences during the e-text creation and implementation process.

Self-Regulation, Smartphone Addiction, and Taiwanese College Students' Psychological Well-being

Presenter(s): **Yang-Hsueh Chen**, National Chengchi University, Taiwan

Smartphone addiction has grown exponentially in recent years, however, integrated studies centered on college students' self-regulation remain scant. This study explores the interrelationships between Taiwanese college students' self-regulation, smartphone addiction, and psychological well-being based on a national survey of 1,996 college students. Preliminary results showed significant negative correlations between smartphone addition and the other two variables, namely self-direction and psychological well-being. More intricate patterns are expected to be uncovered by the time of conference presentation.

316. KSET - Developing Technology-enhanced Instructional Tools

11:45 am to 12:45 pm
3rd Level - City Terrace 11

Exploring learning affordance from embodied interface of STEM-relevant immersive virtual reality educational games

Presenter(s): **Jewoong Moon**, Florida State University

The purpose of this study is to explore meaningful implications in user interface of immersive virtual reality (IVR) platforms pertinent to STEM education field. Even if body-based interactions in IVR have been prominent recently, there are few approaches to clarify what physical behaviors and contexts in IVR can facilitate learning. This study would look over the

possible elements in designing STEM-relevant IVR systems.

A Development Study on the Technology-enhanced Peer Feedback Application Prototype

Presenter(s): *Young Joo Kim*, Ewha Womans University; *Juhui Eun*, Ewha Womans University; *Yoonjoo Jung*, Ewha Womans University
Contributor(s): *Myunghwa Jin*, Ewha Womans University; *Kyu Yon Lim*, Ewha Womans University

A Technology-enhanced Peer Feedback Application (TPA) is a tool that provides immediate and individual feedback to peers. TPA provides a learner-centered learning environment in which learners are able to explore and construct their own learning environment in an active way. Therefore, this study aims to develop TPA prototype that helps learners perform self-directed learning more effectively and provides instructors with information on a learner so as to enable instructors to provide a more personalized teaching prescription to the learner.

An automatic measure of cross-language text structures

Presenter(s): *Kyung Kim*, Pennsylvania State University

The purpose of this investigation is to further confirm and extend the utility of the computational approach for measuring knowledge structures (KS) inherent in lesson text artifacts beyond English into Korean language texts. The English and parallel Korean versions of fifty expository and fifty narrative texts were converted into KS network graphs for analysis, based on key concepts and their relative proximity relationships in the texts.

317. OTP-Performance Improvement

11:45 am to 12:45 pm

4th Level - Matthews

Mentoring, workplace learning, and performance improvement: Evidence, evaluation, and research methods updates from a multiple studies review

Presenter(s): *Lisa A. Giacumo*, Boise State University
Contributor(s): *Jie Chen*, Boise State University; *Aurora Seguinot Cruz*, Boise State University

A systematic literature search and multiple studies review method was conducted to examine empirical studies on mentoring programs and practices. The results show how to establish and maintain mentoring relationships, current mentoring program practices, and indicators of performance improvement for individuals and organizations. The aim of this session is to review the emerging research methodology, implications for practitioners, and connect with other researchers developing agendas around mentoring for workplace learning and organizational development.

Toward a Comprehensive Model: A Holistic Approach to Performance Improvement Practices for ID and HPT

Presenter(s): *In-Gu Kang*, University at Buffalo, The

State University of New York

Contributor(s): *Barbara Bichelmeyer*, UMKC

This study is a follow-up to the 2015 AECT presentation that provided tentative and incomplete findings of this study. This session describes research that tested a comprehensive human performance (HP) model using the 2012 Federal Employee Viewpoint Survey. This session introduces a comprehensive HP model that supports researching and learning about factors that influence workplace performance. Consequently, a holistic approach to performance improvement practices for Instructional Design (ID) and Human Performance Technology (HPT) is discussed.

318. PAECT - Persistence in Online Educational Gameplay: Determining the Effect of Growth Mindset Among Gifted Students

11:45 am to 12:45 pm

3rd Level - City Terrace 06

Presenter: *Katie M Leach*, Wilkes University

This quasi-experimental study investigated if having knowledge of the growth mindset, the belief that intelligence and the ability to learn can grow, increases persistence in gifted students when facing challenges while playing an online educational game, Selene. Eighty-three middle and high school gifted students from a large school district participated in the study. With an independent sample t-test, and additional analysis with Mood's median test and an Analysis of Covariance, the study found there was no significant difference between gifted students who learn about the growth mindset and gifted students who do not learn about the growth mindset in length of time they spent within the challenges or in the number of replays within each challenge. The study identified that more research is needed to understand if or how the growth mindset can help underachieving gifted students.

319. Posters

11:45 am to 12:45 pm

3rd Level - Conf Center B

CLT: [NR] Adios to Books and Bon Jour to e-learning: Immersion of Educational Technology Resources in Foreign Language Classrooms

Contributor(s): *Danielle Benton*, East Stroudsburg University of PA

This presentation provides conjectural concepts of implementation of technology in foreign language classrooms for professional development as a Spanish Teacher. Once the academic structure was formed a technology and project based learning path was devised. The current goals are to acquire conversational Spanish skills to speak about their self, generate audio familiarity of new vocabulary, and be culturally aware of Spanish speaking countries and traditions.

CLT: Developing a Culture of Shared Practice through the use of Personal Learning Networks amongst STEM Educators

Presenter(s): *Akasha M Horton*, United States Air Force
Contributor(s): *Punya Mishra*, Arizona State University; *Leigh Graves Wolf*, *Christopher Seals*, and *Candace Marcotte*, Michigan State University

This poster session will share the strategies used to help STEM teachers develop a culture of sharing their practice and establishing a personal learning network through the use of social media tools.

CLT: I Told You So: Student Agency During the Pilot Test of a Middle School ICT Enrichment Program

Presenter(s): *Renee Jordan*, Georgia State University
Contributor(s): *Brendan Calandra*, Georgia State University

Presentations in this session examine what works for students in K-12 education as it relates to Information and Communication Technology (ICT) skill development by considering the cultural context of learning environments. The participants of this session would include those who are interested in customizing learning experiences, formal or informal, to meet the needs of students traditionally marginalized in public school systems.

CLT: Network structure and identity in a learning-themed discussion on Twitter: The case of #lrnchat

Presenter(s): *Yasin Yalcin*, Florida State University

The purpose of this research study was to investigate network formation and identity articulation during a professional development Twitter discussion. The data set consists of messages from a #lrnchat discussion. Social network analysis was used to identify the network structure, and content analysis was used to examine identity. Results indicated that several participants played an important role in the network formation process, however, interacting with others was not perceived important by some participants. Moreover, participants mostly reflected their personal identities in their tweets, however, professional identity was also existent. The presentation will highlight the discussion of the findings, and implications for practice.

CLT: [NR] Social media for supporting informal learning in museums

Contributor(s): *Pei-Wei Lee*, PSU

Because the emergence of digital technologies provide new paths and opportunities for users to construct knowledge, understanding the empirical practices that can emerge and reshape patterns of learning in the museum context is critical. The study will explore the current practices of museum Facebook pages to identify experiences and contributions of online users. The purpose is to realize the emerging needs of visitors and inform museum professionals about social learning activity facilitated by digital tools.

[NR] The Experience of Saudi Students with Online Learning in U.S. University

Contributor(s): *May Alashwal*, University of Central Florida

The Saudi students are the fastest growing population of the international students in the U.S. universities. However, there is little research that has been done to examine this group of international students and how they adjust to the way of teaching and learning in U.S. universities, especially online learning. In this presentation, I will present the data from a phenomenological study that examined the experience of Saudi students with online learning in U.S. universities. The results of this study will help understanding how Saudi students perceive online learning in U.S. universities and inform further research and practice on how to accommodate this growing group of international students in U.S. universities.

CLT: The Impact of Inequities in Ability Tracking on Disadvantaged, Minority, and Low-Socioeconomic Status Students

Presenter(s): *Cat Jackson*, University of Oklahoma
Contributor(s): *Kristyna Looney*, University of Oklahoma; *Hui Xu*, University of Oklahoma; *Laura Lewis*, University of Oklahoma

This poster presentation will focus on inequities that arise from ability tracking in secondary education. The project focuses on advanced placement courses, non-college or traditionally tracked courses, and remedial courses in secondary education. The project examines tracking structures that exist and the implications of inequity on educational resources and opportunities for teachers and students. Lastly, the project examines the policies and stakeholders instrumental in leading change in the inequities of ability grouping.

320. Presidential: Leading by example: a view from project managers

11:45 am to 12:45 pm

2nd Level - Grand 5

Leading by example: A view from project managers

Presenter(s): *James Klein*, Florida State University; *Chuck Lombardo*, Consultant
Contributor(s): *David Dick*, Consultant; *Sue Ebbers*, Change by Design; *Kathleen W. Ingram*, Kaplan University; *Jayne Klein*, JKlein Consulting; *CJ Masters*, GMarie Group

This session addresses the challenges that project managers face to ensure the success of their organization. A panel of managers and lead designers with a combined total of over 100 years of work experience will discuss how to create and deliver effective learning and performance solutions that meet client expectations. Audience members will be encouraged to ask questions about what it's like to manage in the real-world of instructional design and learning technology.

321. Presidential: Leading in a Changing Landscape: A Cross Division Perspective on Federal Policies Impacting Our Field

11:45 am to 12:45 pm
2nd Level - Grand 4

Chair: **Eugene Kowch**, University of Calgary - Faculty of Ed

Leading in a Changing Landscape: A Cross Division Perspective on Federal Policies Impacting Our Field

Presenter(s): **Christine K. Sorensen Irvine**, University of Hawaii at Manoa; **Tutaleni I. Asino**, Oklahoma State University; **Cengiz Hakan AYDIN**, Anadolu University; **Danilo M. Baylen**, University of West Georgia; **Ana Donaldson**, University of Northern Iowa - Retired; **Tonia A. Dousay**, University of Idaho; **Paige Hale**, Eastern Kentucky University; **Atsusi Hirumi**, University of Central Florida; **Beth Rajan Sockman**, East Stroudsburg University of Pennsylvania

This panel offers varied perspectives from seven different divisions across AECT regarding our changing political landscape. The goal is to discuss how recent policies at the federal level impact the field of educational communications and technology, including impacts on research and dissemination, and on our work in general, as well as our vision for the future. How do we lead in this new environment? The moderated discussion will include opportunities for questions from the audience.

322. RTD - Research Methods

11:45 am to 12:45 pm
3rd Level - City Terrace 08

Meta-Analysis and Meta-Synthesis Methodologies: Rigorously Piecing Together and Analyzing Research Knowledge

Presenter(s): **Heather Leary**, Brigham Young University; **Andrew Walker**, Utah State University

Meta-analysis and meta-synthesis are research methodologies that provide a trustworthy synthesis of scientific studies. Moving away from a narrative review they provide a structure for examining both quantitative (meta-analysis) and qualitative (meta-synthesis) research studies. This session will introduce both methods and touch on emerging techniques such as Bayesian Network Meta-Analysis and single case meta-analyses with emphasis on the value and need of using both methods in educational technology research. Sample results will be provided and discussed.

Challenges implementing methods in a study of ID practice

Presenter(s): **Elizabeth Boling**, Indiana University; **Kei Tomita**, Indiana University Bloomington; **Remzi Kizilboga**, Indiana University; **Meina Zhu**, Indiana University; **Ahmed Lachheb**, Indiana University School of Education; **Husa Alangari**, Indiana University
Contributor(s): **Fatih Ergulec**, Indiana University Bloomington; **Khendum Gyabak**, Indiana University Bloomington

This paper addresses the critical challenges that one

research team encountered using phenomenological interviews (Smith & Osborne) and ethnographic analysis (Carspecken, 2007) in the process of studying instructional design practice. We consider the study of design practice to be a necessary effort in the field of instructional design because scholars in the field cannot develop appropriate tools for practitioners without this understanding (Stolterman, McAtee, Royer & Thandapani, 2009). By articulating practical and conceptual challenges that the team experienced when conducting our study, we hope to demonstrate some of the complex, lived reality of studying design practice and practitioners in our field.

Cognitive Load and Working Memory

Presenter(s): **Junxiu Yu**, Penn State University; **Rick Shearer**, Penn State University

Understanding cognitive load is critical to solid instructional design. When working memory capacity is exceeded, cognitive capacity is overload, and consequently learning is hindered. Therefore, we need to assess whether overload situations will occur in specific learning designs. Unfortunately, existed measurements all bear limitations. And more importantly, the question “what is measured and should be measured” should be addressed first. Thus, this study aims to propose a conceptual framework using system dynamic modeling to articulate components of and relations between working memory and cognitive load, in order to shed light on future development of measurements.

323. Roundtables

11:45 am to 12:45 pm
3rd Level - Conf Center A

Participants

CLT: Leading a Learning Transformation with Blended and Personalized Learning

Presenter(s): **Nancy Penchev**, Scheck Hillel Community School; **Jenna Kraft**, Scheck Hillel Community School

Blended learning is a method of instruction where teachers use both home and school environments, utilize small group and whole group teaching, personalize instruction to meet specific needs for each student, and when necessary, integrate technology to help grow students learning. In this session presenters will facilitate a discussion on how blended learning raises achievement levels, where to find data to personalize learning, and how to create lesson plans for blended and personalized learning lessons.

CLT: Learner Profiles of Attitudinal Learning in a MOOC: An explanatory sequential mixed methods study

Presenter(s): **Sunnie Watson**, Purdue University
Contributor(s): **Ji Hyun Yu**, University of Michigan; **Hamdan Abdulaziz Almari**, Purdue University; **Chad M. Mueller**, Purdue University

Study investigated learner profiles in a Science of Happiness MOOC based on self-assessment of “happiness” and relationships with demographics, attitudinal learning gains and preferred instructional activities. A survey assessed cognitive, affective, and behavioral learning was followed by interviews. Latent profile analysis identified two profiles based on levels and trends of happiness reported by learners during the 10-week course. Both profile groups exhibited similarities in performance scores and perceptions of attitudinal learning. Interviews were analyzed using systematic text condensation. Happiness ratings were significantly associated with motivation to participate, and affected actual performance scores, such as weekly quizzes, mid-term, and final exams.

CLT: Promoting the Educational Possibilities of the Internet While Safeguarding Today’s Youth

Presenter(s): *Boaventura DaCosta, Solers Research Group*
Contributor(s): *Soonhwa Seok, Korea University*

A study is presented that investigated relationships between online threats and everyday online activities. The preliminary findings offer insights into the largest threats facing today’s youth. The purpose of this presentation is to open a dialogue among policymakers, educators, practitioners, researchers, and other stakeholders in separating reality from conjecture regarding youth’s technological predisposition, their online activities, but most importantly, work towards identifying practical strategies that can be used to curb risky online behavior.

DDL: CBE Faculty Development Or: How to help faculty stop worrying and love competency-based online learning

Presenter(s): *Szu-Yueh Justine Chien, University of Wisconsin-Extension; Justin Mason, University of Wisconsin-Extension*

Developers of CBE programs risk underestimating the time and effort required to develop CBE offerings if they base estimates on their experiences with non-CBE courses. We will share what effects faculty misconceptions about CBE have had on design and development and the steps we have taken to address these misconceptions. Through discussion, we hope to identify additional CBE misconceptions encountered by other institutions and generate strategies for effective faculty training.

DDL: Evolving an Online EdD: Strengths, Challenges & Lessons Learned.

Presenter(s): *Michael M Grant, University of South Carolina; Suha Tamim, University of South Carolina*

Two online doctoral programs at the University of South Carolina prepares educators to become scholarly practitioners who can identify problems of practice and develop solutions framed in academic theory. The purpose of this session is to discuss (a) the design of the doctoral programs; (b) the dissertation in practice throughout the degree; (c) benefits we have observed during the implementation of the programs; and (d)

academic and administrative challenges, as well as lessons learned.

DDL: Interaction, satisfaction, and performance for online minority learners

Presenter(s): *Yu-Chun Kuo, Rowan University*
Contributor(s): *Yu-Tung Kuo, Purdue University*

The study investigated adult learners’ perceptions of interaction, satisfaction, and performance in online settings. Participants were minority students enrolled in online undergraduate-level courses. The majority of the students were 167 African-American working adults. Results indicated that learner–content interaction and learner–instructor interaction significantly predicted student satisfaction, and that learner–learner interaction was not a significant predictor for student satisfaction. In addition, student satisfaction was found to be positively related to student performance.

DDL: Investigating student learning from a blended science curriculum

Presenter(s): *Alfredo J Leon, Miami Dade College*
Contributor(s): *Chris Mead, Arizona State University*

In this study, we investigated student learning following the use of an online adaptive learning software to facilitate real-world experiences in combination with face-to-face science instruction. A significant difference was found in the course assessments of the treatment group as compared to the control group. The design of the course, implications for student learning, and future research possibilities will be discussed in the presentation.

DDL: Statistics Anxiety of Undergraduate Students in an Online Statistics Course

Presenter(s): *Li Cheng, University of Florida*
Contributor(s): *Carole Beal, University of Florida; Megan Mocko, University of Florida*

Much research has been conducted in face-to-face statistics courses regarding statistics anxiety, but little is known about the role of anxiety in online statistics courses (Dunn, 2014), and little research has been done with undergraduate students in this regard. To address this gap, our study was conducted to investigate reasons for statistics anxiety as reported by undergraduates enrolled in an online statistics course. Implications for researchers and educational practitioners are provided.

DDL: The Evolution and Effectiveness of Student Generated Success Strategies in an Online Course

Presenter(s): *Sylvia Rogers, University of South Alabama; Gurupreet Khalsa, University of South Alabama*

This presentation will present findings of a qualitative exploratory study of student-generated success strategies from an online course. Findings indicated that high and average performing students found that creating the strategies was valuable. Of great concern was the lack of motivation and seeming inability of poor performing students to create an effective success strategy. This study will inform future studies in which

interventions will be administered to improve self-regulation of online students.

ICEM: Analyzing the Curricula of Educational Technology Related Doctoral Programs in the United States

Presenter(s): **Heng-Yu Ku**, *University of Northern Colorado*

Contributor(s): **Abdullah Almaden**, *University of Northern Colorado*

The purpose of this research study was to gather and analyze curricula of educational technology related Ph.D. programs in the United States. In particular, it sought to evaluate the most common titles; core courses; elective courses; research courses; and structured types of comprehensive examinations; and possible employment opportunities based on program mission statements. A quantitative content analysis research design was used and the results will be shared and discussed at the conference.

ICEM: Self-Evaluation Through Digital Portfolios: Another Way to Understand Pre-Service Teachers' Overall Performances in Class

Presenter(s): **Hsin-Te Yeh**, *Metropolitan State University of Denver*; **Hungwei Tseng**, *Jacksonville State University*

Contributor(s): **Miri Chung**, *Metropolitan State University of Denver*

E-portfolios are used to document pre-service teachers' learning outcomes. Studies have pointed out advantages of using digital portfolios and effectiveness of using reflective self-evaluation for teachers. The purpose of this paper is to share real-life examples of assessing pre-service teachers through self-evaluation using digital portfolios that contain artifacts and reflections. Pre-service teachers reflected on artifacts and Teacher Quality Standards to self-evaluate themselves. Results, barriers, challenges, and suggestions for improvement will be discussed.

OTP: Be Smart Before You Start: 5 Key Factors to Streamline Efforts and Boost Your Training's Value

Presenter(s): **Quincy Conley**, *Boise State University*

Contributor(s): **Sherry Michaels**, *Michaels & Associates*; **Patti Quinn**, *Michaels & Associates*

This session will be facilitated to create discussion around the strengths and weaknesses of common instructional design approaches, while presenting additional proven tactics for developing hard-hitting training from scratch. Participants will also receive a copy of the Training Planning Kit that highlights our suggested tips and tricks for preparing for the rapid yet efficient development of instruction. In the kit, participants will find valuable checklists, tips, techniques, and questions that can immediately be used to prepare for instructional design development efforts.

OTP: Designing Instruction at a Distance

Presenter(s): **Joshua Fell**, *University of West Florida*; **Nancy B. Hastings**, *University of West Florida*

Online, higher education courses have great

opportunity to utilize experts worldwide; however, increased connectedness brings increased challenges to designing effective instruction. In this interconnected world, subject experts and their institutions are not always close. Graduate assistant instructional designers can assist subject experts in designing effective instruction at a distance, without ever meeting face-to-face. This session will share challenges and recommendations and provide ample time to discuss similar practices that effectively handle this growing challenge.

RTD: Current Conversations about the "Digital Native" in Academic Journals, Trade Publications, and Social Media

Presenter(s): **Penny Thompson**, *Oklahoma State University*; **Susan Stansberry**, *Oklahoma State University*

Empirical research has challenged the concept of the "digital native" and whether the current generation of students has the technology proficiency and other characteristics encompassed by this label. It is unclear, however, whether the nuanced picture of digital natives shown in the academic literature is recognized outside of academic circles. This study examines the current state of the conversations surrounding "digital natives" to see whether they differ between academic journals, trade magazines, and social media.

RTD: Gamification for Change: A New Approach to Investigate Students' Attitudes Towards Gamification in Online Learning Environment

Presenter(s): **Sumayah Abu-Dawood**, *University of North Texas*

This proposal reports a research methodology to investigate students' attitudes towards gamification based on Self-Determination Theory and situated learning. This mixed-method approach consists of three components: assessing students' attitudes towards video games, assessing students' attitudes towards gamification quantitatively, assessing students' attitudes towards gamification qualitatively. This approach intends to identify key features of gamification from students' perspectives with the objective to change the way we identify students' needs. This change enhances instructors' and instructional designers' practices.

RTD: Learner Analysis and Semiotics: Toward Deeper Interdisciplinary Change and Higher Online Learner Outcomes

Presenter(s): **Ruth Gannon Cook**, *DePaul University*; **Kathryn Ley**, *U Houston Clear Lake*

Contributor(s): **Gerry Leisman**, *The National Inst. for Brain & Rehabilitation Sciences-Israel*

This learner analysis study, grounded in semiotics theory, learning research, and professional standards, documents how two instructional designers used semiotic theory to undergird research on learner analysis. The concern of the researchers was that the prevalent analyses of student comprehension and retention largely revolved around the analyses

of interactivities, technologies, and communities of learning (Friedman & Friedman, 2013; Russell, 1999; Ramage, 2001; Tucker, 2000; Zhao, Lei, Yan, Lai, Tan, 2005), but there was a paucity of research on other factors that could affect student learning and retention, such as cultural factors. This study sought to explore interdisciplinary studies for insights into which factors may facilitate student learning and retention in online courses.

RTD: Measures of Cognitive Load in Multimedia Learning: A Systematic Literature Review to Inspire Change in Learning

Presenter(s): *Elena Erick, University of South Florida*
Attendee: *Sanghoon Park, University of South Florida*

This presentation will share the results of a systematic literature review that explored the topics of cognitive load and instructional design as it appears in the current research in the area of multimedia learning. The goal of this review was to understand commonly used methods and format in cognitive load and multimedia research and further establish a foundation for future research in the area of constructing effective learning environments for student success.

RTD: Self-Efficacy in Online Learning: A Review of the Literature

Presenter(s): *Xiaoxia Huang, Western Kentucky University; E-Ling Hsiao, Valdosta State University*

The purpose of the study is to systematically review empirical research on self-efficacy in online learning environments. Self-efficacy is an important predictor of performance and other motivational variables. As online learning is becoming increasingly popular, it is important to better understand the role of self-efficacy in online learning. This study 1) summarizes current research trends in the field; and 2) discusses implications of the findings and suggestions for future research.

STC: Earning a Seat at the Table: How IT Departments Can Partner in Organizational Change and Innovation

Presenter(s): *Rob Moore, North Carolina State University*

This presentation is framed by two questions: what is the role of information technology departments (ITDs) within higher education organizations, and how can ITDs become partners in organizational change and innovation? The first question is answered through a systematic literature review which uncovered several common challenges that ITDs faced with being seen as a valuable partner. The second question is answered through a five-step conceptual model for ITD organizational integration.

STC: Learning Analytics Methods, Benefits, and Challenges in Higher Education: A Systematic Literature Review

Presenter(s): *Mansureh Kebritchi, University of Phoenix; Sandy Nunn, University of Phoenix*
Contributor(s): *John Thomas Avella, eduInnovationsllc.com*

Few studies have synthesized prior research to provide a combined overview of learning analytics issues in higher education. To address the problem, a systemic literature review was conducted to identify methods, benefits, and challenges of using learning analytics in higher education. Results of this study provide an integrative report for faculty, course developers, and administrators about methods, benefits, and challenges of learning analytics to help improve teaching and learning in higher education.

STC: Revolutionizing Catholic Schools – An Inclusion Model

Presenter(s): *Carol Templeton, St. Joseph Catholic School*

The presentation will address the changing educational landscape of Catholic schools in America. It will target four main areas that are stimulating systematic change in parochial education, by replacing a traditional structure with innovative and creative pedagogical methods generating inclusion opportunities for all learners.

STC: The Texas public higher education marketplace: Understanding a deregulated state system and its impact on educational subsystems

Presenter(s): *Scott Joseph Warren, University of North Texas*

This session describes outcomes of the systemic change effort undertaken by Texas starting in 2003 that deregulated tuition and gave state system universities control over tuition pricing. From there, we use collected data to discuss the policy's impact on individual university performance including financial, student, and market share outcomes. Finally, we discuss whether model addressed systemic problems in system funding, challenges, and what such a model may mean for faculty and students in the future.

TED: Digital Games and Real World Skills: Changes in Teachers' Perceptions

Presenter(s): *Yun-Jo An, University of West Georgia*

This study examined how teachers' perceptions of digital games change after completing an online course on digital games and learning. Data were collected from pre- and post-surveys, assignments, and reflections. A Wilcoxon Matched Pairs Signed Rank test revealed that a statistically significant difference between pre-survey and post-survey scores for all seven items related to real-world skill development. All participants believed that digital games are an effective way to teach real-world skills after completing the course.

TED: Exploring Online Community Development of Pre-Service Teachers in an Idea-Centered Classroom

Presenter(s): *Aysegul Gok, Georgia State University*
Contributor(s): *Derya KICI, University of Toronto*

This study aims to understand the community development in an idea-centered community. With this aim, we explored the online written discourse in an undergraduate level knowledge-building classroom

in teacher education and focused on the significant moments that affect the community dynamics over a time period. Knowledge Building Discourse Explorer (Matsuzawa et al., 2012) that provides social network analysis based on collaborative learning discourse is used as the main research tool in our investigation.

TED: Preservice Teachers' Perceptions and Beliefs about Controversial Technology-Related Issues in a Computer Education Licensure Program

Presenter(s): *Michael Karlin*, Indiana University - Instructional Systems Technology; *Gamze OZOGUL*, Indiana University

Navigating controversial issues and being able to explore those issues from multiple perspectives is an important skill for educators to foster with their students. In order to develop these skills, a baseline understanding of students' perceptions and beliefs about controversial technology-related issues is necessary. This study investigated preservice teachers' perceptions and beliefs regarding controversial technology-related issues within a Computer Education Licensure (CEL) program, and discusses the design of future instruction to address those issues.

TED: Teacher Dispositions and Instructional Communications Technology (ICT) Practices: Knowledge Gaps and Opportunities for Future Research

Presenter(s): *Anne Ottenbreit-Leftwich*, Indiana University; *Peg Ertmer*, Purdue University

If a teacher's dispositions (i.e., attitudes, perceptions, values) are reflected through his or her practices, then we need to consider how dispositions related to instructional communications technology (ICT) practices: What specific dispositions do teachers need in order to use ICT in their classrooms? This session will review the literature on four dispositions associated with teacher ICT use - self-efficacy, attitudes/value beliefs, pedagogical beliefs, and openness to change. These will be discussed in light of current knowledge gaps and opportunities for future research.

324. SMT - Computer Science Education

11:45 am to 12:45 pm

4th Level - Hart

Teacher Perceptions of the Adaptation and Implementation of the New Computer Science (CS) Curriculum: An Evaluation of CS Curriculum Implementation

Presenter(s): *Suhkyung Shin*, Texas Tech University; *Jongpil Cheon*, Texas Tech University

This study assesses the current status of Computer Science (CS) curriculum implementation in K-12 schools using an evaluation framework based on four factors: (1) teacher, (2) curriculum, (3) context, (4) students. This study involves teachers who have experience teaching CS from forty schools in the Southwestern United States. This study mixed

methods involving survey and interview data. Recommendations for implementing and evaluating CS curriculum to support CS education will be presented.

Needs Assessment Case Study to Gauge a School District's Readiness to Broaden Participation in Computing

Presenter(s): *Kim C. Huett*, University of West Georgia
Contributor(s): *Carl Westine*, University of West Georgia

This presentation highlights a needs assessment case study undertaken in partnership between a public school district and university faculty to examine the district's readiness to broaden participation in the domain of computer science. Results can inform the efforts of school districts in similar settings as they endeavor to lead change efforts to expand all students' access to computing.

325. SMT - STEM & Storytelling

11:45 am to 12:45 pm

4th Level - Acosta

A bridge between technology and storytelling: an educational robotics study implemented in an elementary after-school program

Presenter(s): *Wenjing Luo*, University of Florida; *Zhen Xu*, University of Florida
Contributor(s): *Shuzhan Li*, University Florida

The current application of educational robotics in education has been diversified in technology-enhanced learning environments. The study was conducted to examine the synergic effects of educational robotics and storytelling on elementary students' abilities in narration, interpretation, creativity, critical thinking, and collaboration in an after-school robotics program founded by the researchers. The basic qualitative research design was implemented. Research findings were synthesized into major themes to provide implications for future research.

Implementing story into a mathematics class: A case study

Presenter(s): *Samantha Junkin*, Florida Gulf Coast University; *Robert F Kenny*, Florida Gulf Coast University; *Glenda A. Gunter*, University of Central Florida

The presentation is about using story in mathematics. Story is not being utilized in mathematics. Mathematical lessons were created from high school fictional books, *The Hunger Games* and *To Kill a Mockingbird*. Each book is engaging and presents mathematical concepts differently than how they are presented in a mathematics course. Each lesson explores and teaches a different mathematical concept using the information from the story. Students use the story and mathematical information to predict and change the ending of the story.

326. STC - The Future of Our Field: Transformations in Hard and Soft Technologies

11:45 am to 12:45 pm

3rd Level - City Terrace 04

The Future of Our Field: Transformations in Hard and Soft Technologies

Presenter(s): **Charles Morgan Reigeluth**, Indiana University

This presentation addresses two major questions: "What is the future of our field?" and "How can we prepare for that future?" It begins with hard technologies that are likely to have the largest impact: communication tools, mobile technologies, artificial intelligence, virtual reality, and augmented reality. Then it discusses soft technologies: a different paradigm of pedagogy, different roles, and a different structure for learning systems. It concludes with recommendations for designers and researchers.

327. TED - Innovative Learning & Shifting Perception

11:45 am to 12:45 pm

3rd Level - Clearwater

TILC: An Innovative Learning Community Leading Educational Change

Presenter(s): **Jennifer Reeves**, Nova Southeastern University; **Gabriela Mendez**, Nova Southeastern University

Contributor(s): **Jason Karp**, Nova Southeastern University; **Julie Alemany**, Nova Southeastern University; **Charles Schlosser**, Nova Southeastern University; **Maureen McDermott**, Nova Southeastern University; **Jia Borrer**, Nova Southeastern University

In the context of institutional budgetary constraints that limited formal professional development opportunities, the Technology Integration Learning Community (TILC) emerged to link geographically dispersed faculty with the purpose of integrating technology to engage online students. This presentation will trace the development and evolution of TILC, describe its achievements, and share lessons learned. Presenters will offer strategies to foster success and promote transfer in the online learning environment.

Shift Happens: Preservice Teachers' Perceived Utility of Web 2.0 Tools

Presenter(s): **Jason Siko**, Madonna University
Contributor(s): **Tracy Ellen Russo**, Grand Valley State University

Various studies indicate that preservice teachers still fail to grasp the full capabilities of Web 2.0 tools in the classroom. In this presentation, we describe the results of an iterative study examining both preservice teacher beliefs on technology as well as their lessons integrating technology. The analysis showed that while students' exhibited confidence in their abilities, demonstrated technology integration primarily consisted of 'replacement' and amplification' type activities. Further, we describe efforts to combat this discrepancy.

328. [NR] TED - Web 2.0 and Professional Development

11:45 am to 12:45 pm

4th Level - Main St 8

[NR] Investigation of Pre-service Teachers' Emotions and Acceptance of Web 2.0 Tools

Contributor(s): **Goknur Kaplan Akilli**, Middle East Technical University; **Nese Sevim Cirak**, Mehmet Akif Ersoy University; **Berkan CELIK**, Middle East Technical University / Yuzuncu Yil University

use of Web 2.0 tools gives great opportunities for educators to increase effectiveness of learning environments in 21st century. Web 2.0 includes variety of web tools that facilitates communication, collaboration and information exchange via easy-to-use interfaces. In educational settings, the role of Web 2.0 is especially important due to several reasons, such as, its great potential to enhance teaching and learning due to the familiarity and use of such tools by K12 students in their daily lives, its free and easy-to-use nature that needs few curricular changes to adapt in classroom settings as well as out-of-classroom use, its potential to help the students to develop 21st century skills such as communication, collaboration, critical thinking skills, creativity as well as digital literacy by allowing knowledge building and knowledge sharing. Thus, many researchers and organizations such as ISTE suggested that 21st century teachers should gain necessary knowledge, attitudes and skills to integrate these tools and resources into their classroom to benefit from these tools and to increase students learning. As actual teachers of the next generations, it is quite important for pre-service teachers to have an opportunity to get familiar with these tools, to practice them in various times and ways in a safer environment during their teacher education programs, rather than utilizing them in the classroom the first time so that they can build healthy experiences and develop necessary beliefs, since personal and pedagogical beliefs of the teacher are one of the most effective factors for successful technology integration. However, without identifying what pre-service teachers think about the Web 2.0 technologies, it is difficult to create an environment where pre-service teachers experience and benefit from these technologies.

329. GSA - Membership Meeting & Luncheon

1:00 pm to 2:00 pm

3rd Level - Boardroom 4

330. SMT -Lunch (Fionn MacCool's)

1:00 pm to 2:00 pm

2nd Level - Grand Foyer_Off-Site

The 2017 SMT luncheon will occur at Fionn MacCool's, which is located in Jacksonville Landing shopping center, an 8-minute walk from our hotel. See our handy map at <http://tinyurl.com/smt2017lunch>. Ordering of lunch will be individual choice and payment. We invite you to stay for the membership meeting that will follow immediately after lunch.

331. AECT Past President's Luncheon (Past AECT Presidents only)

1:30 pm to 3:15 pm
3rd Level - Boardroom 1

332. Booksigning: Rick West

1:30 pm to 3:00 pm
2nd Level - Grand Foyer_East

Attendee: *Rick West*, Brigham Young University

333. AECT-Exploring Pedagogical Foundations

2:15 pm to 3:15 pm
4th Level - Hart

Exploring Pedagogical Foundations of Existing Virtual Reality Educational Applications: A Content Analysis Study

Presenter(s): *Patricia Steele*, University of Phoenix
Contributor(s): *Cassandra Smith*, University of Phoenix

Analyzing pedagogical theoretical and conceptual foundations of selected virtual reality (VR) educational products showed most were experiential with others categorized as discovery learning, constructivism, situated cognition, direct instruction or non-classified. Educators need insights into the pedagogical foundations to prepare, apply, assess, and evaluate VR products. The directed content analysis research findings will support recommendations for educators to incorporate innovative learning products within an existing educational context. Presenting and publishing will disseminate findings to appropriate audiences.

334. CLT-Creating with culture in mind

2:15 pm to 3:15 pm
3rd Level - City Terrace 05

Using Social Media Tools to Create an Academic Brand and Personal Learning Network

Presenter(s): *Akasha M Horton*, United States Air Force; *Bethany Cleveland*, USAF

This workshop will provide academic faculty/researchers information on tools and strategies for creating an academic brand and personal learning network.

Coding is Caring

Presenter(s): *Denise Tolbert*, National University
Contributor(s): *Scott Moss*, National University

Using examples from 2 inner-city schools this session addresses techniques for engaging females and other groups often underrepresented in computer science and game-making careers in coding.

335. CLT-Leading the cultural transformative discourse

2:15 pm to 3:15 pm
3rd Level - City Terrace 10

Does Educational Technology Bridge or Widen the Social Inequality Gap?

Presenter(s): *Andrew Tawfik*, Northern Illinois University
Contributor(s): *Todd Reeves*, Northern Illinois University; *Amy Stich*, Northern Illinois University

The field of educational technology has attempted to address issues of inequality of access, opportunity and outcome for underserved students; however, these technological interventions may engender unintended consequences. In this review of the literature, we identified unintended consequences related (a) access and opportunity in the U.S. education system and (b) access to learning institutions. We conclude with future design and development considerations for educational technology that takes into account the larger social context.

Educational Technology and Critical Pedagogy: A Dialectic Toward Equity and Inclusion

Presenter(s): *Amy C Bradshaw*, University of Oklahoma

This session considers tensions and resonances between educational technology and critical pedagogy, with attention to key concepts and premises, underlying philosophical stances, overarching priorities, and frequently encountered tendencies of the two fields. The session also considers differences between education for transformation versus transmission, and the inseparability of culture, learning, and technology. The session concludes with initial suggestions for engaging personal praxis toward greater equity and inclusion in the professional and academic practice of educational technology.

Hello, PWI! I am here too. How can PWIs support, develop and retain Black faculty and staff members?

Presenter(s): *Robert Sparks*, Morehead State University

This presentation will discuss what it means to create a community among Black faculty and staff. The presentation will show the need for PWIs to seek and create programs, and opportunities specifically for Black faculty and staff using social media outlets (i.e. Twitter, Instagram, etc.) Institutions will be able to bring awareness with campus dialogues using hashtags, allowing students, faculty, and staff to connect virtually on topics affecting the black faculty and staff.

336. D&D: Diverse Applications of Questioning and Feedback in Learning

2:15 pm to 3:15 pm
2nd Level - Grand 3

Design and Development of an App to Promote and Support Peer Feedback

Presenter(s): *Rodney D. Myers*, Independent Scholar; *Matthew Callison*, Indiana University Bloomington; *Tiffany Roman*, Indiana University

Contributor(s): **Anne H. Berry**, Assistant Prof. of Graphic Design, Cleveland State University

We report on the design and development of a cloud-based application (“Round3”) that promotes and supports the use of peer feedback, an instructional strategy shown to improve student work and learning outcomes. Round3 is theory-based, refined through cycles of formative evaluation, and designed to lead teachers toward using best practices in peer review. We describe our research-based design decisions and pilot testing in secondary and higher education and the next steps in our development process.

Investigation of a Bi-Directional Question-Answer System and its Instructional Implications

Presenter(s): **Omer Delialioğlu**, Middle East Technical University

Contributor(s): **Amine Hatun Atas**, Middle East Technical University

The study is about implementation of a bi-directional question-answer system in a lecture-based course and investigation of students’ experiences in terms of preferences of question types, feedback types, use of sharing screen to project posts, use of nickname to hide their personal information, problems during implementation and design suggestions to further develop the QAS.

Mastering Feedback Using Digital Badges: A Case Study of Preservice Teachers

Presenter(s): **Erin D. Besser**, University of South Carolina - Aiken; **Tim Newby**, Purdue University

The purpose of this study was to examine the role feedback plays in the instructional process and how students are using feedback to inform their course work in Digital Badge contexts. Specifically, this study looked at how instructors are providing feedback and how students are applying feedback to their assignments.

337. D&D: Exploring the Many Dimensions of Instructional Designers

2:15 pm to 3:15 pm

3rd Level - River Terrace 1

Future Leaders Learning Today: Beginning Instructional Designer’s Reflections on Experiential Learning and Professional Practice.

Presenter(s): **Katherine Chartier**, Purdue University; **Judith Lewandowski**, Purdue University

This presentation will discuss findings from a qualitative study exploring first year graduate student reflections who participated in an experiential learning project. An authentic, community-based instructional design project was completed using the Systematic Design of Instruction (Dick, Carey, & Carey, 2015). Implications for designing experiential learning opportunities at the beginning of an instructional designer’s career can promote competency and develop professional practices making today’s learner’s future leaders in the field

Unpacking evaluation practices by instructional designers: how do they interact with external representations?

Presenter(s): **John Baaki**, Old Dominion University
Contributor(s): **Tian Luo**, Old Dominion University

This study employed a qualitative research design to investigate how instructional designers interact with external representations as an evaluation practice. While previous research has emphasized the importance of performing evaluation within the process of instructional design, studies examining how designers interact with external representations such as sketches and prototypes have been scant. Our findings included five themes revealing the ways in which designers use external representations to inform their evaluation practices.

338. D&D: Leading Learning through Design

2:15 pm to 3:15 pm

3rd Level - River Terrace 2

Evaluation of Decision Based Learning (DBL) and its relation with students critical thinking skills and achievements

Presenter(s): **Mansureh Kebritchi**, University of Phoenix; **Heather Leary**, Brigham Young University
Contributor(s): **Ken Plummer**, Brigham Young University; **Richard Swan**

Critical thinking is one of the essential skills in 21 century job market but not adequately developed among graduates. In this presentation we will share the results of a study that examined an innovative pedagogy called Decision-Based Learning designed to catalyze acquisition of critical-thinking skills and enhance students’ achievements. The presentation will be useful for instructional designers and instructors in higher education and help them further enhance critical thinking skill among students.

Leading Learning to Higher Levels Through Authentic Activities

Presenter(s): **Christiane Reilly**, University of Minnesota

Leading Learning to Higher Levels showcases a method by which online courses can be evaluated and redesigned to foster 21st Century Skills. This addresses a two-fold problem: #1 pedagogy in many online classrooms continues to apply a content-driven approach that results in inert knowledge; #2 course design standards fail to address 21st Century Skills or the pedagogy that support them.

Learning from Experiences: Iteratively Designing an Environment to Bring Together Online and On-Campus Learners

Presenter(s): **Janet Zydney**, University of Cincinnati
Contributor(s): **Zachary Warner**, University of Cincinnati; **Lauren Angelone**, University of Cincinnati

This presentation describes a design-based research study intended to determine best practices for

implementing blended synchronous learning environments, which bring online and on-campus learners together to work on class activities. Design decisions were made based on an analysis of students' and instructor's experiences across four iterations of design and implementation. Other educators can learn from the design principles for creating this type of environment, which emerged based on the analysis of themes from these experiences.

339. D&D: Methodology, Multimedia, and Magic

2:15 pm to 3:15 pm

3rd Level - Orlando

Embracing Subjectivity in the Classroom: An Adaptation of Q Methodology

Presenter(s): *Lloyd Rieber*, University of Georgia

This practice proposal describes an approach to embracing students' subjectivity in the classroom. For the past two years I have iteratively designed and tested a digital tool based on the Q methodology, a quantitative approach to examining subjectivity through the use of an activity called a Q sort. I will demonstrate both the tool and an accompanying pedagogy for its use. A summary of design research supporting the project will also be briefly shared.

Magic: An Innovative Method For Reducing Students' Design Fixation and Inspiring Creativity in Technology Education

Presenter(s): *Tong Li*, The University of Georgia

Magicians know how to turn ordinary into extraordinary. The theories used by magicians enable them to develop innovative and valuable ideas. This practice proposal focuses on how magic could be used by technology teachers as an innovative tool to reduce students' design fixation and inspire creativity. A magic based method and affiliated guidelines will be presented in this session. The author will also share his experience of using this method and students' feedback with participants.

Multimedia Video Resolution and Camera Angle and the Impact on Instructor Credibility and Immediacy

Presenter(s): *Miguel Ramlatchan*, Old Dominion University

This session presents the results of an experiment that explored multimedia design, video resolution, and the placement of video cameras in e-learning classroom studios. Feedback from randomly assigned participants indicated that instructor credibility and immediacy increased when the instructor was recorded using eye-level, high definition cameras as compared to lower resolution cameras located above eye-level. The findings suggest that credibility and immediacy can be enhanced when instructors are able to make virtual eye contact with learners.

340. D&D: STEM Integration and Education in Formal Settings

2:15 pm to 3:15 pm

2nd Level - Grand 8

Changing the Face of STEM Education: A Case Study

Presenter(s): *Jessica Hooper*, University of South Florida; *Elena Erick*, University of South Florida
Contributor(s): *Yiping Lou*, University of South Florida

Motivating science education can be a challenging task. The WARE-RET initiative at the University of South Florida focused on increasing participation in STEM-related fields by partnering with teachers to educate students about environmental science challenges. In this case study, USF graduate students used design-based research methods and other instructional design strategies to inform the development of an e-Learning module about Vermiculture. This session will discuss the design and development process, as well as preliminary results.

STEM Certification in Georgia's Schools: A Causal Comparative Study Using the Georgia Student Growth Model

Presenter(s): *Michael Green*, University of Phoenix; *David Proudfoot*, University of Phoenix; *Jan Otter*, University of Phoenix
Contributor(s): *David Cook*, University of Phoenix

The demand to prepare students for emerging STEM careers inspired Georgia to implement innovative reforms including STEM certified schools. Little is known about how Georgia's STEM certification processes influenced student achievement in math, science, English language arts (ELA), and social studies. A causal comparative study of traditional and STEM certified schools found mixed results. This study informs educators regarding STEM certification, student learning gains, and the impact of education reform initiatives.

Using Technology and Engineering Process to Integrate STEM: Innovative Teacher Preparation Programs

Presenter(s): *Mahnaz Moallem*, UNCW
Contributor(s): *Sridhar Narayan*, UNCW; *Gabriel Lugo*, UNCW; *Amy Reamer*, UNCW; *Gene Tagliarini*, UNCW

This presentation describes two uniquely designed integrated STEM undergraduate and graduate programs developed with support from the National Science Foundation. The programs are designed and developed to prepare the STEM workforce. It will describe the conceptual framework for the programs, which were developed by a large group of scientists, educators, instructional designers, engineers and community stakeholders. It will explain the unique design features of the programs and their capacity for increasing the number of future STEM teachers prepared to teach integrated STEM curricula in their classrooms.

341. DDL -Membership Meeting

2:15 pm to 3:15 pm
3rd Level - River Terrace 3

342. DELT - Advances in Technology: Wearing, Adapting

2:15 pm to 3:15 pm
3rd Level - City Terrace 11

With a grain of salt: Adapting to adaptive learning in higher education

Presenter(s): **Kathryn Wozniak**, Concordia University Chicago

Most adaptive learning systems are used for structured problem solving in primary and secondary education. Limited research exists on their value for ill-structured problems in higher education contexts. This comparative analysis from an instructional design perspective includes benefits and drawbacks of using adaptive learning systems in higher education and for ill-structured problem solving contexts. It will also offer some considerations for leaders looking to pilot adaptive learning systems in higher education.

Wearable Computers: Past, Present, and Future Possibilities

Presenter(s): **Byron Havard**, University of West Florida; **Megan Podsiad**, University of West Florida

Wearable computers include a variety of body-borne sensory, communication, and computational components that may be worn on the body, under, over, or within clothing. These mechanisms have potential benefits for (a) human performance support, (b) cognitive and psychomotor learning, and (c) K-12 educational environments. This presentation begins with a historical overview of wearable computers and then provides the participants with a current and future perspective of their use across a variety of educational environments.

343. DELT - Panel: Engaging the Learner through Tiered and Interactive Instructional Design

2:15 pm to 3:15 pm
3rd Level - City Terrace 07

Engaging the Learner through Tiered and Interactive Instructional Design

Presenter(s): **Pamela Jones Ponnors**, University of North Texas; **Yulia Piller**, University of Texas - Southwestern Medical Center; **Jenny S Wakefield**, Dallas County Community College; **Szu-Yueh Justine Chien**, University of Wisconsin-Extension

Four to five instructional designers, from across education platforms, will discuss the challenges of creating tiered and interactive online courses.

Presenters: **Pamela Jones Ponnors**, University of North Texas
Yulia Piller, University of Texas - Southwestern Medical Center
Jenny S Wakefield, Dallas County Community College

344. DELT / TED - Open Textbook & Twitter

2:15 pm to 3:15 pm
3rd Level - City Terrace 08

Exploring Faculty Experiences of Open Textbook Adoption

Presenter(s): **Ozgur Ozdemir**, Indiana University; **Curtis J. Bonk**, Indiana University

The price of new college textbook had an increase of 82% between the years 2002 and 2012 (Student PIRGs, 2014). To overcome high price problem of commercial textbooks, freely accessible open textbooks have been published by institutions such as OpenStax and the State University of New York (SUNY) libraries. To this end, most of the studies have explored financial benefits of open textbook adoption. This qualitative study will focus on faculty experiences with open textbook adoption by conducting multiple in-depth interviews per participants.

Promoting Technology Use Through #etusp: Importance Of Technological And Technological Pedagogical Knowledge

Presenter(s): **Nihan Agacli-Dogan**, University of Florida; **Burcu Aybat**, Bahcesehir University
Contributor(s): **Selcuk Dogan**, University of Florida; **Emsal Ates-Ozdemir**, Istanbul Sehir University; **Mehmet Ozdemir**, Istanbul EduTech Academy

Despite the importance of technology knowledge both in theory and practice, there is a paucity of research examining the effect of teachers' different technology-related knowledge on their technology use in the classroom. The current study addresses this gap using data from a technology-based professional development (PD) program implemented in Turkey. Researchers, program evaluators, and PD designers can benefit from the results presented.

345. ICEM - Annual Graduate Student Panel Discussion

2:15 pm to 3:15 pm
3rd Level - City Terrace 09

Chair: **Chih Hsiung Tu**, Northern Arizona University

Using Learning Analytics, Adaptive Learning, Personalized Learning to Enhance Teaching & Learning

Presenter(s): **Chih Hsiung Tu**, Northern Arizona University; **Richard A. Cornell**, University of Central Florida; **Robert Doyle**, Harvard University; **Hsin-Te Yeh**, Metropolitan State University of Denver
Contributor(s): **Marina S. McIsaac**, Arizona State University; **Cheng Chang (Sam) Pan**, Nova Southeastern University

ICEM-USA's 10th annual graduate student panel discussion is a collaborative session to provide graduate students from all over the world a platform to share their research and practices in emerging technologies. Learning Analytics, Adaptive Learning, and Personalized Learning has been selected as the

key discussion topic for AECT 2017. Graduate students in educational technology are frequently the earliest adopters of learning technologies. Their ideas, perceptions, applications, practices, and research are valuable to share with academic communities to shed light on Learning Analytics, Adaptive Learning, and Personalized Learning. Four to six student panelists will be selected from all over the world. A facilitator and four commentators, who are ICEM-USA professional members, will comprise this panel discussion.

Presenters: *Hoda Harati*, Northern Arizona University
Damien Sanchez, University of New Mexico
Rob Moore, North Carolina State University
Cindy Cash, Ball State University
Claudia Rodas, Northern Arizona University

346. INTL: Concerns of Tech-Supported Education in Small/Developing Countries

2:15 pm to 3:15 pm
 3rd Level - St John's

Beyond Access: Quality, Equality, and Equity Concerns for Technology-supported Education in Small Countries and Developing Regions

Presenter(s): *Ian Lubin*, Independent Scholar

An expert panel discusses ICT-supported innovations for education and development. Despite significant global investments, it is unclear whether technologies are improving the quality of education in the developing world and accounts of implementation and adoption failure are widespread. ICT may provide greater access to education, yet uncritical implementation can serve to aggravate existing inequalities. Beyond access, domestic issues of quality, equality, and equity in education are of growing concern for small countries and developing regions.

Presenters: *Angela Benson*, The University of Alabama
Camille Dickson-Deane, University of Melbourne
Michael K Thomas, University of Illinois at Chicago

347. LDC - Leadership & Challenges of Female Department Chairs: What We can Learn and Change

2:15 pm to 3:15 pm
 2nd Level - Grand 7

Challenges Facing Female Department Chairs in Higher Education: A Presentation for Both Women and Men

Presenter(s): *Heidi L. Schnackenberg*, SUNY Plattsburgh
 Contributor(s): *Denise Simard*, SUNY Plattsburgh

Academia presents leadership challenges for women. This presentation will identify those challenges, share lived experiences, and propose possible solutions for making leadership for women in the academy more

viable. While the focus of this session will be on experiences as department chairs, there continues to be a gender gap in all levels of leadership in higher education.

348. OTP -Membership Meeting

2:15 pm to 3:15 pm
 4th Level - Matthews

349. Poster

2:15 pm to 3:15 pm
 3rd Level - Conf Center B

Participants

ICEM: Visiting Technological Pedagogical and Content Knowledge (TPACK): Issues and Challenges in Teaching and Learning

Presenter(s): *Chien Yu*, Mississippi State University; *Szu-Yueh Justine Chien*, University of Wisconsin-Extension; *Wei-Chieh Wayne Yu*, Mississippi State University; *Kun Huang*, Mississippi State University

There have been several critiques of the notion that TPACK is the integration of separate component knowledge as well as mutually integrated knowledge. The purpose of this presentation is to examine interconnectedness of TPACK and discuss several issues and challenges that literature presents in researching TPACK model and constructs. The presentation seeks to contribute knowledge about the structure of professional development initiatives that involve instructional technology and integration into various content knowledge disciplines.

INTL: A Korean Perspective on Smart Learning Environments, Smart Pedagogy, and Smart Learners

Presenter(s): *Kiran Budhrani*, UNC Charlotte

South Korea has established a nation-wide shift from e-learning to "smart learning" as an education reform. While Korean scholars have attempted to describe smart learning and its characteristics, a clear definition of smart learning does not exist to date. Through a content analysis of 16 definitions of smart learning, as defined by Korean scholars, this research presents a conceptual understanding of themes evolving on smart learning environments, smart pedagogy, and smart learners.

INTL: A Systematic Review of Saudi PK-12 Education, Moving Education Reform Toward a Systemic Change

Presenter(s): *Ahmed M Mukhtar*, University of Missouri-Columbia
 Contributor(s): *Manal Alsaif*, IU

Toward a systematic change in research, this comprehensive literature review synthesized published research about PK-12 education in Saudi Arabia with a focus on ICT integration. Five online databases were accessed and searched. Four major themes of findings

were identified and synthesized including student characteristics, teachers' characteristics, institutional characteristics and ICT integration. This session intends to provide educators with a comprehensive review of Saudi PK-12 education toward developing an ICT reform that guides the future of Saudi education.

KSET: A Review of Computer-Mediated Collaborative Writing for L2 Students

Presenter(s): **HA JEEN CHOI**, Florida State University

This presentation reports on a literature review of computer-mediated collaborative writing for second language (L2) students. The review focuses on peer review and collaborative writing using various types of computer-mediated communication (CMC) technologies such as Wiki, Facebook, and Forum. Throughout the review, the presenter will discuss benefits and issues of collaborative writing using CMC technology, and then provide useful guidelines for computer-mediated collaborative writing for L2 students.

KSET: CSCL Research Trend 2012-2016: Comparing Korean and International Journals

Presenter(s): **Ji Young Lim**, Ewha Womans University; **MIN JEONG PARK**, EWHA WOMANS UNIVERSITY
Contributor(s): **Kyu Yon Lim**, Ewha Womans University; **Anita Emefa Hato**, Ewha Woman's University

This study examined the CSCL environment by comparing 203 studies published in Korean and international journals. Results revealed that the study subjects were mostly reported in the field of Design&Development and Learning Process in both journals. Also, while studies in Korean journals identified the structural relationship among learners' psychological constructs, international journals explored the learning process mostly. Difference in the methodological approach was noteworthy: new methods to analyze CSCL were proposed in international journals.

KSET: Developing Web, Video-Based Instructional Materials for Foster Creative Problem-Solving Capabilities

Presenter(s): **Jeeyun Chang**, Korea university graduate school; **Jong Won Jung**, University of Ulsan
Contributor(s): **Hoilym Kwon**, Korea University

The purpose of this study is to develop a teaching-learning methodology and manual to foster problem-solving capabilities, in response to the growing demand for comprehensive and integrative teaching-learning materials, applicable to the vocational education syllabus in Specialized High Schools in Korea. The prototype of competency-based curriculum suggested three basic job-related competency as basic skills (Communication in Korean, Communication in English, and Mathematical reasoning), task management skill (problem-solving), and job adaptation skill.

STC: Leading Change in Self-Efficacy and Self-Regulation: Theory and Application in Allied Health

Presenter(s): **Thomas Watson Lamey**, University of South Alabama

The purpose of this poster presentation is to create a dialogue with attendees on existing and integrated change theories that underpin patient self-efficacy and self-regulatory behavior, exhibited by short and long-term management of acquired knowledge, skills, and abilities while enrolled in a pulmonary rehabilitation program.

STC: Use of Gamification to Improve Human Performance

Presenter(s): **Smruti Shah**, Old Dominion University

Employee engagement at workplace is a serious concern. In 2015, approximately only 32 percent of the U.S. employees reported themselves as being engaged at their workplace. Disengagement in workplace leads to low productivity, which in turn affects organizations' revenues. This presentation will provide a comprehensive review of the literature to illustrate how gamification techniques can be used to improve employee engagement and overall performance. Future directions of research on gamification are discussed.

350. Presidential: Leading by Publishing - Meet the Editors and the Publisher

2:15 pm to 3:15 pm
2nd Level - Grand 4

Publishing - Meet the Editors and the Publisher

Presenter(s): **Michael Simonson**, Nova Southeastern Univ.; **Anymir Orellana**, Nova Southeastern University; **Deborah Seepersaud**, University of Mississippi
Contributor(s): **George Johnson**, Information Age Publishing; **Charles Schlosser**, Nova Southeastern University

Editors and the publisher of two journals and a book series will present nearly sure-fire guidelines for publishing. This session will be in a panel format with examples provided for both the novice and experienced authors.

351. Presidential: Reorienting Educational Technology Research to Foster Change

2:15 pm to 3:15 pm
2nd Level - Grand 5

Chair: **Eugene Kowch**, University of Calgary - Faculty of Ed

Reorienting Educational Technology Research to Foster Change

Presenter(s): **Thomas C. Reeves**, The University of Georgia

For meaningful change in education, the goals of educational researchers must be more sharply focused on "Design/Development" goals by engaging in educational design research (EDR) (also known as designed-based research (DBR)). EDR/DBR is not a specific research methodology, but rather an evolving

research genre in which the iterative development of solutions to complex educational problems and the refinement of theoretical design principles provide the setting for rigorous scientific investigations that enable positive change in practice.

352. RTD - Computational Thinking

2:15 pm to 3:15 pm

2nd Level - Grand 6

Children's Embodiment of Computational Thinking during Robotics Activity

Presenter(s): *T J Kopcha*, University of Georgia
Contributor(s): *Ceren Ocak*, PhD Student

Computational thinking has framed many empirical studies in robotics education to examine the automation of abstract concepts; yet, there has been limited research on observable indicators of how the abstract thinking is automated (Grover & Pea, 2013; Wing, 2006). The purpose of this paper is to investigate learners' embodiment of abstract and automated computational thinking. Results indicate that the use and types of gestures changed as the task became more challenging.

Patterns of Computational Thinking in a Tabletop Game Design Camp

Presenter(s): *Keri Valentine*, West Virginia University;
Lucas John Jensen, Georgia Southern University
Contributor(s): *Lydia Olson*, West Virginia University

This session presents research of 11-17 year-old's computational thinking (CT) practices as enacted in a summer analog game design context. The research team analyzed design activity over the course of a week using multiple data sources: audio, video, and artifacts. Findings seek to contribute to ongoing discourse concerning the variations and trajectories regarding learners' engagement in CT by investigating the phenomenon in an analog context.

353. RTD - Learning Design

2:15 pm to 3:15 pm

3rd Level - City Terrace 12

Through the Learning Glass: Student Perceptions of the Lightboard Lecture Capture Technology

Presenter(s): *David Des Armier, Jr.*, University of Connecticut; *Karen Skudlarek*, University of Connecticut

New lecture capture technologies (LCTs), such as the Lightboard (LB) have been created to enhance video lectures and improve teaching and learning. This quantitative study investigated students' perceptions of the LB video lectures as a learning tool in their college courses. The findings from this study will inform the practice of faculty developers, educational technologists, and instructors who are interested in the enhancement of LCTs in college courses.

Unpacking the Complexity Within Case-Based Instruction

Presenter(s): *Jiyoon Jung*, University of Illinois, Urbana-Champaign
Contributor(s): *Krista Glazewski*, Indiana University

Despite the known benefits of case-based instruction, its proliferation has led to fragmentation within its literature and a shortage of empirical evidence demonstrating its complexity as a whole. This multiple-case study provides a comprehensive account of case-based instruction based on empirical evidence from three practices in torts, consumer insights, and instructional design classes. Four empirical assertions are provided alongside the dimensions of a case-based instructional practice framework comprising instructor, cases, case-based curriculum design, and case discussion facilitation.

354. Roundtables

2:15 pm to 3:15 pm

3rd Level - Conf Center A

Participants

AECT: Meeting Learners Need for Relationships through Additional Technology in an Informal Setting: A Qualitative Study of an Open-Learning Environment

Presenter(s): *Abbas Johari*, Cameron University
Contributor(s): *Wendy Barilla*, Cameron University

The purpose of this research was to measure the degree in which the relationship component of self-determination (modern motivational) theory helps students to have more confidence and autonomy in take-home assignments using laptops. A qualitative approach was selected to aid in the conceptualization of motivation in relation to this property of this modern motivational theory. Grounded theory was used to analyze the data. We found that an open-learning environment that encourages relationship supports the development of competence and autonomy.

CLT: Should Simulated Role-Playing Digital Games Work for Teaching about Social Justice?

Presenter(s): *Xinyue Ren*, Ohio University

Games can be viewed as either innovative or controversial teaching tools. However, there is no right or wrong, and all is about how educators are going to use them. This session will focus on how simulated role-playing digital games play a complementary role to convey social justice education through addressing social injustice issues and developing players' empathy. Pre-service teachers, educators, and researchers who are interested in this topic will potentially benefit from this session.

CLT: The Information and Communication Technology Disposition of Gamers and Implications in Educational Contexts

Presenter(s): *Boaventura DaCosta*, Solers Research Group
Contributor(s): *Soonhwa Seok*, Korea University

There is the belief that gamers hold an advantage

because of a technological disposition resulting from game play. In this presentation, a study is discussed that examined player's use of information and communication technology, with findings offering evidence suggesting gamers may be more digitally adept compared to nonplayers. The purpose behind this presentation is to open a dialogue among those interested in video games and their role in the digital propensity of today's students.

CLT: What's Fun Got To Do With It? An Ethnographic Inquiry Into Gamification For Non-Gamers

Presenter(s): *Joy A.R. Eliot, University of Central Florida*

Field and online ethnography of behaviors, attitudes and values relative to leisure gaming in a group of M.A. students taking a gamification course but not preselected for uniform positive affect towards video games.

D&D: Acquiring the NC Digital Learning Competencies through Performance-Based Learning

Presenter(s): *Emma Braaten, NCDPI Digital Teaching and Learning*

The NC Digital Learning Competencies (DLCs) identify behaviors and abilities necessary for effective digital practices in classrooms. Blending methods for instructional design, digital decision-making, and student learning, DLC Focus Areas include Content & Instruction, Data & Assessment, Digital Citizenship, and Leadership. This session explores (1) the purpose and application, (2) teachers' adoption through a self-paced online course leveraging performance-based learning with micro-credentialing and digital badging, and (3) school district's capacity for utilization and customization with teacher stakeholders.

D&D: Adding Affordance to Learning Object Metadata to Facilitate Online Help-Seeking of Self-Directed Learners

Presenter(s): *Lechuan Huang, The University of Georgia*

Help-seeking is an important self-directed learning strategy. While currently there are numerous resources shared over the Internet, there lacks a cost-effective strategy to connect resources with self-directed learners. This conceptual paper proposes the addition of an affordance layer to learning object metadata, which learners can relate to easier, therefore can leverage to locate relevant resources more efficiently and effectively.

D&D: Promoting Designer Agency through Reflexive Practice

Presenter(s): *Jennifer Maddrell, Designers for Learning*

This session reports on the design and implementation of an online collaborative learning experience created to support and guide participants in their reflexive practice of design during an authentic real-world instructional design challenge. In addition to reviewing the design and implementation of the learning experience, the presenters will discuss the outcome of the experience, including participants' experiences and perceptions, as well as an assessment of the resulting

instructional design deliverables.

D&D: [NR] Student Engagement in Game-Based Learning

Contributor(s): *T. Fulya Eyupoglu, North Carolina State University; Deniz Eseryel, North Carolina State University*

This paper examines how researchers in Game Based Learning Environments (GBLEs) have used and measured engagement. GBLE studies investigating student engagement differ in the operationalization of the term and do not have common indicators of engagement. No common framework or reference to a well-built theory was used to measure engagement. Further studies are needed to define student engagement in a common understanding due to the varying indicators of student engagement in GBLEs with different contexts and contents.

ICEM: Factors that Affect Teachers' Adoption of Interactive Whiteboard – An UTAUT2 Model Approach

Presenter(s): *CHENG-HSIN (ALAN) KU, Soochow University; Zhigang Li, -*

This proposal tried to use the UTAUT2 model to inspect the adoption of interactive whiteboard in a middle school of Taipei, Taiwan. The purpose of this study is to see the barriers for middle school teachers facing the technology integration trend.

ICEM: Instructional and Assessment Strategies for Massive Open Online Courses of Anadolu University

Presenter(s): *Cengiz Hakan AYDIN, Anadolu University*

Contributor(s): *Hasan Caliskan, Anadolu University; Irem ERDEM-AYDIN, Anadolu University*

This paper intends to present the details of the instructional and assessment strategies of the massive open online courses offered by Anadolu University, Turkey. It also provides theoretical and practical backgrounds of the design decisions and their acceptance among the faculty members/instructors. The paper additionally aims to collect participants' comments on improving these strategies. It might be beneficial to those who are interested in launching MOOCs.

INTL: An exploratory study of Chinese students' information behavior through ICTs

Presenter(s): *Yu-Chun Kuo, Rowan University; Hungwei Tseng, Jacksonville State University*

Contributor(s): *Yu-Tung Kuo, Purdue University*

This study examined Chinese students' information behavior and whether students' characteristics are associated with their information behavior in. The participants were students who attended a graduate-level Business course offered by a southern university in Taiwan. The results reported Chinese students' preferences of information behavior, including seeking and sharing information. Age was found to significantly influence students' information behavior.

INTL: Instructors' Perceptions of Possibilities and Challenges of Blended Education through LMS(BlackBoard).

Presenter(s): *Tahani Aldosemani, Prince Sattam University; Craig Shepherd, University of Wyoming; Doris U Bolliger, University of Wyoming*

Many higher education institutions have embraced blended method of instruction. The Ministry of Education in Saudi Arabia follows this international trend as the number of Saudi higher education institutions adopting blended teaching is substantially rising. However, the number of instructors using this approach is limited. The aim of this study is to explore instructors' perceptions of blended learning through (LMS) as a new trend in Saudi higher education, discuss potential problems instructors encounter, and pinpoint potential solutions.

INTL: Learn from Peers with Different Expertise: Interdisciplinary Project-based Learning in 5C Competencies and Content Knowledge in a Taiwan Middle School.

Presenter(s): *Hsiaoping Hsu, Department of Curriculum & Instruction, University of Texas at Austin*
Contributor(s): *Wenting Zou, University of Texas at Austin; Joan Hughes, Department of Curriculum and Instruction, College of Education, UT-Austin*

This study explores how an instructional module based on interdisciplinary project-based learning influences 5C competences (communication, collaboration, critical thinking, complex problem solving and creativity) and content knowledge development in the Taiwan middle-school context. The research objectives are to understand how middle-school students change their 5C competences and specific content knowledge in terms of this module. The factors that influence the instructional effectiveness and student perception are also investigated.

KSET: Passion-Driven Learning Supported by Own it, Learn it, and Share it

Presenter: *Eunbae Lee, The Catholic University of Korea*

This empirical study reports the findings from the implementation of the Own it, Learn it, and Share it (OLSit) framework to enhance student engagement during student-centered learning in an undergraduate course. 74 students researched a topic of their passion and created and shared artifacts with wider audiences. OLSit proved effective in scaffolding autonomous engagement. Presenters will discuss the viability of OLSit and propose refined design for future implementations.

KSET: Supporting student' self-regulated learning in flipped classroom

Presenter(s): *Dongho Kim, Northern Illinois University*
Contributor(s): *Meehyun Yoon, The University of Georgia*

Flipped classroom has drawn much attention as effective pedagogical model that promotes students' centered learning. Although success of flipped

classroom is highly depending on the pre-class activity, there are not many studies focusing how to improve students' learning in flipped classroom context. Based on the literature, this study 1) identified three principles to support students' self-regulated learning in flipped classroom, and 2) planning to conduct an empirical study that evaluates the effectiveness of intervention.

STC: A Systems Solution for Engaging Learners in STEM Learning

Presenter(s): *Anthony Karl Betrus, SUNY Potsdam*

STEM Education is a critical component of high quality 21st-century education, but increasing demands are placed on teachers to prepare students for state and federal exams. This presentation will detail three model public school districts that are currently using individualized digital tutors as a tool to reduce the classroom time that test preparation takes, allowing teachers to engage their students in real-world, problem-based STEM learning activities.

STC: Examining the connection between Educational Technologies and Classroom Space

Presenter(s): *Tutaleni I. Asino, Oklahoma State University*
Contributor(s): *Alana S. Pulay, Oklahoma State University; Tilanka Chandrasekera, Oklahoma State University; Amber Damicone, Oklahoma State University*

While educational advocates have championed systems thinking as it applies to schooling, pedagogy and various teaching and learning practices, the learning environment where these activities are taking place especially at the university level remain the same year after year, creating challenges for those attempting to implement technology in the classroom. In this paper we argue that we cannot improve learning without looking at how the physical classroom space is designed and its impact on learning.

STC: Financial Literacy Education at the Crossroads: When Issues Become Too Complex to Inform Consumer Decisions

Presenter(s): *Richard Thrupp, University of Central Florida*

Financial literacy education is often approached with proactive courses rich in technical details. However, conventional coursework does not seem to meaningfully improve decisions or behaviors. Further, the increasing complexity and mendacity of American financial products may simply invoke too much cognitive load. Imparting financial literacy may require a norms-based approach replete with motivational considerations. This roundtable is to discuss and gather input from participants on the issues and emergent norms-based pedagogic approaches.

STC: Where are the employment opportunities for doctoral degree holders?

Presenter(s): *Scott Joseph Warren, University of North Texas; Aysegul Gok, Georgia State University*
Contributor(s): *Derya KICI, University of Toronto*

Via this study, we would like present data that helps present a picture of what employment opportunities exist in the current market place for doctoral degree holders and note directions that university administrators may want to explore in terms of program design in order to provide graduates of these programs with the needed skills to successfully find employment; ensuring a return on their investment in an expensive education.

University; **Ying Xiu**, Oklahoma State University
Contributor(s): **Kathy Thomas**, Oklahoma State University

Mixed-reality simulations offer pre-service teachers opportunities for active learning and skills practice before working with live students. This presentation will discuss the results of a case study in which pre-service teachers interacted with student or parent avatars in a simulated classroom environment to practice specific instructional or classroom management skills. The presenters will discuss implications of the study for future use of mixed-reality simulation as a method of teacher training.

355. SMT -Membership Meeting

2:15 pm to 3:15 pm

2nd Level - Grand Foyer_Off-Site

356. STC - Entrepreneurial Thinking in Education: Changing the Conversation

2:15 pm to 3:15 pm

3rd Level - City Terrace 04

Entrepreneurial Thinking in Education: Changing the Conversation

Presenter(s): **Robert F Kenny**, Florida Gulf Coast University; **Glenda A. Gunter**, University of Central Florida

Educational Institutions have been under a lot of pressure from various sides. This is coupled with increased teacher turnover, decreasing enrollments, and graduation rates. It is a mistake to associate entrepreneurship solely with charter schools, school choice, vouchers, or MOOCs. Adopting entrepreneurial thinking opens up a decision making process informed by the positive 'doing business' principles that successful entrepreneurs engage in, plus it allows one to look at evaluation and assessment through a formative lens.

357. TED - Pre-service Educator Case Studies

2:15 pm to 3:15 pm

4th Level - Main St 8

Mobile and Flipped Classroom Learning: Preservice Teachers' Story

Presenter(s): **Daesang Kim**, Valdosta State University; **Daniel Rueckert**, California State University, Fullerton
Contributor(s): **Dong-Joong Kim**, Korea University; **Sang-Ho Choi**, Korea University

This session will be a narrated story of two classes of preservice teachers that will 1) present how they perceived mobile learning in the flipped classroom and 2) engage the audience in a discussion of issues related to mobile learning in the flipped classroom. In this presentation, we explore the benefits as well as concerns of mobile learning in the flipped classroom through the eyes of our participant preservice teachers.

A Simulated Classroom Environment Offers Strategic Practice for Pre-service Teachers

Presenter(s): **Tara Lillian Dalinger**, Oklahoma State University; **Susan Stansberry**, Oklahoma State

358. [NR] DDL/RTD - Integration Technology, Flipped Classroom

2:15 pm to 3:15 pm

4th Level - Acosta

[NR] Leadership Change in the Online Higher Education Classroom: Integration of Trending Technology Options

Contributor(s): **Barbara Case Fedock**, University of Phoenix

Technological integration in online learning environments affects the credibility of higher education leaders' goals to promote real world learning experiences and increase digital age students' learning outcomes. This presentation will focus on the need for online higher education leaders to implement changes through the integration of trending technology. The findings will be the result of a comprehensive literature review on challenges, barriers, and issues of online higher education instructors' use of trending technological options in the classroom.

[NR] Development and Validation of a Flipped Classroom Adoption Inventory in Higher Education

Contributor(s): **Taotao Long**, Colorado School of Mines; **Karee Dunn**, University of Tennessee Knoxville; **Michael Waugh**, The University of Tennessee

This research proposal reports the development and validation of an inventory to learn about the critical variables involved in higher education instructors' decision to adopt a flipped classroom model. A validated inventory was generated from exploratory factor analysis and reliability analysis involved 227 instructors. It includes 24 items in three subscales, which represent three factors that might influence higher education instructors' adoption decision. Then the three factors were use in a multiple regression.

359. e-Learning Africa - African Cases on teaching and learning with technology

2:15 pm to 3:15 pm

3rd Level - City Terrace 06

Living in Wait: The Learning Lives of High School

Students in Addis Ababa

Presenter(s): **Solen Feyissa**, University of Minnesota

This research sought to examine how students in Ethiopia appropriate ICTs in their learning lives and how social contexts influence their ICT use for learning purposes. Findings suggest that a multitude of interrelated, multi-faceted and complex factors influence technology appropriation for learning while often amplifying existing inequalities and exclusions. These influential factors include differential access to ICTs, teacher absenteeism, standardized high-stakes exams, as well as cultural, religious and social norms.

Changing the Status Quo in Tunisian Academia Through ICT: A Case Study

Presenter(s): **Ahmed Lachheb**, Indiana University School of Education

This is a case study research paper conducted in 2013. The goal was to study the situation of Information and Communications Technology (ICT) in Tunisian Academia, due to the absence of such work in academic journals, with the hope to provide accurate answers for serious questions through rigorous methods.

360. GSA - 3MT Competition Finals

2:45 pm to 4:30 pm

3rd Level - Boardroom 4

Chair: **Brad Hokanson**, University of Minnesota

With the preliminary video round completed, it's time for the finalists of the 3MT™ Competition to battle for first place and People's Choice. So, be sure to attend and cheer on your colleagues!

361. TED-AECT Open Badges Committee: Expanding the Use of Microcredentials Throughout AECT

3:00 pm to 4:30 pm

3rd Level - Clearwater

AECT Open Badges Committee: Expanding the Use of Microcredentials Throughout AECT

Presenter(s): **Rick West**, Brigham Young University; **Kyle Clements**, Brigham Young University; **Enoch White Hunsaker**, Brigham Young University; **Zui Cheng**, Purdue University; **Kyle L. Peck**, Pennsylvania State University; **Chris Gamrat**, Penn State University; **Clif Mims**, University of Memphis
Contributor(s): **Jacob Askeroth**, Purdue; **Daniel L. Randall**, Brigham Young University

In 2016, the AECT Board of Directors approved a TED proposal to create an Open Badges Committee that would promote the adoption of open badges among AECT members, review open badge systems for AECT endorsement, and serve as a resource on open badges for all members. In this session we report on our work in the last year, including example cases of how we use open badges in our own practice.

362. AECT - How to Publish in the Journal of Applied Instructional Design (JAID)

3:30 pm to 4:30 pm

3rd Level - City Terrace 08

Presenter: **Don Robison**, Old Dominion University

This session is devoted to one end: publishing your valuable contributions in JAID. JAID exists to provide reflective instructional designers a venue to share their perspectives, work, results and research. We will discuss the categories of articles published in JAID, and strategies to successfully prepare for each one. If we are wildly successful, you will submit draft articles that are ready for editing and valuable to practitioners. A job aid will be provided.

363. CLT-Exploring culture and learning in international context

3:30 pm to 4:30 pm

3rd Level - City Terrace 05

Overcoming Barriers to Technology Use for Saudi Female K-12 ESL Teachers in Public Schools

Presenter(s): **Husa Alangari**, Indiana University

This study focuses on exploring how Saudi female K-12 ESL teachers in public schools overcome barriers to technology use in a culturally bounded environment. While cultural barriers can hinder the use of technology, results indicate that culture actually plays a minor role in the teachers' use of technology. Teachers were personally committed to finding ways to overcome any barriers encountered.

Online Learning in Japan: Meeting the cultural needs of learners

Presenter(s): **Bodi Anderson**, Indian River State

This current study aims to: first provide an understanding of the history of online learning in Japan, including current popular implementations; examine how salient cultural and linguistic contexts of Japanese learners and instructors influence online learning both at home and abroad; and finally provide guidelines for designing and implementing successful online courses to meet the needs of modern Japanese learners. This study draws from previous theoretical and empirical research focusing on cultural issues in Japanese online learning.

364. CLT-Leading the culture and wellness transformation

3:30 pm to 4:30 pm

3rd Level - City Terrace 10

Witnesses to Transformation: Family Member Experiences Providing Individualized Music to Relatives with Dementia

Presenter(s): **Elizabeth Johnston**, University of Phoenix; **Dr. Patricia Priscilla Shoptland**, University of Phoenix

Contributor(s): **Barbara Hanson Foyil**, University of Phoenix

Family members often used iPad, iPods, headphones, splitters, and other technical devices to share preferred, culturally relevant, digitized music with relatives with dementia. Sharing familiar music enhanced memories and interactive opportunities where family members connected, and communicated with aging relatives. Educational leaders have an opportunity to recognize and introduce the importance of culture in music education and curriculums. Teaching technological skills could support lifetime access to culturally valued music in face-to-face or virtual contexts.

Turkish Schools' Readiness for Preventing Cyberbullying

Presenter(s): *Melike Kavuk Kalender*, Yıldız Technical University; *Sanser Bulu*, Ankara University
Contributor(s): *Keser Hafize*, Ankara University

Cyberbullying is a serious problem among adolescents. Widespread use of digital communication tools is increasing the number of cyberbullying cases. Schools staff should be ready to overcome cyberbullying. This study aimed to determine the awareness levels of Turkish school staff about prevention of cyberbullying. Turkish educators' awareness of creating anti-cyberbullying school climate, and instituting anti-cyberbullying technological measures was acceptable; but instituting anti-cyberbullying rules and regulations, and anti-cyberbullying educational activities were not acceptable.

[NR] Digital Citizenship: Promoting Wellness for Thriving in a Connected World

Contributor(s): *Alfonzo Porter Porter*, Denver University

This 60 minute session is designed to help educators engage in crucial discussions, supported by research-based data, regarding the impact of wide-spread access to technology upon students born into a world as "Digital Natives." This session will highlight the core themes of today's online realities while seeking to clarify the influences, advantages and unintended consequences of universal 24/7/365 connectivity. It will address the impact of internet and social media usage on today's students.

365. D&D: Considerations for Online Learning Environments

3:30 pm to 4:30 pm
3rd Level - Orlando

Experiences of Students with Visual Impairment in Online Learning Environments with regards to Instructional Media

Presenter(s): *Zerrin Ondin*, Georgia Tech

This exploratory case study investigated the experiences of the students with visual impairment in online learning environments with regards to media used in their courses with the intent of providing suggestions for accessible media design. Media included text, visuals, audio, and multimedia used in online learning environments. A semi-structured

interview protocol was developed and participants were asked about challenges they experienced and what worked well for them in terms of media in online learning environment.

Online Learning Design and Implementation Models: -A Model Validation Study Using Expert Instructional Designers

Presenter(s): *Ann W. Armstrong*, Northcentral University; *Albert J. Gale*, American Intercontinental University

Despite unprecedented growth in online learning, there is little research on model formation and model validation for online learning. Two research-based models were created to help stakeholder's design and implement online learning solutions. Both models have a focus on culture, learning, and technology. The purpose of this descriptive qualitative study is to describe the process of model creation for both models and to systematically validate the two models using The Nominal Group Technique (NGT).

366. D&D: Metacognitive Development and Mobile Device Usage in Workplace Settings

3:30 pm to 4:30 pm
3rd Level - River Terrace 1

Mobile Device Usage in University and Workplace Learning Settings

Presenter(s): *Jan Delcker*, University of Mannheim
Contributor(s): *Andrea Honal*, Baden-Wuerttemberg Cooperative State University

This research proposal reports a study investigating the usage of e-Readers and tablets in higher education. A longitudinal study was conducted at a Cooperative State University in Germany over a one-year period comparing both devices. The findings indicate a higher reported benefit for tablets. Especially the ability to access a multitude of information sources is rated as an important feature of the tablet.

Metacognitive Development for Future Learning and Innovation in the Engineering Workplace

Presenter(s): *Rose Marra*, University of Missouri
Contributor(s): *So Mi Kim*, School of Information Science and Learning Technologies

This study examined the metacognitive development of graduates of an innovative problem-based engineering program. We conducted interviews with 15 graduates. The thematic analysis indicated different developmental tracks of metacognitive knowledge in IRE graduates. IRE environments certainly increased positive self-knowledge and reliance on others, but some participants' task and strategy knowledge have shown a limitation in adaptivity to changing environments. We discuss the implications and possible directions for the curriculum revision.

367. D&D: On the Practice of Instructional Design

3:30 pm to 4:30 pm

2nd Level - Grand 3

Conceptual Framework of Design Thinking for Instructional Design Practice and Learning

Presenter(s): *Min Young Shin*, University of Georgia; *Robert Maribe Branch*, University of Georgia

This presentation will explain implementation of design thinking strategies in instructional design based on conceptual framework of design thinking. Instructional design can be considered as a type of design discipline, and it would broaden knowledge about fundamental activity and thinking beneath instructional design practice such logical thinking and creative thinking. Thus, this presentation will suggest a conceptual framework of design thinking and its implementation in instructional design practice and learning of instructional design.

Streamlining Design for Next Generation IDs

Presenter(s): *Miriam Larson*, University of Tennessee and Virginia Tech University; *Barbara Lockee*, Virginia Tech

Is it possible to teach next generation Instructional Designers a streamlined design approach that satisfies stakeholder demands for instruction that is fast and cheap AND meets learner needs? Using real-world contexts and teaching designers to mindfully streamline the ID process can equip them to quickly produce instruction that effectively addresses performance and knowledge gaps. This session will highlight a streamlined approach to design and practical strategies for teaching that process to novice instructional designers.

368. D&D: Recommendations and Principles of Learning Design

3:30 pm to 4:30 pm

3rd Level - City Terrace 07

Human-Centered Learning Design: Recommendations for Professional Development and Professional Practice

Presenter(s): *Jaclyn L Dudek*, Penn State
Contributor(s): *Rebecca Heiser*, Penn State World Campus

This presentation examines how a group of instructional designers (ID) in higher education adopted techniques of design thinking and infused the methodology of design studio in order to enhance our collaborative design process around research, ethics and reflective practices. We will discuss how we utilized techniques from other disciplines such as marketing and user experience to lead our inquiry. Lastly, we will explore implications of seeking and designing ID professional development.

Integrating Pragmatics and Principle: Leading Learning Design in the Real World

Presenter(s): *Clark Quinn*, Quinnovation

Organizational instructional design has become a race to the bottom: fast and cheap without 'good'. Yet pragmatic constraints keep pressure to maintain schedules and costs. Are there practical ways to increase quality with minimal tweaks to the design process? Here, the proposed answer is yes. Developed across several instances, the suggestion is that small changes – in working with subject-matter experts, specific collaborations, and performance support – can yield maximal impact.

369. DDL -New Board of Directors Meeting

3:30 pm to 4:30 pm

4th Level - Main St 7

370. DDL - Various Distance Education Context

3:30 pm to 4:30 pm

3rd Level - River Terrace 2

Students' Experiences of Home Labs Using Commercial Lab Kits in An Online Course

Presenter(s): *Dan Ye*, UGA

As online courses increase in higher education, how to teach science laboratory activities online has become one of biggest barriers of online education. This study examines how students perceive their experiences using commercial home labs kits in an online course and whether these home labs help students achieve the same learning result as on-campus lab course. Eighteen students enrolled in an undergraduate online course with six laboratory activities. Research data are currently being collected.

The Challenge of Online Learning in Technical Education Programs

Presenter(s): *Brian Horvitz*, Western Michigan University

Contributor(s): *Regina Garza Mitchell*, Western Michigan University

This session will discuss the findings of a National Science Foundation funded project that is investigating community colleges incorporating online, hybrid, or web-enhanced elements into technical education courses and programs. We will share our findings on how community colleges are integrating online elements into technical education, opportunities and challenges involved with this change, and directions for future research. We will describe key themes identified during our analysis.

The Effects of Biology Lab Delivery Mode on Academic Achievement in College Biology

Presenter(s): *Jaime Ann McQueen*, Texas A&M Corpus Christi

Contributor(s): *Lauren Cifuentes*, Texas A&M University--Corpus Christi

The session is a presentation of a mixed method dissertation study measuring the comparative effects of the affordances of instructor presence and learner control in physical and virtual laboratory delivery

modes. Additionally, the session provides insight into students' experiences using these affordances and the connection to academic achievement in the subject of college non-major's biology. Theoretical implications to the fields of instructional design, curriculum research, and higher education are also discussed.

371. DDL / D&D - Online Assessing Needs & Problem-Solving

3:30 pm to 4:30 pm

3rd Level - River Terrace 3

Participants

Assessing the Needs of Students and Instructors to Improve Online Courses

Presenter(s): **Meina Zhu**, *Indiana University*; **Ratrapee Techawitthayachinda**, *Indiana University*

Contributor(s): **Ling Qian**, *Indiana University*; **Yonjoo Cho**, *Indiana University-Bloomington*

This study assesses the needs of students and instructors in online education and to improve the quality of online courses so as to enhance student learning and satisfaction. We collected data using interviews and surveys from online students, instructors and program leaders. We analyzed the survey data and interviews data and used a SWOT to present our findings. This study found both positives (flexibility, faculty, well-designed courses, diverse students) and areas for improvement (insufficient support, difficult teamwork and Canvas, lack of interaction with instructors, and content) and provided implications for research and practice.

The Socially Responsible Problem Solving (SRPS) Model: Implications of Historical Thinking on Problem Solving for the Future.

Presenter(s): **Katherine Walters**, *University of Georgia*; **Ikseon Choi**, *The University of Georgia*

During our session, we will present a refined theoretical foundation on historical thinking, propose a Socially Responsible Problem Solving model, and discuss the implications and further challenges of this model.

372. DELT -Membership Meeting

3:30 pm to 4:30 pm

3rd Level - City Terrace 11

373. INTL -Membership Meeting

3:30 pm to 4:30 pm

3rd Level - St John's

374. JSET - Trends of Educational Technology Research in Japan

3:30 pm to 4:30 pm

3rd Level - City Terrace 06

Chair: **Masayuki Murakami**, *Kyoto University of Foreign Studies*

This session will present current trends of educational technology research in Japan, chaired by Prof. Murakami, Board member and SIG committee chair of Japan Society for Educational Technology (JSET). The presentations includes international affairs of JSET (Prof. Goda), activities of SIG-02 Teacher Training and Practical Study (Prof. Himeno), and SIG-04 ICT in Education. 1)JSET's Roles in the International Educational Technology Community Yoshiko Goda (Kumamoto University, Japan) JSET has been working to shrink the world of educational technology by collaborating with AECT, KSET, ICoME, Educational Organizations of China and Philippine, and others. In the presentation, the international collaborative activities of JSET will be introduced, and JSET's expected roles in the educational technology community will be discussed. 2)Resent Trend of Research on Teacher Education and Lesson Study in Japan Kanji Himeno(Hokkaido University of Education, Japan) This report is introduced to the recent trends of research on teacher education and lesson study based on the educational technology approach in Japan, and the activities of "SIG-02: teacher education and lesson study," one of the Special Interest Groups founded in 2014. And I'd like to introduce study which focused on teacher's eye movement and recognition. 3)New Course of Study and ICT in Education Yasushi GOTOH (Niigata University, JAPAN) Ministry of Education, Culture, Sports, Science and Technology revised course of study(COS) toward next decade. New COS emphasizes the importance of ICT in of education such as tablet PC, electronic blackboard and so on. Members of JSET SIG04 (ICT in Education) try to support elementary, lower secondary and upper secondary schools.

375. OTP-Mentoring

3:30 pm to 4:30 pm

4th Level - Matthews

Structured Mentoring-Introducing and Immersing Students in AECT

Presenter(s): **Nancy B. Hastings**, *University of West Florida*; **Todd Adrian**, *University of West Florida*; **Eglasia Barnes**, *University of West Florida*; **Joshua Fell**, *University of West Florida*; **Courtney Hyland**, *University of West Florida*; **Megan Podsiad**, *University of West Florida*; **Surey Rios**, *University of West Florida*

Contributor(s): **Tracy Boswell**, *University of West Florida*; **Andrea Canaday**, *University of West Florida*

This panel session explores student perspectives of a year-long structured mentoring program. Students selected to participate attended monthly webinars hosted by AECT leaders, including members of the Executive Board, GSA, and various divisions and committees. They also completed multiple reflective activities, and attended the Summer Leadership Conference. Student panelists participating in this session will discuss how this unique experience has shaped their vision of the organization, and influenced their plans for future involvement with AECT.

376. Posters

3:30 pm to 4:30 pm

3rd Level - Conf Center B

Participants

D&D: Design-Based Research and the WARE-RET Initiative: A Case Study

Presenter(s): *Jessica Hooper, University of South Florida; Elena Erick, University of South Florida*

Motivating science education can be a challenging task. The WARE-RET initiative at the University of South Florida focused on increasing participation in STEM-related fields by partnering with teachers to educate students about environmental science challenges. USF graduate students used design-based research methods to inform the development of technology-based instructional modules that introduce students to real-world STEM concepts. This poster will discuss the design and development process and preliminary results from a case study on Vermiculture.

D&D: Examining the Characteristics of 3D Digital Game-Based Learning Environments Designed by Teachers

Presenter(s): *Yun-Jo An, University of West Georgia*

It is critical to understand teachers' perspectives and expectations in order to create 3D digital game-based learning environments that can be effectively implemented in the classroom. This study examined the characteristics of 3D digital game-based learning environments designed by teachers as well as their implementation plans to better understand their expectations, preferences, and needs. Further, this study examined how the design experience influenced teachers' perceptions of digital game-based learning environments.

D&D: Explorations of storytelling approaches in STEM-related immersive virtual reality educational games: The findings from in-depth video observation

Presenter(s): *Jewoong Moon, Florida State University*

This study would show multiple storytelling approaches of immersive virtual reality (IVR) educational games pertinent to STEM. Together with immersion and high fidelity of IVR, how instructional designers can forge background stories to be able to prompt learners' engagement has been an important issue in the field. In this study, by in-depth video analysis, I would demonstrate preliminary findings regarding the patterns of storytelling design in current IVR-based applications.

D&D: IDs 4 OER: Collaboration, Communication, and Saving Students \$\$ in an OER Ecology

Presenter(s): *Jenny S Wakefield, Dallas County Community College*

Contributor(s): *Leila Mills, University of N Texas; Terry Di Paolo, Dalls County Community College*

This poster practice proposal highlights work that serves traditional students and returning adult learners toward the goal of them achieving a good education, graduating with as little debt as possible, and acquiring work. One approach toward this goal is through increased collaboration, communication, and the use of Open Educational Resources (OER) which can help

us deliver a wide array of current educational resource for quality learning while simultaneously reducing the costs of education for students.

D&D: Is Attitude Change in MOOCs Influenced by Learning Activities and Previous Notions of Self-Directed Learners

Presenter(s): *Shamila Janakiraman, Purdue University*

This poster is based on a mixed methods study conducted on the instructional design implemented in a Massive Open Online Course (MOOC), on the science of happiness. The MOOC focuses on making learners aware of what is happiness, the science behind happiness and how to stay happy. This study examines the influence that the self-directed learners' preexisting notions have, on their learning outcomes and how instructional designers can intrinsically motivate them to complete the MOOC.

RTD: Group Experience: The Roles of Knowledge and Experience and Goal Orientations

Presenter(s): *Xun Ge, University of Oklahoma*
Contributor(s): *Qian Wang, The University of Oklahoma*

In this presentation, we will report a case study exploring the relationship between students' characteristics on group collaboration effectiveness and learning outcomes in a project-based learning environment. Four graduate students in instructional design (ID) participated in this research. The findings indicated that different students had different experiences about their group work depending on group members' levels of prior knowledge experience and their goal orientation.

RTD: Identifying Older Adults' Technology Preferences for Learning Activities

Presenter(s): *JoAnne Dalton Scott, University of Tampa*

This proposal reports a Category 2 Work in Progress investigating older adults' mobile technology preferences for learning activities. The presentation will discuss existing literature covering older adults' preference of technology devices and GUI for learning activities; share ID and research applications from the literature; present methodology for the current research; and present findings which will inform a second survey. The researcher intends to share with and learn from ID professionals interested in aging learners.

RTD: Using Dr. Scratch as a Formative Feedback tool to Assess Computational Thinking

Presenter(s): *Peter Rich, Brigham Young University*
Contributor(s): *Samuel Browning, Brigham Young University*

There is a growing need internationally for those who understand computing in an increasingly digital world. In response, Computer Science and Computational Thinking are incorporated as required subjects in schools around the world. In K-8 throughout the U.S.

and Europe, Scratch is a popular way to teach coding. Scratch lacks a formative feedback tool to inform students and teachers of a student's progress in coding ability. Dr. Scratch was built to fill this need.

377. Presidential: From the Classroom to the Board Room: Becoming an Administrative Leader at Your Institution

3:30 pm to 4:30 pm
2nd Level - Grand 4

Chair: *Eugene Kowch*, University of Calgary - Faculty of Ed

From the Classroom to the Board Room: Becoming an Administrative Leader at Your Institution

Presenter(s): *Anthony A. Pina*, Sullivan University System; *Alison Carr-Chellman*, University of Idaho; *Marcy P. Driscoll*, Florida State University; *Jason Huett*, University of West Georgia; *Chris Miller*, Morehead State University; *Kay Persichitte*, Univ of Wyoming

Come and join in a lively discussion and exchange with AECT leaders who are experienced faculty and instructional designers and who now serve in administrative and academic leadership roles at their institutions. If you have been considering a future in administration or academic leadership at your institution, this is the session for you!

378. RTD - Learning Environments

3:30 pm to 4:30 pm
3rd Level - City Terrace 09

A Systematic Review of Effective Self-Regulation Strategies in Higher Education Online Learning Environments

Presenter(s): *Naomi Malone*, University of Central Florida; *Atsusi Hirumi*, University of Central Florida

Although self-regulated learning (SRL) is assumed to benefit academic achievement in higher education, there are still gaps in the literature regarding effective SRL in online learning environments within higher education. This systematic review examines the theoretical models and self-regulatory processes underpinning current empirical studies to investigate the evidence for designs that support university students' effective use of SRL strategies. The studies (k=26; n=740) generally indicate that both direct and indirect support can positively affect achievement.

Intrinsic and Extraneous Cognitive Load in E-Textbook Learning Environments

Presenter(s): *Elena Novak*, Kent State University
Contributor(s): *Jerry Daday*, Western Kentucky University; *Kerrie McDaniel*, Western Kentucky University

We adapted Leppink and colleagues' cognitive load questionnaire (2014) to measure intrinsic and extraneous cognitive load of e-textbook learning. 1,337 undergraduate biology students rated their attitudes toward e-textbooks versus printed learning materials and completed the e-textbook cognitive load

questionnaire. The data supported a two-factor pattern for intrinsic and extraneous cognitive load associated with e-textbook learning. The instrument validity was established using an analysis of the relationships between intrinsic and extraneous cognitive load and student's variables.

[NR] What Learners Value in Peer and Instructor Relationships and the Effects on Student Engagement

Contributor(s): *Tarah K. Ikahihifo*, Brigham Young University; *Charles R. Graham*, Brigham Young University

Engagement is an important aspect of the learning experience for students in higher education. Positive academic relationships with peers and instructors have been shown to help students become more engaged learners. This study reports on the characteristics of these relationships that are valued by students in traditional learning contexts. Our findings will establish a baseline about engagement and student expectations in a face-to-face context which can then be compared with online and blended contexts.

379. RTD - Multimedia Learning

3:30 pm to 4:30 pm
3rd Level - City Terrace 12

Multimedia learning and dyslexia: Learning processes, learning outcomes and individual differences

Presenter(s): *Kara Dawson*, University of Florida; *Pavlo Antonenko*, University of Florida; *Jiahui Wang*, University of Florida; *Wenjing Luo*, University of Florida

Dyslexia is the most commonly identified learning disability across all literate countries yet research related to this population and multimedia learning is limited. The purpose of this study was to analyze four multimedia conditions with dyslexic learners using learning performance outcomes, measures of neurocognitive individual differences and alpha event-related desynchronization percentage (ERD%). Results can be used to inform design of multimedia environments and contribute to our understanding of how individual differences influence multimedia learning.

The Influence of Multimedia Production Knowledge on Design Decisions of the Instructional Designer

Presenter(s): *Brent Hoard*, Old Dominion University; *Jill Stefaniak*, Old Dominion University
Contributor(s): *Darryl Draper*, Old Dominion University

This study explored the interaction of multimedia production competencies of expert and novice instructional designers on the design decisions made during the instructional design process / workflow. Survey instruments measured the production competencies of participants along with a design aloud protocol to capture and measure the instructional design decision-making process. Interviews were conducted to confirm trends or findings uncovered

during the earlier design aloud session. Employer influence on the instructional designer's decision-making was also explored.

380. Roundtables

3:30 pm to 4:30 pm

3rd Level - Conf Center A

Participants

CLT: A DuBosian Approach to Global Citizenship Education

Presenter(s): *Akasha M Horton, United States Air Force; D. Matthew Boyer, Clemson University*

This round table discussion explores how frameworks developed by African-American pedagogues of the late 19th and early 20th century can be applied to global citizenship competencies today.

CLT: Achieving Student Reading Competency in Digital and Print Text

Presenter(s): *Boaventura DaCosta, Solers Research Group*
Contributor(s): *Soonhwa Seok, Korea University*

A study is presented that explored the relationships between digital and print text in the context of reading. The findings suggest several ways to achieve student literacy competency in using digital and print text, while also pointing to additional factors that influence perceptions and behaviors among these two formats. This presentation is intended to open a dialogue among policymakers, educators, practitioners, and researchers interested in applying digital practices in the classroom.

CLT: Pedagogical Use Of Technology And Its Most Influencing Factor: A Conceptual Framework

Presenter(s): *Catrice Erika Mané, University of Georgia*

Education technology is the most influential teaching and learning resource currently used in the United States. Although access has improved both in the home and in schools, technology usage in schools varies based on social and cultural demographics. This session will provide information on the rationale, dimensions and complex nature of the second level digital divide, as well as a detailed conceptual framework that can be used to understand digital equity issues low income schools.

CLT: [NR] Peer Mentoring/Coaching: Can Traditional Face-to-Face Services be Transferred Online Effectively?

Contributor(s): *Michelle L Barber, Morehead State University*

This proposed round table discussion will provide key elements that educational institutions should contemplate when considering and creating an online peer mentoring/coaching program that is both effective and enriching with a targeted focus leading towards student success. This proposal aligns with the concepts of the Culture, Learning and Technology Division.

D&D: Design Thinking, Maker Mindset, and Higher Education Makerspaces

Presenter(s): *Gi Woong Choi, The Pennsylvania State University*

Contributor(s): *Susan Land,*

The topic of makerspaces has been widely discussed in the education realm. This proposal discusses the importance of implementing makerspaces for higher education settings and suggests two potential key learning goals of such spaces: design thinking and the maker mindset. Design thinking focuses on design/problem-solving skills, and the maker mindset focuses on a can-do attitude of learners during problem-solving processes. We posit that these key learning goals could be essential theoretical constructs for makerspaces research.

D&D: Exploring Issues and Challenges of Project-Based Learning for Teaching and Learning in the Digital Age

Presenter(s): *Chien Yu, Mississippi State University; Sang Joon Lee, Mississippi State University; Wei-Chieh Wayne Yu, Mississippi State University*
Contributor: *Angela Walton, Mississippi State University*

Project-based learning is an innovative approach to teaching and learning. The purpose of this presentation is to examine current educational practices of project-based learning for teaching and learning, and to keep up-to-date on the issues and challenges pertinent to the project-based learning strategy. In addition to reviewing the benefit and effectiveness of project-based learning, this presentation also discusses some strategies and guidelines for designing and implementing this approach in teaching and learning.

D&D: Influence of Interactive Videos on Achievement, Retention and Cognitive Load

Presenter: *Özcan Özgür DURSUN, Anadolu University*

The present study was carried out to determine the influence of interactive and non-interactive presentation of a video on academic achievement and cognitive load which was carried out through a post-test only control group design.

D&D: Infographics Use In Education

Presenter: *Wejdan Almunive, Online learning assistant, PhD student*

The aim of this literature review is to examine how the fundamental elements of infographics can support cognitive functions according to several theories of learning. Analyzing empirical studies taken from a range of disciplines concerning the impact of infographics on their readers. Finally, highlighting the methodological used to measure the effects of infographics utilization on these studies

D&D: New Faculty 101: Attempting to Overcome Day 1 Barriers to Technology Adoption

Presenter(s): *Christopher Mong, Purdue University; Debbie Dunlap Runshe, Purdue University; Benjamin Holmes, Purdue University*

Many new faculty arrive on the campus of an R1 university with priorities other than teaching. Some are familiar with one or two LMSs from their undergraduate and/or graduate work. Others may try to start completely from scratch. We took a new approach for this past school year and, instead of trying to proactively prepare new faculty for everything, we attempted to lay the foundation for future partnership using 1-1 communication and just-in-time materials.

DDL: Student Statistics Anxiety in Online and Face-to-face Statistics Courses: A Literature Review

Presenter(s): *Li Cheng, University of Florida*
 Contributor(s): *Carole Beal, University of Florida; Feiya Luo, University of Florida*

By reviewing the literature on statistics anxiety of students in online and face-to-face statistics courses, our study analyzed and synthesized the relationship between statistics anxiety and course performance, factors that influence online statistics performance and attitudes, and the strategies to decrease statistics anxiety. Implications for future research are provided.

DDL: To Tweet or Not to Tweet?: Incorporating Twitter Activities into an Asynchronous Course

Presenter(s): *Mindy Menn, Texas Woman's University*

Intentionally incorporating a social media tool in an online-delivered course simultaneously presents opportunities for interaction and teachable moments regarding digital citizenship in the 21st century. Within this session, the presenter will lead a discussion predicated on the development, implementation, and evaluation of Twitter activities within an asynchronous health informatics course. Ethical issues regarding student participation will serve as a springboard for further discussion.

DDL: Up Periscope! Exciting Ways to Use the Periscope Application in the Classroom

Presenter(s): *Mfon Jacob Akpan, National Louis University*

Best practices on using the Periscope Application to have live sessions with students, interview guest speakers, and conduct surveys.

RTD: Investigate the Effects of Presence and Interaction on The Acceptance of Blended Learning Environment

Presenter(s): *İlknur Reisoğlu, Dr.*
 Contributor(s): *Hakan Islamoglu, Recep Tayyip Erdogan University; Ömer Faruk URSAVAŞ, Recep Tayyip Erdoğan University*

The purpose of this study was to investigate the direct and indirect effects of presence and interactions on the technology acceptance factors. The participants of the study were 345 first-year university students. Three data collection tools were employed in the study: the online presence scale, the interaction scale and the technology acceptance scale. Student – content interaction had direct effects on SE, PE and PU. Instructional presence had a direct influence only on PE.

RTD: Many Cooks in the Technology Kitchen: Integrating ADDIE and Early-Grades Computer Science Education

Presenter(s): *Penny Thompson, Oklahoma State University; Tutaleni I. Asino, Oklahoma State University; Kathy Essmiller, Oklahoma State University*

While K-12 computer science education often focuses on coding, this project uses ADDIE to ground a more holistic approach. Children design, prototype, and test a mobile app, employing skills such as design thinking, problem solving, and coding, to understand the variety of ways they might contribute to a technology project. We will describe our project, facilitate a conversation about computer science in the elementary curriculum, and share selected preliminary findings from our study.

RTD: Self-Efficacy, Self-Regulation, and Instructional Strategies: Theory and Application in Allied Health

Presenter(s): *Thomas Watson Lamey, University of South Alabama; Gayle V. Davidson-Shivers, University of South Alabama*

The purpose of this presentation is to illustrate the influence of self-efficacy and self-regulation theory in underpinning the development of instructional strategy for a pulmonary rehabilitation program. In addition, existing literature, research methods, data analyses with findings, and concluding notes will be discussed.

RTD: Student-Led Parent Conferences: Goal Setting Challenges for Elementary Students

Presenter(s): *Joan Mazur, University of Kentucky; Cherise Brummer, Christian County Public Schools*

An elementary school in a rural southeastern state with a high military-connected, highly mobile population has been implementing student-led parent conferencing for two years. In this roundtable the presenter will discuss preliminary results from parent focus groups that target 1) parents' perceptions of the process, 2) evidence of students use of goal setting to self-assess their learning and convey these to parents and 3) ways in which the use of a Design Tension Analysis (Tator, 2004) can articulate future directions for student-led conferencing that will result in a) parents' confidence in the process for improving the academic resiliency for these highly mobile students.

RTD: TechTrends Volume 61 Summary

Presenter(s): *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 2017 (Vol. 61) 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.

STC: An Examination of Learning Leading for Change in Andragogic Web-Based Instruction

Presenter(s): *Deborah M. Taylor, Director of Library Services*

Globally, adult learners are returning to colleges and universities. As the epicenter for progressive adult education, academic librarians provide library services, resources, and instruction to all patrons, including the adult learner. However, when it comes to Learning Leading for Change, academic libraries often overlook the need for andragogic web-based instruction, and focus more on traditional, on-campus instruction. This exploratory study will examine the role of system thinking and change in the integration andragogic web-based instruction.

STC: Digital Transformation and Opening Higher Education: The Case of University Duisburg-Essen

Presenter(s): **Barbara Getto**, University Duisburg-Essen

Contributor(s): **Michael Kerres**, University Duisburg-Essen

Digital transformation in higher education can be seen as a general trend of “modernization” or as a chance for an organization to develop strategies to position itself in the university’s competition. The paper addresses the implications of options for universities on an institutional level. The case of the University Duisburg-Essen is an example on how a German university promotes an Open Education Strategy to support the university’s overall strategy and catalyze digitalization.

STC: Is Our Technology Presuming too Much

Presenter(s): **susan e copp**, George Washington University; **Mark A Mace**, Ohio University

Presumptive Technology is a term used to describe technology that presumes it knows what we want to do. Sometimes that’s a good thing, but how does presumptive technology affect learning? This presentation will examine the phenomenology of presumptive technology through the lens of students attending a large Midwestern university. We will also explore the history of presumptive technology and the sometimes humorous ways it has evolved to affect almost every aspect our daily lives.

STC: Supporting the Whole Child: Professional Development for Education Staff on Students’ Social-Emotional Needs

Presenter(s): **Christine Herlihy**, University of Central Florida; **Laurie O. Campbell**, University of Central Florida

Contributor(s): **Glenn Lambie**, University of Central Florida

The presentation will report on an ongoing online training program for K-12 public Florida educators and support staff, involving the successes and failures in enabling staff to identify social and emotional behavioral indicators present in students in crisis. The grant program funding the research provides resources to foster and support social connections among students, promoting their functionality in and outside of school, and funds the ongoing research and implementation of this research project.

381. SMT - Student Support & Research

3:30 pm to 4:30 pm

4th Level - Hart

Technology in Support of Diverse Assessment

Presenter(s): **Gary Ackerman**, Rivendell Academy

This paper presents the case of a small rural school that implemented an assessment program designed around three different measures, each designed to answer a different question about the secondary students enrolled in the school. Technological solutions were used to capture both qualitative and quantitative evidence of students’ learning; those solutions are described and other finds are discussed.

Exploration of the nature and predictors of student responses to cyberbullying

Presenter(s): **Yavuz Akbulut**, Anadolu University

Contributor(s): **Bahadır Eristi**, Anadolu University

Through developing and confirming a reliable and valid scale with both high school and undergraduate students, the current study aimed to investigate the nature and predictors of cyberbullying responses. The scale, which was developed through comprehensive literature review, focus group interviews and expert panels, was administered to high school and undergraduate students followed by exploratory and confirmatory factor analyses along with relevant parametric tests to see the predictors of each response pattern.

382. SMT - Who Are We?

3:30 pm to 4:30 pm

4th Level - Main St 8

The School Media & Technology Division: Many Faces, One Mission

Presenter(s): **Paige Hale**, Eastern Kentucky University; **Dennis Beck**, University of Arkansas; **Leslie Blatt**, School Media Technology Division; **Bruce Robert DuBoff**, School Media & Technology

Contributor(s): **Tamera Celeste Hudnell**, AECT School Media and Technology Division Board Member

The School Media & Technology division serves a unique role in AECT. SMT is the only division focusing on the work and concerns of P-12 and general practitioners who are interested in technology integration. SMT’s practitioner focus can leave it as the proverbial “odd man out” in what is an otherwise research-driven, higher education-focused organization. A diverse panel of SMT leaders, including those with library media backgrounds, will discuss the “large tent” mentality of this division.

383. STC - Changing our Learning Environments

3:30 pm to 4:30 pm

3rd Level - City Terrace 04

Leading the Change in Performance-based Learning: Alignment of the Learning Ecosystem Elements

Presenter(s): **Monica Sulecio de Alvarez**, Independent

Distance Learning Experience Designer & Coach
Contributor(s): **Clotilde Lomeli**, Universidad
Autonoma de Baja California

The purpose of this symposia is to present practical methods to align the elements of a competency-based learning experience. Alignment is crucial for the success of any learning experience. However, in competency-based environments it is common to miss it, scaffolding and evaluating products, instead of outcomes. Presenters will share their insights on how to align the elements of the learning ecosystem using rubrics as strategic plans and selected learning objects to support complex learning.

**Lead learning for change in the university classroom:
Experiential activities for the learning evolution**
Presenter(s): **Beth Rajan Sockman**, East Stroudsburg
University of Pennsylvania; **Christine K. Sorensen
Irvine**, University of Hawaii at Manoa

The concepts of learning and intelligence have evolved with our understanding of human development and neuroscience. Yet, our university classrooms are flooded with reading literature about learning rather than engaging in meaningful experiences that make lasting impressions about these new developments. During this interactive session, participants gain experiences that will expand their teaching toolbox to lead the change of learning in their own environments.

384. AECT Membership Meeting

4:45 pm to 5:45 pm

2nd Level - Grand 4

1. Welcome Message: Dr. Kowch 2. Presidential Candidate Speeches a) Dr. Shahron Williams Van-Rooj b) Dr. Micheal Grant 3. Introduction: New Board Members 4. Directions for 2017: Dr. Kowch 5. Awards Presentation 6. Financial Report 7. Membership Report 8. Next Year's Convention in Kansas City: Dr. Trey Martindale 9. Member Discussion / Open Forum

385. University Reception (Grand 5-7)

6:00 pm to 7:30 pm

2nd Level - Grand 5

386. 2018 National Convention Planning

7:00 am to 8:30 am

3rd Level - St John's

Presenters: *Trey Martindale*, University of Memphis
Linda L. Campion, East Carolina University

387. Intern Meeting - 4 Saturday

7:30 am to 8:30 am

3rd Level - Boardroom 2

Chair: *Megan Connors Murtaugh*, Nova Southeastern University

388. Morehead State Doctoral Seminar - 4 Saturday

7:30 am to 8:30 am

3rd Level - Boardroom 3

389. AECT -Board of Directors Meeting II

8:30 am to 12:00 pm

3rd Level - River Terrace 1

390. 41-W1: Designing Instructional Media for Accessibility

9:00 am to 12:00 pm

3rd Level - City Terrace 09

Designing Instructional Media for Accessibility

Presenter(s): *Tara Bunag*, University of the Pacific

Whether you are just entering the field of instructional design or wanting to refresh your skills in consideration of new technology, this workshop is for you! We will discuss the growing requirements for accessibility in both higher education and training contexts, then we will get to work creating accessible media. Be ready to learn and apply your work right away, with plenty of tools and examples for you to take away from the workshop.

391. 41-W3: Building Your Brand: Using an ePortfolio to Elevate Yourself and Your Digital Work

9:00 am to 12:00 pm

3rd Level - City Terrace 08

Building your brand: Using an ePortfolio to elevate yourself and your digital work

Presenter(s): *Daniel yaffe*, Vt; *Aimee Michelle Brenner*, Averett University
Contributor: *Samantha Blevins*, Virginia Tech

As our world continues to transition to digital formats of documentation, the expectations professionals embrace, and the management of their digital selves, continues to grow. In this workshop we will discuss the process of creating and cultivating a digital professional identity through the use of an ePortfolio. Technology platforms will be explored and specific guidance regarding building a professional ePortfolio identity will be offered. Participants are asked to bring their own device and prepared artifacts.

392. 41-W5: SocioTechnical Walkthrough - A Collaborative, Human-Centered Design & Development Method for Projects

9:00 am to 12:00 pm

3rd Level - City Terrace 10

SocioTechnical Walkthrough – A Collaborative, Human-Centered Design & Development Method for Projects

Presenter(s): *Isa Jahnke*, University of Missouri-Columbia; *Joi Moore*, University of Missouri
Contributor(s): *So Mi Kim*, School of Information Science and Learning Technologies; *Alexander Nolte*, University of Pittsburgh

The half-day workshop has two goals: understanding and application of the Sociotechnical Walkthrough (STWT). STWT is a participatory design and development method supports collaborative work among designers, programmers and users to elicit together existing workflows and communication processes while anticipating technology support. Participants will learn how to apply the STWT in different stages of a project. STWT can be used in the beginning of projects or during IT refinement to gain deeper understanding of specific IT functionalities.

393. 41-W6: Accessible Course Development: How to Design Learning Materials For All

9:00 am to 12:00 pm

3rd Level - City Terrace 12

Accessible Course Development: How to Design Learning Materials For All

Presenter(s): *Zerrin Ondin*, Georgia Tech; *Larry Cox, II*, Virginia Tech University

This half-day workshop is designed for instructional designers, course developers, and faculty members who are interested in designing and developing courses in ways that incorporate accessibility and are inclusive of the needs of diverse learners. By the end of this workshop participants will be able to identify accessibility challenges students with disabilities encounter in learning environment and develop accessible learning materials.

394. 41-W7: Lecture Like TED: Transforming your PPT Deck and Presentation Skills for a More TED-Worthy Presentation

9:00 am to 12:00 pm

3rd Level - City Terrace 07

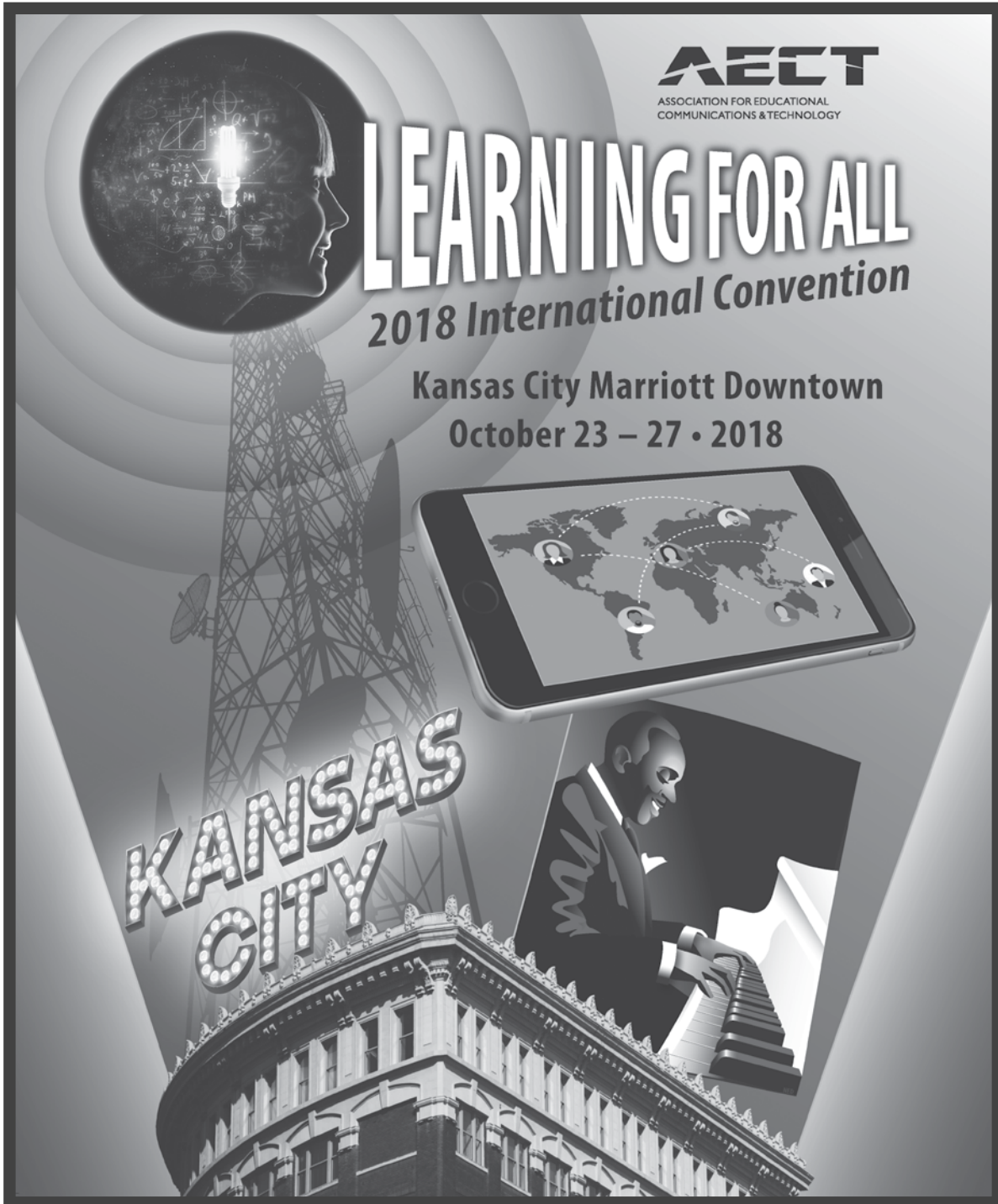
Lecture Like TED: Transforming your PPT Deck and Presentation Skills for a more TED-Worthy Presentation

Presenter(s): *Amie Norden*, University of Minnesota

In this hands-on workshop, participants will transform an existing presentation to become more TED-worthy in presentation style. The facilitator will walk through TED-like transformation tips for PPT and video presentation skills. After each element, participants will work on transforming their existing PPT deck and practicing their video presentation skills. Participants should bring a laptop, an iPad, and an existing PPT deck (or another app).

Coming soon...

AECT's 2018 International Convention Call for Proposals



Please visit us at aect.org for details.

2018 AECT Design & Development Competition Problem Statement

Designing Customer Service Training for Museum Employees

The Negro Leagues Baseball Museum has thousands of visitors each year to its location in Kansas City, Missouri. It is one of the real treasures in the US, especially for those who are interested in the history of baseball. It is home to the history of the players who played during the years of the Negro League (1920 – early 1960s) and the many stories when baseball was segregated. When Jackie Robinson broke the color barrier in baseball when he played for the Brooklyn Dodgers in 1947, it marked the beginning of the end of the Negro Leagues.

Today, the museum is a destination spot for baseball lovers everywhere. It realizes that with each passing year there are fewer and fewer patrons who have a connection to the players from the Negro League. The museum is looking towards attracting the next generation of baseball fans. Leadership strongly believes that excellent customer service will keep its existing patrons coming back, will attract the next generation and will provide an outstanding experience to all who visit.

The museum recently received a sizable grant and the directors decided to use a portion of these funds towards customer service training. The directors have mandated that this training specifically include practices to engage the customer more personally and intentionally. To this end, the Negro League Baseball Museum is putting forth a proposal for the creation and delivery of a specific training program designed for its employees and volunteers. This training should include the following components:

- 1. Customer service training (children and adults)**
- 2. Museum history/background training**

Employee Training: All training for employees will take place at the museum and is to be completed before the tourist season begins. This training should include an interactive face-to-face component as well as supplemental e-learning components. It should also include a competency component along with remediation and refresher components.

Volunteer Training: All volunteer customer service training will take place at the museum and be made available throughout the year. Special attention should be given to the fact that most of the volunteers are of retirement age.

Recommendations for improving the museum's existing training program

The NLBM has existing training materials on hand. Included in this proposal is a review of these materials and recommendations for improvement provided to management. These materials must also have added this new emphasis on customer service training.

The RFP stipulates three stages to the competition for this contract.

Phase I of the Competition For the initial proposal, your team will create a document outlining your plan to deliver the training in the areas outlined above. The first proposal must be detailed enough to give a sense of what you intend to do, but should not be the final product in full detail. The document will help the Department administrators decide whether your team is sound in its research, is feasible and is creative enough to capture the attention and interest of all who will participate in the training.

2018 Problem Statement

The creation of this document is your first task. This document must be submitted by April 1, 2018 for complete consideration. An administrative liaison will be available 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, for which a formal and complete proposal of your entire solution to the problem will be required. To be considered to move on in the competition, your Phase One proposal must include:

1. Recap of the problem being addressed
2. Training strategy with appropriate theoretical grounding [Design Model]
3. Instructional technology to be used to implement the training
4. Project Timeline
5. Program Evaluation Plan
6. Draft Funding/Budget and any additional staffing requirements
7. No identifying information.

Important: Failure to remove personal information, names, and institutional information will result in automatic disqualification from the competition.

Each submission will be from a team of two graduate students working together to solve the problem. Graduate students do not need to be from the same university, however all participants must be members of AECT and the Design and Development Division of AECT by the final phase of the competition.

Phase II of the Competition

If the Negro League Museum determines that your proposal represents a viable solution, you will work with an independent learning consultant (a mentor) who will be assigned to help you develop what will become your 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 examples is your second task. These components will be due on August 15th, 2018.

The top three proposals from Phase Two will be invited to make a presentation to the judging panel at the AECT Annual Convention in the third and final phase.

Phase III of the Competition

If your team designs one of the top proposals, you will be asked to make a 30-minute presentation to the Negro League Baseball Museum advisory board where they will select which of the three proposals to fund. At the 2018 AECT annual conference in Kansas City, each selected team will have 30 minutes to present (20 minutes for presentation and 10 minutes for questions) their solution. A team of expert faculty will play the role of the Negro League Baseball Museum advisory board members/judges. The judges will deliberate and one team will be selected to receive the contract, which means winning the “Best Presentation” component of the AECT 2018 Design and Development Competition!

2018 Problem Statement

Announcement of the final competition participants and results is made at the 2018 Design and Development Division Luncheon during the 2018 AECT Annual Convention. Please note that if a team is selected to move on to Phase III of the competition, both team members from the team must be present at the AECT 2018 Annual Convention to present in this final phase of the competition. For additional information and the 2018 timeline, visit the Website: <http://www.aect.org>.

Note: The problem statement is hypothetical and doesn't reflect on the situation, policies, leadership, or employees of the Negro League Baseball Museum.

The AECT Design and Development Competition Planning Committee:
Dan Schuch, chair; Lisa Giacumo; Carrie Miller; Sheri Stover; Steve Villachica

Division & Affiliate Index

AECT

- 001 Intern Meeting - 0 Tuesday
- 002 AECT -Board of Directors Meeting I
- 009 The AECT Leadership Luncheon (RSVP-Invitation only)
- 012 2017 Early Career Symposium - Tuesday
- 013 AECT Foundation Board of Trustees Meeting I
- 018 GSA - Executive Board Meeting
- 020 Committee: Professional Ethics
- 021 First Timer's Orientation
- 023 Intern Meeting - 1 Wednesday
- 024 2017 Early Career Symposium - Wednesday
- 026 Morehead State Doctoral Seminar - 1 Wednesday
- 029 Tech Trends Editorial Board
- 041 AECT Leader Event – Follow-up from Summer Leadership 2017
- 042 Division Communications Officers
- 046 AECT Convention Registrants Cafe - Wednesday
- 047 Keynote: Leading for Learning – Something New Under the Sun
- 048 AECT-Envisioning the Future of AECT
 - 048 Envisioning the Future of AECT and Its Divisions
- 051 Committee: AECT Awards
- 058 GSA - What is the Future of Our Field?
- 075 Committee: History & Archives
- 085 GSA - Meet the AECT Divisions
- 097 Booksigning: Brad Hokanson
- 100 Committee: Learner Engagement SIG
- 101 Committee: Strategic Planning
- 111 GSA - Leveraging Social Media as a Membership Communication Tool for Non-Profits
- 123 Welcome Reception
- 125 President's Reception for International Affiliates (by invitation only)
- 126 Morehead State Doctoral Seminar - 2 Thursday
- 127 Intern Meeting - 2 Thursday
- 128 AECT Breakfast with Champions
- 129 AECT Convention Registrants Cafe - Thursday
- 131 Keynote: Systems Thinking Made Simple
- 134 Committee: Definition & Terminology (Thur)
- 143 GSA - Sandbox (tech tools)
- 155 AECT-Roundtables-A
 - 155 Opportunities for Learner Engagement
- 160 Booksigning: Rob Branch / Tonia Dousay
- 161 AECT/Thailand-An Exploration of the Enhancing Student's Cross-Cultural Competence in Ubiquitous MOOC Instructional Design Model
- 161 An Exploration of the Enhancing Student's Cross-Cultural Competence in Ubiquitous MOOC Instructional Design Model
- 161 Blended Instruction Using Simulated Learning to Enhance Digital Literacy for Student Teachers in Thailand.
- 163 Committee: Organization & By-Laws
- 173 GSA - Journal Editors Panel
- 188 Journal of Formative Design in Learning Board
- 190 Booksigning: Shahron Williams van Rooij
- 191 AECT Foundation Board of Trustees Meeting II
- 192 AECT-National Technology Leadership Summit Panel
 - 192 National Technology Leadership Summit (NTLS) Panel
- 204 PIDT 2018 Planning
- 224 GSA - Balancing Work/Life/Academia
- 247 GSA - Fireside Chat
- 248 Handbook Advisory: Shaping the Content of our Field's Next Research Handbook
- 261 AECT Listens & Learns with Duval County Schools
- 262 Booksigning: Angela Benson
- 265 Handbook Advisory Board
- 268 Fun: Walk/Run
- 269 Intern Meeting - 3 Friday
- 270 Morehead State Doctoral Seminar - 3 Friday
- 272 Committee: Leadership Development
- 273 AECT Convention Registrants Cafe - Friday
- 275 Keynote: Conation: Its Key Role in Leading Learning for Change
- 279 Committee: Definition & Terminology (Fri)
- 288 ETR&D Joint Editorial Board Meeting
- 295 QRDE Editorial Board
- 303 AECT-Leadership in Student Organizations
 - 303 Leadership in Student Organizations: Experiences and Reflections from Student Leaders
- 313 ETR&D Award Presentation
- 314 GSA - Intern Panel
- 329 GSA - Membership Meeting & Luncheon
- 331 AECT Past President's Luncheon (Past AECT Presidents only)
- 332 Booksigning: Rick West
- 333 AECT-Exploring Pedagogical Foundations
 - 333 Exploring Pedagogical Foundations of Existing Virtual Reality Educational Applications: A Content Analysis Study

Division & Affiliate Index

- 354 AECT-Roundtables-B
354 Meeting Learners Need for Relationships through Additional Technology in an Informal Setting: A Qualitative Study of an Open-Learning Environment
- 360 GSA - 3MT Competition Finals
- 362 AECT - How to Publish in the Journal of Applied Instructional Design (JAID)
- 384 AECT Membership Meeting
- 385 University Reception (Grand 5-7)
- 386 2018 National Convention Planning
- 387 Intern Meeting - 4 Saturday
- 388 Morehead State Doctoral Seminar - 4 Saturday
- 389 AECT -Board of Directors Meeting II
- AECT-High Impact Talk**
- 059 HITs One
- 059 [INTL] Learning for Change: Accessible Teacher Professional Development Through Popular Social Networking Websites And Apps
- 059 [ELT] Designing for Technology Modality in Online Courses
- 059 [CLT] Flipping Education on its Head – Coming off Autopilot and Putting Power into Students’ Hands
- 059 [RTD] Changing how we Learn to Lead: The revealing nature of Student Narratives
- 086 HITs Two
- 086 [SMT] Connecting students with purple ribbons
- 086 [STC] A Game for Change: A Way Home!
- 086 [D&D] Magic: An Innovative Way to Inspire Creativity
- 086 [TED] Music the Universal
- 112 HITs Three
- 112 [LDC] Leading Learning for Change: Service and Personal Impact
- 112 [RTD] Combating Tribalism and Navigating Paradigms in Education Technology Research
- Culture, Learning and Technology**
- 025 CLT -Board of Directors Meeting
- 050 CLT-Cross cultural dialogues for academic and non-academic purposes
- 050 Navigating Cross-cultural Dialogues in Informal Technology-based Learning Environments
- 050 Augmenting Young English Learners’ Multiliteracies Pedagogy through Technological Funds of Knowledge: An Ethnographic Case Study
- 050 Exploring digital natives academic use of technology through the lens of culture
- 074 CLT-Exploring the intersection of culture, learning, games and social media
- 074 Strengthened Culture Competency of Graduate Students by Using Facebook, Pinterest, or Blogging
- 074 The Cultural Phenomenon of Playing Pokémon Go: A Phenomenological Investigation
- 074 What Leaders Should Know about Social Media, Collaboration, and Doctoral Learning
- 098 CLT-Career and Research mentorship
- 098 Testing Your Research Idea
- 098 Shaping Your Career in Instructional Science
- 099 CLT-Minority voices as change agents
- 099 Leading Change for American Indian/Alaskan Native Postsecondary Cultural Influences Using Secondary Data
- 099 Learning from the Lives of Women Leaders in Technology
- 132 CLT-Culture in Professional Development, pedagogy and design
- 132 Exploring the Pedagogical Value of Mobile Social Media for the Learning and Teaching of Culture
- 132 Fatih Project vs Maine Learning Technology Initiative: A comparison study of Teacher Professional Development
- 132 Impacts of MOOCs on online learning and campus-based course design
- 133 CLT-Moving together through global collaborations
- 133 CLT Global Collaborations
- 133 CLT and International Divisions - Opportunities for Collaboration
- 162 CLT -Membership Meeting
- 186 CLT -Lunch
- 193 CLT-2016 McJulien Scholars Panel
- 193 2016 McJulien Scholars Panel: A Reflection of Culturally Responsive Teaching in Education
- 216 CLT-Leading Learning for Change: Recontextualizing OER for Diverse Learner Audiences
- 216 Leading Learning for Change: Recontextualizing OER for Diverse Learner Audiences
- 217 CLT-Teachers as leaders of the CLT transformation
- 217 Pre-Service ICT Teachers’ Recommendations for School Internet Safety
- 217 Teacher 2.0: Transform your Classroom in 6 Steps with Technology
- 239 CLT-Routledge Publications
- 239 CLT Routledge Publications
- 271 CLT -New Board of Directors Meeting
- 276 CLT-Decolonizing Instructional Technology: Examples and Practical Suggestions for Transforming Courses & Curricula
- 276 Critical Issues at the Intersection of Culture, Learning, & Technology

Division & Affiliate Index

- 277 CLT-Documenting the Contributions, Impact and Legacy of Minorities in Media
277 Documenting the Contributions, Impact and Legacy of Minorities in Media
- 278 CLT-Leading a cultural change in online
278 Changing the Way We Foster Change: An Alternative Design of Online Diversity Training for Higher Education Faculty
278 Cultural Investigations: Student Experiences with Cross-cultural Online Communication
278 The Effects of Immediate Feedback on Language Achievement: Socrative as an Online Feedback Tool
- 304 CLT-Cultural Identity and vocabulary in learning
304 Purposeful formation of a culture in an online course: Impacts on learner social presence and learner self-identity and community
304 Transforming First-Year New Media Projects from Literacy to Ulmer's Electracy
304 [NR] The Effects of Online Glossary Quizzes and Student Autonomy on Domain Vocabulary Learning
- 319 CLT-Posters
319 [NR] Adios to Books and Bon Jour to e-learning: Immersion of Educational Technology Resources in Foreign Language Classrooms
319 Developing a Culture of Shared Practice through the use of Personal Learning Networks amongst STEM Educators
319 I Told You So: Student Agency During the Pilot Test of a Middle School ICT Enrichment Program
319 Network structure and identity in a learning-themed discussion on Twitter: The case of #lrnchat
319 [NR] Social media for supporting informal learning in museums
319 [NR] The Experience of Saudi Students with Online Learning in U.S. University
319 The Impact of Inequities in Ability Tracking on Disadvantaged, Minority, and Low-Socioeconomic Status Students
- 323 CLT-Roundtables-A
323 Leading a Learning Transformation with Blended and Personalized Learning
323 Learner Profiles of Attitudinal Learning in a MOOC: An explanatory sequential mixed methods study
323 Promoting the Educational Possibilities of the Internet While Safeguarding Today's Youth
- 334 CLT-Creating with culture in mind
334 Using Social Media Tools to Create an Academic Brand and Personal Learning Network
334 Coding is Caring
- 335 CLT-Leading the cultural transformative discourse
335 Does Educational Technology Bridge or Widen the Social Inequality Gap?
335 Educational Technology and Critical Pedagogy: A Dialectic Toward Equity and Inclusion
335 Hello, PWI! I am here too. How can PWIs support, develop and retain Black faculty and staff members?
- 354 CLT-Roundtables-B
354 Should Simulated Role-Playing Digital Games Work for Teaching about Social Justice?
354 The Information and Communication Technology Disposition of Gamers and Implications in Educational Contexts
354 What's Fun Got To Do With It? An Ethnographic Inquiry Into Gamification For Non-Gamers
- 363 CLT-Exploring culture and learning in international context
363 Overcoming Barriers to Technology Use for Saudi Female K-12 ESL Teachers in Public Schools
363 Online Learning in Japan: Meeting the cultural needs of learners
- 364 CLT-Leading the culture and wellness transformation
364 Witnesses to Transformation: Family Member Experiences Providing Individualized Music to Relatives with Dementia
364 Turkish Schools' Readiness for Preventing Cyberbullying
364 [NR] Digital Citizenship: Promoting Wellness for Thriving in a Connected World
- 380 CLT-Roundtables-C
380 A DuBosian Approach to Global Citizenship Education
380 Achieving Student Reading Competency in Digital and Print Text
380 Pedagogical Use Of Technology And Its Most Influencing Factor: A Conceptual Framework
380 [NR] Peer Mentoring/Coaching: Can Traditional Face-to-Face Services be Transferred Online Effectively?
- ### Design and Development
- 014 D&D - Board of Directors Meeting
022 AECT/D&D Instructional Design Competition Meet & Greet
039 D&D -IDT Professor's Forum: The Emerging "E" and "I" focus in preparing new generation of the Instructional Designers
049 AECT/D&D Competitor Orientation & Setup
052 D&D: Applications of Instructional Design in Practice
052 Application of an Instructional Design Model to Improve Financial Literacy Education for College Students
052 Training new Citizen Scientists to collaborate in clinical research: An instructional design case
053 D&D: Computer-Based Scaffolding and Representation Format

Division & Affiliate Index

- 053 Competency-Based Education for the Workplace: Applied Competency, Authentic Assessment, and Computer-Based Scaffolding
- 053 Effects of Representation Format on Eye Movements in Math Problem Solving: Does Iconic Make a Difference?
- 072 [NR] D&D: Applications of Technology in Mathematics Learning
- 072 [NR] Effect of Sixth Grade Students' Development of Their Own Mathematical Games on Their Mathematical Problem-Posing Abilities
- 073 AECT/D&D Instructional Design Competition
- 076 D&D: Applications of Technology in Science Teacher Practice
- 076 Teacher Scaffolding Strategies in Technology-Enhanced Socio-Scientific Inquiry Unit
- 076 The Effects of 3D Printing Design Projects on Preservice Elementary Teachers' Science Engagement and Attitudes
- 077 D&D: Emerging Trends and Issues in Neuroscience to Inform Instructional Design Leadership and Change
- 077 Emerging Trends and Issues in Neuroscience to Inform Instructional Design Leadership and Change
- 078 D&D: Instructional Developers and E-Learning Readiness
- 078 Creating Effective Instruction Amidst Oodles of Options for Instructional Developers
- 078 Design and Development of a Tool to determine E-learning Readiness
- 079 D&D: The Use of Instructional Video in Educational Settings
- 079 Assessing Learning Strategies with an Educational Video
- 079 The use of interactive videos on student achievement in the science classroom.
- 102 D&D - Applying the ADDIE Model
- 102 Applying the ADDIE Model to Instructional Video
- 103 D&D: Engaging Faculty in Teaching and Learning
- 103 If We Build It, Will You Come? Faculty Motivation to Attend Workshop on Innovative Teaching
- 103 Putting the 'Effective' into Effective Collaborations between Instructional Designers and Faculty
- 104 D&D: Exploring Innovative Ways to Assess Real-World Problem Solving Abilities
- 104 D&D Symposium: Exploring Innovative Ways to Assess Real-World Problem Solving Abilities
- 105 D&D: Models for Pre-Service Teacher Education
- 105 A Model of Educational Program for Improving Competency of Pre-service Teacher to Implement Smart Education
- 105 Preservice teachers in undergraduate and graduate levels: Who would get more benefits from flipped learning approaches?
- 106 D&D: Peer Learning Strategies in Educational Settings
- 106 Implementing a Peer Assessment Strategy in Group Work
- 106 Peer-Led Team Learning in a Problem-Solving Course: Lessons Learned
- 136 D&D: Applications of Simulation Technology in Education
- 136 Exploring the Impacts of Logic Simulation in an Online Computer Architecture Course
- 136 Exploring the Usability and Usefulness of JustPhysiology, a Computational Simulation Technology for Undergraduate Experimentation
- 137 D&D: Productive Failure in Educational Settings
- 137 Changing Student Performance and Perceptions through Productive Failure: Active Learning for Applied Chemistry in Pharmaceuticals
- 137 When is "Productive Failure" Most Productive? A Meta-Analysis
- 154 D&D: Game-Based Learning Strategies
- 154 Using Game-based Learning as Teaching Strategies
- 154 [NR] Sharing Notes: What Game Developers Can Teach Serious Games Designers about Selecting Music
- 164 D&D: Design and the Instructional Designer
- 164 Do It with Style: Imagination, Creativity, and Style for Instructional Designers
- 164 Insitu Design: An Exploration of Design Decisions Made By Instructional Designers
- 164 Novice Instructional Designers as Reflective Practitioners
- 165 D&D: Examining the Facets of STEM Education
- 165 An exploratory investigation into latent gender bias in children's STEM literature images
- 165 Assessing Computational Thinking in a STEM Classroom: The Design and Development of an Assessment Tool
- 165 Enhancing Algorithmic Thinking and Ethical Reasoning through Scenario-based Computational Thinking Curriculum
- 166 D&D: Game Developers Expertise
- 166 A Phenomenological Examination of Virtual Game Developers' Experiences Using Jacob's Ladder Pre-Production Design Tactic
- 166 Game-Based Learning with Embedded Assessment for Three-Dimensional Science Learning
- 167 D&D: Mixed-Reality and Gamified Learning Environments
- 167 Designing Teaching Training Scenarios in a Mixed-reality Immersive Learning Environment
- 167 Gamified Learning: Quest for Learner Engagement
- 170 D&D - Computer Learning in Distance Education

Division & Affiliate Index

- 170 Utilizing Computer-Based Scaffolds To Support Problem-Based Learning In Distance Education
- 177 D&D - Posters-A
- 177 Design and Implementation of A Computerized Model of Nursing Performance-Based Measurement System
- 177 If We Can Measure, We Can Improve: Utilizing Data Analytics to Change Learner Experiences
- 177 Learning To Raise Orphaned Neonatal Kittens Through A Simulation Design: Change For Efficiency To Lower Kitten Mortality Rates
- 177 Modeling the Mastery of Conceptual Understanding and Math Problem Solving Skills in relation to Learning Support enhancing Problem Representation and Game Support enhancing General Game Skills in a math learning game
- 177 Reorganizing action verbs and embodied activities in immersive virtual reality games: Implications for instructional design
- 177 The Affordances of Technology Enabled Learning Environments: An Analysis of EdHeads
- 180 D&D - Roundtables-A
- 180 A Course to Train Faculty to Create Accessible Learning Environments
- 180 Comparative Investigation of Student Self-Reflections: Video and Text-Based Reflections in a Business Communication Course
- 180 How Teachers in Middle Schools Design Technology Integration Activities
- 180 Using Quality Matters for Online and Blended Course Development: Processes, Contexts, and Strategies
- 187 D&D / RTD - Awards Luncheon (tickets required)
- 194 D&D - Membership Meeting
- 218 D&D: Florida University Programs Meeting
- 219 D&D: Learning Situations and Contexts
- 219 Examining Middle School Students' Collaborative Multimodal Composing through Disciplinary Identity Development
- 219 If You Build It, Will They Come? Using Room Design to Encourage Active Learning.
- 219 Implementing Learning Analytics Features: At the Intersection of Pedagogical and Information Technological Perspectives
- 220 D&D: Online Learning Environments
- 220 Investigating the Use of Computer-Supported Collaborative Learning in the Online Environment
- 220 Lessons Learned Developing a Digital Literacy Online Training Program for Students with Exceptionalities
- 220 Tracking the Design and Development of a Six Module miniMOOC for Quality Graduate Supervision
- 240 D&D: Preparing the Next Generation of Instructional Design Leaders
- 240 Preparing the Next Generation of Instructional Design Leaders
- 241 D&D: Use of Gamification in Educational Settings
- 241 Does gamification improve students' engagement and academic performance? A review of literature
- 241 The Impact of Gamification on Student Knowledge, Engagement, and Perceptions While Learning APA Referencing
- 242 D&D: Utility of Open Educational Resources
- 242 Designers Using Authentic Personas to Develop Open Education Resources
- 242 Exploring Student Perception about the Use of Open Educational Resources to Reduce Statistics Anxiety
- 242 The Development of an Open Access Textbook for Instructional Technology Departments
- 263 D&D - Awardee Presentations
- 280 D&D: Design Studio and Case Pedagogy
- 280 A Framework for Classifying Design Studio Pedagogy
- 280 How novices use expert case libraries for problem solving
- 281 D&D: Faculty Considerations and Competency-Based Education
- 281 Competency-Based Transdisciplinary Program: Evolving Roles of Faculty
- 281 Faculty Development in Competency-Based Education: Design Considerations
- 282 D&D: Instructional Strategies in Context
- 282 An Exploratory Study Examining the Instructional Strategies Used to Teach Ethics
- 282 Mindfulness as an Instructional Strategy to Enhance Reflection in Situated Learning
- 283 D&D: Prior Knowledge in Multimedia Learning Environments
- 283 An Examination of Prior Knowledge and Cueing Effects in an Animation
- 283 Investigating the Effects of Information Signaling in Feedback Message and Learners' Prior Knowledge on Mathematics Problem Solving
- 305 D&D: Educational Change and Transformation
- 305 Exploring Socio-Cultural Approach to Generating Educational Change from K-12 School Leaders' Perspectives: A Qualitative Content Analysis
- 305 Learning Innovation: leading a culture of change
- 306 D&D: Engaging Instructional Design Graduate Students
- 306 Posting, Sharing, Networking, and Connecting: Instructional Design Graduate Students Use of Social Media
- 306 What do Graduate Students and Subject Matter Experts

Division & Affiliate Index

- learn from Instructional Design Service-Learning Projects
- 307 D&D: Instructional Strategies with Web 2.0 Technology
- 307 An Exploration of Modeling Group Interaction in a Wiki-Based Writing Program
- 307 Featured Student Profiles: An Instructional Blogging Strategy to Enhance Student's Peer Awareness and Interaction in a Blog-integrated Blended Classroom
- 307 Structured and Blended Learning Experience in a Wiki-Enhanced Undergraduate Writing Course: The Impact on the Retention of Learner Engagement and Writing Performance
- 308 D&D: Working with Graduate Students in Context
- 308 Constructing Personas to Put Ourselves in Graduate Students' Shoes
- 308 Designing Educational Software: Pilot of an Interdisciplinary Graduate Course
- 336 D&D: Diverse Applications of Questioning and Feedback in Learning
- 336 Design and Development of an App to Promote and Support Peer Feedback
- 336 Investigation of a Bi-Directional Question-Answer System and its Instructional Implications
- 336 Mastering Feedback Using Digital Badges: A Case Study of Preservice Teachers
- 337 D&D: Exploring the Many Dimensions of Instructional Designers
- 337 Future Leaders Learning Today: Beginning Instructional Designer's Reflections on Experiential Learning and Professional Practice.
- 337 Unpacking evaluation practices by instructional designers: how do they interact with external representations?
- 338 D&D: Leading Learning through Design
- 338 Evaluation of Decision Based Learning (DBL) and its relation with students critical thinking skills and achievements
- 338 Leading Learning to Higher Levels Through Authentic Activities
- 338 Learning from Experiences: Iteratively Designing an Environment to Bring Together Online and On-Campus Learners
- 339 D&D: Methodology, Multimedia, and Magic
- 339 Embracing Subjectivity in the Classroom: An Adaptation of Q Methodology
- 339 Magic: An Innovative Method For Reducing Students' Design Fixation and Inspiring Creativity in Technology Education
- 339 Multimedia Video Resolution and Camera Angle and the Impact on Instructor Credibility and Immediacy
- 340 D&D: STEM Integration and Education in Formal Settings
- 340 Changing the Face of STEM Education: A Case Study
- 340 STEM Certification in Georgia's Schools: A Causal Comparative Study Using the Georgia Student Growth Model
- 340 Using Technology and Engineering Process to Integrate STEM: Innovative Teacher Preparation Programs
- 354 D&D - Roundtables-B
- 354 Acquiring the NC Digital Learning Competencies through Performance-Based Learning
- 354 Adding Affordance to Learning Object Metadata to Facilitate Online Help-Seeking of Self-Directed Learners
- 354 Promoting Designer Agency through Reflexive Practice
- 354 [NR] Student Engagement in Game-Based Learning
- 365 D&D: Considerations for Online Learning Environments
- 365 Experiences of Students with Visual Impairment in Online Learning Environments with regards to Instructional Media
- 365 Online Learning Design and Implementation Models: -A Model Validation Study Using Expert Instructional Designers
- 366 D&D: Metacognitive Development and Mobile Device Usage in Workplace Settings
- 366 Mobile Device Usage in University and Workplace Learning Settings
- 366 Metacognitive Development for Future Learning and Innovation in the Engineering Workplace
- 367 D&D: On the Practice of Instructional Design
- 367 Conceptual Framework of Design Thinking for Instructional Design Practice and Learning
- 367 Streamlining Design for Next Generation IDs
- 368 D&D: Recommendations and Principles of Learning Design
- 368 Human-Centered Learning Design: Recommendations for Professional Development and Professional Practice
- 368 Integrating Pragmatics and Principle: Leading Learning Design in the Real World
- 371 D&D: Problem-Solving as the Outcome
- 371 The Socially Responsible Problem Solving (SRPS) Model: Implications of Historical Thinking on Problem Solving for the Future.
- 376 D&D - Posters-B
- 376 Design-Based Research and the WARE-RET Initiative: A Case Study
- 376 Examining the Characteristics of 3D Digital Game-Based Learning Environments Designed by Teachers
- 376 Explorations of storytelling approaches in STEM-related immersive virtual reality educational games: The findings from in-depth video observation

Division & Affiliate Index

- 376 IDs 4 OER: Collaboration, Communication, and Saving Students \$\$ in an OER Ecology
- 376 Is Attitude Change in MOOCs Influenced by Learning Activities and Previous Notions of Self-Directed Learners
- 380 D&D - Roundtables-C
- 380 Design Thinking, Maker Mindset, and Higher Education Makerspaces
- 380 Exploring Issues and Challenges of Project-Based Learning for Teaching and Learning in the Digital Age
- 380 Influence of Interactive Videos on Achievement, Retention and Cognitive Load
- 380 Infographics Use In Education
- 380 New Faculty 101: Attempting to Overcome Day 1 Barriers to Technology Adoption
- Design and Development Showcase**
- 135 D&D Showcase (2 hours)
- 135 Application of UDL, Multimedia Learning, & Backward Design in Designing Accessible Instructional Videos
- 135 ERAS: An Experiential Role-Playing Aging Simulation
- 135 Human Osteology Viewer: The use of interactive games to engage learning
- 135 Nick's Dilemma: A case-based, nonlinear problem solving learning environment
- 135 Social Network Analysis in Collaborative Knowledge-Construction (SNACK): An Online Discussion Visualizing Tool
- 135 Stealth Assessment instructional program
- 135 The Design and Development of a Multi-Organizational Open Badge Issuer
- 135 The Epilepsy Journey: A web-based executive functioning intervention for adolescents with epilepsy
- 135 The instructional design of an agent-based simulation for developing pre-school teachers' teacher-child interactions
- Distance Learning**
- 054 DDL - Informal Learning and Gamification
- 054 A Critical Incident Analysis of Online Informal Learning Projects
- 054 Gamification in online course design: Does it really lead to better online learning experiences?
- 055 DDL - Massive Open Online Courses (MOOC)
- 055 A Systematic Review of Research Methods and Topics of the Empirical MOOC Literature
- 055 The Experience of The Lecturers in MOOC
- 055 [NR] Openness of MOOCs: Goodwill or Trade?
- 056 DDL - Online Teaching
- 056 Getting to Master Online Teaching: Insights from a Purposefully Organized Course Development Workshop
- 056 Professional Development for Online Teaching: A review of research questions and recommendations
- 080 DDL - Doctoral Students
- 080 Mentoring and support for online doctoral students during the dissertation process
- 080 New Way of Learning: Perception and Experiences of Online Doctoral Students.
- 081 DDL - Massive Open Online Courses (MOOC) II
- 081 Case Study of a MOOC for Mobilizing Professional and Citizen Journalists for Social Change
- 081 Designing Diversity-Focused Professional Development MOOC for Community College Computing Faculty: LIGHTHOUSECC MOOC.
- 107 DDL - ESL and K-12
- 107 A Review of OER for ESL Teaching and Learning
- 107 Designing Online Dual Enrollment Courses for High School Students Who Learn Differently: A Unique Model
- 107 Working Through Challenges: The Concerns of Online K-12 Teachers
- 108 DDL - Massive Open Online Courses (MOOC) III
- 108 Investigating Learners' Engagement and Persistence in MOOCs
- 108 MOOCs from the perspectives of e-learning design principles
- 109 DDL - Systematic Review of Interaction
- 109 A Case for Increased Learner-Learner Interaction in the Online Environment: A Systematic Literature Review
- 109 Interaction and Learner Engagement in Online/Distance Learning Environment: A Systematic Review
- 138 DDL - Doctoral Students at Distance
- 138 Voices of Doctoral Students at a Distance
- 139 DDL - Online Discussion and Engagement
- 139 Impact of Online Discussion on Distance Learning Students Engagement
- 139 The Role of the Instructor and Student Engagement in Asynchronous Discussion Forum: A Multi-Method Approach
- 139 The Effect of Instructor Guidance on the Quality of Online Discussion
- 140 DDL - Presence
- 140 Student Perception of Facilitation Strategies that Enhance Instructor Presence, Connectedness, Engagement and Learning in Online Courses
- 140 Presence, engagement and satisfaction in online courses
- 148 DDL-Posters:A
- 148 [NR] A Literature Review of the Best Practices for Online Collaborative Learning in Higher Education

Division & Affiliate Index

- 148 Exploring the relationships among the subcategories of teaching, social, and cognitive presence
- 148 Nursing Students Learning Preferences in an Online Environments
- 155 DDL-Roundtables:A
- 155 Autonomy Supportive Practices in Online Instruction
- 155 Cultivating Self-regulated Online Learners at HBCUs: A Review of Literature
- 155 Data Collection in Academic Technology: Data-Driven Decision Making to Promote Student Outcomes in Higher Education
- 155 Online students' collaborative activities and co-regulation in multimedia production project
- 168 DDL - Accessible Online Learning
- 168 The Rapidly Changing World of Accessible Online Learning
- 169 DDL - Social Presence
- 169 Social presence in the blended synchronous learning environment – socially or emotionally present?
- 169 Instructor Social Presence Effects on Learner Social Presence, Achievement, and Satisfaction
- 170 DDL - Future Learning Experience
- 170 Future Learning Experience for Distance Education
- 170 USG eCampus: Online College Reinvented Through a Massive System-Wide Collaboration
- 195 DDL - E-learning Leader
- 195 Leading and Managing e-Learning: What the e-Learning Leader Needs to Know
- 196 DDL - Listening to Students
- 196 Learning through Listening to Students: Social Identity in Asynchronous Online Discussions
- 196 Does program community and affiliation matter? Exploring the perceptions of online graduate students.
- 197 DDL - Online Collaboration
- 197 Design and Investigation of Cooperative, Scaffolded Wiki Learning Activities in an Online Graduate-Level Course
- 197 Developing Online Collaborative Learning Activities in Statistics Education: Do Learning Tasks Matter?
- 197 Changing Ways of Collaborating in Online Courses - A Design-Based Action Research
- 198 DDL - Online Instructors
- 198 Learning to Teach Online: An Exploration of How Universities Train Faculty to Teach Online
- 198 Pedagogical, managerial, social, and technical: Graduate teaching assistants' navigation and development as online instructors
- 221 DDL - Advising online doctoral students
- 221 Advising students in a fully online EdTech doctoral program: What we have learned
- 222 DDL - Online Engineering
- 222 Engaging Engineers to Engage Online Engineering Students
- 222 Examining Students' Cognitive Learning and Perceptions in Face-to-Face and Online Engineering Courses
- 232 DDL - Net Neutrality and Course Quality
- 232 Net Neutrality and its Implications to Online Learning
- 232 [NR] A Rubric for Increasing Course Quality
- 243 DDL - Design Strategies
- 243 A Multiple-Case Study on Faculty Members' Online Course Design Strategies
- 243 Instructional Strategies for Deep, Accelerated Online Learning
- 244 DDL - MOOC and Learning Analytics
- 244 Learning Analytics in Massive Online Courses: The Design Challenges of Big Data
- 244 Using learning analytics to examine the relationship between questions and interaction in online case discussions
- 244 [NR] What's in It for Me? Incentives, Learning, and Completion in Massive Open Online Courses
- 245 DDL - Online Discussion and Feedback
- 245 Monitoring Critical Thinking in Online Discussion Forums
- 245 Social Network Analysis of Online Discussions with Assigned Roles
- 245 The Effect of Elaborative Feedback on Online Student Retention
- 284 DDL - Motivation
- 284 Does the Visual Appeal of Instructional Media Affect Learners' Motivation Toward Learning?
- 284 Exploring the Effects of Motivational Regulation Strategy Use, Academic Levels and Learning Environments on Student Learning Engagement: Analysis of Structural Equation Modeling
- 285 DDL - Time in Online Classroom
- 285 Non-traditional Students – Leading the Charge to Change the Respect of Student Time in the Online Classroom
- 285 Self-Regulated Learning in the Online Classroom: Exploring and Designing for Maximum Time Management Proficiency
- 292 DDL-Posters:B
- 292 A Look at the Students' Perceived Benefits of Using Blackboard Learn and the Relationships with Cognitive and Social Presences

Division & Affiliate Index

- 292 Design Analysis to Sport Psychology Consultation with Video Communication
- 292 Designing a Scaffolded Diigo Unit: Using Social Annotation to Support Learning
- 298 DDL-Roundtables:B
- 298 Effects of Synchronous Sessions on Social Presence in Distance Courses
- 298 Leading Change via OER: How an OER Initiative Changed our ID Culture
- 298 Network Diagram as the Formative Feedback in an Online Blog Activity
- 298 Promoting students' motivation and use of SRL strategies in online mathematics learning
- 298 The impact of music on learning: A systematic review to guide future e-learning research and practice.
- 309 DDL - Online Student Engagement
- 309 Student Engagement in Online Learning
- 310 DDL - Sense of Community
- 310 Exploring Strategies to Promote Sense of Community in a Fully Online Educational Research Course
- 310 The Relationship between Community of Inquiry in Online Learning and Student's Learning and Satisfaction: A Meta-Analysis
- 310 Cultural and Social Issues in Using Social Media to Support Learning
- 311 DDL - Student Experiences
- 311 Learners as Leaders: Co-Creating Active Learning Experiences Through Student Agency
- 311 Base Camp: Using Portfolios for Strengthening Professional Web Presence Among Students and Alums
- 323 DDL-Roundtables:C
- 323 CBE Faculty Development Or: How to help faculty stop worrying and love competency-based online learning
- 323 Evolving an Online EdD: Strengths, Challenges & Lessons Learned.
- 323 Interaction, satisfaction, and performance for online minority learners
- 323 Investigating student learning from a blended science curriculum
- 323 Statistics Anxiety of Undergraduate Students in an Online Statistics Course
- 323 The Evolution and Effectiveness of Student Generated Success Strategies in an Online Course
- 341 DDL -Membership Meeting
- 358 [NR] DDL - Integration of Trending Technology
- 358 [NR] Leadership Change in the Online Higher Education Classroom: Integration of Trending Technology Options
- 369 DDL -New Board of Directors Meeting
- 370 DDL - Various Distance Education Context
- 370 Students' Experiences of Home Labs Using Commercial Lab Kits in An Online Course
- 370 The Challenge of Online Learning in Technical Education Programs
- 370 The Effects of Biology Lab Delivery Mode on Academic Achievement in College Biology
- 371 DDL - Assessing Online Course Improvement
- 371 Assessing the Needs of Students and Instructors to Improve Online Courses
- 380 DDL-Roundtables:D
- 380 Student Statistics Anxiety in Online and Face-to-face Statistics Courses: A Literature Review
- 380 To Tweet or Not to Tweet?: Incorporating Twitter Activities into an Asynchronous Course
- 380 Up Periscope! Exciting Ways to Use the Periscope Application in the Classroom
- ### Emerging Learning Technologies
- 016 DELT -Board of Directors Meeting
- 057 DELT - 3-D Environments in Education
- 057 A Prototype Immersive, Multi-user 3D Virtual Learning Environment for Individuals with Autism to Learn Social and Life Skills: A Virtuoso Update
- 057 Examining the role of social presence in online instruction using synchronous sessions in a 3D virtual environment
- 066 DELT - Utilizing Eye Tracking to Improve
- 066 Utilizing Eye Tracking to Improve Learning
- 072 [NR] DELT - Multimedia 3: Exploring Eye Tracking Technology
- 072 [NR] Providing Educational Accessibility for Paralyzed Students by Eye-Tracking Technology
- 082 DELT - Mobile Devices and Self-Efficacy
- 082 The Use of Podcasts on Students' Language Learning and Change of Students' Self-Efficacy
- 082 Teacher's self-efficacy toward mobile technology matters
- 083 DELT - Multimedia 2: Virtual Participants, Animated Text--How and Why
- 083 Learners' Perceptions of Animated Text in Multimedia Lessons: "Chalk Talk" Revisited
- 083 Use of a Virtual Standardized Patients for Facilitating Conversational Medical Interview
- 110 DELT - Multimedia 1: Traditional Text: Digital Word-- Assessment and Comparisons
- 110 Comics versus Traditional Text: I see, I surmise; I read,

Division & Affiliate Index

- I feel
- 110 Development and evaluation of the effectiveness of multimedia student-generated case studies
- 141 DELT - Game 5: Higher Ed and the Digital World
- 141 Structuring Personal Learning Environments (PLEs): College Students' Use and Perceptions of Digital Tools, Processes, and Spaces
- 141 Users' Emotional Analysis in the Virtual Simulation for Teacher Training
- 155 DELT-Roundtables:A
- 155 Exploring students' perception of Slack a collaborative tool
- 155 Students' Understanding and Use of In-Game Feedback in an Educational Simulation Game
- 155 Using Targeted Professional Development to Influence Faculty Inclusion of Digital Game-Based Learning in Higher Education Courses
- 171 DELT - Game 1: Diving Deeper into Gaming
- 171 Adding Depth to Educational Games: A Case Study Approach
- 171 Navigation Behavior Patterns of Students with and without At-risk in A Serious Game
- 177 DELT-Posters
- 177 Instructional design strategies for mobile augmented reality activities
- 177 [NR] The Effect of Collaborative Virtual Hubs in the Workplace
- 177 The Effects of using Mobile Devices on Student Achievement in Language Learning: A Meta-Analysis
- 180 DELT-Roundtables:B
- 180 Applications of Virtual and Augmented Reality for Teaching and Learning
- 180 Computational Thinking and Early Childhood Play
- 180 Effects of Online Computer games on Academic Achievement, Motivation, and Retention Rate of Nontraditional Undergrad Students
- 180 The Promise of Mobile Learning: Where we've been and where we need to go
- 199 DELT - Game 2: Games, Problem-Solving and Change
- 199 Climate Change Education: Local Approach using Games
- 199 The effectiveness of digital games on problem-solving skills in elementary and secondary education: A meta-analysis
- 200 DELT - Maker/Robotic Invasion
- 200 Assessment on an Innovative Makerspace pedagogy
- 200 Student-Teacher Interactions in Educational Robotics Activities
- 223 DELT - Game 3: Gaming in the Classroom
- 223 Kahooting Your Way to Learning: A Mixed Methods Study
- 223 Gamification and Cybersecurity Education for Urban Youth
- 246 DELT - Game 4: Positive Reinforcement Through Gaming
- 246 Playing SimCity Edu: Implications for Sustainable Development Awareness and Student Engagement of Middle School Students
- 246 The Design and Implementation of a Digital Badges and Competency-based Program for Online ID Masters Students
- 264 DELT -Immersive Learning Awards Reception
- 286 DELT - Engaging Participants with VR
- 286 EmpathVR: Teaching Empathy for ADHD Through Virtual Reality
- 286 Using Augmented Learning to Support Deeper Learning and Engagement
- 286 First Steps in Virtual Reality: Working with 360-Degree Video
- 287 DELT - Games in the Classroom
- 287 Collaborative Video Production in Elementary School Grades 2 Through 5
- 287 Discovery Agents: Using a Location-based Gaming Platform to Change Educator Learning
- 312 DELT - Panel: Emerging Technologies to Lead Learning and Change
- 312 Emerging technologies to lead learning and change
- 342 DELT - Advances in Technology: Wearing, Adapting
- 342 With a grain of salt: Adapting to adaptive learning in higher education
- 342 Wearable Computers: Past, Present, and Future Possibilities
- 343 DELT - Panel: Engaging the Learner through Tiered and Interactive Instructional Design
- 343 Engaging the Learner through Tiered and Interactive Instructional Design
- 344 DELT - Open Textbook Adoption
- 344 Exploring Faculty Experiences of Open Textbook Adoption
- 372 DELT -Membership Meeting
- Emerging Technology Showcase**
- 201 Emerging Technology Showcase
- 201 3D Printing with STEAM Education in Schools
- 201 A Case for 360 Degree VR for Learning
- 201 Apple's Swift Playground 1.5 App.
- 201 Augmented Reality Information Overlay Mapping:

Division & Affiliate Index

Bridging the Gap Between Virtual and Direct Learning Experiences
201 Big Data Readiness in Organizations: A Co-construction Process to Inform the Next Steps
201 Captivate, an Effective Tool for Instruction and Learning
201 Combining Augmented Reality (AR) with Pedagogical Agent (PA): The 3D-Printed AR Learning Cubes for Renewable Energy Education
201 Cultivating Attitudes of Play Using the HTC Vive
201 Does augmented reality improve learning outcomes? A longitudinal study of the implications of integrating AR into the classroom
201 Easy Booking with LibCal: Using Springshare's reservation system to book student tutoring and proctoring sessions, faculty lab reservations, and certification exams
201 Exploring the Affordances of Augmented Reality as a Mobile Teaching and Learning Tool
201 Facilitating Collaborative Learning and Problem-Solving with Computer-Supported Causal Mapping
201 Gamification of Learning and Assessment
201 Good VIVE-brations
201 Graduate Students' Attitudes of Mobile Learning
201 Instruction in the Digital Age: A Biometric Exploration of Augmented Reality Instructional Experience
201 Learning Genetics using 3Doodler Pens
201 Let's See What Students See: Using Immersive 360 ° Virtual Reality to Enhance Teacher Education
201 MUSE(TM): A Research and Teaching Tool for Brain Training in Education
201 Oculus Rift Touch Demonstration
201 On-Location Immersive Virtual Expeditions: Giving Students the World
201 Reality Labs and Mobile VR Solutions: Bringing Virtual Reality to General Education and Active Learning Classrooms.
201 Sony PlayStation 4 VR Hands-on
201 Telepresence Robotics
201 The Red Pen Meets The 21st Century: How Microsoft Ink Has Changed How I Grade
201 The Technology that Excites Me – Wix.Com
201 Throw Out the Notebooks! Using Microsoft OneNote in the K-12 Classroom
201 Turning PDF's into Websites with the Click of a Button
201 Unique Student Assignments using the PolyLab Tool
201 Using 3D content and Microsoft Mixed Reality Technology to Improve Academy Performance
201 Using The Leap Motion Controller (LMC) In Education
201 VARx: Virtual and Augmented Reality Exploration in

Higher Education
201 Virtual reality viewers as a tool for providing immersive learning experiences to K-5 students through their school guidance program
201 Wearable Data Collection: Using an Apple Watch When Assessing Students and More

Featured Research

084 FR - Case-Based Online Learning
084 Using Failure Cases for Promoting Problem-solving Skills: A Case Study
142 FR - Expert Modeling
142 Reflective Revision with Expert Cognitive Modeling
172 FR - Problem-Based Learning
172 Implementation of a Socioscientific Inquiry Unit in High School Biology: Results of a Multi-Year Design Project
289 FR - MOOCs
289 The Clustered Patterns of Learning Engagement in MOOCs and Their Effects on Teaching Presence and Persistence

Fee-Based Workshops

003 01-W1: Design Thinking for Instructional Designers
003 Design Thinking for Instructional Designers
004 01-W2: How to Analyze and Improve Human Performance Issues
004 How to Analyze and Improve Human Performance Issues
005 01-W3: Serious Game Design and Development
005 Serious Game Design and Development
006 01-W5: Let's Collaborate! An Interactive Design & Development
006 Let's Collaborate! An Interactive Design & Development Workshop
007 01-W6: Elementary Coding: Preparing Preservice Teachers to Teach Coding
007 Elementary Coding: Preparing Preservice Teachers to Teach Coding
008 01-W7: Everything You Ever Wanted to Know About the Mentoring Relationship*
008 Everything you ever wanted to know about the mentoring relationship* (*but were afraid to ask)
010 04-W1: Writing for Publication in Educational Technology
010 Writing for Publication in Educational Technology
011 04-W2: Demonstrations and Hands-On Experiences with Resnick & de Jong
011 Demonstrations and Hands-On Experiences With

Division & Affiliate Index

- Awarded Leaders in Computational Thinking and Inquiry Learning: Meet Resnick (MIT) and de Jong (Twente).
- 030 11-W10: Creativity in Education
030 Creativity in Education
- 031 11-W1: Positioning Yourself as an Asset for Instructional Design Jobs in Private Industry and Higher Education
031 Positioning yourself as an asset for instructional design jobs in private industry and higher education
- 032 11-W2: Q-Methodology Primer: A Mixed Methods Approach to Research
032 Q-Methodology Primer: A Mixed Methods Approach to Research
- 033 11-W3: How to Articulate a Departmental Strategic Plan Using Semi-Empirical Design Methods
033 How to Articulate a Departmental Strategic Plan Using Semi-Empirical Design Methods
- 034 11-W5: Creating Contextual Learning Experiences Using Scaffolding and Problem-based Learning
034 Creating Contextual Learning Experiences Using Scaffolding and Problem-based Learning
- 035 11-W6: Connecting Pedagogy and Technology
035 Connecting Pedagogy and Technology: Embedding Google G-Suite and Formative Assessment Tools in Classroom Instruction
- 036 11-W8: Innovative Case-Based E-Learning Design for Enhancing Real-World Problem Solving
036 Innovative Case-Based E-Learning Design for Enhancing Real-World Problem Solving: Three Principles and Seven Strategies
- 037 11-W9: Humanizing the Online Course Space
037 Humanizing the Online Course Space: Engaging Learners through Multimedia and the Written Word
- 038 11-W: Evaluating the Intended Learning Journey in your Online Course Design
038 Evaluating the Intended Learning Journey in your Online Course Design
- 390 41-W1: Designing Instructional Media for Accessibility
390 Designing Instructional Media for Accessibility
- 391 41-W3: Building Your Brand: Using an ePortfolio to Elevate Yourself and Your Digital Work
391 Building your brand: Using an ePortfolio to elevate yourself and your digital work
- 392 41-W5: SocioTechnical Walkthrough - A Collaborative, Human-Centered Design & Development Method for Projects
392 SocioTechnical Walkthrough – A Collaborative, Human-Centered Design & Development Method for Projects
- 393 41-W6: Accessible Course Development: How to Design Learning Materials For All
393 Accessible Course Development: How to Design Learning Materials For All
- 394 41-W7: Lecture Like TED: Transforming your PPT Deck and Presentation Skills for a More TED-Worthy Presentation
394 Lecture Like TED: Transforming your PPT Deck and Presentation Skills for a more TED-Worthy Presentation
- ### International
- 040 INTL -Board of Directors Meeting
- 060 INTL: Instructional Design in Teacher Education Programs
060 Redesigning Teacher Education Programs to respond to National Education Policies/Guidelines while maintaining University Identity.
060 Social Network Use Preferences of Pre-Service ICT Teachers
- 087 INTL: International Issues in Online Education
087 Human Development Index and Massive Open Online Courses (MOOCs)
087 Validation of the L2 Motivational Self System in Online Learning Environments: A Path Analysis
- 113 INTL: Technology Integration in Teacher Education Programs
113 Examining Technology Integration Decision-making Processes and Identifying Professional Development Needs of International Teachers
113 Saudi Inservice Teachers' Perceptions of a Professional Development Plan Based on SAMR Model
- 130 Jenny K. Johnson International Hospitality Center - Thursday
- 144 INTL: Socratic Seminar [2hr]
144 Socratic Seminar: An international forum on Socratic teaching
- 155 INTL-Roundtables-A
155 [NR] Exploring Critical Thinking and Negotiation of Meaning Through MINECRAFTEDU: A case study of Elementary Language Learners Exploring Critical Thinking and Negotiation of Meaning Through MINECRAFTEDU: A case study of Elementary Language Learners
155 The Role of Social Media on Saudi Female International Students' Identities and Educational Impacts
155 Understanding the Online East Asian International Student: A review of cultural contexts
- 202 INTL: Job Search
202 Faculty Job Search Strategies for International Students that Work
- 225 INTL: International Issues
225 Embracing Student Creativity: the Need for Creative Teachers and Leaders
225 The Old Goat Moved to China! Why?

Division & Affiliate Index

- 249 INTL: International Forum
249 Network & Global Learning with International Scholars: International Forum
- 266 INTL -International Division: Annual Silent Auction & Dinner Buffer (preregistration only)
- 267 INTL -International Division: Annual Live Auction
- 274 Jenny K. Johnson International Hospitality Center - Friday
- 290 INTL: Media Literacy
290 The Visual Rhetoric in Philippine Presidential Video Campaign Ads: Implications on Visual and Media Literacy Education
290 Video gameplay and the literacy practices of African immigrant students at a U.S institution of higher education
- 315 INTL/ICEM: Personal Device and Customized E-Books
315 Faculty Perceptions Re: Creating and Implementing Customized Electronic Textbooks in Education Courses
315 Self-Regulation, Smartphone Addiction, and Taiwanese College Students' Psychological Well-being
- 346 INTL: Concerns of Tech-Supported Education in Small/ Developing Countries
346 Beyond Access: Quality, Equality, and Equity Concerns for Technology-supported Education in Small Countries and Developing Regions
- 349 INTL-Posters
349 A Korean Perspective on Smart Learning Environments, Smart Pedagogy, and Smart Learners
349 A Systematic Review of Saudi PK-12 Education, Moving Education Reform Toward a Systemic Change
- 354 INTL-Roundtables-B
354 An exploratory study of Chinese students' information behavior through ICTs
354 Instructors' Perceptions of Possibilities and Challenges of Blended Education through LMS(BlackBoard).
354 Learn from Peers with Different Expertise: Interdisciplinary Project-based Learning in 5C Competencies and Content Knowledge in a Taiwan Middle School.
- 373 INTL -Membership Meeting

Leadership Development Committee

- 146 LDC - Tools Leading to Leadership Identification, Competencies and Change
146 Identifying Philosophies of Curriculum Leadership Using Q-Perspectives™ Online
146 A Delphi Study Investigating Instructional Design Management and Leadership Competencies
146 Leadership in Distance Education
- 347 LDC - Leadership & Challenges of Female Department Chairs: What We can Learn and Change
- 347 Challenges Facing Female Department Chairs in Higher Education: A Presentation for Both Women and Men

Organizational Training and Performance

- 015 OTP -Board of Directors Meeting
- 061 OTP-Technology Evaluation
061 Enterprise MOOCs for Cross-Organizational Learning: Findings from the openSAP University
061 Instructor-led Training is Still Preferred for Technology Training
- 088 OTP-Instructional Technology Scholars Association
088 How To Organize Instructional Technology Scholars Association (ITSA)
- 147 OTP-Digital Badges and Micro-Credentials
147 Current and Future Prospects of Research on Digital Badges and Micro-Credentials
- 148 OTP-Posters
148 A hypothesized path model of the influences of attitudinal factors on training transfer
148 Human Performance Technology in the Software Development Life Cycle
148 Paper-based and Web 3s Card for Presentation and Sharing
- 155 OTP-Roundtables:A
155 Appreciative Inquiry, Cognitive Load Theory, and Diffusion of Innovations Inform a Professional Development Design Model
155 Reflective Practice in Non-academic Workplace Settings: Do as I Say, Not as I Do
- 176 OTP-Practitioner Diversity Training Practices
176 Leadership Practices for Organizations: Making Diversity Changes
176 Professional Training in the Multigenerational Office for Skill Development: Generational Attitudes toward Technology and Learning
- 203 OTP-Academic Communities of Practice
203 A Case Study: Implementing a Mandatory Research Training Overview at an Academic Health Science Center
203 Characteristics of a High-performing Charter Middle School: A Single-Case Study Analysis
- 227 OTP-Soft Skills and Credidation
227 Soft Skills in the Classroom: Where Have They Gone?
227 Is There a Need for Accreditation and Certification for Instructional Design and Technology Programs and Practitioners?
- 251 OTP-ID Practice to Education and Workplace
251 Assessment, instructional design and Bloom's taxonomy: Exploring ID practice in educational and workplace settings

Division & Affiliate Index

- 291 OTP-Performance Support
291 Online Onboarding: Increasing the efficiency and effectiveness of Library workplace training in a trilingual interactive online asynchronous environment
291 Articulating a Departmental Strategic Plan Using Semi-Empirical Design Methods
- 298 OTP-Roundtables:B
298 [NR] Beyond The Boundaries: A Cancer Research Institution's Innovative Approach to Transform Clinical Research Education
298 Integrating Learning Analytics into Workforce Education to Develop Self-Assessment Competency
298 Is MOOCs a solution to Organizational Training & Development?
298 The Multimedia Principle: A Meta-Analysis on the Multimedia Principle in Computer-Based Training
- 317 OTP-Performance Improvement
317 Mentoring, workplace learning, and performance improvement: Evidence, evaluation, and research methods updates from a multiple studies review
317 Toward a Comprehensive Model: A Holistic Approach to Performance Improvement Practices for ID and HPT
- 323 OTP-Roundtables:C
323 Be Smart Before You Start: 5 Key Factors to Streamline Efforts and Boost Your Training's Value
323 Designing Instruction at a Distance
- 348 OTP -Membership Meeting
- 375 OTP-Mentoring
375 Structured Mentoring-Introducing and Immersing Students in AECT
- Presidential Session**
- 062 Presidential: Digital Microcredentials and the Systemic Reform of Teacher Professional Development
062 Digital Microcredentials and the Systemic Reform of Teacher Professional Development
- 089 Presidential: Leading Research in Educational Technology Decision Making and Leadership: Implications and Opportunities for AECT
089 Research in Educational Technology Decision Making and Leadership: Implications and Opportunities for AECT
- 114 Presidential: Leading Educational Technology Scholarship: Philosophy and Emerging Trends
114 Propelling Into the Future: Educational Technology Scholarship Fueled by Core Philosophy and Emerging Trends
- 149 Presidential: A Population Analysis of AECT Convention Participants: 2017 AECT Intern Project Using Data to Lead Change
- 149 A Population Analysis of AECT Convention Participants: 2017 AECT Intern Project Using Data to Lead Change
- 150 Presidential: Classic and contemporary dialogues in ID, Technology, Learning & Leading
150 Classic and contemporary dialogues in ID, Technology, Learning & Leading
- 178 Presidential: Women Leading Learning for Change
178 Women Leading Learning for Change
- 205 Presidential: Leading Innovation: How to Use Social Media, Mobile Learning, MOOCs and Open Educational Resources to Transform Learning
205 Innovations in Education: How to Use Social Media, Mobile Learning, MOOCs and Open Educational Resources to Transform Learning
- 206 Presidential: Leading the Charge for Change: Preparing Preservice Teachers to Teach Computing
206 Leading the Charge for Change: Preparing Preservice Teachers to Teach Computing
- 228 Presidential: Leading Learning for Change: A Precious Partnership Across Cultures
228 Leading Learning for Change: A Precious Partnership Across Cultures
- 252 Presidential: Leadership by Example: The Legacy of Howard Sullivan
252 Leadership by Example: The Legacy of Howard Sullivan
- 293 Presidential: Globally Leading Learning for Change: International Affiliate Proposal Process for an International Research Symposium
293 Globally Leading Learning for Change: International Affiliate Proposal Process for an International Research Symposium
- 294 Presidential: IT Leadership, Infrastructure, and Cloud Computing in Western Canada: An Exhaustive Study of K-12 Districts
294 IT Leadership, Infrastructure, and Cloud Computing in Western Canada: An Exhaustive Study of K-12 Districts
- 320 Presidential: Leading by example: a view from project managers
320 Leading by example: A view from project managers
- 321 Presidential: Leading in a Changing Landscape: A Cross Division Perspective on Federal Policies Impacting Our Field
321 Leading in a Changing Landscape: A Cross Division Perspective on Federal Policies Impacting Our Field
- 350 Presidential: Leading by Publishing - Meet the Editors and the Publisher
350 Publishing - Meet the Editors and the Publisher
- 351 Presidential: Reorienting Educational Technology Research to Foster Change

Division & Affiliate Index

- 351 Reorienting Educational Technology Research to Foster Change
- 377 Presidential: From the Classroom to the Board Room: Becoming an Administrative Leader at Your Institution
- 377 From the Classroom to the Board Room: Becoming an Administrative Leader at Your Institution
- ### Research & Theory
- 063 RTD - Educational Hashtags
- 063 Hide and Go Tweet: Comparing Methods for Locating Educational Hashtag Participants
- 063 No Accounting for Theory? The Case for an Affinity Space Approach to Educational Hashtag Research
- 064 RTD - Instructional Design Research Women's Caucus
- 064 Instructional Design Research Women's Caucus
- 065 RTD - Student Engagement in Online Learning
- 065 Motivational Regulation Strategies and Learning Engagement in Higher Education between Online and Classroom Learning
- 065 Student Engagement, Transactional Distance, and Student Learning in Online Courses
- 066 RTD - Student Motivation When Designing
- 066 Taking Account of Learners' Motivation when Designing Learning Analytics Systems
- 090 RTD - Leading Changes
- 090 Improving an Intelligent Tutoring System Utilized in an Online Introductory Spreadsheet Course
- 090 Measuring change: A mixed methods study using the Concerns Based Adoption Model (CBAM)
- 091 RTD - Peer Learning
- 091 Impact of an augmented reality scavenger hunt on students' interest and effort levels for a peer assessment training module
- 091 Providing Structure to Facilitate Constructive Peer Feedback in A Technology-Enhanced Classroom
- 091 Exploring the Effectiveness of Social Annotation for Collaborative Language Learning
- 115 RTD - Instructional Design
- 115 Practice-Based Insights on the Emergent Instructional Framework of Informed Design
- 115 Teaching Research in Instructional Design and Technology
- 116 RTD - Research in Higher Education
- 116 Accessible ICT in Higher Education: Practices Around the World
- 116 Interactive Electronic Textbook Use in Higher Education: Grades, Interactivity, and Student Perceptions
- 116 The Role of Efficacy Research in Higher Ed EdTech Decision Making
- 151 RTD - Assessment in e-Learning
- 151 Validating an Instrument for Measuring Online Learning Self-efficacy: A Structural Equation Modeling Approach
- 151 A Longitudinal Assessment of Faculty Self-Efficacy as a Measure of Impact in eLearning Interventions
- 152 RTD - Online Learning & Discussions
- 152 Student Performance Prediction Model in CSCL: Learning Analytics Approach
- 152 Supporting Reciprocal Teaching Strategies in Asynchronous Discussion Forums
- 153 RTD - Social Media
- 153 Don't Just Tweet About Weather: Teaching Preservice Teachers to Develop Personal Learning Networks Using Twitter
- 153 Let's Share On Social Network Sites: What Paves the Way For College Students To Share Knowledge On These Sites?
- 154 RTD - Microblogging-Based Learning
- 154 Knowledge construction in microblogging-based learning environments
- 155 RTD-Roundtables:A
- 155 Digital Badging as a Tool to Foster Positive Learner Self-Efficacy Beliefs
- 155 Examining the Effect of Practicing Synchronous Online Teaching on Preparing Teacher Candidates
- 155 Is using electroencephalography intrusive to computer assisted multitasking performance?
- 155 Leading Program Evaluation Change: Can Crowdsourced Input Improve Problem Solving?
- 155 The Development and Validation of the Attitudinal Learning Inventory (ALI)
- 179 RTD -Membership Meeting
- 207 RTD - Emerging Trends and Issues
- 207 2006-2016 Trends and Issues in Educational Technology: Examining Conversations across Scholarly Research, Trade Journals, and Social Media
- 207 Women's Publication Rates as an Indicator of Leadership in the Field of Educational Technology
- 207 Many Faces of Student Plagiarism in Higher Education: Emerging Issues & Research Agenda
- 208 RTD - Issues in Educational Research
- 208 Building a Research Community in Support of Educational Neuroscience
- 208 A Domain Without Verbs: Reasons Warranting a New Affective Domain Taxonomy
- 208 Do Researchers make their Research Available to the Public?
- 209 RTD - Research in K-12 Settings

Division & Affiliate Index

- 209 Examining the Overall Effects of Demographics in Online K-12 Education
- 209 Signals of Reflective Thinking Among Middle School Learners in a Maker Environment
- 209 Wicked Instructional Problems: Exploring How STEM Teachers Use Design Thinking
- 229 RTD -Board of Directors Meeting
- 230 RTD - Gaming and Simulation
- 230 Game-Based Learning and Students' Math Achievement: A Meta-Analysis
- 230 Linking Domain-Specific and Game-Specific Motivations: A Study in Educational Gaming
- 230 [NR] Will Digital Learning Object Improve Student Learning?
- 231 RTD - Mobile Use
- 231 An Investigation of Factors Influencing Students' Mobile Phone Use in the Classroom
- 231 Investigation of College Students' Problematic Mobile Phone Usage
- 232 RTD - Moderator Role in Online Learning
- 232 Relationship among Academic Procrastination, Self-Control and Problematic Mobile Use: Moderator Role of Personality
- 253 RTD - Improving Student Learning
- 253 The Voice Effect and Pedagogical Agents: Reopening the Conversation
- 253 The Effects of Arousal Presented by a Pedagogical Agent on English Language Learners' Situational Interest, Cognitive Load, and Reading Comprehension in Online Reading Tasks
- 253 The Influences of Sorting Tasks on Second Language Reading Comprehension: From the Knowledge Structure Perspective
- 254 RTD - Simulation, Animation and Virtual Reality
- 254 Exploring the Effects of Cognitive Flexibility and Contextual Interference on Learners' Performance in a Simulated Environment
- 254 Cues in an Animation: Moderating Effect of Prior Knowledge
- 254 Learning From Students with Special Needs: Rethinking the Use of Virtual Reality
- 296 RTD - MOOCs
- 296 Answering Research Questions with Big Data from a MOOC
- 296 Dropout Prediction in MOOCs: A Temporal Mechanism
- 297 RTD - The Practice of Instructional Designers
- 297 From Theory to Practice: Are Instructional Designers Using Strategies to Manage Cognitive Load?
- 297 What Project Management Knowledge, Skills, and Abilities do Instructional Designers Really Need for Professional Success?
- 298 RTD-Roundtables:B
- 298 Building a Foundation for Learning Design in Pharmacy Education: An Analysis of Pharmacists' Decision Making
- 298 Clustering MOOC students using Self-Organizing Map (SOM)
- 298 Exploring an alternative way of assessment with ecological psychology perspectives for assessing real-world problem-solving
- 298 Ownership of Mobile Devices, BYOD Perceptions, and Mobile Learning Adoption among Off-Campus Commuter Students
- 322 RTD - Research Methods
- 322 Meta-Analysis and Meta-Synthesis Methodologies: Rigorously Piecing Together and Analyzing Research Knowledge
- 322 Challenges implementing methods in a study of ID practice
- 322 Cognitive Load and Working Memory
- 323 RTD-Roundtables:C
- 323 Current Conversations about the "Digital Native" in Academic Journals, Trade Publications, and Social Media
- 323 Gamification for Change: A New Approach to Investigate Students' Attitudes Towards Gamification in Online Learning Environment
- 323 Learner Analysis and Semiotics: Toward Deeper Interdisciplinary Change and Higher Online Learner Outcomes
- 323 Measures of Cognitive Load in Multimedia Learning: A Systematic Literature Review to Inspire Change in Learning
- 323 Self-Efficacy in Online Learning: A Review of the Literature
- 352 RTD - Computational Thinking
- 352 Children's Embodiment of Computational Thinking during Robotics Activity
- 352 Patterns of Computational Thinking in a Tabletop Game Design Camp
- 353 RTD - Learning Design
- 353 Through the Learning Glass: Student Perceptions of the Lightboard Lecture Capture Technology
- 353 Unpacking the Complexity Within Case-Based Instruction
- 358 [NR] RTD - Flipped Classroom
- 358 [NR] Development and Validation of a Flipped Classroom Adoption Inventory in Higher Education
- 376 RTD-Posters
- 376 Group Experience: The Roles of Knowledge and

Division & Affiliate Index

- Experience and Goal Orientations
- 376 Identifying Older Adults' Technology Preferences for Learning Activities
- 376 Using Dr. Scratch as a Formative Feedback tool to Assess Computational Thinking
- 378 RTD - Learning Environments
- 378 A Systematic Review of Effective Self-Regulation Strategies in Higher Education Online Learning Environments
- 378 Intrinsic and Extraneous Cognitive Load in E-Textbook Learning Environments
- 378 [NR] What Learners Value in Peer and Instructor Relationships and the Effects on Student Engagement
- 379 RTD - Multimedia Learning
- 379 Multimedia learning and dyslexia: Learning processes, learning outcomes and individual differences
- 379 The Influence of Multimedia Production Knowledge on Design Decisions of the Instructional Designer
- 380 RTD-Roundtables:D
- 380 Investigate the Effects of Presence and Interaction on The Acceptance of Blended Learning Environment
- 380 Many Cooks in the Technology Kitchen: Integrating ADDIE and Early-Grades Computer Science Education
- 380 Self-Efficacy, Self-Regulation, and Instructional Strategies: Theory and Application in Allied Health
- 380 Student-Led Parent Conferences: Goal Setting Challenges for Elementary Students
- 380 TechTrends Volume 61 Summary
- School Media & Technology**
- 017 SMT -Board of Directors Meeting
- 068 SMT - Leading from the School Library Media Center
- 068 Future Ready Librarians and OERs Lead Learning for Change
- 068 Collaborative Partnerships for Mediamorphosis
- 068 Action Research: Empowering Media Specialists to be Local Agents for Change
- 093 SMT & NJASL - Leading from School Libraries
- 093 Tech Gurus and Instructional Coaches - New Leadership Roles for School Librarians?
- 118 SMT & TED - Online Learning Space Repository Collaboration
- 118 Phase 1: The Development of a Multi-disciplinary, Online Learning Space Repository
- 119 SMT - School Libraries & Reading Literacy
- 119 Enhancing Reading Comprehension with Student-Centered iPad Applications
- 119 Leading in the Library: Using Technology to Foster "Real" Reading
- 157 SMT - Games in Schools
- 157 Games used in K-12 Schools
- 157 Developing Digital Literacies in Unexpected Places: Changing The Way We Think About Gaming
- 157 Using Mobile Apps To Encourage Learning Through Digital Storytelling
- 180 SMT-Roundtables:A
- 180 3D Scanning and Printing of Fossils as a Strategy to Integrate STEM in K-12 Education
- 180 Evaluation of the Duolingo English Test: Implications for K-12 English Language Learners (ELL)
- 180 The Future of Learning Technologies: A Utopian Model and a Dystopian View
- 181 SMT - STEM & STEAM Education
- 181 STEAM Powered Tools For Art Education
- 181 Exploring the Impact of an After-school Club on Students' Digital Literacy and Identity Construction Process
- 211 SMT - Teachers' Use of Technology
- 211 Professional Learning for Technology Integration
- 211 Factors Influencing Preservice Teachers' Intentions to Integrate Technology
- 234 SMT - School Technology Leadership
- 234 Who Enacts Leadership Actions?: A Systematic Review on Technology Leadership
- 234 Web 2.0 Across the U.S.: A Nationwide Landscape Study of K-12 Web System Adoption
- 257 SMT - School Technology Integration
- 257 The Trend of Technology Use in Autism Education: A Literature Review
- 257 Leading change, but is anyone learning? A four-year study of one school's 1:1 iPad implementation
- 257 Digital Didactical Designs as a Framework for iPad/ Tablet classrooms
- 292 SMT-Posters
- 292 College Readiness and Digital Badges for First Generation High School Students
- 292 Immersive Virtual Reality Using Head Mounted Devices to Improve Reading Comprehension Skills
- 298 SMT-Roundtables:B
- 298 Administrators' Perceptions of Practicing the ISTE Standards-A and VTSIP Technology Standards
- 298 Argue like a Scientist Summer Camp: A Cross-cultural Study of Developing Students' Scientific Argumentation Skills
- 298 Changing With the Times: How Do We Lead Technology Integration, Including Mobile Devices, In Schools?
- 298 The Ups and Downs of Using the Cloud: Security

Division & Affiliate Index

- through Password Protection
- 299 SMT - K-12 Online Learning
- 299 Do artificial testing conditions impact online students test scores?
- 299 Effective Online Professional Development for K-12 Educators
- 299 An Evidence-based Approach to Instructional Designing a Course Layout in Blackboard
- 324 SMT - Computer Science Education
- 324 Teacher Perceptions of the Adaptation and Implementation of the New Computer Science (CS) Curriculum: An Evaluation of CS Curriculum Implementation
- 324 Needs Assessment Case Study to Gauge a School District's Readiness to Broaden Participation in Computing
- 325 SMT - STEM & Storytelling
- 325 A bridge between technology and storytelling: an educational robotics study implemented in an elementary after-school program
- 325 Implementing story into a mathematics class: A case study
- 330 SMT -Lunch (Fionn MacCool's)
- 355 SMT -Membership Meeting
- 381 SMT - Student Support & Research
- 381 Technology in Support of Diverse Assessment
- 381 Exploration of the nature and predictors of student responses to cyberbullying
- 382 SMT - Who Are We?
- 382 The School Media & Technology Division: Many Faces, One Mission
- Systems Thinking & Change**
- 019 STC -Board of Directors Meeting
- 069 STC - Leading Systems Thinkers: Quiz the Authors of the New AECT STC Major Reference Work
- 069 Leading Systems Thinkers: Quiz the Authors of the New AECT STC Major Reference Work
- 094 STC - Affecting Change Panel: Distance Learning and Systems Thinking & Change Divisions
- 094 Affecting Change Panel: Distance Learning and Systems Thinking & Change Divisions
- 102 STC - ID and Training Models
- 102 Utilizing ADDIE and Agile: Systems-Thinking Approach to Creating a Framework for Designing Tertiary Learning Experiences
- 120 STC - Approaches to Thinking about Learning Systems
- 120 Reconfiguring Online Classes Towards Student-Centered Learning
- 120 Systems Thinking about Systems Thinking: STC Membership Survey
- 120 Findings From a 1:1 Technology Initiative: An Evaluation through the Lens of Fullan's Educational Change Model
- 120 [NR] Implementation of an AVID Elementary Program in a Technology-rich Environment
- 158 STC - Systemic change from the ground up: The case of The Koan School
- 158 Systemic change from the ground up: The case of The Koan School
- 182 STC - Competency-Based Personalized Learning
- 182 Competency-based personalized learning: Where does it stand?
- 183 STC - Panel on Graduate Students' Career and University Human Resources
- 183 Panel on Graduate Students' Career and University Human Resources
- 212 STC - How should we study "systems" in education?: Challenges and future directions for education systems research
- 212 How should we study "systems" in education?: Challenges and future directions for education systems research
- 213 STC - Systemic Views to Development and Delivery
- 213 Leading Change towards Implementation of Learning Analytics
- 213 The Instructional Designer as a Chief Operating Officer (COO) in Development and Delivery of Team Taught Courses
- 235 STC - Instructional Designers' Role in Leading Change in Curricular Integration: A Health Sciences Perspective
- 235 Instructional Designers' Role in Leading Change in Curricular Integration: A Health Sciences Perspective
- 236 STC - Systems Theory and Practice
- 236 The Theory of Totally Integrated Education (TIE): Predictions for Systemic Change in Education
- 236 Mindfulness Moment: Be Focused and Feel Connected as a System
- 258 STC - Systems' Guides
- 258 How do they do it? Describing systems for planning and managing personalized learning in three high schools
- 258 A Systems View of Alternative Learning Spaces
- 300 STC -Membership Meeting
- 323 STC-Roundtables:A
- 323 Earning a Seat at the Table: How IT Departments Can Partner in Organizational Change and Innovation
- 323 Learning Analytics Methods, Benefits, and Challenges in Higher Education: A Systematic Literature Review

Division & Affiliate Index

- 323 Revolutionizing Catholic Schools – An Inclusion Model
- 323 The Texas public higher education marketplace: Understanding a deregulated state system and its impact on educational subsystems
- 326 STC - The Future of Our Field: Transformations in Hard and Soft Technologies
- 326 The Future of Our Field: Transformations in Hard and Soft Technologies
- 349 STC-Posters
- 349 Leading Change in Self-Efficacy and Self-Regulation: Theory and Application in Allied Health
- 349 Use of Gamification to Improve Human Performance
- 354 STC-Roundtables:B
- 354 A Systems Solution for Engaging Learners in STEM Learning
- 354 Examining the connection between Educational Technologies and Classroom Space
- 354 Financial Literacy Education at the Crossroads: When Issues Become Too Complex to Inform Consumer Decisions
- 354 Where are the employment opportunities for doctoral degree holders?
- 356 STC - Entrepreneurial Thinking in Education: Changing the Conversation
- 356 Entrepreneurial Thinking in Education: Changing the Conversation
- 380 STC-Roundtables:C
- 380 An Examination of Learning Leading for Change in Andragogic Web-Based Instruction
- 380 Digital Transformation and Opening Higher Education: The Case of University Duisburg-Essen
- 380 Is Our Technology Presuming too Much
- 380 Supporting the Whole Child: Professional Development for Education Staff on Students' Social-Emotional Needs
- 383 STC - Changing our Learning Environments
- 383 Leading the Change in Performance-based Learning: Alignment of the Learning Ecosystem Elements
- 383 Lead learning for change in the university classroom: Experiential activities for the learning evolution
- Teacher Education**
- 045 TED -Board of Directors Meeting
- 070 TED - Pedagogy and Strategies with Technology
- 070 Supporting the Development of a Revision Task Schema with a Revision Add-on
- 070 Formative Feedback for Active Learning in Hybrid Learning Environments
- 071 TED - Strategies for Teaching Pre-service Educators
- 071 Examining of Engagement, Motivation, and Learning Strategies in a Situated Learning Based Educational Technology Course
- 071 Effects of Using Modeling Approaches on Facilitating Pre-Service Teachers' Learning Technology Integration
- 095 TED - Pre-service Teachers and ICT Decision-Making
- 095 Exploring the Minds of Preservice Teachers: How Do They Learn to Think Like a Teacher?
- 095 Two Years of Bringing the Field to the Supervisor: An Update on Distance Supervision for Field-Based Experiences Using Mobile Technologies
- 096 TED - Self-efficacy and Technology Adoption
- 096 It's so hard to find time to do technology! A beginning elementary teacher's technology integration practice
- 096 Technology Competence, Self-efficacy, and Perceptions of Adopting Technology for Classroom Use
- 121 TED - Professional Development Frameworks
- 121 Mastering the Blend: A Professional Development Program for K-12 Teachers
- 121 Technology certificates and endorsements offered by state departments of education in the United States
- 122 TED - Teacher Characteristics & Community in Technology
- 122 Professional Development Characteristics Promoting Technological and Technological Pedagogical Knowledge: #etusp Example
- 122 Using the Community of Practice and Knowledge Management Frameworks for Faculty Development among Secondary Educators in Barbados
- 122 [NR] Teacher Perceptions of the Instructional Practices in an Online New Teacher Induction Program: A Case Study
- 124 TED-Game Night
- 159 TED -Membership Meeting
- 180 TED-Roundtables:A
- 180 Continuing the "e" in Portfolios: One University's Quest to Transition Teacher Education Candidates
- 180 Factors Affecting 9th Grade Student Math Performance
- 180 OMG! Leading and Learning to Create Faculty and Student Engagement Opportunities
- 180 The Impact of the use of a single digital platform for candidate support in the final semester of student teaching
- 184 TED - Badges and Teacher Education
- 184 Using Open Digital Badges to Enhance Technology Integration in Pre-Service Teacher Education
- 184 Change as a Result of Learning from a Badging Process
- 185 TED - STEM and Elementary Education
- 185 A qualitative study of pre-service teachers' engineering design process

Division & Affiliate Index

- 185 Elementary Teachers' Self-Efficacy and Beliefs for Integrating Computing and Engineering Into Their Teaching
- 214 TED - STEM Inquiry and Design
- 214 Now I See It! Video Analysis in Open Inquiry
- 214 Maker's Workshop: Using Writer's Workshop to guide K-12 teaching and learning while making
- 215 TED - TEDCAMP: Best Practices for Using Twitter in Teacher Education
- 215 Best Practices for Using Twitter in Teacher Education
- 237 TED - Causes and Solutions for Time Constraints on Educators
- 237 Teacher Stress: An Investigation for Solutions
- 237 Online Teacherpreneurship
- 238 TED - TEDCAMP: Design Challenges for K-12 Learning
- 238 TED Camp: Design Challenges for K-12 Learning
- 259 TED - Computer Science and Computational Thinking
- 259 Readiness for Teaching Computational Thinking in Rural Schools
- 259 A Review of Computer Science Concepts Assessment Practices in K-12: Strategies and Recommendations for Teacher Educators
- 259 Leading Teachers' Learning to Algorithmic Thinking
- 260 TED - TEDCAMP: Dissemination Technologies 3: Creative configurations: Let's design and configure new Ad Hoc Networks and Services
- 260 Dissemination Technologies 3: Creative configurations: Let's design and configure new Ad Hoc Networks and Services
- 292 TED-Poster
- 292 Developing Training for Online Instructors in Higher Education
- 292 Effects of Different Types of Feedback on Problem Solving
- 292 Using Video to Prepare Prospective Teachers to Teach Mathematics: A Literature Review
- 292 Using the Triad Model to Assess Elementary Teacher Candidates' Model Core Teaching Standards
- 298 TED-Roundtables:B
- 298 Coaching in Teacher Professional Development for Technology Integration: Examining Effects on Teaching Practices and Teachers' Perceptions
- 298 Content Analysis of TeacherTube and YouTube Videos for Instructing English language Learners
- 298 Every Student Succeeds Act (ESSA) and Education Technology in Schools, A Policy Analysis
- 298 Fostering creativity through inquiry in Environmental Science Education Teaching
- 298 Scaffolding Knowledge from Research to Writing: The Role of Reflection in Turning Doctoral Candidates into Graduates
- 301 TED - Revisiting Challenges, Opportunities, and Strategies for Supporting Educational/Instructional Technology Master's Program in the Current Climate
- 301 Revisiting Challenges, Opportunities, and Strategies for Supporting Educational/Instructional Technology Master's Program in the Current Climate.
- 323 TED-Roundtables:C
- 323 Digital Games and Real World Skills: Changes in Teachers' Perceptions
- 323 Exploring Online Community Development of Pre-Service Teachers in an Idea-Centered Classroom
- 323 Preservice Teachers' Perceptions and Beliefs about Controversial Technology-Related Issues in a Computer Education Licensure Program
- 323 Teacher Dispositions and Instructional Communications Technology (ICT) Practices: Knowledge Gaps and Opportunities for Future Research
- 327 TED - Innovative Learning & Shifting Perception
- 327 TILC: An Innovative Learning Community Leading Educational Change
- 327 Shift Happens: Preservice Teachers' Perceived Utility of Web 2.0 Tools
- 328 [NR] TED - Web 2.0 and Professional Development
- 328 [NR] Investigation of Pre-service Teachers' Emotions and Acceptance of Web 2.0 Tools
- 344 TED - Promoting Technology Through #etusp
- 344 Promoting Technology Use Through #etusp: Importance Of Technological And Technological Pedagogical Knowledge
- 357 TED - Pre-service Educator Case Studies
- 357 Mobile and Flipped Classroom Learning: Preservice Teachers' Story
- 357 A Simulated Classroom Environment Offers Strategic Practice for Pre-service Teachers
- 361 TED-AECT Open Badges Committee: Expanding the Use of Microcredentials Throughout AECT
- 361 AECT Open Badges Committee: Expanding the Use of Microcredentials Throughout AECT
- e/merge Africa**
- 148 e/merge Africa-Poster
- 148 Global Perspectives on ICT in Africa, Informing Policy and Practice
- 302 e-Merge-The powers of networks in advancing professional development of educational technologists: The case of e/merge Africa & AECT
- 302 The powers of networks in advancing professional

Division & Affiliate Index

development of educational technologists: The case of e/merge Africa & AECT

eLearning Africa

- 359 e-Learning Africa - African Cases on teaching and learning with technology
- 359 Living in Wait: The Learning Lives of High School Students in Addis Ababa
- 359 Changing the Status Quo in Tunisian Academia Through ICT: A Case Study

HKAECT (Hong Kong Association of Educational Communications and Technology)

ICEM (International Council for Educational Media)

- 027 ICEM -Board/Membership Meeting
- 323 ICEM-Roundtables-A
 - 323 Analyzing the Curricula of Educational Technology Related Doctoral Programs in the United States
 - 323 Self-Evaluation Through Digital Portfolios: Another Way to Understand Pre-Service Teachers' Overall Performances in Class
- 345 ICEM - Annual Graduate Student Panel Discussion
 - 345 Using Learning Analytics, Adaptive Learning, Personalized Learning to Enhance Teaching & Learning
- 349 ICEM-Poster
 - 349 Visiting Technological Pedagogical and Content Knowledge (TPACK): Issues and Challenges in Teaching and Learning
- 354 ICEM-Roundtables-B
 - 354 Factors that Affect Teachers' Adoption of Interactive Whiteboard – An UTAUT2 Model Approach
 - 354 Instructional and Assessment Strategies for Massive Open Online Courses of Anadolu University

IVLA (International Visual Literacy Association)

- 174 IVLA - Visualizing Course Design to Improve Student Learning
- 174 The “Eyes” Have it: What Eye-Tracking Can Tell Us About Our Initial Online Course Design
- 174 Concept Mapping as Note Taking Strategy in Introductory Science Courses: Investigating Impact and Challenges

JSET (Japan Society for Educational Technology)

- 374 JSET - Trends of Educational Technology Research in Japan

KSET (Korean Society for Educational Technology)

- 145 KSET - Creating Quality Learning Experiences in an Online Environment

145 Research in Synchronous Online Learning: History and Current Trends

145 Developing an e-learning Platform Prototype for Supporting Learning Design

145 What matters to students for quality online learning experience in higher education institutions?

175 KSET - Designing Online Learning Supporting Tools

175 A Potential Use of a Conversational Agent in Online Courses: Focusing on Learning by Teaching

175 The Effects of Visible-Annotation Tool on the Learning Process and Learning Outcome in CSCL

175 Learning analytics for data-driven instructional design: Investigating self-regulated learning in asynchronous online courses

189 KSET-Lunch

226 KSET - Emerging Research Issues in Teacher Education

226 A Design based research case to promote active learning in preservice teacher education

226 Using mobile app in preservice teacher education program

226 Teacher Candidate's Perceptions towards an Online Personalized Learning Teacher Education Program

250 KSET - Improving Students' Various Skills through Instructional Design

250 Implementing CS curriculum in K-12: Teachers' Needs, Challenges, and Professional Development

250 Improving Hypothetico-Deductive Reasoning skills of Medical Students through Argumentation with Concept Map Approaches in PBL

250 Increasing Students' Implementation of Metacognitive Strategies: What Makes Students Use Metacognitive Strategies?

250 [NR] The Effects of the Combination of Whole and Part-task Sequencing and Types of Task-condition on Acquisition of C Programming

316 KSET - Developing Technology-enhanced Instructional Tools

316 Exploring learning affordance from embodied interface of STEM-relevant immersive virtual reality educational games

316 A Development Study on the Technology-enhanced Peer Feedback Application Prototype

316 An automatic measure of cross-language text structures

349 KSET-Posters

349 A Review of Computer-Mediated Collaborative Writing for L2 Students

349 CSCL Research Trend 2012-2016: Comparing Korean and International Journals

349 Developing Web, Video-Based Instructional Materials for Foster Creative Problem-Solving Capabilities

Division & Affiliate Index

354 KSET-Roundtables

354 [NR] Passion-Driven Learning Supported by Own it, Learn it, and Share it

354 Supporting student' self-regulated learning in flipped classroom

NESLA (New England School Library Association)

NJASL (New Jersey Association of School Librarians)

155 NJAS-Roundtable

155 The Print Is Dead; Long Live the Print! Books and Today's School Libraries

PAECT (Pennsylvania Association for Educational Communications and Technology)

318 PAECT - Persistence in Online Educational Gameplay: Determining the Effect of Growth Mindset Among Gifted Students

SICET (Society of International Chinese in Educational Technology)

028 SICET-Practices and Implications of MOOC

028 Achievements and Challenges of MOOCs: Results from a Meta-analysis

028 Implications of MOOC Instruction for University Instructors

028 Best Practice of MOOCs in Peking University: Courses, Platform, and Teaching

043 SICET-Research and Studies on Pre-Service Teacher Preparation

043 You Teach as How You were Taught: How did Preservice Teachers Learn Technology Integration from Modeling

043 A Change in Design: Comparing a Traditional and Flipped Approach to Technology Integration Instruction in Teacher Preparation

044 SICET-Comparative Study of Interactional Student Characteristics and Perceptions

044 International Students' Perceptions and Experiences with an Interdisciplinary Space Design Project

044 Learning to Sketch-note: A Comparative Study of Participants' Characteristics in a Chinese and an American Sketch-noting Workshop

067 SICET-Innovative use of Technology in Teaching and Learning

067 Teaching for change: Using video assessment tools to turn boring lectures into engaging online instruction

067 Do fast and high pitch music backgrounds help people complete their tasks more accurately?

092 SICET-Learning Experience in China

092 Offering an online Master's degree program to students

in China: What have we learned?

092 [NR] A Survey Study of the K-12 Students' Smart Classrooms Learning Experience in China

117 SICET-Research and Studies in Second Language Teaching in China

117 Students' Self-directed Learning with Information Technology in College English in China

117 Leveraging a Sorting Task as a Measure of Knowledge Structure in Second Language Reading

117 The Effects on Learning and Achievement of Integrating Interactive Whiteboard into Language Teaching

156 SICET-Technology and Media Literacy Discussion

156 Information and communication technology (ICT) and scientific literacy: A comparative study of China and Finland

156 [NR] Teaching STEM with Technologies and Adoption of OER

180 SICET-Roundtables

180 [NR] Collaborative Learning on Science Concepts through Cyberspace

180 [NR] Dance Students' Locus of Control, Performance, and Course Satisfaction

180 [NR] Engineering Online Learning Environment in An Online Data Science Course

180 Ensuring academic integrity in online courses: A comparative study on test scores in three testing environments

180 Media multitasking, attention and comprehension: a deep investigation of fragmented reading

180 The construction of sentiment lexicon in educational field based on word2vec

180 The impact of digital technology usage on informal workplace learning

180 [NR] Trust and Knowledge Sharing in Communities of Practice: A Case Study of Two Research Groups

210 SICET-Keynotes

233 SICET Membership Meeting

255 SICET-Confucius and Socrates? Cultural Perspectives for Leading, Mentoring, Learning, and Change

256 SICET-Theory Informed Learning Analytics and Reflective Practice Paradigm

256 Case Study on Cultivating Pre-Service Teachers' Self-efficacy Using Mobile Learning Environments

256 Theory Informed Learning Analytics for Student Assessment in Collaborative Learning

Presenter and Participant Index

A

Aldemir, Tugce. 001, 014, 018, 023, 085, 127, 194, 247, 269, 329, 386, 387, 389
 Amankwatia, Tonya 389
 Ames, Matt..... 075
 An, Yun-Jo 179, 229
 Anderle, Jonlee S. 001, 018, 023, 058, 127, 224, 269, 329, 387
 Antonenko, Pavlo..... 218, 288, 313
 Arrington, Thomas Logan..... 014, 194
 Ashby, Iryna 022, 049, 073
 Asino, Tutaleni I. 025, 051, 085, 162, 186, 271
 Atkinson, Tom..... 013, 051, 191, 272
 Aydın, Sinan..... 249

B

Bagdy, Lauren 022, 049, 073
 Bannan, Brenda..... 150
 Barreto, Daisyane..... 012, 024, 051, 314, 360
 Basdogan, Merve 018, 341
 Bauman, Jennifer A..... 015, 348
 Bayeck, Rebecca Yvonne. 018, 025, 162, 186, 271
 Baylen, Danilo M..... 386
 Beal, Carole..... 218
 Beck, Dennis 017, 101, 330, 355
 Belland, Brian 020, 288, 313
 Benavides, Otto E. 027
 Benson, Angela. 025, 162, 186, 262, 271, 346
 Bentley, Joanne Pamela 272
 Betrus, Anthony Karl 312
 Bichelmeyer, Barbara 341
 Bishop, MJ 150, 248, 265
 Blatt, Leslie 002, 017, 085, 272, 330, 355, 386, 389
 Blevins, Samantha..... 019, 300
 Boileau, Tim..... 015, 134, 279, 348
 Boling, Elizabeth..... 150, 248, 265
 Bolliger, Doris U..... 012, 024, 179, 229, 272
 Bond, M. Aaron. 002, 019, 272, 300, 386, 389
 Bonk, Curtis J..... 255, 289
 Bradshaw, Amy C 025, 039, 162, 186, 271
 Branch, Robert Maribe..... 013, 039, 101, 150, 160, 191, 288, 313, 331
 Breman, Jeroen 022, 049, 073
 Briskin, Jessica..... 018
 Brown, Carol A. 020
 Brown, Jennifer..... 017, 042, 330, 355
 Brown, Victoria..... 218
 Bryant, H Victoria..... 018, 329
 Brynteson, Kristin..... 045, 085, 159
 Bunag, Tara 022, 049, 073
 Burns, William J..... 331
 Butler, Rebecca P. 020, 029

C

Caffarella, Edward 331
 Campbell, Shirley 386
 Champion, Linda L. 042, 272, 341, 369, 386,

389
 Cao, Vien..... 012, 024
 Cash, Cindy..... 345
 Caskurlu, Secil 012, 022, 024, 049, 073
 Cates, Michelle 022, 049, 073
 Cates, Ward 002, 013, 150, 331
 Chen, Huiruo..... 022, 049, 073, 224
 Chen, Xiaojun 051
 Cheng, Jiaming 022, 049, 073
 Cheon, Jongpil 386
 Chien, Szu-Yueh Justine .. 027, 040, 272, 373, 386
 Childress, Marcus 331
 Ching, Yu-Hui 341, 369
 Choi, Ikseon 263, 313
 Cifuentes, Lauren 027
 Clariana, Roy B..... 341
 Coleman, Brian 018, 042, 329
 Colorado, Jozenia..... 179, 229
 Combs, Brandon James..... 020
 Cornell, Richard A. 027
 Correia, Ana-Paula... 012, 024, 084, 248, 265, 288, 313
 Curry, John 002, 016, 085, 134, 272, 279, 312, 372, 389

D

Dabbagh, Nada..... 029, 288, 313
 Dalgarno, Barney 341
 Darabi, Aubteen 218
 Davidson-Shivers, Gayle V..... 014, 134, 194, 279
 Dawson, Kara..... 218
 Dennen, Vanessa 218
 Dickson-Deane, Camille.. 002, 020, 025, 101, 162, 186, 248, 265, 271, 346, 389
 Dietzel, Richard 075
 Ding, Lu 012, 024
 Donaldson, Ana 013, 020, 022, 049, 073, 191, 331
 Dousay, Tonia A. 051, 085, 150, 160, 224, 272, 341, 369
 Doyle, Robert... 002, 013, 027, 040, 075, 191, 373, 389
 Draper, Darryl..... 014, 075, 194
 Drexler, Tara Lynn 018, 111, 224, 314, 329
 Driscoll, Marcy P. 047, 331
 DuBoff, Bruce Robert..... 001, 017, 023, 127, 269, 272, 330, 355, 387
 Durucasu, Hasan 249

E

Earnshaw, Yvonne..... 042, 314, 341, 369
 Elen, Jan 248, 288, 313
 Ellis, Holly 218
 Ellsworth, James 272
 Englund, Jennifer 018, 085
 Erick, Elena..... 022, 049, 073
 Estes, Michele..... 341

F

Farber, Susan..... 272
 Fisher, Brittnee..... 015, 085, 348, 386
 Fowlin, Julaine..... 019, 300

G

Gallant, Genevieve..... 019, 042, 085, 300
 Gao, Fei..... 179, 229
 Garrison, Donn R..... 341
 Ge, Xun 255, 288, 313
 Geary, Thomas Michael 012, 024
 Gentry, Wendy..... 272
 Gerber, Hannah R. 027
 Giacomo, Lisa A. 015, 022, 049, 073, 162, 186, 271
 Giri, Sagun 179, 229
 Glaser, Noah..... 341
 Goda, Yoshiko 374
 Goto, Yasushi 374
 Grant, Michael M..... 002, 360, 389
 Gratch, Jonathan S 016, 372
 Green, Tim 029
 Grincewicz, Amy Marie..... 272
 Gu, Xiaoqing..... 210
 Gunter, Glenda A. 218
 güneş, aysun..... 249

H

Hale, Paige 017, 085, 261, 330, 355
 Hall, Jacob A. 022, 049, 073
 Han, Insook 341
 Harati, Hoda 345
 Harmon, Steve..... 150, 331
 Harrell, Robert 331
 Harriman, Jay..... 051, 331
 Harris, Phillip..... 101, 288, 313
 Hartshorne, Charles..... 218
 Hastings, Nancy B. .. 015, 022, 029, 049, 073, 101, 134, 218, 279, 348, 389
 Havard, Byron..... 016, 218, 372
 Hergert, Tom 022, 049, 073
 Herring, Mary 029, 331
 Himeno, Kanji..... 374
 Hirumi, Atsusi..... 012, 024, 150, 218
 Hodges, Charles 020, 029, 173
 Hoffman, Ellen S..... 163
 Hokanson, Brad 002, 097, 150, 191, 288, 313, 331, 360, 389
 Hong, Yi-Chun 179, 229, 386
 Hooper, Jessica..... 022, 049, 073
 Horton, Akesha M.... 025, 042, 162, 186, 271, 386
 Howard, Craig D..... 341
 Hsiao, E-Ling 002, 085, 179, 229, 389
 Hsu, Yu-Chang 040, 373
 Hu, Haihong Helen 386
 Huang, Wen-hao David..... 288, 313
 Hubbard, Jerry..... 272
 Hudnell, Tamera Celeste 017, 330, 355
 Huett, Kim C. 017, 163, 330, 355
 Huh, Yeol 341

Presenter and Participant Index

I

Ifenthaler, Dirk 255
 Ilgaz, Hale 288, 313
 Irvine, Christine K. Sorensen... 013, 045, 159, 191

J

Jackson, Cat 018, 329
 Jackson, Sean Raymond... 017, 312, 330, 355
 Jeong, Allan..... 218
 Jia, Xiaokai 042, 045, 159
 Jin, Yi 012, 024
 Johari, Abbas 002, 020, 027, 389
 Johnson, George 295
 Johnson, Tristan 173, 288, 313
 Johnson, Wendell 075
 Jones, Marshall G. 029
 Joseph, Roberto..... 025, 162, 186, 271
 Justice, Lenora Jean 051

K

Kaminski, Karen 029
 Ke, Fengfeng 218, 288, 313
 Kenny, Robert F 173, 188
 Kerres, Michael..... 288, 313
 Khlaif, Zuheir..... 018, 329
 Kidder, Lisa..... 314, 360
 Kim, ChanMin 020
 Kim, Kyung..... 341
 Kim, Minkyong..... 019, 300
 Kimmons, Royce..... 247
 Kirschner, Paul..... 288, 313
 Klein, James 218
 Kowch, Eugene .002, 019, 042, 089, 111, 150, 178, 218, 255, 272, 300, 321, 351, 377, 389
 Kumar, Swapna..... 218
 Kuo, Yu-Chun 040, 373

L

Lachheb, Ahmed 022, 049, 073
 Land, Susan 029
 Langille, Holley Handley 015, 042
 Laprairie, Kimberly..... 341
 Leach, Katie M..... 318
 Leary, Heather 075, 179, 229, 272
 Lee, Dabae 341
 Lee, Mark J. W. 341
 Lee, Mimi Miyoung 255
 Ley, Kathryn 134, 279
 Lim, Cheolil 386
 Lim, Jieun 012, 024
 Lin, Lin 142, 255
 Lin, Yu-Ju 179, 229
 Liu, Leping..... 210
 Lockee, Barbara 331
 Loizzo, Jamie 341
 Lou, Yiping 218
 Lowell, Victoria 341, 369, 386
 Lowenthal, Patrick 341
 Lumpkin, Peggy Ann 025, 162, 186, 271

M

Marshburn, Holly 025, 162, 186, 271
 Martin, Barbara L..... 150
 Martin, Florence..... 247, 341, 369
 Martin, Sam..... 020
 Martindale, Trey..... 002, 386, 389
 McArthur, Ashley..... 015, 042, 272, 348
 McDonald, Jason K..... 022, 049, 073
 McIsaac, Marina S. 027
 Menn, Mindy..... 012, 024
 Merchant, Zahira..... 014, 039, 085, 194
 Michalak, Russell..... 042
 Milet, Lynn..... 331
 Miller, Carrie Lewis 022, 049, 073
 Miller, Chris 013, 029, 101, 191, 272
 Miller, Patricia A 013, 191, 272, 331
 Miller, T. Weston..... 013, 163, 191, 331
 Mishra, Punya 029
 Modi, Avani..... 341
 Moore, Joi 002, 389
 Moore, Rob 345
 Moore, Stephanie L..... 013, 020, 191, 389
 Murakami, Masayuki 374
 Murphy, Karen 027
 Murtaugh, Megan Conners 001, 023, 127, 269, 272, 341, 369, 387

N

Natividad, Gloria..... 288, 313
 Neuman, Delia 013, 191

O

Oh, Eunjung Grace..... 179, 229
 Olesova, Larisa 341, 369
 Orellana, Anymir..... 295
 Oyarzun, Beth 022, 049, 073
 OZOGUL, Gamze 341

P

Pan, Cheng Chang (Sam)..... 027
 PARK, SANGHOON..... 054, 218, 284
 Parker, Preston 029
 Pasquini, Laura 341
 Paulus, Trena..... 341
 Peck, Kyle L..... 331
 Perkins, Ross..... 029, 039, 360, 386
 Persichitte, Kay 002, 051, 288, 313, 331
 Piller, Yulia..... 343
 Pina, Anthony A. 101, 272, 341
 Polly, Drew 002, 045, 159, 389
 Ponnors, Pamela Jones 016, 272, 343, 372
 Prather-Leming, Brandi M..... 015, 348
 Prayaga, Lakshmi..... 218
 Prest, Kenneth W..... 019, 300
 Pristas, Cassandra 218

Q

Qian, Yingxiao 018, 040, 373

Quinn, Clark..... 150

R

Reeves, Thomas C.... 012, 024, 150, 172, 248, 265, 275
 Reigeluth, Charles Morgan 150, 341
 Reiser, Robert..... 218
 Resig, Jessica ... 001, 014, 023, 127, 194, 269, 387
 Resnick, Mitchel 313
 Rhode, Jason 341
 Rice, Marilyn 341
 Rich, Peter..... 022, 049, 073, 288, 313
 Richter, Stephanie 341
 Rieber, Lloyd 150
 Ritzhaupt, Albert Dieter ... 014, 039, 194, 218
 Robison, Don 362
 Rodas, Claudia 345
 Rogers, Sylvia 020, 179, 229, 360
 Rogers-Estable, Michelle..... 272
 Romero-Hall, Enilda 179, 229, 247, 360
 Rong, Hui..... 313
 Rowland, Gordon 248, 265
 Russo, Tracy Ellen 045, 159, 386
 Rysavy, Monica..... 016, 020, 042, 372, 386

S

Sadaf, Ayesha 042, 341
 Sammons, Doty..... 022, 049, 073, 224
 Sanchez, Damien..... 345
 Savenye, Wilhelmina 002, 073, 150, 173, 288, 313
 Saykili, Abdullah..... 249
 Schmidt, Matthew 014, 194, 341, 386
 Schuch, Dan 022, 049, 073
 Scott, JoAnne Dalton 042, 179, 229
 Shepherd, Craig..... 045, 159
 Sheu, Feng-Ru..... 012, 024, 179, 229
 Shih, Juling 255
 Shin, Won Sug..... 341
 Shute, Valerie J..... 218
 Siko, Jason 045, 085, 159, 268
 Simonson, Michael 029, 218, 295
 Smaldino, Sharon..... 020, 029, 331
 Smith, Aimee..... 341
 Smith, Glenn Gordon 218
 Snelson, Chareen..... 341
 Sockman, Beth Rajan..... 019, 300
 Spector, Jonathan M..... 255, 288, 313, 331
 Stauffer, Eric 002, 018, 314, 329
 Stefaniak, Jill..... 014, 042, 194
 Stork, Michele... 017, 042, 218, 330, 355, 386
 Stover, Sheri..... 022, 049, 073
 Strycker, Jesse 045, 159
 SUBRAMONY, DEEPAK PREM ... 162, 186, 271
 Sulecio de Alvarez, Monica 019, 300
 SURAL, Irfan..... 249
 Surry, Daniel 029
 Svihla, Vanessa..... 248, 265

Presenter and Participant Index

T

Tamim, Suha 019, 042, 300
Tang, Hengtao ... 040, 042, 162, 186, 271, 373
Tawfik, Andrew 014, 039, 194, 244
Thankachan, Brijun 085, 386
Thomas, Michael K. 346
Tillberg-Webb, Heather 013, 191
Tipling, Roger N. 331
Tolbert, Denise 013, 191, 386
Tomita, Kei 042, 179, 229, 360
Topping, Nicole Emert 224
Tracey, Monica.. 022, 049, 073, 150, 288, 313
Tseng, Hungwei 027, 040, 042, 373
Tu, Chih Hsiung 027, 345
Turcotte, Nate.....018, 042, 111, 247, 329
Turnier, Luke..... 341

U

Underwood, Jason 134, 279

V

Van Laer, Stijn 314
Van Merriënboer, Jeroen J. G. 248, 265
Vasconcelos, Lucas 224, 341, 369
Veletsianos, George 341
Villachica, Steven W. 022, 049, 073
Visscher-Voerman, Irene 150

W

Wakefield, Jenny S.... 012, 024, 179, 229, 343
Walker, Andrew 012, 024, 248, 265
Walker, Brandy 272
Wang, Jiahui 012, 024, 224
Wang, Xiaoxue 002, 040, 373, 389
Warren, Scott Joseph 016, 372
Watson, Ginger S 179, 229, 386
Watson, Nikisha 179, 229
Watson, Sunnie 341
Watson, William 341
Watts, Natasha Brooke 016, 018, 372
West, Rick 288, 313, 332
White, Charles 272, 331, 386
Whitney-Emberton, Jennifer Renna. 017, 018, 330, 355
Wiley, David 248, 265
Williams van Rooij, Shahron ... 002, 015, 190, 288, 313
Wills-Espinosa, Nicola 162, 186, 271
Wilson, Brent G. G. 150
Wiseman, Robert C. 029
Wisneski, John 341

X

Xiu, Ying 012, 024

Y

Yamagata-Lynch, Lisa 029, 341

Yeaman, Andrew R. J. 020, 029
Yeh, Hsin-Te 027, 040, 373
York, Cindy 002, 272, 341
Young, Patricia.. 040, 248, 265, 288, 313, 373

Z

Zhang, Yinning 341
Zhu, Meina 055, 082, 107, 209

Ö

ÖZKUL, Ali Ekrem 249

AECT 2017 International Convention

Leading Learning *for* Change

My Notes:

AECT 2017 International Convention

Leading Learning *for* Change

My Notes:
